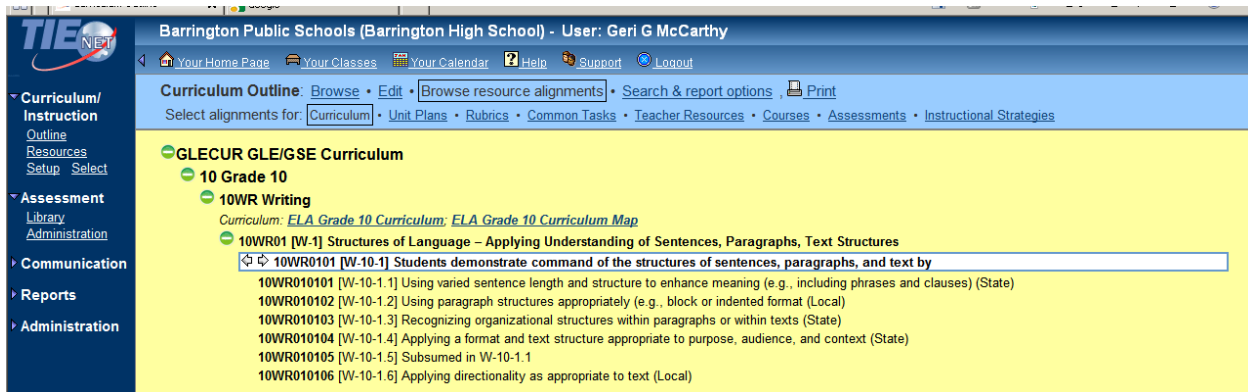


Technology Tip

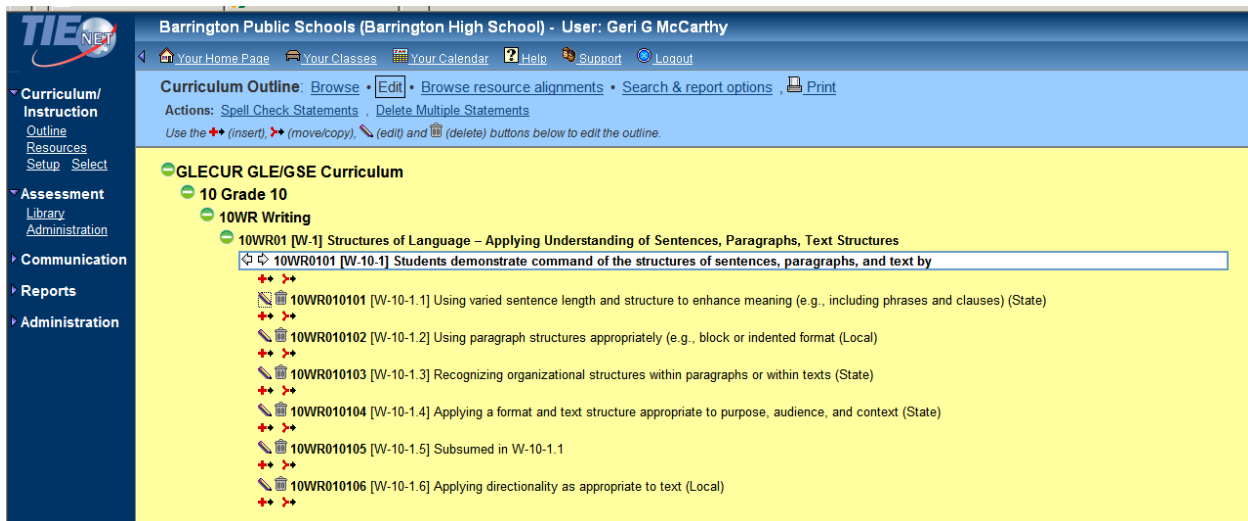
Getting Started with Managing Curriculum and Resources in TIENET

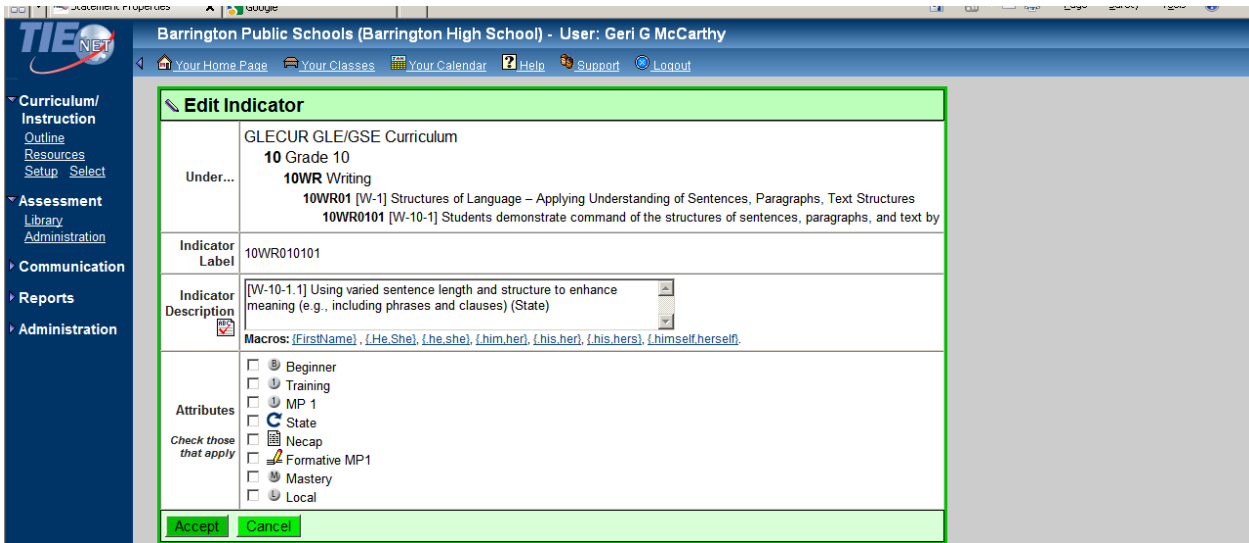
In this tech tip, we will step through the various functions associated with accessing and editing curriculum and resources in TIENET. Over time, more formal procedures for maintaining curriculum and publishing resources will be established. We will use one of the grade 10 writing strands for this example.

- **Accessing Curriculum:** login to TIENET and click on the curriculum outline, select browse resource alignments to view already connected resources and drill down to the strand that you would like to work on:

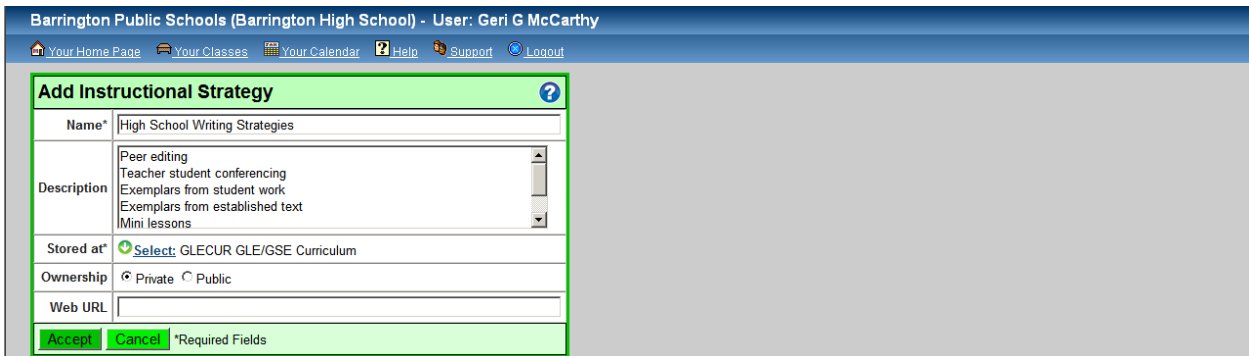
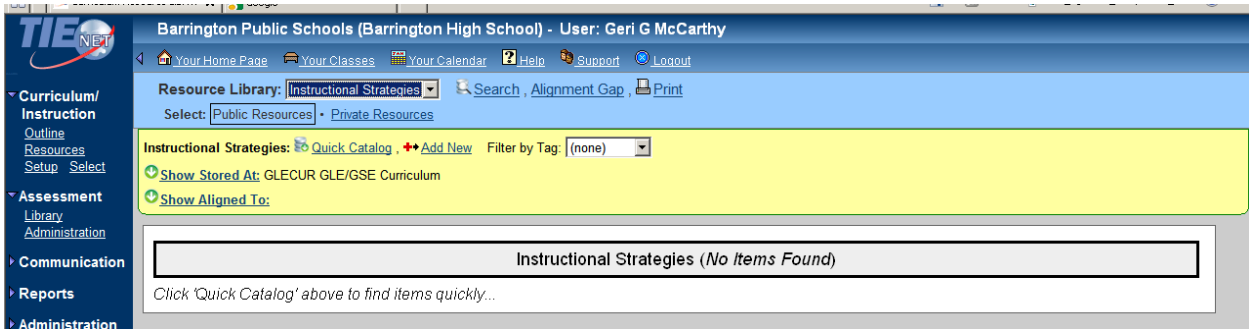


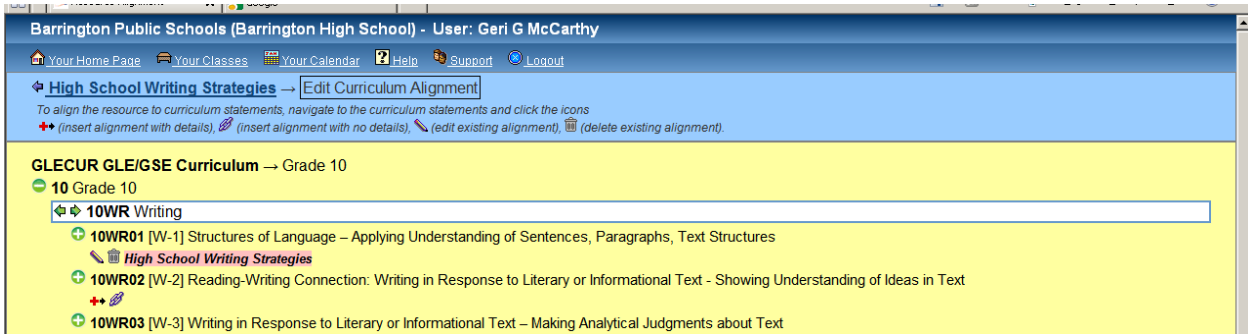
- **Editing Curriculum:** select edit, click on the pencil to edit the strand and type in or paste the modification, assign appropriate tags. For example, if you are modifying to local curriculum select the local tag. From this screen, you can also, delete, move or insert new curriculum statements.



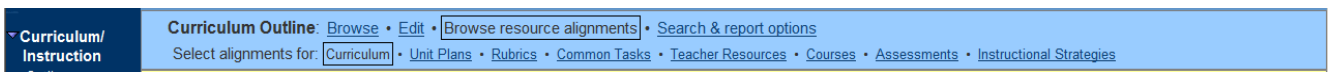


- **Adding and aligning resources:** Instructional strategies have been assigned to this curriculum strand. Click on resource, drop down to instructional strategies and click add new. You will be prompted through the following screens:

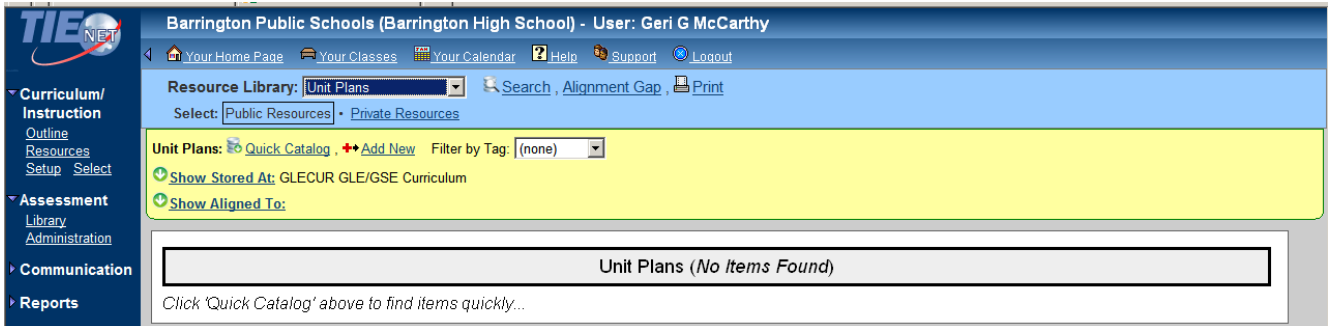




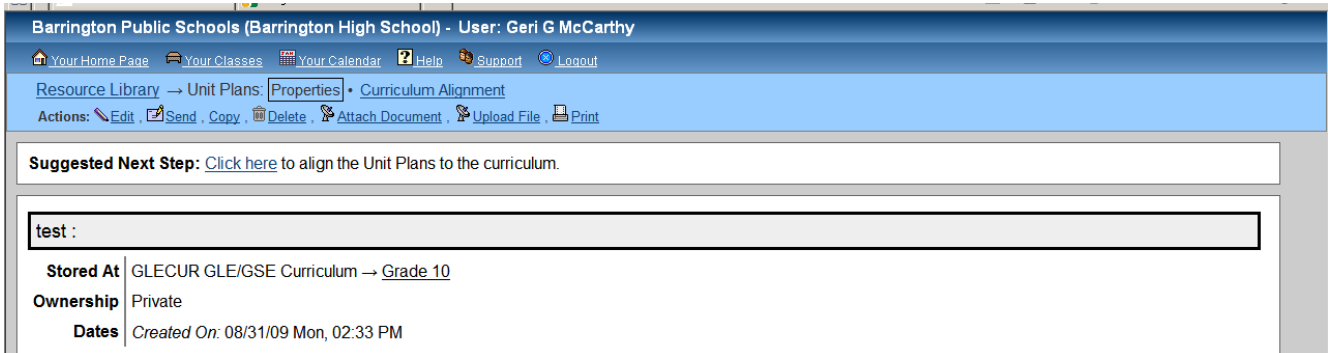
This is also the process that will be used to add resources in other categories. It is possible to add or delete resource categories but, at this time, the resource categories we have established are:



- **Creating Unit Plans:** A unit plan in TIENET is a resource (same steps as above for creating and modifying) and a template for creation has been defined.



Once you have added the unit plan, the following will appear. At this time, select attach document and drop down to the unit template.



Your template, with the following layout will appear for editing:

Sample Unit Plan

STAGE I: DESIRED RESULTS

Grade Level/Course:

Established Goals (GLE/GSE):

Timeline: • How long will the unit take place?

Course/Grade Enduring Understandings:

- What specific enduring understandings are desired?
- What do we want students to be able to understand?
- What misunderstandings are predictable?

Course/Grade Essential Questions:

- What are the overarching “essential questions” that center around important conceptual or philosophical issues?
- What are the big ideas?
- What “essential” and “unit” questions will guide this unit and focus teaching and learning?
- What provocative questions will foster inquiry, understanding, and transfer of learning?

Knowledge:

- What will students know?
- What key knowledge or facts will students acquire as a result of this unit?

Skills:

- What will students be able to do?
- What will students be able to do as a result of the knowledge and skills acquired from this unit?

STAGE II: ASSESSMENT EVIDENCE - What will it look like?

Performance Tasks::

- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performances of understanding be judged?

Other (Assessment) Evidence::

- To what extent do the assessments provide valid, reliable and sufficient measures of the desired results?
- What baseline data should be collected?
- What evidence will demonstrate the student’s current understanding?
- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, district formative and summative assessments) will students demonstrate achievement of the desired results?
- How will students reflect upon, and self-assess their learning?

STAGE III: LEARNING PLAN

Learning Activities::

- What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understanding?
- W = Where is the unit going? What is expected?
H = How will we Hook all students?
E = How will we Equip the students for expected performances?
R = How will we help students rethink and revise?
E = How will students Self- Evaluate and reflect on their learning?
T = How will we Tailor learning to varied needs, interests, styles?
O = How will we Organize and sequence the learning?

Instructional Strategies/Best Practices:

- What models or research of best practices will be incorporated into the instruction?

Instructional Resources:

- What tools, texts, or media will the students access to develop or support their understanding?

Assessment Resources:

Author(s) (optional):