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ISLE Open Educational Resources

Executive Summary

- Provides quick and easy access to relevant, standards-aligned teaching and learning resources.

- Allows for storing and sharing resources that educational professionals create, cultivate and curate.

- Organizes resources into libraries for individuals and organizations with specified access rights for its usage.

- Provides curriculum-building tools for entire curricula or components of curricula that are aligned with standards.

- Allows for quickly searching, saving and sharing resources aligned to specific standards, including Common Core, Next Generation Science, etc.

- Publishes to the National Learning Registry found at: http://learningregistry.org/.

- Provides a shared repository of resources for organizations and school district teachers and administrators to view resources relevant to their interests.
Overview

“What is this site all about?”
IOER provides you with one-click access to open, standards-aligned educational content. Use our tools to find, remix, and comment on resources for your personalized IOER learning library. Hosting more than 200,000 open and available learning resources, IOER provides specific, standards-aligned resources utilizing filters and engaging tools to refine and share quality, peer-reviewed educational collections and resources.

Facts about ISLE Open Educational Resources:

- IOER provides teachers and educational professionals, including STEM Learning Exchanges, with access to learning resources to assist in the development of
  - lessons,
  - courses,
  - curricula, and
  - learning environments, based on specific standards and individualized needs.

- **Current standards include:**
  - Common Core Math
  - Common Core ELA/Literacy
  - Next Generation Science
  - Illinois Fine Arts
  - Illinois Physical Development and Health
  - Illinois Social Science
  - Additional standards are being added as they are made available.

- **Filters** within **Search** functions of the site, currently include:
  - Standards Browser
  - Grade Level
  - K-12 Subjects
  - Access Rights
  - Career Cluster
  - Educational Use
  - End User
  - Group Type
  - Language
  - Media Type
  - Resource Type
Each resource has its own Resource Detail Page, which includes:

- Facts about the Resource
  - Metadata Tags
  - Aligned Standards
  - Keywords
  - Subjects
  - More Like This

- Social Engagement Information
  - Likes
  - Comments
  - Libraries
  - Rubrics, and
  - Ratings.

Search

“I want to find Resources”
Providing a wide variety of Filters to refine your search, IOER has developed robust criteria for your search, such as Standards, Grade Level, Subjects and Career Clusters. Finding quality learning materials is easier than ever with tools to sort and organize by Newest, Most Liked, Most Commented On, and a wide variety of Views and Libraries.
**Libraries**—Search for Libraries and Collections, based on criteria such as: Most Recently Updated, Title, School District, Organization, Owner Name, etc.

**Resources**—Quick access Filters allow you to refine your search for specific Standards, Career Clusters, Access Rights, Media Type, etc.
Publishers—Search for specific publishers, using the search entry field or using the page listing at the top.
Contribute

“I want to submit Resources”
Many options for Contributing in IOER allow you to quickly tag a resource using standards alignment and keywords, create a new resource from your computer directly to the Internet, as well as more detailed tagging and creation tools. Fast or methodical, IOER has learning resources for everyone.

Contribute Open Education Resources!

There are a few ways to add resources to IOER. Take a look:

- **Quick Tag**
  Submit a webpage or a file that is already hosted online, tag it with basic information, and enhance your tags later.
  
  Tag Now →

- **Quick Upload**
  Upload a file, tag it with basic information, and enhance your tags later.
  
  Upload Now →

- **Tag an Online Resource**
  Want to thoroughly tag a website or a file that’s already hosted online? Start here.
  
  Go to Tagging Tool →

- **Create a New Resource**
  Easily create a simple webpage and attach multiple files to it with this tool.
  
  Go to Authoring Tool →

Quick Tag and Quick Upload provide an easy 3-step process to tag and publish your resources.

To tag and create resources using a more detailed process for Standards-Alignment and Webpage Creation, you may choose to use these methods.
Standards-Alignment

To assist teachers and other professionals with the important tasks of aligning resources to standards, IOER provides several methods for alignment: 1). Quick Tagger/Upload Document Contribution Tools, 2). Full Tagger (for more information see Appendix, Tagging and Adding Metadata to Resources), and 3). Create a New Resource or Curriculum (for more information see Appendix, Create a Webpage).

The **Quick Tagger** allows for quick alignment of tags for Subject, Grade Level, Career Cluster, Standards-Alignment, and organizing within Libraries:

For more information on the tagging and webpage creation tools, please see the Appendix, Tagging and Adding Metadata to Resources.
Curriculum Builder

ISLE OER Curriculum-Building tools provide an interface for instructional designers and educational professionals to create all or portions of a curriculum with hierarchies for Module, Unit, Lesson, Activities, etc.

A curriculum consists of many “nodes”. For each new note, the creator will usually provide a title, summary, set privacy levels, add links or documents, then “Publish” that specific node when the necessary components have been added.

The Curriculum Builder interface provides an Outline Section, Content Section, Upload Files Section, Publishing a Node, and Options for Automatically Adding to a Library, and Aligning to Standards.

Once Content has been uploaded, it will be displayed in a hierarchical view, as shown below:
Resources

“I want to learn about a Resource”

Each resource has its own Detail Page, providing in-depth information about each resource found in IOER. In addition to highly detailed standards-alignment tabs, Commenting, Likes and Sharing options are available with just a click, for each resource in the Learning Registry, through IOER.

Resource Detail Page

Build a Hydro Generator

http://www.re-energy.ca/hydro-generator

Visited 1 Times

Description
This resource for secondary physical science gives step-by-step instructions for building a water-powered electric generator from plastic spoons. The model closely resembles real micro-hydro designs, and can produce enough electricity to light a small light bulb. The 9-page construction plans may be freely downloaded and are organized for first-time builders. Comprehensive background information is provided on water power and renewable energy. All materials can be viewed or printed, and of a collection of K-12 projects on renewable energy sources and clean energy technology. Registered teacher-users have access to a complete lesson plan with tips for teaching.

Zone 1

Community Opinion

Like

Dislike

Comments

Zone 3

Note: For more information about Zones 1, 2 and 3, please see the Resource Detail Page Guide PDF, found at: http://ioer.ilsharedlearning.org/Help/Guide.aspx

Use this button to update any of the Tags, Aligned Standards, Keywords, or Subjects found in Zone 2, shown above.
Libraries

“I want to catalog and organize Resources”

IOER Libraries provide many ways for you to tag, contribute, create, organize and share your learning resources with fast and easy-to-use tools that allow for public and private settings. User and Organizational Libraries allow individuals and groups to quickly categorize their learning resources in so many ways.

Individual and Organizational Libraries

To request membership in a library, use the Curate This Library tab to send a request to the Library Administrators requesting membership in the library:

1. Set general public access level: None, By Request Only, Read Only, Contribute with Approval, Contribute No Approval.
2. Set organizational member access level: None, By Request Only, Read Only, Contribute with Approval, Contribute No Approval.

Once your organizational library settings, and specific settings for each collection within the library, have been established, which is accomplished using the Settings tab in the library, for attributes such as:

title,
description,
images, and
setting access rights to members and to the general public.

Using the Settings tab you can also Create a New Collection for your library.

Always be certain to press the Save Changes button to ensure all your changes have been made.

Once you have created all the images, descriptions and collections for your library, you will want to begin adding members to your library to begin sharing those resources.
Feel free to use the sharing options provided by the Share tab to Share your library or embed the library widget within your individual or organizational webpage.

Embed the widget code into the HTML of your organizational webpage using the Share tab.

---

**Library Administration**

The library administration page allows you to:

- Access any library which you created or for which you have edit privileges.
- Invite other people to contribute to your library including your own user library, or any organization library for which you are an administrator.
- Manage your library members by assigning specific roles including, Reader, Contributor, Curator, or Administrator.
- Create one or more organization libraries. This function is only available if the current user has the necessary administrator roles for the organization.
- Update the properties for library (so you don't have to jump back to the library page to make quick updates).
Select a library to which you would like to send invitations.

Inviting Members to Your Library

- Select a library from the dropdown list.
  No libraries?
- Navigate to the Library page and create your ‘user’ library.
- Or, if you believe you should have edit access to an organization library, contact the administrator and request the appropriate access to the library.
- Then select one of the displayed options.

Note: For more information about administering your library, please see the Libraries Guide PDF, found at: [http://ioer.ilsharedlearning.org/Help/Guide.aspx](http://ioer.ilsharedlearning.org/Help/Guide.aspx).
Sharing

“I want to share Resources with my colleagues”

Community-building is what IOER is all about! As you begin building your selected library of chosen collections of learning resources, you will find a continued focus on adding responsive design tools to assist you in the development of your learning environment.

1. Select the **Join Library** tab within a library, then type and **Send Request**

From the **Library** tab:

2. Copy/paste this link to access a library or email the link to share with others

3. **Follow** any library with or without email notifications

4. **Timeline Sharing: IOER Timeline and My Timeline:**

Post a Message, Contribute a Resource and Recent Activities are all found in the **Timelines.**
Communities

Communities provide an engaging way to interact with others within ISLE OER. You can create original posts to a community or reply to another person’s post providing interactivity and engagement.
Your Organizational Setup

The following information is to help ensure that your users can fully access all ISLE Open Educational Resources (OER) functionality.

Hardware & Software Information
ISLE OER strongly recommends Google Chrome, but is fully functional on PCs and Mobile Devices using the following web browsers (Note: Javascript must be enabled):

- Internet Explorer 9 + (Please ensure features like Compatibility View are turned off)
- Google Chrome
- Mozilla Firefox
- Opera
- Apple Safari (PC and iOS versions)
- Major Android Browsers

Internal District/Organizational Technology Setup

Please review the following information.

- Firewalls need to allow:
  - ioer.ilsharedlearning.org
  - www.ilsharedlearning.org
  - addthis.com
  - www.google-analytics.com
  - ajax.googleapis.com
  - https://www.youtube.com/

- Some features of IOER open in a new window (or tab, depending on browser configuration). This window, while not a typical popup, may be blocked by some security settings as if it were a popup. Please adjust settings appropriately.
Your District/Organizational Technology Setup
To ensure that we are able to interface with your current technology, please provide the following information in the fields that follow:

1. Does your school/district/organization have curricula, modules, sets of lessons or activities, or similar educational resources stored on shared drives or other locations for use by your staff?
   
   Please provide some examples:

<table>
<thead>
<tr>
<th>TYPE OF STORAGE or TECHNOLOGY</th>
<th>TYPE OF EDUCATIONAL MATERIALS</th>
<th>PUBLIC or PRIVATE</th>
<th>PURPOSE or INTENDED AUDIENCE</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

2. If yes, can any or all of these educational materials be available to other education and workforce partners or only your staff?
   
   Please indicate open educational resources you use, and exclusions, below:

<table>
<thead>
<tr>
<th>TYPE OF STORAGE or TECHNOLOGY</th>
<th>TYPE OF EDUCATIONAL MATERIALS</th>
<th>PUBLIC or PRIVATE</th>
<th>PURPOSE or INTENDED AUDIENCE</th>
</tr>
</thead>
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</tbody>
</table>

Current Public and Private Storage/Shared Technologies

3. If some or all can be shared, does it include assessments or materials that you do not want students to find/access? Please list below.

Please include all your relevant storage/sharing needs, e.g. Google Drive, Shared Drive, Public or Private Servers, etc.:
ISLE OER Components Available to Your Organization
All of the components listed below are available to ISLE member organizations

<table>
<thead>
<tr>
<th>Solution Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Search</td>
</tr>
<tr>
<td>• Quickly find Learning Resources</td>
</tr>
<tr>
<td>• Browse the entire IOER Catalogue</td>
</tr>
<tr>
<td>Organization Libraries</td>
</tr>
<tr>
<td>• Add and Manage Resources</td>
</tr>
<tr>
<td>• Add and Manage Libraries and Collections</td>
</tr>
<tr>
<td>• Invite curators</td>
</tr>
<tr>
<td>• Control access for staff and external users</td>
</tr>
<tr>
<td>Sharing Options</td>
</tr>
<tr>
<td>• Share a Link or a File with Quick Contribute</td>
</tr>
<tr>
<td>• Thoroughly tag a Webpage with Tagging Tool</td>
</tr>
<tr>
<td>• Create a new Resource and a Webpage to display it with Authoring Tool</td>
</tr>
<tr>
<td>Communities</td>
</tr>
<tr>
<td>• Share and talk about Resources via communities</td>
</tr>
<tr>
<td>Rating and Evaluation Tools</td>
</tr>
<tr>
<td>• Like and Comment on Resources</td>
</tr>
<tr>
<td>• Rate Resources’ alignments to Learning Standards/Competencies (coming soon)</td>
</tr>
<tr>
<td>• Evaluate Resources with Academic Rubrics (coming soon)</td>
</tr>
<tr>
<td>Guide</td>
</tr>
<tr>
<td>• Quickly learn about site features with the online User Guide</td>
</tr>
<tr>
<td>• Watch Videos</td>
</tr>
<tr>
<td>• Download PDFs</td>
</tr>
</tbody>
</table>

Organizational Staff to Have Administrative Access
Please list out the primary points of contact for your organization/district, who will have administrative access. If multiple contacts exist for each Level, insert them on the next line of the text box. These individuals will be able to grant access to resources inside and outside the organization.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>CONTACT NAME</th>
<th>EMAIL ADDRESS</th>
<th>PHONE</th>
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<tbody>
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</tbody>
</table>
# Appendices

## Tagging and Adding Metadata to Resources

This is the first section that needs to be completed, with all the fields that are “Required”. It is the "nuts and bolts", descriptive information about the resource. The next section includes “Optional” fields that you may use to help others find your resource in the database.

### Required Fields

<table>
<thead>
<tr>
<th>Getting Started</th>
<th>What Does It Do?</th>
<th>Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource URL</td>
<td>Location on the internet where the resource can be found.</td>
<td>Accuracy will enable you to quickly access all the information you need to tag successfully. You can choose to Preview the Resource on the right side of the frame or in a popup window.</td>
</tr>
<tr>
<td>Language</td>
<td>Default is English</td>
<td>Spanish, Chinese, Polish, Russian are other options.</td>
</tr>
<tr>
<td>Title</td>
<td>The name by which the resource or collection of resources is formally known.</td>
<td>Providing the full title will allow the search engines to quickly align the resource to keywords and other metadata.</td>
</tr>
<tr>
<td>Description</td>
<td>A free text, brief summary of the scope and content of the resource.</td>
<td>Try to use words that would be unique to this resource. Use terms and words that help to distinguish one resource from another.</td>
</tr>
<tr>
<td>Usage Rights</td>
<td>Establishes how the resource may be used regarding attribution and legal requirements.</td>
<td>Options for Usage Rights include No Strings Attached, Attribution, Attribution – Non Commercial, Share Only, Remix and Share, Read the Fine Print.</td>
</tr>
<tr>
<td>Access Rights</td>
<td>Indicates if there is a cost or fee involved in using this resource.</td>
<td>Options for Access Rights include Free Access, Free Access with Registration, Available for Purchase, Limited Free Access, and Available by Subscription.</td>
</tr>
<tr>
<td>End User</td>
<td>Select as many audience members as you determine are appropriate for this resources</td>
<td>Selections include: Administrator, General Public, Mentor, Parent, Person with a Disability, Professional, Student, or Teacher/Education Specialist.</td>
</tr>
<tr>
<td>Resource Type</td>
<td>Assessment Type</td>
<td>Selections include: Alternate Assessment, Formative Assessment, Interim/Summative Assessment, Self-Assessment, or Assessment Item.</td>
</tr>
<tr>
<td>Media Type</td>
<td>The physical or digital medium that contains, stores, transports, and/or provides this Resource.</td>
<td>Selections include: Application/Software, Archive, Audio, Document/Text, Image, Interactive Whiteboard, Non-Digital, Other, PDF, Slides, Spreadsheet, Video, or Webpage.</td>
</tr>
<tr>
<td>Optional Fields</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Subjects</td>
<td>The main content areas of the resource. This may include topic area, focus, theme, or content matter. Click on each subject you wish to input. You can also add additional information in the text box. For example, you may check math but then add geometry to the text box. While many resources cover various subjects, think about which subject you would use in the searching tool if you were trying to locate a resource such as this. Consider limiting your selection to no more than 2 choices.</td>
<td></td>
</tr>
<tr>
<td>Keywords</td>
<td>This item is used to input unique or special words that can be used to help find a resource through the searching tools. If this resource is about a specific figurative language instruction you might add the keyword: metaphors. Usage information may also be listed here. For example, if the resource includes practice worksheets, you might add the keyword: Homework.</td>
<td></td>
</tr>
<tr>
<td>Creator</td>
<td>The individual or entity credited with the creation of the resource. In some cases, this may be the same as the publisher.</td>
<td></td>
</tr>
<tr>
<td>Publisher</td>
<td>The entity responsible for making the resource available or for publishing the resource. This may be a commercial publisher, an individual, a group, the same as the creator, or a college/university.</td>
<td></td>
</tr>
<tr>
<td>Original Version URL</td>
<td>A resource or object that was used to create this specific resource. This category is only used if there was an online resource used in the creation of the item that is being submitted. For example, if you developed a rubric for a group activity you found on a particular website, then you would indicate the location of that activity here.</td>
<td></td>
</tr>
<tr>
<td>Date Created</td>
<td>This is the date the resource itself was created, not today's date. This may be difficult to locate, but the date is sometimes found at the very bottom of the screen. It may also be found in the About Us section of a given resource.</td>
<td></td>
</tr>
<tr>
<td>Time Required</td>
<td>The approximate or typical time it takes to work with or through this learning resource for the intended audience. For example: a video would be listed as its length in minutes or hours and minutes. A more complex performance task would be indicated by the number of days required. The number of days would be similar to the number of class periods required to complete the activity.</td>
<td></td>
</tr>
<tr>
<td>Educational Use</td>
<td>How is this Resource meant to be used? Assessment, Curriculum and Instruction (at Selected Grade Level), Intervention, Enhancement, or Professional Development.</td>
<td></td>
</tr>
<tr>
<td>Career Cluster</td>
<td>Does this Resource apply to any major Career Clusters of the STEM Learning Pathways? Selections include: Agriculture, Architecture, Energy, Finance, Health Science, Information Technology, Manufacturing, Research, Transportation, etc.</td>
<td></td>
</tr>
<tr>
<td>Instructions and Equipment Requirements</td>
<td>Any hardware, software, equipment, instructions, or other materials required to use the Resource. Anything beyond the normal inventory for a classroom (i.e., mobile/tablet devices, sporting goods, media player devices, etc.) should be listed here. Any software the Resource needs (i.e., Flash or Java) should also be listed here.</td>
<td></td>
</tr>
<tr>
<td>Group Type</td>
<td>Identification of the group size for which the resource is best utilized. Try to limit your selection to no more than 2 choices thinking about the best group size for the resource.</td>
<td></td>
</tr>
</tbody>
</table>
Time Required | An indication of the average time it takes to use a Resource. | For most other Resources, indicate the intended amount of time the Resource should consume. For Resources that have a specific amount of time associated with them (e.g., videos), use that value.

Standards-Alignment
This is the section that gets into the resource at a granular level. Information from this section will drive the searching tool. There are going to be many sections with multiple uses. Be thoughtful as to how the resource will be predominately utilized. Another hint is to complete the tagging from the perspective of how it will be relevant to your situation.

<table>
<thead>
<tr>
<th>Field Name</th>
<th>Definition</th>
<th>Best Practices and Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards Alignment</td>
<td>Education standard to which the resource aligns.</td>
<td>Select CCSS Math or CCSS ELA. Next, select the grade level you require. A new drop down box will appear. For Math you will then need to select the domain, for ELA select the strand. A list of appropriate standards will appear. Select a standard by clicking on the small box in the upper right hand corner. A new box will open under the heading of applied standards in the middle of the screen. You can select more standards from a different content, strand, or domain by repeating the process. While multiple standards may be chosen, try to limit your choices enabling a more focused approach. Consider what the resource will predominately be used to teach or assess.</td>
</tr>
<tr>
<td>Applied Standards</td>
<td>This section indicates how the standard will be applied in the educational context.</td>
<td>One or more Learning Standards to which the Resource aligns. A Resource may assess, teach, and/or require one or more Learning Standards. Select the lowest/most granular standard(s) that the Resource aligns to. Unless a Resource (i.e., a whole curriculum) teaches a very broad range of Standards, do not select a high level item (i.e., the entire Operations and Algebraic Thinking domain).</td>
</tr>
</tbody>
</table>

Review
Here you have an opportunity to see all of your input. This is your chance to verify all of the information you have provided. If you need to make changes, simply return to the response area in either the Basic Info or Tagging section. Then click on Review to once again view and verify the information.
ISLE Definitions

- **Open Educational Resources (OER):** Open Educational Resources (OER) are teaching and learning materials that you may freely use and reuse, without charge...OER has been granted limited or unrestricted licensing rights (http://www.oercommons.org/about).

- **Learning Registry (LR):** The Learning Registry is an open source technical system designed to facilitate the exchange of data behind the scenes, and an open community of resource creators, publishers, curators, and consumers who are collaborating to broadly share resources, as well as information about how those resources are used by educators in diverse learning environments across the Web (http://www.learningregistry.org/).

- **Resource:** Any learning tool or assessment used by an educator, learner, or community member. Examples of resources include but are not limited to websites, software, lesson plans, rubrics, videos, texts, games and simulations, printables, and assessments.

- **Authoring:** The process of creating an url for a non-digital resource using the IOER Authoring tool.

- **Tagging (Publishing):** Assigning key words or terms to a web resource or object to describe and categorize. Tags are used so the object can be found by search engines.

- **Metadata:** Static key words or tags associated with resource or object

- **Paradata:** Dynamic information on a resource or object that describes users interact with, use, and share it.

- **Learning Resource Metadata Initiative (LRMI):** Initiative to develop a consistent and uniform way to describe web-based educational content. This will allow web searches to return more relevant results, and it will become easier for search engines to provide filters by which users can narrow down results even more precisely (http://www.lrmi.net/impact/for-educators-learners).

- **Creative Commons:** Creative Commons is a nonprofit organization that enables the sharing and use of creativity and knowledge through free legal tools. [They] have developed easy-to-use copyright licenses providing a simple, standardized way to give the public permission to share and use your creative work — on conditions of your choice (http://creativecommons.org/about).
• **EQuIP**: Educators Evaluating Quality Instructional Products (EQuIP) is a collaborative of ADP Network states that are focused on increasing the supply of quality instructional materials that are aligned to the Common Core State Standards and available for instruction in elementary, middle, and high school classrooms ([http://www.achieve.org/EQuIP](http://www.achieve.org/EQuIP)).

*Note: ISLE Open Educational Resources incorporates responsive design principles and is mobile-device ready for all screen configurations and device displays.*

http://ioer.ilsharedlearning.org/
Full Tagging Tool

Welcome!

The ISLE Resource Tagging Tool is here to help you tag Resources and publish the tags to the Learning Registry.

- Required items are shown with a Red border. You must fill these out in order to publish your tags.
- Optional items are shown with a plain border. These will make it easier for others to find your Resource.

I'd like to go back to guided mode ➔

Getting Started

First, we need the Resource's URL:

Resource URL

Would you like to preview this Resource?

Preview in the frame to the right

Resource not working properly in the frame?

Preview in a popup window

What language is the Resource in?

English

If you can, tell us a bit more:

Who created this Resource?

Resource Creator

Who publishes, hosts, or otherwise makes available this Resource?

Resource Publisher

Basic Information

Title

What's the name of this Resource?

Title

Description

Please give us a few paragraphs about the Resource.

Description
Module 3.1 Instructor Guide for Understanding Drug and Addiction Risk Factors

http://ioer.ilsharedlearning.org/ContentDocs/1/166/3.1_Instructor_Guide.pdf

Description
This lesson will provide a basic foundation of understanding about addiction, focusing especially on the risk factors for addiction and reasons people may try drugs. Students will begin by listing all of the reasons they can come up with for why people may become addicted to drugs. Then they will discuss their perceptions of addiction with a partner. Next students will read about addiction and the risk factors for it. Finally, students will practice identifying these risk factors and reasons for trying drugs for three characters in scenarios.

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Tags
Grade Levels: Technical, Adult Education
Language: English
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Career Cluster: Health Science, Research and Development
Creator: Deborah Young

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- Use keywords, subjects and other metadata to refine your search for resources.
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### Tag and Create

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