



Teacher Guide

eduphoria!, Inc. reserves the right to make changes to this document and to the products described herein without notice. Before using the software, please review the product license agreement.

eduphoria! forethought™ is subject to the terms and conditions of the eduphoria! forethought license agreement.

Trademarks: forethought, eduphoria! Inc. are trademarks or registered trademarks of eduphoria! Inc. All other product or company names may be trademarked or registered trademarks of their owners.

Release Date: October 18, 2004.

Copyright © eduphoria!, Inc.

eduphoria! Incorporated  
221 W. Parker Suite 440  
Plano, TX 75023  
469-487-3515  
[www.eduphoria.net](http://www.eduphoria.net)

# Table of Contents

|   |    |
|---|----|
| Getting Started and Setup.....                  | 1  |
| Logging On .....                                | 1  |
| Logging Off.....                                | 1  |
| Entering your Name and Campus Information ..... | 1  |
| Setting Up Your Planner .....                   | 2  |
| Is Time Important?.....                         | 2  |
| Scheduling Strategies .....                     | 3  |
| Schedule Entry Types .....                      | 3  |
| Schedule Items to Consider.....                 | 4  |
| Creating a Schedule.....                        | 5  |
| Add Entries to the Schedule .....               | 5  |
| Setting Up your Lesson Plan Template.....       | 6  |
| Changing your Settings .....                    | 6  |
| Sharing your Planner.....                       | 6  |
| Team Planning .....                             | 7  |
| Team Items to Consider .....                    | 7  |
| Creating a Team .....                           | 8  |
| Using the Lesson Planner.....                   | 9  |
| Lesson Plan Toolbars .....                      | 10 |
| Entering a Lesson.....                          | 11 |
| Working with Learning Standards .....           | 11 |
| Adding and Removing Learning Standards .....    | 12 |
| Tracking Technology Usage .....                 | 12 |
| Searching.....                                  | 13 |
| Week View.....                                  | 13 |
| Copying Lesson Plans .....                      | 14 |
| Activities .....                                | 16 |

## Welcome to forethought!

Eduphoria! forethought is a district-wide lesson planning and curriculum management tool that gives teachers the flexibility to plan the way they work and makes following district and state standards effortless.

### Overview



#### **Lesson Planner**

- Rich lesson planner, like a word processor
- Organize your schedule to meet your needs
- Easily access and manage district learning standards
- Web-based, so it's accessible from work or home



#### **Team Planner**

- Plan with other teachers on your campus, or across the district
- Create as many teams as you need
- Teams can be based on grade levels or academic subjects



#### **Activity Bank**

- Create and share activities with your peers
- Aligned to your district scope and sequence
- Automatically import activities into your planner



#### **Collaboration/Feedback**

- Teams can discuss planning strategies, when you can't meet directly with your team
- Discussion groups on activities allows you to provide feedback and ask questions about published activities

# Getting Started and Setup

## Logging On

---

To logon to Eduphoria! forethought, point your browser to the following URL:

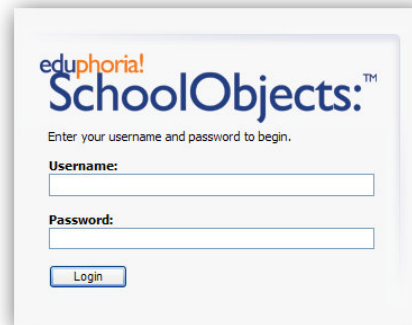
In District:

<http://eduphoria.ems-isd.net>

Out of District:

<https://eduphoria.ems-isd.net>

Enter your Novell username and password



## Logging Off

---

To keep forethought running smoothly and securely, it is best to use the Log Off icon at the top of the screen, rather than simply closing the browser.



**Log Off**

## Entering your Name and Campus Information

---



### My Profile

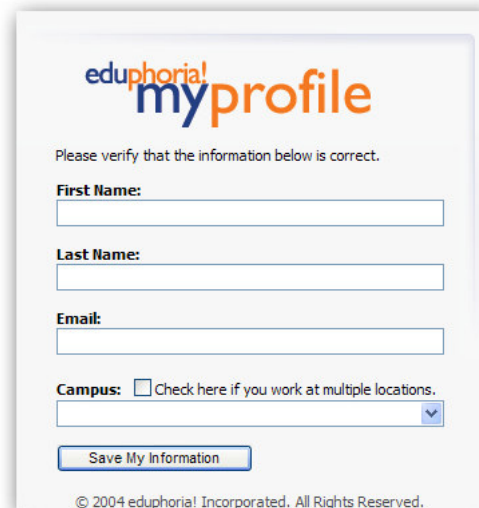
---

Before you setup your schedule, click the **My Profile** and enter your contact information.

Enter your first name, last name and email address. Select your campus in the drop down list.

If you work at multiple campuses, check the box and select the campuses where you work.

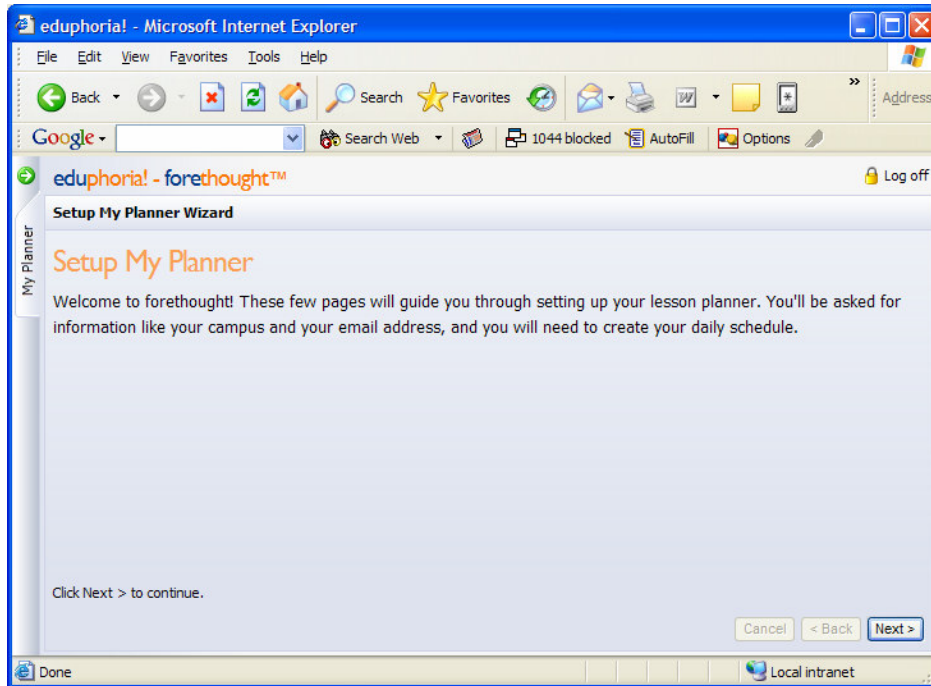
Click the **Save My Information** button.



## Setting Up Your Planner

The first time you login, the **Setup My Planner** wizard will appear and guide you through:

- Entering your name and campus information
- Setting up your schedule of courses
- Designing your default lesson template



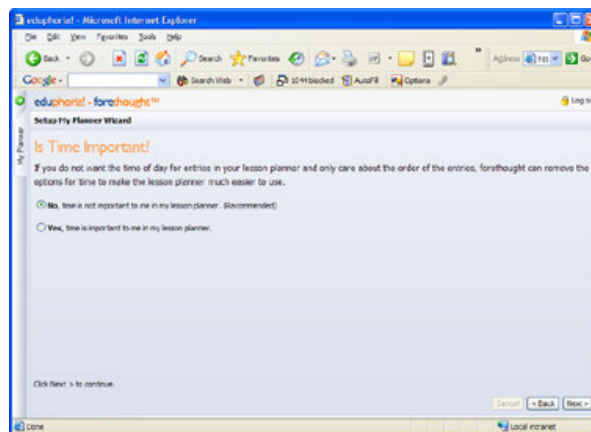
Wizard Navigation Buttons

## Is Time Important?

If you choose, you can assign a starting time, ending time and period number to your lesson entries by indicating that time is important to you during the setup wizard.

If only having the correct courses is important, the select no in the wizard.

It is recommended that you initially answer "no". You can always come back and change this later as you become a more proficient user.



## Scheduling Strategies

---

Forethought allows you to setup as many course schedules as you need. Each schedule contains courses and special entries, such as notes, planning period information or sub notes.

As a general rule, the fewer schedules you maintain, the simpler the product is to use. It is recommended that beginning users create only one schedule. Additional schedules can be added later if needed.

Sample Schedules:

Secondary

Sample A

English 1 Periods 1,2,3

Sample B

English 1 Period 1

English 1 Period 2

English 1 Period 3

Elementary

Reading Grade 3

ELA Grade 3

Math Grade 3

Science Grade 3

Social Studies Grade 3

## Schedule Entry Types

---

### **A course with learning standards**

This is the typical schedule entry that allows you enter and track learning standards and add activities.

### **A course that mirrors another course in my schedule**

Mirrored courses allow you to show the same content several times in your schedule. If something in a class needs to change for a day, you can change that day's mirrored course and it will no longer mirror **for that day**. It may, however, be simpler to enter the course once and have special entries to indicate notes for other classes.

### **A Special Entry**

A special entry can be any non-academic entry or can be notes about another class. Examples might include "Lunch", "Planning Period" or even a general "Notes" section.

## Schedule Items to Consider

It is important to remember that you can change your schedule at any time without impacting lessons already in your planner. Schedules in forethought™ are not set in stone and should be altered to meet your preferences as you progress through the year.

### **Do you teach the same subjects several times a day?**

If you teach several of the same subjects each day and the classes use the same lesson plan, it might be beneficial to mirror the courses. If a class moves ahead or behind, a mirrored course can be changed for a day to reflect new material.

Another strategy might include adding one lesson entry for the subject and make special entries for the repeating courses, with just small modifications included. That would make your plans smaller on the screen and when you print.

### **Is it important that your lesson planner reflect each type of day that you may have?**

If you have an occasional special day, such as an assembly or campus day, it may be best to just have a single schedule type. Unless it dramatically impacts the order of your plans, keeping the number of schedule types to a minimum will make planning easier over the year.

### **Do you have an A/B or other type of block schedule?**

If you have different structures for your teaching schedule, setting up schedule days that mirror those days will likely be your best option.

### **Do you work with a collaborative group of teachers?**

You can setup numerous teams to meet your group's planning needs. You could make a grade level team, where all courses taught are in the team and each teacher focuses on a different subject. You could also setup a team for a particular course, either in your building or across the district.

It is even possible for a team planner to act as the only planner a group of teachers use. Teams let you copy content from the team to your personal planner.

### **Do you teach one semester courses?**

Your schedule should reflect your current teaching assignment. If you need to alter your schedule at a semester, it will not impact the first semester's lessons.

In fact, learning standards (TEKS) are tracked based on an instructional year, so it is advisable to remove and add one semester courses at the start of a new semester. For example, if you teach Economics during the first semester, you should remove it at the start of the second semester and add it again to correctly track the learning standards taught.



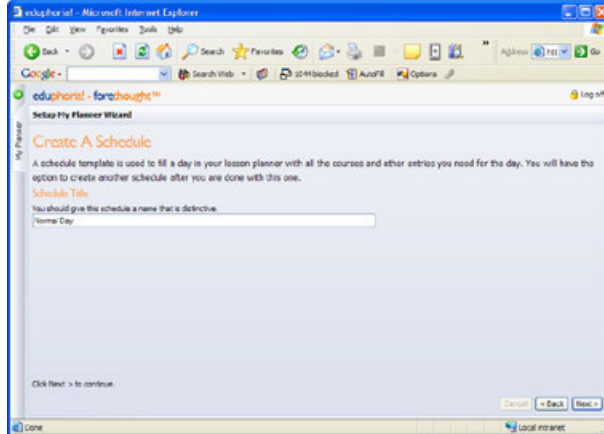
## Creating a Schedule

---

Enter the name of the schedule.

Typical examples might include:

- Daily Schedule
- My Teaching Schedule



## Add Entries to the Schedule

---

This screen allows you to add, edit and organize the entries in your schedule.

### Add Entry:

Create a course with learning standards, mirrored course or special entry

### Edit Entry:

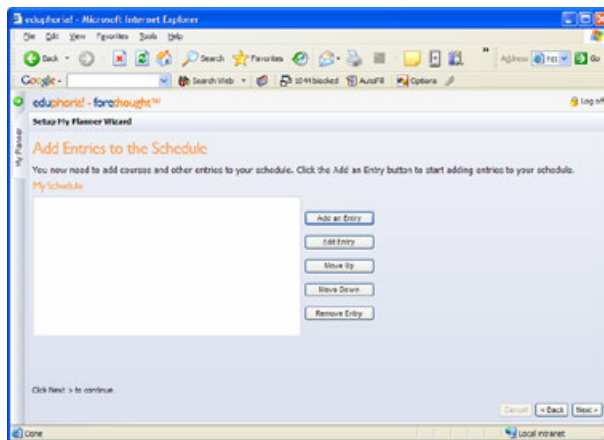
Modify information about a selected entry

### Move Up/Move Down

Change the order of a selected entry in your schedule

### Remove Entry

Removes a course from your schedule



*Note: Removing an entry from your schedule does not erase or modify information already in your lesson planner. So, deleting English I at the end of a semester **will not** wipe out your lesson plans for that semester.*

### To add a schedule entry:

1. Click the **Add an Entry** button
2. Select one of the entry types listed above
3. Expand the course tree and select a course
4. Click the **Next** button
5. Change the name of the course to suit your needs and enter time information, if appropriate



Repeat this process until your schedule is complete.

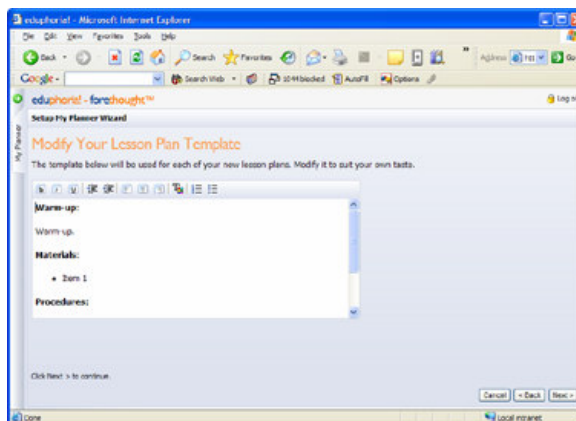
## Setting Up your Lesson Plan Template

---

Your lesson plan template is the body of your planner that will appear in each of your lessons.

You can modify it to suit your needs. It is suggested that you create categories that match the curriculum guides:

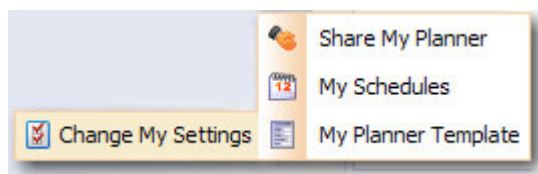
Instructional Framework  
Materials/Resources  
Academic Vocabulary



## Changing your Settings

---

You can change any information entered in the setup wizard by clicking the **Change My Settings** button at the bottom of your planner.



## Sharing your Planner

---



Sharing your planner allows other teachers to view and copy your lesson plans. This can be useful for inclusion, content mastery or mentoring new teachers.

### To share your lesson planner:

1. Select the **Share My Planner** option under the **Change My Settings** menu
2. Click the **Add a Teacher** button
3. Enter an email address or name to search for a teacher
4. Select the teacher from the search results

This teacher will now see you listed under their list of planners. You can remove access at any time.

## Team Planning

---

Teams allow you to plan with your peers, either in your building or across the district. It is advisable to develop a campus-wide strategy for managing teams for consistency.

Several possible types of team organizations are outlined below:

---

### **Grade level team**

This type of team is most appropriate for elementary and intermediate teachers, where each teacher in a grade level might plan for a subject and all teachers in the team pull content from the team.

This may even be appropriate for cross-campus grade levels.

---

### **Subject area team**

A team based on a subject area is most appropriate for junior high and high school teachers. An example might include creating a “High School Math” team that covers all math subjects.

You do not have to teach all subjects on a team to participate in the team. You can pull content from only the subjects you teach.

---

### **Curriculum map team**

This type of team is appropriate for setting up a curriculum map for reference, which does not include detailed plans, but rather a general outline of the district curriculum to follow.

---

## Team Items to Consider

---

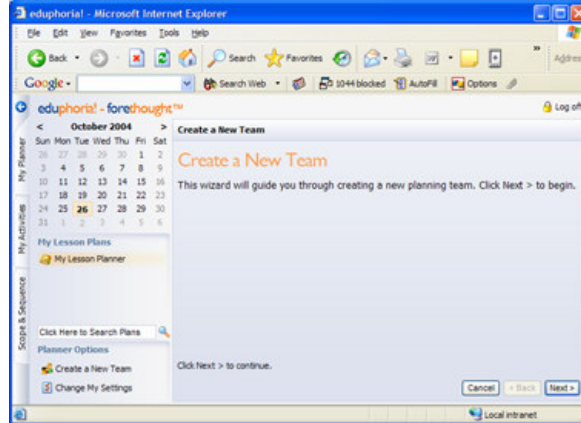
- Teams can be created by any teacher
- Teams are collaborative and there is no “Team Leader”
- Team members can be added and removed by any member of the team
- Once the last team member is removed, the team is removed from the system and all team content is erased
- Principals can view and modify all team information and content

## Creating a Team

---

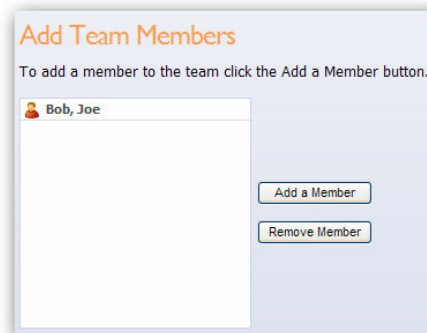
### To create a new team:

1. Click the **Create a New Team** button at the bottom of your planner
2. The Create a New Team wizard will appear
3. Click the **Next** button
4. Enter a distinctive name for the team
5. Click the **Next** button to add team members



### To add team members:

1. Click the **Add a Member** button
2. Enter the teacher's name or email address (first or last names only may be entered as well)
3. Select the member from the returned results (if only one teacher is found, they will be automatically added)
4. Repeat this process until all members have been added
5. Click the **Next** button to add courses to the team

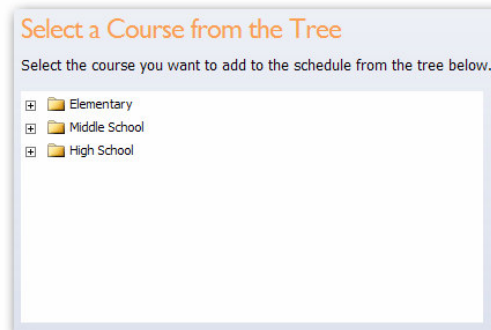


*Note: Once the last team member is removed, the team is removed from the system and all team content is erased.*

---

### To add team courses:

1. Click the **Add a Course** button
2. Navigate the course tree and select a course
3. Click the **Next** button to add the course
4. Repeat this process until all courses for the team have been added



# Using the Lesson Planner

All individual and team planning is done on the My Planner tab. The lesson planner is the primary work area in forethought, where you can enter your lesson plans, select teaching activities, track technology usage and print reports.

The forethought lesson plan screen is arranged in the following sections:

## Calendar

Clicking a date in the calendar will set the active date, or you can use the arrows to navigate month to month.

## Lesson plan content area

Clicking an entry in the lesson plan area makes the selected area active.

## Learning standards area

Selecting a course in the lesson planning area updates the learning standards to reflect the selected course.

## Learning standards details and linked activities

Selecting a learning standard displays any linked activities, associated TEKS and the number of times you've taught the standard.

## Search lesson plans

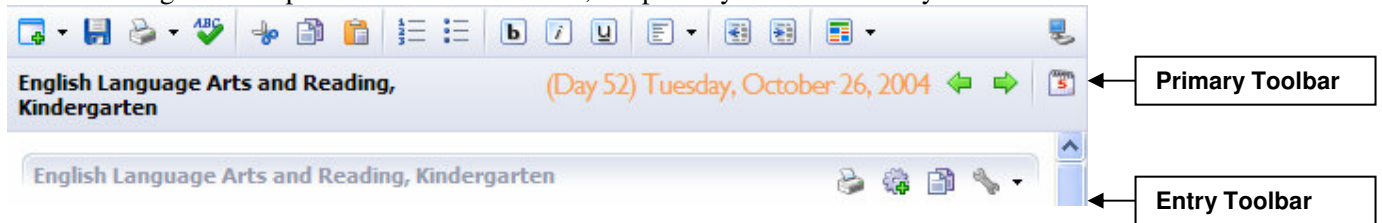
Searching lesson plans can be done by key word or by a phrase.

The screenshot shows the eduphoria! forethought lesson planner interface. On the left, a sidebar contains a calendar and navigation options. The main content area is divided into sections for lesson plan details, learning standards, and activities. Callout boxes with arrows point to specific features:



















- Calendar:** Points to the calendar view in the top-left sidebar.
- Lesson plan content area:** Points to the main lesson plan editor area.
- Search lesson plans:** Points to the search bar in the bottom-left sidebar.
- Learning standards area:** Points to the list of learning standards on the right side of the main content area.
- Learning standard details and linked activities:** Points to the detailed view of a selected learning standard on the right side of the main content area.

## Lesson Plan Toolbars







The forethought lesson planner uses two toolbars, the primary and course entry toolbar.



### Primary Toolbar

|   |  |   |
|---|--|---|
|  <b>Insert Entry Button</b><br>Adds an entry not normally in your schedule, such as notes for a substitute teacher   |  <b>Paste</b><br>Pastes selected text                       |  <b>Text Alignment Menu</b><br>Provides a drop-down list of text alignment options   |
|  <b>Save</b><br>Saves the day's lesson plans. Plans are not automatically saved  |  <b>Numbered List</b><br>Creates a sequential numbered list |  <b>Outdent</b><br>Moves indented text to the left                                   |
|  <b>Print Reports Menu</b><br>The print reports menu gives you a list of reports, which include: <ul style="list-style-type: none"> <li>• Print to Microsoft Word®</li> <li>• Print to Microsoft Excel®</li> <li>• Print week plans to a PDF file</li> <li>• Print technology checklist</li> </ul> |  <b>Bulleted List</b><br>Creates a bulleted list            |  <b>Indent</b><br>Indents text to the right  |
|  <b>Spell check</b><br>Checks the spelling for a day's lesson plans  |  <b>Bold</b><br>Bolds selected text                       |  <b>Format Text Menu</b><br>Provides text color options, superscript and subscript |
|  <b>Cut</b><br>Cuts selected text  |  <b>Italics</b><br>Italizes selected text                 |  <b>Technology Checklist</b><br>Provides daily tech checklist                      |
|  <b>Copy</b><br>Copies selected text   |  <b>Underline</b><br>Underline selected text              |  <b>Week View</b><br>Displays entire week's plans                                  |

### Entry Toolbar

|   |  |  |
|---|--|--|
|  <b>Print</b><br>Prints single lesson entry                  |  <b>Copy Lesson Plan</b><br>Copies plan to selected day                         |  <b>Checkout and Edit Entry</b><br>Checks out team entry and makes it editable      |
|  <b>Create Activity</b><br>Creates activity from lesson plan |  <b>Entry Tools Menu</b><br>Move plans up/down, change entry details and delete |  <b>Break Mirrored Course</b><br>Breaks a course from its mirror and allows editing |

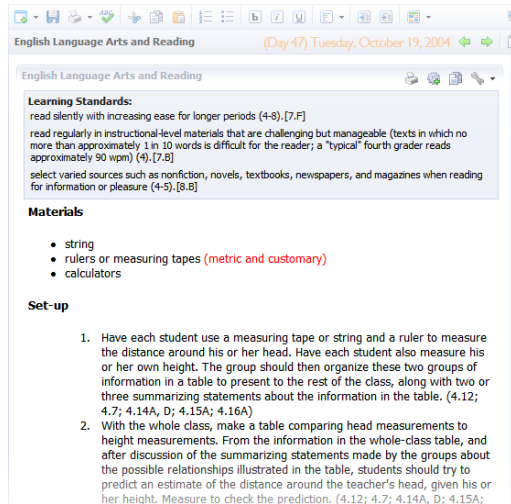
## Entering a Lesson

### To enter a lesson:

Click an entry in the lesson plan content area. It will become active and you can begin entering your lesson information.

Learning standards for the selected course will appear in the learning standards area.

Lesson plans are not automatically saved. You can work in courses in a day without saving, but it is necessary to save your plans before moving to a new calendar day.



English Language Arts and Reading (Day 47) Tuesday, October 19, 2004

English Language Arts and Reading

**Learning Standards:**  
read silently with increasing ease for longer periods (4-8). [7.F]  
read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm) (4). [7.B]  
select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5). [8.B]

**Materials**

- string
- rulers or measuring tapes (metric and customary)
- calculators

**Set-up**

1. Have each student use a measuring tape or string and a ruler to measure the distance around his or her head. Have each student also measure his or her own height. The group should then organize these two groups of information in a table to present to the rest of the class, along with two or three summarizing statements about the information in the table. (4.12; 4.7; 4.14A, D; 4.15A; 4.16A)
2. With the whole class, make a table comparing head measurements to height measurements. From the information in the whole-class table, and after discussion of the summarizing statements made by the groups about the possible relationships illustrated in the table, students should try to predict an estimate of the distance around the teacher's head, given his or her height. Measure to check the prediction. (4.12; 4.7; 4.14A, D; 4.15A;

## Working with Learning Standards

The drop down list at the top will change the group of standards, such as a six weeks term. Selecting a learning standard will show details for:

### Activities

Any published activities linked to a learning standard will appear in the Activities tab. Double click the activity to view the activity content.

### TEKS

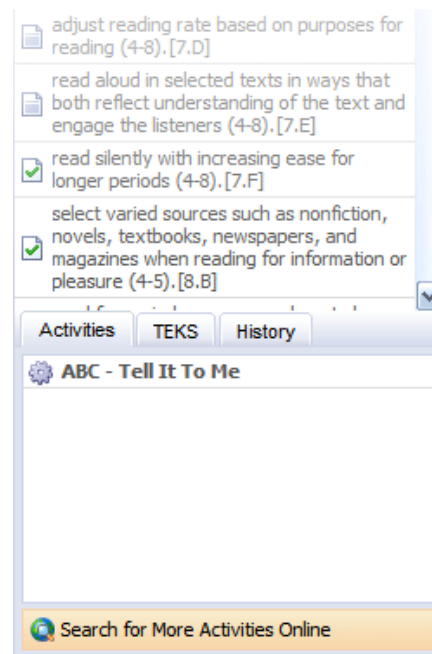
If the learning standard has one or more TEKS associated with it, such as a combined objective, the related TEKS will appear in the TEKS tab.

### History

The history tab displays the dates that you've taught the standard in the school year. Click the print icon at the top of the standards to print the standards covered for a course.

### Search for More Activities Online

Relevant words in the learning standard will be applied to an Internet search engine. This enables you to browse public sites for activity content. The activities listed are not linked in any way to forethought™ and eduphoria! cannot guarantee their quality or relevance.



adjust reading rate based on purposes for reading (4-8). [7.D]

read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8). [7.E]

read silently with increasing ease for longer periods (4-8). [7.F]

select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5). [8.B]

Activities | TEKS | History

ABC - Tell It To Me

Search for More Activities Online



When a learning standard is added to your lesson, and the lesson is saved, the standard appears with a green check.

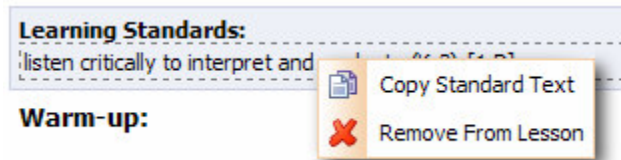


## Adding and Removing Learning Standards

---

### To add a learning standard to your lesson:

1. Navigate to the learning standard you wish to include
2. Double-click the standard to have it added to your plan



### To remove a standard from your lesson:

1. Right-click on the standard in your plans
2. Select **Remove From Lesson** in the menu

## Tracking Technology Usage

---

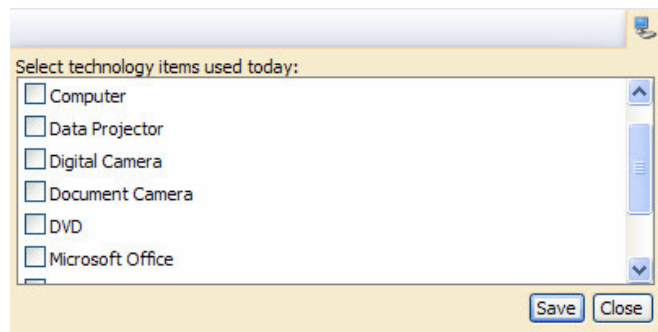
The forethought™ technology usage checklist gives you the opportunity to easily journal throughout the year technology items you use and how often. This can yield powerful information for appraisal information and reflecting on your own technology integration. Only your principal can see your technology usage, but the district curriculum administrator can track campus-wide or district-wide technology usage. This information can show powerful return-on-investment information for technology purchases and can dramatically impact purchasing decision to provide the best tools possible for the learning environment.

The curriculum administrator must first enter the technology checklist items in forethought™. These will appear in the daily technology checklist.

*Note: technology usage is tracked on a daily, not lesson, basis.*

### To enter your technology usage items:

1. Click the technology checklist icon in the toolbar
2. Check the items taught on a particular day
3. Click the **Save** button to have your information stored



### To print a usage report:

1. Click the print icon in the normal lesson view
2. Click the **Print Technology Usage** menu item
3. A PDF document will download for the entire instructional year

*Note: Technology usage cannot be tracked for team planners.*



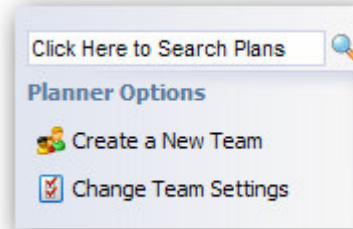
## Searching

---

Forethought's search tool allows you to search your individual and team planners using key words or phrases.

### To search your individual and team planners:

1. Place your mouse in the search area located under the My Planner list
2. Enter a key word or phrase
3. Click the magnifying glass icon or hit the enter key



Your search results will appear. Double-click a search result item to have that day's plans appear. The same procedure applies to searching in the district scope and sequence and activity bank.


*Note: Learning standards added to your lessons and file attachments are not included in the search.*


## Week View

---

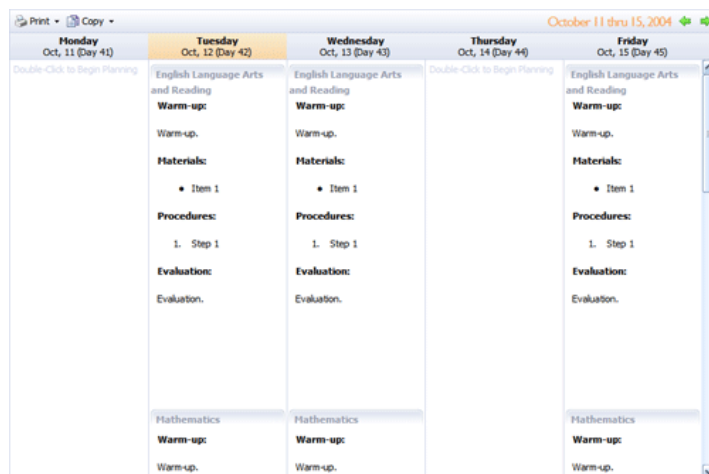
The forethought week view allows you to:

- Quickly view plans for an entire week
- Copy an entire day's plans to another day
- Copy an entire week's plans to another week
- Copy instructional days from one year to another

 Click the week view icon in the toolbar to access your five-day plans.

 To move week-to-week, use either the calendar or the green navigation arrows.

To return to the planner view, double-click a day.



## Copying Lesson Plans

---

The forethought lesson planner gives you the flexibility to copy individual lessons, a day's lesson plans or even an entire week. In addition, you can copy year-to-year using instructional days. Use the same procedures listed below to copy from a team planner to your planner.

---

### To copy a single lesson plan:

1. Click on the lesson that will be copied (make sure it is saved before copying)
2. Click the copy icon in the entry toolbar
3. Select a target date in the calendar
4. Check the course or courses to copy the lesson into
5. Click the **OK** button



The lesson content, learning standards and attachments will now be in the target lesson.

*Note: To copy a single lesson, there must already be a lesson structure in the target date. So, if you plan to copy a lesson from Monday to Tuesday, click on Tuesday in the calendar and make sure that the lesson entry exist.*

---

### To copy plans for an entire day or week:



1. Click the **Week View** button
2. Click the **Copy** button in the toolbar
3. The Copy Wizard will appear. Select *Copy content in my planner*
4. Click the **Next** button at the bottom of the wizard
5. Select either a day or week to be copied and click the **Next** button
6. Select the date/week to be copied and click **Next**
7. Select a destination date/week and click **Next**
8. Click the **Finish** to have the plans copied



An entire day can be copied and forethought™ will use the following guidelines to copy content:

- If no lesson structure exists for that date, the first schedule in your list will be used
- Lessons in the same courses will be copied in the order they appear in the target date. Additional plans will not be automatically entered. For example, if you have two U.S. History plans in the source planner and only one in the target date, only the first will be copied. The second will not be added.
- Content will be added to any existing lessons that exist in the target dates or weeks
- There is no “undo” when you copy lessons

---

### To copy instructional days:

1. Click the **Week View** button
2. Click the **Copy** button in the toolbar
3. The Copy Wizard will appear. Select *Copy instructional days from year-to-year*
4. Follow the wizard prompts to copy instructional days

You can copy any number of days by using the Copy Instructional Days in the calendar, including an entire school year. However, it is advisable to use extreme caution when doing so. As a general rule, copying 15 days at a time is probably the most you will want to copy.

There must be at least two instructional calendars setup by your curriculum administrator to copy using instructional days. Instructional days cannot be copied from a team planner.

*Note: While the source and target dates do not have to be the same instructional days, they must be the same number of days.*

### To shift lesson plans:

1. Click the **Week View** button
2. Click the **Copy** button in the toolbar
3. The Copy Wizard will appear. Select *Shift lesson plans a day*
4. Select a day to be shifted and click the **Next** button
5. Click **Finish** to shift the lesson plans

The selected day and all plans that follow in the instructional year will be moved one instructional day, leaving the selected day without plans. This is most appropriate when unexpected issues, such as bad weather, occur.

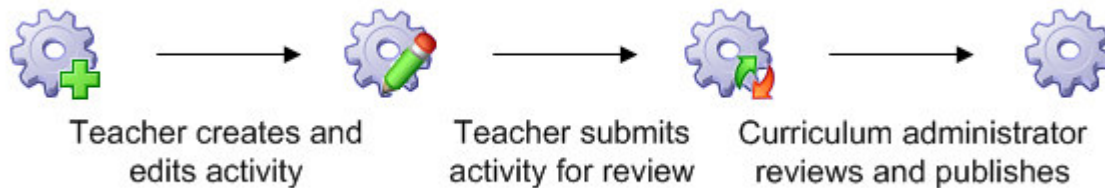
*Note: if there is content in the last day of the instructional year, it will be removed. Content can only be shifted within a single instructional year.*

---

# Activities

Activities are created for your use and for publishing in the district activity bank to share with other teachers. Activities can be created from an existing lesson in your planner or may be created in the scope and sequence tab.

Once you have created an activity, you can publish it to the curriculum administrator for review. Once it's approved, the activity is available for other teachers to use in their lesson plans. The activity approval process is displayed below:



Activities are published according to the first learning standard in the list, to keep the scope and sequence well organized. You may include multiple learning standards in the activity, but it will only be visible when clicking the first standard in the scope and sequence.

You can choose to have your activity published anonymously or have your name and email address available for other teachers to contact you with questions, comments or kudos. Each time an activity is used by a teacher, the **Times Used** number increases.

**Author:** Smith, Tim **Times Used:** 1  Publish Anonymously

**Title:** Activity for English Language Arts and Reading

**Learning Standards:**

- demonstrate characteristics of fluent and effective reading (4-6).[7.C]
- read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8).[7.E]
- select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5).[8.B]

**Overview:** |

**Attachments:**

**Second Six Weeks**

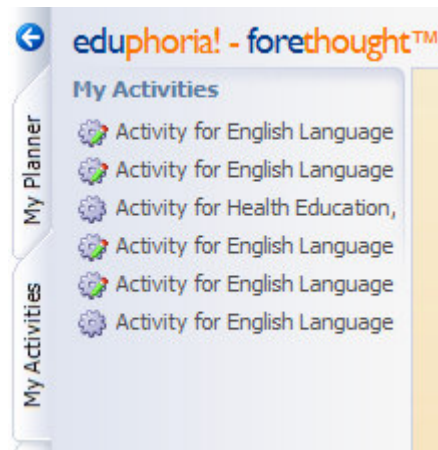
**The student is expected to...**

- read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm) (4).[7.B]
- demonstrate characteristics of fluent and effective reading (4-6).[7.C]
- adjust reading rate based on purposes for reading (4-8).[7.D]
- read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8).[7.E]
- read silently with increasing ease for longer periods (4-8).[7.F]
- select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5).[8.B]
- read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).[8.C]
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5).[9.B]
- use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8).[9.C]
- determine meanings of derivatives by applying knowledge of the meanings of

---

### To create an activity from your planner:

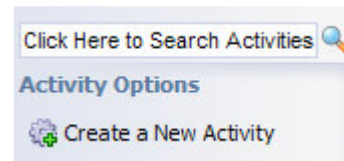
1. Click the **Create Activity** button, which will automatically add the activity your activities list
2. Click the My Activities tab
3. Select the activity at the bottom of the list
4. You can change the title or make any modifications
5. Select if you wish to have the activity published anonymously
6. Click the **Publish** button to have your activity reviewed and published to the district scope and sequence



---

### To create an activity from the My Activities tab:

1. Click the **Create a New Activity** button
2. The Create a New Activity wizard will appear prompting you to select one of the courses in your schedule or one from the scope and sequence
3. Once you select the course, add learning standards, title information and choose if you wish to have the activity published anonymously
4. Click the Publish button to have your activity reviewed and published



---

### Updating a Published Activity

You can make any modifications you wish to activities you've created that are published. However, the changes are not updated until you click the Publish button to have them reviewed and approved again.

You can, however, change you're anonymity status on an activity simply by changing the checkbox and clicking the save button. You do not have to republish the activity to have your anonymity status changed.

### Changing an Activity's Course

If an activity needs to be migrated to a new course, such as when a course is going to be removed from the system, clicking the **Change Associated Course** icon will open the Move Activity wizard. This will remove all existing learning standards and unpublish the activity.

---

Published activities can be viewed in either the district scope and sequence tab or in the lesson planner. You can view any activity in the district list, but only activities that match courses in your schedule may be directly added to your planner.

---

**To view an activity in the district scope and sequence:**

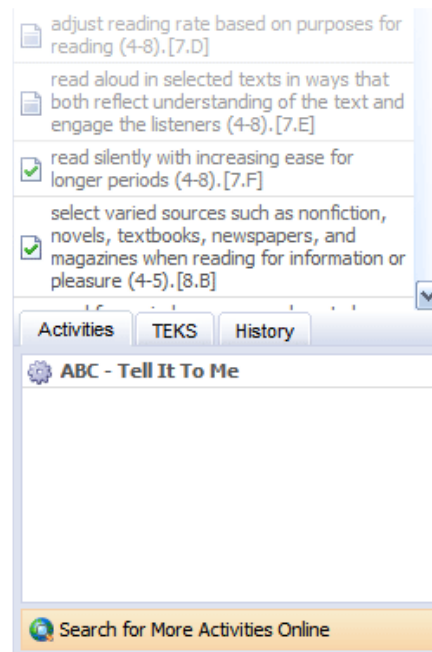
1. Click the Scope and Sequence tab
2. Expand the tree and select a course
3. The district learning standards for that course will appear
4. Select a learning standard
5. If activities have been published, they will appear in the **Related Activities** pane
6. Select an activity to view its details



---

**To view an activity in your lesson planner:**

1. Select a course in your planner
2. The district learning standards will appear in the right pane
3. Select a learning standard
4. If activities have been published, they will appear in the Activities tab of the learning standards details area
5. Double click the activity to have the details appear
6. You can add the activity to your plans or add comments using the Discussion button in the activity.



---

**To search all activities in the district bank:**

1. Click the My Activities tab
  2. At the bottom, enter search keywords or phrases
  3. Click the search icon or hit the enter key
  4. Activities that match your criteria will appear in the search results pane
  5. Double click a search result to see the activity details
- 

