



Getting Started Part 2: Functions and Features Session: IP 102

Getting Started Part 2: Functions and Features

Welcome and Introductions

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My Account: Login for New Users

1. Navigate to the Collaborative Learning home page: www.clihome.com.
2. At the top of the page, click **Log In**.
3. Enter the User ID (Universal ID) and Password provided.
Note: All passwords are case sensitive.
4. Click **Enter**.
5. Enter primary e-mail address, either school or personal.
6. **Change Password.** (All passwords are case sensitive, must be 6-12 characters in length, and include only letters and numbers.)
7. An e-mail will be sent requiring confirmation within 72 hours for authentication. Should confirmation not occur in that timeframe, steps 3-6 must be repeated.
8. *For future logins, the Universal ID or primary e-mail may serve as the username.**

* *Note: Confirmation of the e-mail address must occur in order to use it as the username. Until confirmation occurs, the User ID (Universal ID) may be used.*

Login

Exciting News! Collaborative Learning has moved to a single login. Simply log in with your current username and password. For Curriculum Mapper demo accounts or StandardsScore Summer School login, see below.

[Bookmark Page](#)

Username:

Password:

(Note: Passwords are case sensitive.)

[Log In](#)

Forgot your password? [Click here](#)

My Account: Login for Current Users

1. Navigate to the Collaborative Learning home page: www.clihome.com.
2. At the top of the page, click **Log In**.
3. Enter current User ID and password.
4. Enter current e-mail address and password.
5. An e-mail will be sent requiring confirmation within 72 hours for authentication. Should confirmation not occur in that timeframe, steps 3-4 must be repeated.
6. *For future logins, the Universal ID or primary e-mail may serve as the username.**

* Note: Confirmation of the e-mail address must occur in order to use it as the username. Until confirmation occurs, the User ID (Universal ID) may be used.

Login

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Username:

Password:

(Note: Passwords are case sensitive.)

[Log In](#)

Forgot your password? [Click here](#)

Class Setup

1. Classes must be established prior to creating units. If units will be created for a variety of classes, it is suggested that all classes be entered at this time.
2. Under the tab **Setup** choose **Class**.
3. Confirm the school year.
4. At the top right corner, click **Add New Class**. Select the class from the drop-down list. A section name is also required. The section name can be the class period, section number, and/or teacher name. For example, *1st period* or *Mrs. Johnson's class*.
5. Multiple sections/periods can be added by clicking **Add Section**. As many sections/periods can be added as needed.

The screenshot displays the 'Instruction Planner' interface. At the top right, it shows 'My Account (Debra Synatschik / CLI School for CCs) | Log Off'. The navigation bar includes 'My Plans', 'Reports', 'Resources', 'Setup', 'Support', and 'Admin'. The main content area is titled 'Class Setup' and shows a list of classes under 'United States History'. A modal window titled 'Add New Class' is open, featuring a dropdown menu with 'Algebra I' selected, an 'Add Section' button, and a 'Section Name' input field. Below the input field are 'Cancel Or' and 'Add Class' buttons. The background interface shows a table with columns for 'Section' and 'Edit', and a '+ Add Section' button.

My Plans

When viewing the My Plans home page of Instruction Planner, Current Units will be displayed.

The screenshot shows the 'Unit Plan List' interface. At the top, there are links for '+ Add New Unit', '+ Add New Unit From Plan Library', and 'View Timeline'. Below these are three dropdown menus: '2009 Calendar', 'All Classes', and 'Display Current Units'. To the right of these is a checkbox labeled 'Show Inactive Units'. The main content is a table with the following data:

Dates	Units	Shared	Class & Sections
04-19-10 to 04-30-10	Chapter 3 Neutral	P	Grade 8 Math / Mrs. Synatschk
04-26-10 to 04-29-10	Planets	P	Grade 3 Science / Mrs. Synatschk
04-26-10 to 04-30-10	Probability	P	Grade 8 Math / Mrs. Synatschk

On the right side, there is a 'Jump To A Daily Plan:' section with buttons for 'Yesterday', 'Today', and 'Tomorrow', and a calendar for April 2010.

To view completed Units, Future Units, or all Units, select from the drop-down list.

This screenshot shows the 'Unit Plan List' interface with the 'Display Current Units' dropdown menu open. The menu options are: 'Display Current Units', 'Display Completed Units', 'Display Future Units', and 'Display All Units'. An arrow points from the text above to the 'Display Completed Units' option. The table below shows the same data as the previous screenshot:

Dates	Units	Shared	Class & Sections
04-19-10 to 04-30-10	Chapter 3 Neutral	P	Grade 8 Math / Mrs. Synatschk
04-26-10 to 04-29-10	Planets	P	Grade 3 Science / Mrs. Synatschk
04-26-10 to 04-30-10	Probability	P	Grade 8 Math / Mrs. Synatschk

To view and add to the Unit, click on the name of the Unit.

Adding Units

Add New Unit

* Title
Probability

* Class
Grade 5 Math

* Section
 Mrs. Synatschk

Template: Desert Valley School Calendar: 2009 Calendar

* Select Dates
Start Date **End Date**
 3-9-10 3-26-10

Share Unit With
 Kim Brunswick, Leslie A Noonan, Janet Rummel
 Select Teachers

* - Required Field Cancel Or

Teachers sharing creation
of Unit development

Add New Unit:

1. From the menu bar, click **My Plans**.
2. Across from **Unit Plan List**, click **Add New Unit**.
3. Enter the title for the unit.
4. Select the class from the drop-down list. All sections are pre-selected but may be de-selected if the unit does not apply to a section.
5. Select the template to be utilized for the unit.
6. Select the school year.
7. To select unit start and end dates, click the calendar. In the next window, select the start date and end date of the unit. Click **Submit Dates**.

If a unit is to be developed collaboratively, it must be shared with other teachers during the unit-planning phase. Teachers can be added from other school buildings to enable sharing across a district.

8. To share, click **Share Unit With**.
 - a. In the next window, select the **School** and **Course** from the drop-down lists to locate the teacher(s) with whom to share.
 - b. Select the teacher(s) then click **Add** to add names from the left **Teachers** box to the right **Selected Teachers** box.
 - c. To add teachers from a different school, select the school from the **School** drop-down list and continue steps 8a and 8b.
 - d. To remove teachers from sharing, select the teacher(s) then click **Remove**.
 - e. When complete, click **Add Teachers**.

Select Teachers To Share Unit With

School

Course

<p>Teachers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Jan Leonard <input type="checkbox"/> David Mendrala <input type="checkbox"/> Kristin Morgan <input type="checkbox"/> Ann Nelson <input type="checkbox"/> Mary Romke <input type="checkbox"/> John Rouse <input type="checkbox"/> Mike Rush <input type="checkbox"/> Carl Sartwell <input type="checkbox"/> Nancy Schmidt <input type="checkbox"/> Jenny Trimberger <input type="checkbox"/> Mark Trutt <input type="checkbox"/> Mary Vedra 	<input type="button" value="Add >"/> <input type="button" value="< Remove"/>	<p>Selected Teachers</p> <ul style="list-style-type: none"> <input type="checkbox"/> (Check All) <input type="checkbox"/> Kim Brunswick <input type="checkbox"/> Leslie A Noonan <input type="checkbox"/> Janet Rummel
--	---	--

Cancel Or

9. Click **Add Unit**.

Important Considerations

Unit Titles – All daily lessons are created within a unit. This can be a unit of time (April 20 – April 24), a unit (Chapter 4: The American Revolution), or a concept/content unit (Rocks and Minerals). A unit can be as short as a day or last as long as nine weeks – or more. A unit must be given a start date and an end date.

Note: *The title of the unit is not transported into Curriculum Mapper®.*

Templates – The Administrative account creates templates that can be used by all teachers in a school. A template must be selected when adding a new unit. Once a unit has been added, it is not possible to select a different template for that unit. If a different template is desired, a new unit must be added, in which case a different template can be selected and the older unit can be deleted (depending on unit deletion permissions set by the Administrative account).

Blocked Dates – Some days may be blocked by the Administrative account. Blocked dates may be marked on the calendar as a holiday (Labor Day), term starting and/or ending dates, or special school dates (Parent/Teacher Conferences). Teachers will have a choice to cancel or use the blocked date in the unit.

Share Unit – The Share Unit option allows teachers to share in the design of an instructional unit within a grade level, department, or across subject areas for interdisciplinary connections. Units can be shared within one building or across multiple buildings in a district. If the choice is made to share the unit development with other teachers, those teachers have real-time access in order to collectively build the unit. Once the Unit Plan is built, each teacher involved in the development will copy the unit into his or her own Unit Plan List. That allows each teacher to make revisions and modifications based on the needs of the students in his or her classroom in his or her own Daily Plan. When sharing a unit, it may be wise to develop a plan for the team’s work since the last person to make changes and save the unit may overwrite the work of other collaborators. The teacher who originated the unit will see a “P” under the shared heading to represent Primary author and those who the Unit is being shared with will see an “S” under the shared heading.

Unit Plan List			
		+ Add New Unit + Add New Unit From Plan Library View Timeline	
2009 Calendar	All Classes	Display All Units	<input type="checkbox"/> Show Inactive Units
Dates	Units	Shared	Class & Sections
09-17-09 to 09-30-09	Get Ready For Fractions	P	Grade 3 Math / Period 2
03-01-10 to 03-12-10	Whole Numbers and Patterns	S	Grade 3 Math / Section 1
03-15-10 to 03-26-10	Tangram Geometry		Grade 3 Math / Period 2
05-03-10 to 05-14-10	Whole Numbers and Patterns		Grade 3 Math / Period 2

Check for Understanding

1. What are some of the purposes of templates, and how will they help focus instruction?

2. What are the advantages of sharing units with colleagues?

Notes:

Actions Drop-down

Edit - edit a unit title, start and end dates, as well as **Share Unit With** selections

Copy - copy current unit

1. Click the **Actions** drop-down at the top right; select **Copy**.
2. Enter the unit title.
3. Select the class from the drop-down list. All sections are pre-selected but may be de-selected if the unit does not apply to a section.
4. Select the school year.
5. Select unit start and end dates by clicking on the calendar. In the next window, select the start date and end date of the unit. Click **Submit Dates**.
6. Click **Copy Unit**.
7. In order to share the unit with other teachers, select **Edit** in the **Actions** drop-down to select the teachers.

Shift Unit/Daily Plan – adjust the start and/or end date of the Unit/Daily Plans to lengthen or shorten the unit

My Plans Reports Resources

< Back to My Plans

Unit Plan Daily Plan Rea

Changes in In

Unit Dates
9-24-09 to 10-13-

Teacher
Debra Synatschk

Enduring Understanding

1. The desire for wealth c
others.

Shift Unit & Daily Plans

Current Unit Dates
9-24-09 to 10-13-09

New Unit Dates
9-24-09 to 10-13-09

September 2009

Su	Mo	Tu	We	Th	Fr	Sa
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3
4	5	6	7	8	9	10

September 2009

Su	Mo	Tu	We	Th	Fr	Sa
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3
4	5	6	7	8	9	10

Days Earlier Later

Cancel Or Shift Unit

Delete – delete an entire unit (Function may be disabled by the Administrative account.)

Notes: A unit cannot be deleted if its start date is before the current date. A solution is to shift the unit to a future start date, return to My Plans, open the unit, and select **Delete** from the **Action** drop-down. A unit cannot be deleted if data has already been selected or entered on any Daily Plan. Shared units can only be deleted by the Primary author of the Unit.

Deactivate – make unit inactive for the school year

Convert to PDF – Converts Unit or Daily Plans to PDF.

Important Considerations

Shifting Units – Whole units or parts of units can be shifted forward or backward. This feature is useful when a unit is longer or shorter than anticipated. Shift the unit forward to establish a new start date. If school is cancelled for a day, any part of a unit not yet taught can be moved to show that no teaching occurred on that date. Click on the day on the left calendar and then specify the number of days to shift earlier or later. This can be done at any time during the unit.

Activity:

1. Utilize the shift function to shift Unit Plan earlier or later by two days.
2. Shift Unit Plan back to the correct dates.

Check for Understanding:

1. Why is it important to be sure that your Unit Plan and Daily Plans reflect the true dates of instruction?

2. What are some reasons for deactivating a Unit?

Adding Standards

This process adds standards to the Unit Plan, allowing the standards to be attached to the Content, Skills, or Assessment area in the Unit and Daily Plans.

1. Click **Add Standards** in the Standards section.
2. Select the **Set, Subject, and Level** from the drop-down menus.
3. Use **Search** to isolate standards containing a word or word part (example below, “war”).

The screenshot shows the 'Add Standards' interface. At the top, there are three dropdown menus: 'Set' (IN_Academic Standards), 'Subject' (Social Studies (2007)), and 'Level' (United States History). Below these is a search box containing the word 'War'. A scrollable list of standards follows, each with a checkbox. The first standard, Standard USH.1, is checked. Other standards include USH.3, USH.4, and USH.5. At the bottom right, there are 'Cancel' and 'Add Standards' buttons. An arrow points from the text 'Click Add Standards' in the instructions above to the 'Add Standards' button in the screenshot.

4. Place a check in the box(es) next to the desired standard(s).
5. Click **Add Standards** to add selected standards to the unit.
6. Repeat steps 1-5 to add standards from another Set, Subject, and/or Level.
7. To remove standards, select the Set, Subject, and Level; click in the box(es) to remove the check. Click **Add Standards**.
8. The Standards Box can be collapsed by clicking **Hide** and expanded by clicking **Show**.

Important Considerations

Standards are added to units to set priorities regarding what students need to know and be able to do. Unit and Daily Plans should be developed with the standards in mind. It is necessary to add standards to the Unit Plan or Daily Plan in order to attach standards to Content, Skills, and/or Assessment. Standards cannot be tracked unless they are attached to Content, Skills, and/or Assessment.

Activity:


1. Add at least two standards that you plan to attach to your Unit Plan.
2. Add at least two standards from another **Subject** or **Level**.
3. Delete any of the standards you do not want in your Unit Plan.

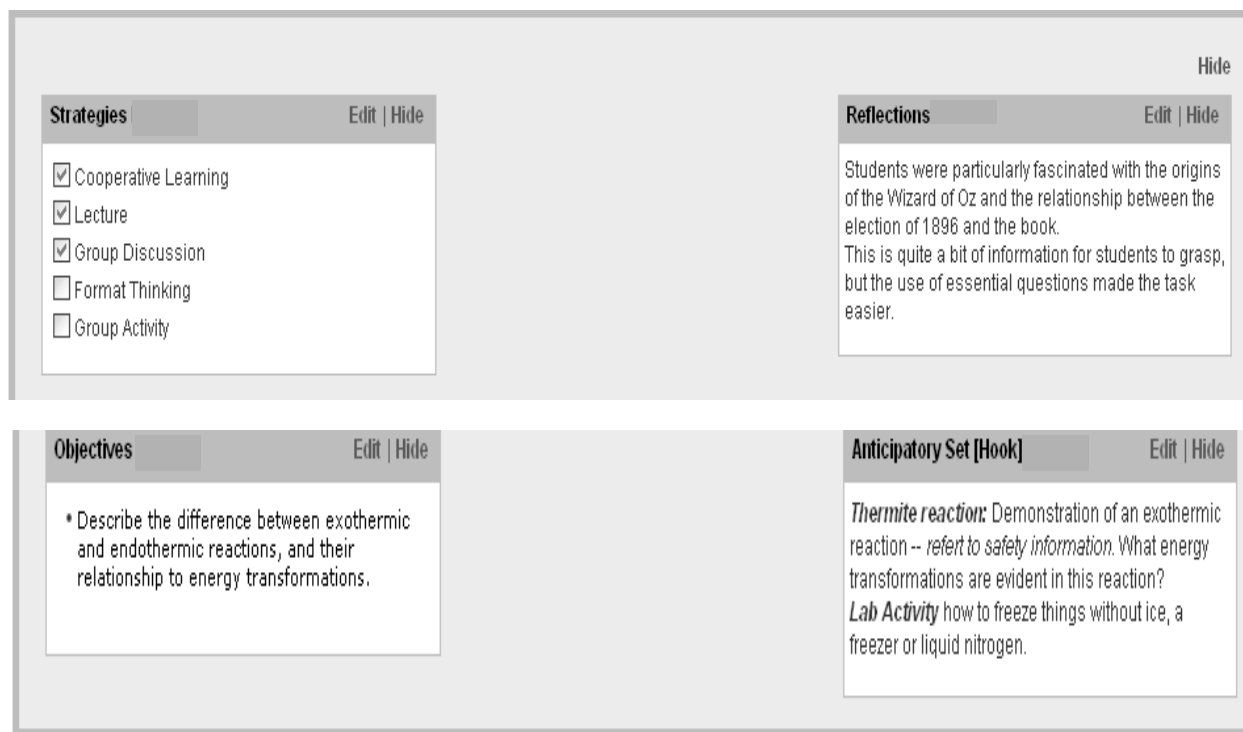
Check for Understanding:

1. How will you determine which standards to add to the unit?

2. What are the advantages of not only sharing a Unit Plan, but also adding standards from other Subjects and/or Levels?

Instructional Elements

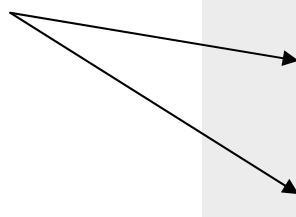
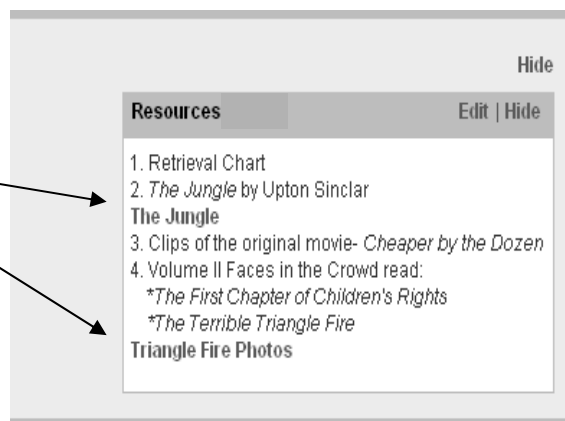
1. To add information into an Element, click **Edit**.
2. Hyperlinks may be added to any text box Element.
Click **Hyperlink Manager** icon. 
 - Type or copy the URL.
 - In **Link Text**, enter a name associated with the link.
 - Click **OK**.
3. Just as with standards, the box may be hidden if desired.



The screenshot displays four instructional elements in a grid layout. Each element has a title bar with an 'Edit | Hide' button and a 'Hide' button in the top right corner.

- Strategies:** Contains a list of checkboxes: Cooperative Learning (checked), Lecture (checked), Group Discussion (checked), Format Thinking (unchecked), and Group Activity (unchecked).
- Reflections:** Contains two paragraphs of text. The first paragraph discusses students' fascination with the Wizard of Oz and the 1896 election. The second paragraph notes that essential questions made the task easier.
- Objectives:** Contains a single bullet point: "Describe the difference between exothermic and endothermic reactions, and their relationship to energy transformations."
- Anticipatory Set [Hook]:** Contains two paragraphs. The first paragraph is titled "Thermite reaction" and asks about energy transformations. The second paragraph is titled "Lab Activity" and asks how to freeze things without ice.

Hyperlinked text

The 'Resources' panel is titled 'Resources' and has an 'Edit | Hide' button. It contains a numbered list of resources:

1. Retrieval Chart
2. *The Jungle* by Upton Sinclair
The Jungle
3. Clips of the original movie- *Cheaper by the Dozen*
4. Volume II Faces in the Crowd read:
**The First Chapter of Children's Rights*
**The Terrible Triangle Fire*
Triangle Fire Photos

Important Considerations

Instructional Elements are components of a school/district template that allows teachers and administrators to track, monitor, and analyze various instructional elements within the Daily Plans. Elements may be placed in the Unit Plan, but only the Daily Plan data generates reports.

Monitored and Analyzed	Tracked and Analyzed
Text	Checkbox
List	Drop-down List

1. There may be any number of Elements in a Unit Plan or Daily Plan.
2. The information entered into Elements in the Unit Plan reflects aspects of the overall unit.
3. The information entered into Elements in the Daily Plan reflects aspect of each day's instruction. The Daily Plan data generates reports.

Note: *Elements are not transported to Curriculum Mapper®.*

Activity:

1. Follow the directions on the previous page to enter information into at least one Instructional Element.
2. Save the information.

Check for Understanding:

1. What are the purposes of Instructional Elements?

2. Why are Instructional Elements not transported to *Curriculum Mapper®*?

Content, Skills, Assessments within Blocks

1. Click **Add New Block**.
2. Choose a title for the block.
Note: *This title will not be seen by others in Curriculum Mapper®.*
3. Click in Content to begin entering content statements.
4. Hit the Enter key for the next letter in the outline (A, B, C, etc).
5. Hit the Tab key for the next level in the outline, if desired (1, 2, 3, etc).
6. Hit the Shift and Tab keys to return to the previous level in the outline.

The outline structure of the Content and Skills columns is pre-determined:

Content: 1 Level; Skills: 2 Levels		Content: 2 Levels; Skills: 3 Levels	
Content	Skills	Content	Skills
A. Level 1	A. Level 1 1. Level 2	A. Level 1 1. Level 2	A. Level 1 1. Level 2 a. Level 3

Below is an example -- **Content: 2 Levels; Skills: 3 Levels**.

Title: Edit Block | Hide

Content	Skills	Assessment
A. Strikes	A. Strikes	<div style="text-align: right;">+ Add Assessment</div> <hr/> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;">Name</div>
1. Haymarket	1. Haymarket	
2. Pullman	2. Pullman	
3. Homestead	3. Homestead	

Important Considerations

The content being taught, the skills students are learning, and the assessments used to determine mastery of the skills are all entered in blocks under the heading of Content, Skills, and Assessment. Blocks are used to segment instruction, identify areas of emphasis, or place instruction within a specific timeframe. A unit can be placed within one or multiple blocks depending on preference. Blocks can be named for easy reference. For example, a unit on the American Revolution might have the following blocks: **Causes**, **Events**, and **Effects**. In Language Arts, blocks can be used to separate **Reading**, **Writing**, **Listening**, and **Speaking** while keeping Language Arts within a unit. Blocks help in the organization of thinking and teaching.

Text entered in the **Content** column automatically populates the **Skills** column in order to maintain consistency and ensure that columns align. Thought must be given to the outline structure illustrated on Page 18. If the level one structure in the Content area is selected and data is entered into the Content and Skills column using that structure, a level two structure cannot be added in the Content field without first deleting the data in those columns. The **Assessment** column is unique in that it does not follow the same outline structure. Assessments are typically grouped to match the skills being assessed. Any **Content**, **Skills**, and/or **Assessments** that are added later to the **Daily Plan** will populate the **Unit Plan**.

Activity:

1. Add a new block and enter a title.
2. Enter text into Content A; utilize the tab and shift-tab keys.
3. Enter text into Content A1.
4. Notice what happens in the Skills column.
5. Enter text into Skills A1a, A1b, etc.
6. Delete or edit Content text.

Check for Understanding:

1. How will you determine the outline structure of the Content column?
 - A. or A.
 - 1.

Adding Assessments

1. Click **Edit Block**.
2. Click **Add Assessment**.

Assessment

Assessment Info Standards Content & Skills Documents

Name
A-B. Retrieval Chart

Description
The retrieval chart is a place for students to place important information based on discussions, reading and other sources.

Notes

Assessment Type

- Multiple choice
- Oral
- Oral Presentation EJ
- Oral Presentation EJK
- Power Point
- Quiz
- Reflections
- Research Defense EJ
- Rubric
- Self-assess
- Student Demonstration EJ
- Student Self Assessment EJK
- Teacher Observation

Cancel Or **Save Assessment**

3. Enter a name for the assessment. This text will appear in the Assessment column. Letters and numbers are recommended in the name to visually identify the skills that are measured using an assessment (example above, “A-B Retrieval Chart” is used to measure all skills under A and B).
4. If your school/district has included **Assessment Types**, select the most appropriate. These assessment types are tracked by the system.
5. Specific **Standards, Content and Skills**, and **Documents** can be attached to the assessment.
6. Click **Save Assessment**.

Important Considerations

The Assessment column does not follow the same outline structure as Content and Skills, because the assessment may measure a number of skills over multiple content areas. When the Assessment is named, use text to match it to the skills being measured. In the example below, the **Analysis of the Jungle** assessment measures the skills in both **A** and **B**, so the teacher placed **A-B** before the name of the Assessment to make the visual correlation.

Content	Skills	Assessment
A. Conditions within factories	A. Conditions within factories 1. compare and contrast working conditions during the 19th century	+ Add Assessment Name A-B. Analysis of The Jungle Delete A-B. Retrieval Chart Delete
B. Pay and Work Day	B. Pay and Work Day 1. compare and contrast pay and the work day of the 19th century	

In addition, standards can be attached to each Assessment, reflecting the specific standards measured by the Assessment. Reference also can be made to the specific Content and Skills with which the Assessment is associated.

Activity:



1. Add an Assessment to a block.
2. Format the Assessment to identify the skill(s) measured by the Assessment.
3. Enter Description, Notes; select Assessment Types.
4. Save Assessment.
5. Delete or Edit Assessment information.

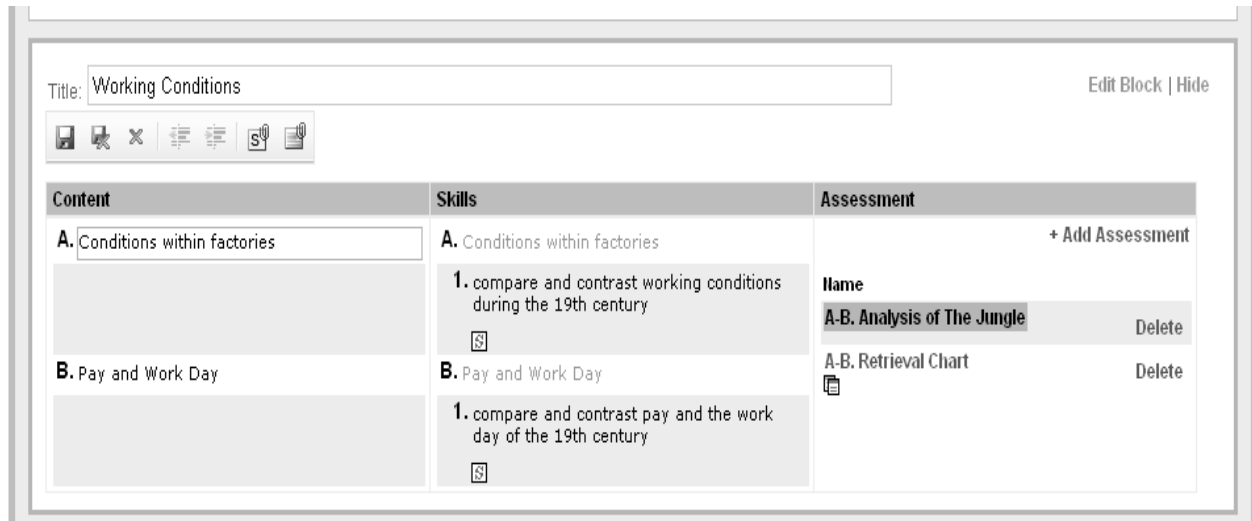
Check for Understanding:

1. Why is it important to format the Assessment to match the Skill(s)?

Working within Blocks



A block with a **green** perimeter is in *active* Edit mode.

Click **Save and Close** , or **Close** , to exit the block's Edit mode and continue working in another area of the Unit Plan or Daily Plan. Note: only one box can be active at a time.





Content	Skills	Assessment
A. Conditions within factories	A. Conditions within factories 1. compare and contrast working conditions during the 19th century	+ Add Assessment Name A-B. Analysis of The Jungle Delete A-B. Retrieval Chart Delete
B. Pay and Work Day	B. Pay and Work Day 1. compare and contrast pay and the work day of the 19th century	

Standards within Blocks

1. Click in the Content or Skills column. Standard(s) will attach where the cursor is placed.
2. Click **Select Standards**.  Standards added to the Unit Plan will load.
3. Place a check in the box(es) next to the standard(s) associated with the Content or Skills. Use the drop-down to select the level to which the standard is addressed (default terms are **Introduced, Developed** and **Reinforced**).
4. Click **Attach Standards** in the right corner.
5. To close the Standards section, click **Select Standards**. 

Edit Standards

1. Click the **Content** or **Skill** statement that contains the standard.
2. Click **Select Standards**.  Standards added to the Unit Plan will load, with the current attached standards checked.
3. Add or delete standard(s).
4. Click **Attach Standards** in the right corner.
5. Click **Select Standards**. 

Important Considerations


Standards can be attached to every Content or Skill statement; or, they can be attached to the last statement in a series, in which case it can be assumed that the standard is associated with all Content and/or Skills statements above it. Thought must be given to the consistency of how standards will be attached within the school/district. When a standard is clicked, the drop-down to the right is activated and can be used to choose the level of the standard addressed. Click Attach Standards in the top right corner.

The screenshot shows the 'Working Conditions' interface. At the top, there is a title field 'Working Conditions' and an 'Edit Block | Hide' button. Below this is a 'Standards' section with a list of indicators and a dropdown menu for selecting levels: Introduced, Developed, and Reinforced. An 'Attach Standards' button is located in the top right corner of the standards list. Below the standards list is a table with three columns: Content, Skills, and Assessment.

Content	Skills	Assessment
A. Conditions within factories	A. Conditions within factories	+ Add Assessment
	1. compare and contrast working conditions during the 19th century	Name
B. Pay and Work Day	B. Pay and Work Day	A-B. Analysis of The Jungle Delete
	1. compare and contrast pay and the work day of the 19th century	A-B. Retrieval Chart Delete

Any Instructional Element, Standards area, or Block may be hidden to focus viewing to a specific area of the page by clicking **Hide**. Click **Show** to see the section again.

Activity:

1. Attach 2 standards to Content or Skills.
2. Edit standards (add, delete, select level).
3. Click **Attach Standards**.
4. Click **Select Standards**. 

Check for Understanding:

1. Why is it important to place the correct standards within your Unit and/or Daily Plan Block?

Daily Plan

Any information placed in Content, Skills, and Assessment in the Unit Plan will be available in the **Daily Plan**. The purpose is to match the Content, Skills, and Assessments to each day, as well as to add additional Content, Skills, and Assessments as needed during implementation of the instruction.

1. Click **Daily Plan** tab.
2. Click a specific day in the calendar.

< Back to School Plans

Unit Plan **Daily Plan** Reality Check Send To Curriculum Mapper

Changes in Industrial Society

Unit Dates: 3-17-10 to 4-5-10

Class: United States History

Plan: 1st period, 2nd period, 4th period

Section:

- 1st period
- 2nd period
- 4th period

3. Identify the block(s) associated with the instruction that occurred.
4. For each block, click **Edit Block**.
5. Place a checkmark next to each item corresponding to the instruction.

Strategies DLS Edit | Hide

- Cooperative Learning
- Lecture
- Group Discussion
- Format Thinking
- Group Activity

Resources DLS Edit | Hide

- Retrieval Chart
- Political Cartoons

Content, Skills, Assessment + Add New Block | Hide

Title: Greed and Corruption Edit Block | Hide

Content	Skills	Assessment
<input checked="" type="checkbox"/> A. Tammany Hall	<input checked="" type="checkbox"/> A. Tammany Hall	<input checked="" type="checkbox"/> A-C. Retrieval Chart
<input type="checkbox"/> B. Railroads, Steel and Oil	<input checked="" type="checkbox"/> 1. identify and explain the reasons behind political corruption from 1870-1900	
	<input checked="" type="checkbox"/> 2. analyze the effects of political corruption	
	<input type="checkbox"/> B. Railroads, Steel and Oil	
	<input type="checkbox"/> 1. discuss the impact of the railroad, steel and oil industry on the United States	

6. **Element(s)** can be edited to reflect the day's lessons.
7. Click **Save**, or **Save and Close**, to exit each block or element.

Important Considerations

What is the difference between a **Unit Plan** and a **Daily Plan**?

Consider a unit plan similar to a road atlas: a tool that assists the traveler in the overall journey over a period of time. Consider daily plans the daily itineraries: tools that identify the specific events, locations, and routes for each day. Both are vital to the success of the journey. With that in mind, the unit plan serves as an overall guide while the daily plans are the day-to-day experiences in the classroom. Instruction Planner tracks the data entered in daily plans.

Keep in mind that any Content, Skills, and/or Assessments added later to any day within the Daily Plan will populate the Unit Plan.



If instruction for a specific day extends into the next day, select **Copy** in the **Action** drop-down at the top right. Click the day to which the plan will extend; select **Copy** Daily Plan.

The screenshot shows the 'Daily Plan' view for 'Changes in Industrial Society'. The unit dates are 3-17-10 to 4-5-10. The class is 'United States History' and the plan is '1st period, 2nd period, 4th period'. The section selection area has checkboxes for '1st period', '2nd period', and '4th period', all of which are checked. An arrow points to the 'Actions...' dropdown menu in the top right corner, which is open and shows options: 'Actions...', 'Copy...', and 'Convert To PDF'.

Check for Understanding:

1. Why is it important that all information be accurately documented in the Daily Plan?

Attaching Documents

1. Click **Select Documents**.  Follow Steps 2-6 to upload files to the Document Library, and Steps 7-9 to attach to the Unit Plan or Daily Plan. Documents must first be uploaded to the Document Library before they can be attached to a column.
2. Click **Upload** to add a new file to the Document Library.
3. Click **Browse** to locate the file.
4. Choose **Share Option**. (Remember: *Global Access is free space.*)
5. Enter Document Title and Description; select **Category**, **File Type**, and **Library**.
6. Click **Add File**.
7. Click in the Content or Skills column. Document(s) will attach where the cursor has been placed.
8. Place a check in the box next to the desired document(s).
9. Click **Attach Document** and **Save** the block.
10. To close the Document section, click **Select Documents**. 
11. Delete documents from Content or Skills in the same manner as standards. (Page 22)

Content, Skills, Assessment +Add New Block | Hide

Title: Edit Block | Hide

Documents

Personal Library Upload Attach Documents

	Title	Date Added	Category	Access Level
<input type="checkbox"/>	Gilded Age Test	7-8-09	Assessment	View
<input checked="" type="checkbox"/>	Retrieval Chart	7-8-09	Instructional Resource	View
<input type="checkbox"/>	Rubric	7-8-09	Rubric	View

Content	Skills	Assessment
<p>A. Tammany Hall</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%; margin-top: 5px;"></div>	<p>A. Tammany Hall</p> <p>1. identify and explain the reasons behind political corruption from 1870-1900</p> <p>2. analyze the effects of political corruption</p>	<p style="text-align: right;">+ Add Assessment</p> <p>Name</p> <div style="border: 1px solid #ccc; padding: 2px; margin-top: 5px;"> <p>A-C. Retrieval Chart Delete</p> </div>

Important Considerations

Documents, images, and other types of files can be attached to Instruction Planner™ in a variety of areas, making the Document Library useful as a repository for items used to teach, reinforce, or assess. Multiple documents may be attached to the Unit Plan or Daily Plan at the same time. However, only one document can be uploaded at a time to the Document Library.

Manage Document Library

1. Choose **Resources** tab; click **Document Library**.
2. Create folders for file management. For example, create a folder for a unit and upload files to the folder. That will keep the document library organized.

Activity:

1. If a file for upload is not readily available, create a simple Word document and save to the desktop.
2. Upload the file to the Document Library.
3. Attach the document to Content or Assessment.


Check for Understanding:

1. How can attaching documents more accurately reflect teaching and learning?

Reports

Element Report

1. Click **Reports** on the menu tab.
2. Choose **Which elements have I used in my unit?**
3. Select **Class** and **Unit Plan**.
4. Choose desired **Element(s)** for the report.
5. Click **Run Report**.

Which elements have I used in my unit?  Print

What class would you like to select for this report?
Grade 3 Math

What Unit Plan would you like to include in this report?
Get Ready For Fractions (3-1-10 to 3-12-10)

Which Elements would you like to include in this report?

(Check All)

Closure/Review & Evaluation


Differentiation Strategies

Independent Practice

Instructional Resources

Daily Plan Report:

1. Click **Reports** on the menu tab.
2. Choose **Where can I find my daily plans?**
3. Choose desired day on the calendar. If multiple units occurred during the date selected, choose which unit(s) to run a report.
4. Choose the **Element(s)** for the report.
5. Click **Run Report**.

Where can I find my daily plans?  Print

What day would you like to include in this report?
(Select a month. Highlighted dates reflect plans.)

Which Elements would you like to include in this report? Check All Elements

	Chapter 8 - Geometric Relationships	Get Ready For Fractions
	<input checked="" type="checkbox"/> Check all	<input checked="" type="checkbox"/> Check all
Content	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Assessment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Closure/Review & Evaluation		<input checked="" type="checkbox"/>
Differentiation Strategies		<input checked="" type="checkbox"/>
Independent Practice		<input checked="" type="checkbox"/>
Instructional Resources		<input checked="" type="checkbox"/>
Instructional Strategies		<input checked="" type="checkbox"/>

March 2010

Su	Mo	Tu	We	Th	Fr	Sa
28	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

Assessment Reports

Assessment Types:

1. Click **Reports** on the menu tab.
2. Choose **Which assessment types have I used in my plans?**
3. Choose a beginning and end date range.
4. To choose a second date range, click in the box for second range then choose dates.
5. Choose to run the report on a Class(s) or Unit(s).
6. Click **Run Report**.

Which assessment types have I used in my units? Print

What date range would you like to use for this report?

Select a start date for this report: 3-2-2010 Select an end date for this report: 3-16-2010

March 2010						
Su	Mo	Tu	We	Th	Fr	Sa
28	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

March 2010						
Su	Mo	Tu	We	Th	Fr	Sa
28	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

Click here to include a second date range

Would you like to run this report based on: **Class** or Unit

(Check All)

Grade 3 Math

Grade 6 Math

Assessment Types over Time:

1. Click **Reports** on the menu tab.
2. Choose **How have assessment types changed over time?**
3. Choose a beginning and end date range.
4. Choose a second date range, click in the box for second range then choose dates.
5. Choose to run the report on a Class(s) or Unit(s).
6. Click **Run Report**.

Important Considerations

The Elements Report provides information from each element within the daily plans. The Daily Plan Report provides details for a specific day within a Daily Plan and is an excellent source for a substitutes' lesson plan or for providing thorough information to those who may need more detail on specific aspects of the daily lesson. These reports can be **printed** for use in Admission, Review, and Dismissal (ARD) meetings, Response to Intervention (RtI) meetings, as well as team and/or faculty meetings.

Monitored and Analyzed	Tracked and Analyzed
Text List	Checkbox Drop-down List

TRACKED

Which elements have I used in my unit?

Strategies

	Total	9-24-09	9-25-09	9-28-09	9-29-09	9-30-09	10-1-09	10-2-09	10-5-09	10-6-09	10-7-09	10-8-09	10-
Cooperative Learning	2										X	X	
Lecture	11	X	X	X	X	X	X	X	X	X			X
Group Discussion	12	X	X		X	X	X	X	X	X	X	X	X
Format Thinking	3			X		X	X						
Group Activity	2										X	X	

MONITORED

Reflections

9-24-09

Some students were fascinated with Thomas Nast and continued to look into his work.

9-25-09

Some students were fascinated with Thomas Nast and continued to look into his work.

9-28-09

This is not one topic the student's find extremely interesting. May need to modify for next year.

Check for Understanding:

1. How will an Element Report differ if one element is a checkbox and the other element is a text box?

2. How will the Assessment Types report be used in individual planning and reflection, as well as grade level of department collaboration meetings?

Reality Check

The screenshot shows the Curriculum Improvement Studio interface. At the top, there are navigation tabs: My Plans, Reports, Resources, Setup, Support, and Admin. The main header is "Curriculum Improvement Studio". Below this, there is a breadcrumb trail: < Back to School Plans. Underneath, there are sub-tabs: Unit Plan, Daily Plan, Reality Check (which is selected), and Send To Curriculum Mapper. The main content area is titled "Fractions" and contains a table with the following information:

Unit Dates 5-3-10 to 5-12-10	Class Grade 5 Math	Sections Mrs. Cooper
---------------------------------	-----------------------	-------------------------

1. Click **Reality Check** tab at the top of the unit page.
2. Content, Skills, and Assessments selected in daily plans throughout the unit will have checkboxes selected. If an item appears grayed out, it was not selected in any of the Daily Plans.
 - If instruction *occurred* and is *not checked* here, return to the date the instruction occurred in the Daily plan to select desired items.
 - If instruction *did not occur* and is *checked* here, de-select desired items.

Note: Items marked with checkboxes in Reality Check are sent to Curriculum Mapper[®] as curriculum map data.

The screenshot shows the "Content, Skills, Assessment" section for the Fractions unit. It is organized into three columns: Content, Skills, and Assessment. Each item has a checkbox indicating its selection status.

Content	Skills	Assessment
<input checked="" type="checkbox"/> A. Common Fractions	<input checked="" type="checkbox"/> A. Common Fractions	Name <input checked="" type="checkbox"/> A-D. Fractions Problem Solving Test
<input checked="" type="checkbox"/> B. Models of Fractions	<input checked="" type="checkbox"/> 1. Recognize halves, thirds, fourths, and tenths (Unit Objective B)	<input checked="" type="checkbox"/> A-D. Fractions Test
<input checked="" type="checkbox"/> C. Equivalent Fractions	<input checked="" type="checkbox"/> B. Models of Fractions	
	<input checked="" type="checkbox"/> 1. Construct models of fractions by dividing regions into equal parts (Unit Objective B)	
	<input type="checkbox"/> 2. Write a fraction to name a part (Unit Objective B)	
<input checked="" type="checkbox"/> D. Ordering Fractions	<input checked="" type="checkbox"/> C. Equivalent Fractions	
	<input checked="" type="checkbox"/> 1. Recognize equivalent fractions (Unit Objective D)	
	<input type="checkbox"/> 2. Construct models of equivalent fractions for fraction parts of whole objects (Unit Objective D)	
	<input checked="" type="checkbox"/> D. Ordering Fractions	
	<input checked="" type="checkbox"/> 1. Compare the sizes of fractions and mixed numbers with and without the use of models (Unit Objective D)	
	<input checked="" type="checkbox"/> 2. Order fractions on a number line (Unit Objective D)	

Important Considerations

Reality Check is just that -- it identifies what really happened in the classroom. Many times items within plans never see the light of day. Response to student needs can alter what was initially planned. Additionally, circumstances like assemblies, fire drills, and illnesses within the school can affect anticipated instructional timelines. Reality Check monitors the progress of the unit to review what was planned and what was accomplished.

Notice the example below in which Skill 4 appears not to have been addressed. If it was taught and simply not checked, it can be selected on any day within the Daily Plan.

Social Darwinism		
Content	Skills	Assessment
<input checked="" type="checkbox"/> A. Philosophy	<input checked="" type="checkbox"/> A. Philosophy	Name
	<input checked="" type="checkbox"/> 1. explain the philosophy of Social Darwinism	<input checked="" type="checkbox"/> A-B. Retrieval Chart
	<input checked="" type="checkbox"/> 2. argue points of view of those in favor and against the concept of Social Darwinism	<input checked="" type="checkbox"/> All Blocks in Unit: Test- True/False converted to true statements and short answer
<input checked="" type="checkbox"/> B. Immigration	<input checked="" type="checkbox"/> B. Immigration	
	<input checked="" type="checkbox"/> 1. identify the countries of origin of immigrants from 1870-1910	
	<input checked="" type="checkbox"/> 2. compare and contrast the experiences of immigrants upon arriving in America	
	<input checked="" type="checkbox"/> 3. analyze the effect of poor working conditions on immigrants	
	<input type="checkbox"/> 4. identify the effects of the political reform movement on immigrants	

Check for Understanding:

1. What would be the consequence of checking an item in Content, Skills, or Assessment that was not addressed within the unit?

2. Why is it a good idea not to wait until the very end of the unit to run a Reality Check?

Send to Curriculum Mapper

1. Click **Send to Curriculum Mapper** tab at the top of the unit page.
2. Click **Preview Map** for a preview of the curriculum map before sending to Curriculum Mapper®.

Note: The title of the unit is not transported to Curriculum Mapper® and the title of the block can only be viewed by the author of the Unit.

Changes in Industrial Society

Unit Dates 3-17-10 to 4-5-10	Class United States History	Sections 1st period, 2nd period, 4th period
---------------------------------	--------------------------------	--

Map Preview

March 2010
Greed and Corruption

Content	Skills	Assessment
A. Tammany Hall	A. Tammany Hall 1. identify and explain the reasons behind political corruption from 1870-1900	A-C. Retrieval Chart
B. Railroads, Steel and Oil	B. Railroads, Steel and Oil 1. discuss the impact of the railroad, steel and oil industry on the United States	
C. Anti-Trust Movement	2. analyze the positive and negative effect of major industry on American people from 1865-1910 C. Anti-Trust Movement 1. explain the reasons for the anti-trust movement 2. analyze the effects of the Sherman Anti-trust Act	

3. Click **Send to Curriculum Mapper**. All items checked in Reality Check will be sent to Curriculum Mapper®.

March 2010
Greed and Corruption

Content	Skills	Assessment
A. Tammany Hall	A. Tammany Hall 1. identify and explain the reasons behind political corruption from 1870-1900	A-C. Retrieval Chart
B. Railroads, Steel and Oil	2. analyze the effects of political corruption B. Railroads, Steel and Oil 1. discuss the impact of the railroad, steel and oil industry on the United States	
C. Anti-Trust Movement	2. analyze the positive and negative effect of major industry on American people from 1865-1910 C. Anti-Trust Movement 1. explain the reasons for the anti-trust movement 2. analyze the effects of the Sherman Anti-trust Act	

Working Conditions

Content	Skills	Assessment
A. Conditions within factories	A. Conditions within factories 1. compare and contrast working conditions during the 19th century	A-B. Analysis of The Jungle A-B. Retrieval Chart
B. Pay and Work Day	B. Pay and Work Day 1. compare and contrast pay and the work day of the 19th century	







Important Considerations





What will a map look like if a unit takes place over more than one month, or begins in the middle of the month and ends in the middle of the following month?

This situation is controlled by what is checked in each Daily Plan, where the system tracks the Content taught, Skills addressed, and Assessments utilized by date.

Curriculum Mapper[®] places information in the correct month based on the dates associated with the Daily Plan.

←

March 2010 Greed and Corruption		
Content	Skills	Assessment
A. Tammany Hall 	A. Tammany Hall 1. identify and explain the reasons behind political corruption from 1870-1900 	A-C. Retrieval Chart 
B. Railroads, Steel and Oil	2. analyze the effects of political corruption  B. Railroads, Steel and Oil 1. discuss the impact of the railroad, steel and oil industry on the United States	
C. Anti-Trust Movement	2. analyze the positive and negative effect of major industry on American people from 1865-1910  C. Anti-Trust Movement 1. explain the reasons for the anti-trust movement 2. analyze the effects of the Sherman Anti-trust Act 	

Working Conditions		
Content	Skills	Assessment
A. Conditions within factories	A. Conditions within factories 1. compare and contrast working conditions during the 19th century 	A-B. Analysis of The Jungle  A-B. Retrieval Chart 
B. Pay and Work Day	B. Pay and Work Day 1. compare and contrast pay and the work day of the 19th century 	

Check for Understanding:

1. Why is it important that all information sent to *Curriculum Mapper*[®] be authentic Content, Skills, and Assessments?

Information Sent to Curriculum Mapper[®]

Entering Data into Additional Columns in Curriculum Mapper[®]

1. Under the **Maps** tab select **My Maps**.
2. Click the month name to edit (example below, “Aug” in Grade 7 Social Studies).

Course	School Year	Months	MasterMap
Grade 7 Social Studies	2009-2010	Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul	
United States History	2009-2010	Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul	

3. The screen will refresh and display data of the current month, by block.
4. Click **Edit** to add information into the additional columns.
5. Click **Save** or **Save and Close** before moving on to another block or month.

March 2010

Show Icon +Add New Block

Title: Greed and Corruption

Edit | Hide | Delete

Content	Skills	Assessment
A. Tammany Hall	A. Tammany Hall 1. identify and explain the reasons behind political corruption from 1870-1900	A-C. Retrieval Chart
B. Railroads, Steel and Oil	B. Railroads, Steel and Oil 1. discuss the impact of the railroad, steel and oil industry on the United States 2. analyze the positive and negative effect of major industry on American people from 1865-1910	
C. Anti-Trust Movement	C. Anti-Trust Movement 1. explain the reasons for the anti-trust movement 2. analyze the effects of the Sherman Anti-trust Act	

Add New Unit from Plan Library

School or district teacher teams may create model or master units that can be used by other teachers throughout the school or district. These units are created and saved by teachers, but published to the **Plan Library** by an Administrative account. Teachers then can add a unit into their Unit Plan List from the **Add New Unit From Plan Library** link on the **My Plans** home page.

1. Click **Add New Unit From Plan Library**.

The screenshot shows the 'Add New Unit From Plan Library' form. The form is divided into several sections:

- * Courses:** A dropdown menu showing 'United States History'.
- * Plan Library Units:** A table with columns for 'Dates' and 'Unit'. It lists three units:

Dates	Unit
<input type="radio"/> 9-24-09 to 10-13-09	Changes in Industrial Society
<input type="radio"/> 9-24-09 to 10-13-09	Changes in Industrial Society
<input type="radio"/> 6-15-09 to 9-30-09	Math: Prime Time
- * Title:** A text input field.
- * Class:** A dropdown menu showing 'Select a class...' and 'United States History'.
- School Calendar:** A dropdown menu showing '2010-2011 Calendar'.
- Select Dates:** Two date pickers labeled 'Start Date' and 'End Date'.
- Share Unit With:** A section for 'Select Teachers'.

On the right side of the form, there is a 'Timeline' section with a calendar for 'June 2010'. The calendar shows the days of the week (Su, Mo, Tu, We, Th, Fr, Sa) and the dates (1-30). The current date is highlighted as '10'.

2. Select the **Course**.
3. Select the **Plan Library Unit** associated with the course.
4. Enter new **Title** (if desired)
5. Select **Class, Sections, and School Calendar**.
6. Select a different **Start Date** and **End date**
(Unit dates can be edited only if the setting is allowed by Administrative account)
7. Select teachers to **Share Unit With** (if applicable).
8. Click **Add Unit**. The Unit will be added to the Unit Plan List and can be revised.

Important Considerations

When a teacher adds a unit from the Plan Library, all information in the elements and blocks is maintained, allowing him or her to revise the Unit Plan to meet the needs of his or her students.

Check for Understanding:

1. Can any Unit in Instruction Planner be copied by another teacher? (Yes or No)

2. Why or why not?

3. What are some reasons why information within elements, standards, content, skills, and assessments might be changed?

Support

Feedback and Technical Support

- Select Support in the menu bar, click **Feedback & Technical Support**.
- Select **Type of feedback** from the drop-down list.
(Question, Comment, Problem)
- Enter feedback into **Comments** text box.
- Click **Submit Feedback**.

My Suggestions

- Select Support in the menu bar, click **My Suggestions**.
- A new window will open.
- Complete the form.
- Click **Done**

My Suggestions can also be accessed from the **Feedback & Technical Support** page by clicking **Click here to share your ideas and suggestions with Collaborative Learning**.

Phone support

- Call 800.455.7060
- Monday – Friday
- 7am CT to 9pm CT

CLI Consultant Support:

- Phone:
- Email:

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