



build your own  
**curriculum**  
The Framework for K-12 Success

*Introduction and Basic Training Guide for  
Educators*

Published: June 02, 2017

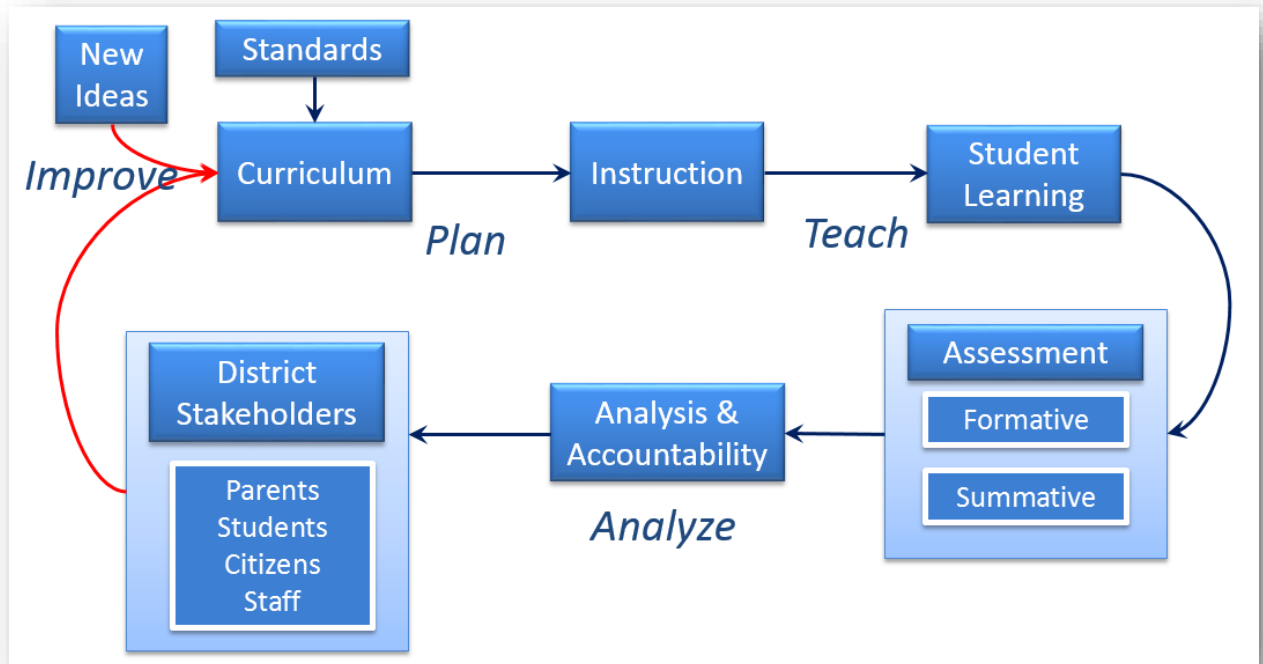


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## Curriculum and Assessment Philosophy

BuildYourOwnCurriculum was developed as a result of working directly with school districts to develop a curriculum management solution that provides value to the most important end user --- the frontline educator. The basic founding belief we live by is that curriculum initiatives that don't have the teacher's buy-in and directly impact them on a daily basis are doomed to failure. With this goal in mind we have developed our product offerings around what we call our **"Continuous Instructional Improvement Model."**



Quite simply, this is a fancy name for four basic steps:

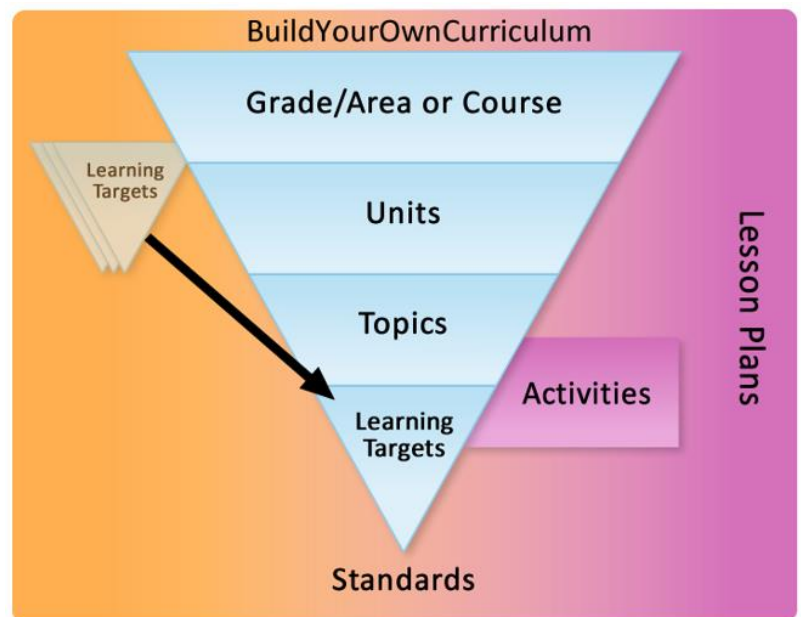
1. **Plan what you are going to do** – Using BuildYourOwnCurriculum, develop a consistent district curriculum that is available to all stakeholders.
2. **Execute the plan** – BuildYourOwnCurriculum serves as a repository for educational resources, courses, lesson plans, attachments and web links directly tied to the curriculum. It serves as a catalyst for teachers to reference the curriculum.
3. **Analyze the plan's effectiveness** – Either by using our enhanced offering, BuildYourOwnCurriculum+, or by using some other district common assessment tool, measure the effectiveness of the curriculum.
4. **Improve the plan** – Given the areas of concern that may be brought to light by the measurement process AND new knowledge becoming available constantly, adjust the curriculum at least annually in an effort to form a foundation for continual improvement.

## Curriculum Terminology

When authoring a course within BYOC, the details are created using the hierarchy shown below. The broadest description of a course is the **Course** itself. Once a course is defined, **Learning Targets** (clear, understandable, and measurable knowledge/skills) that will be addressed throughout the course are written. The course is then broken out into the major **Units** that the course covers. Each unit is further described using the **Topics** that will be discussed during that unit. Finally, the **Learning Targets** are assigned to the appropriate topics. Each learning target is also aligned to one or more standards. This allows us to easily report on gaps and redundancies with regard to standards within the district-wide curriculum. Once the agreed upon curriculum has been described, **Activities** that reference it and demonstrate how to convey the material can be added by all educators.

### **SAMPLE COURSE:**

- [C] Math --- Grade 4
  - [U] Numeration
    - [T] Whole Numbers
    - [T] Decimals
    - [T] Fractions
      - [LT] Students will be able to add and subtract fractions.
  - [A] Fraction Puzzle Activity



## **Websites**

### **Administrative Website**

<http://admin.buildyourowncurriculum.com>

This site is where teachers and administrators go to view, create, and modify curriculum. When accessing this site, you must first choose your state and your district. You can also view and search other BYOC district's curriculum that have chosen to share their curriculum. Users who can access this site have been given a user-specific login and password by the system administrator of BYOC at their district.

### **Public Website**

<http://YOURDISTRICT.buildyourowncurriculum.com>

The public website allows parents, students, and other interested parties to review and gain a better understanding of the district's curriculum. Parents and students have complete access to the district's curriculum for all courses in a status of "Published" or "Being Revised." This access includes the ability to view the course, unit, topic, and learning target information as well as any published activities and public attachments.

## How to Create a Course

### Basic Steps

1. Create the desired Course
2. If a high school Course, create a list of Course specific Standards (optional)
3. Unpack the standards for the course into Learning Targets (optional but suggested)
4. Create the appropriate Units and Topics for the Course and link the Targets to the Topics
  - If you skipped step 3, you would create Targets at this point in the process

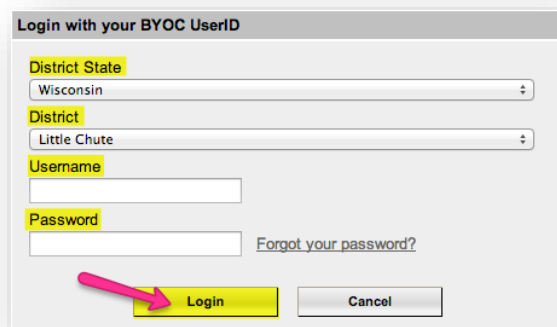
### Additional Resources

- HOW TO – Create a Course Training Video
- [https://admin.buildyourowncurriculum.com/Documentation/Training\\_Documentation/HOW\\_TO-Create\\_a\\_Course.pdf](https://admin.buildyourowncurriculum.com/Documentation/Training_Documentation/HOW_TO-Create_a_Course.pdf)

### Logging In

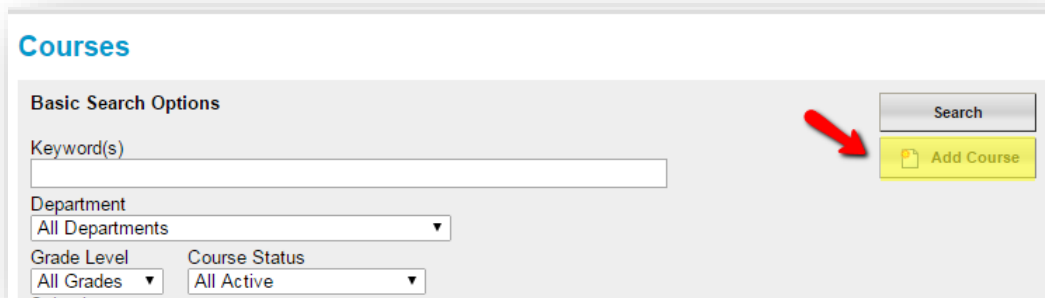
The following are the steps that you should follow in order to create curriculum.

1. To access the administrative portion of BuildYourOwnCurriculum, go to <http://admin.buildyourowncurriculum.com>.
2. Once there, you will need to enter a UserName and password and click **LOGIN**.
  - a. If this is the first time you have logged into the software, the system will prompt you to change your password once you login.



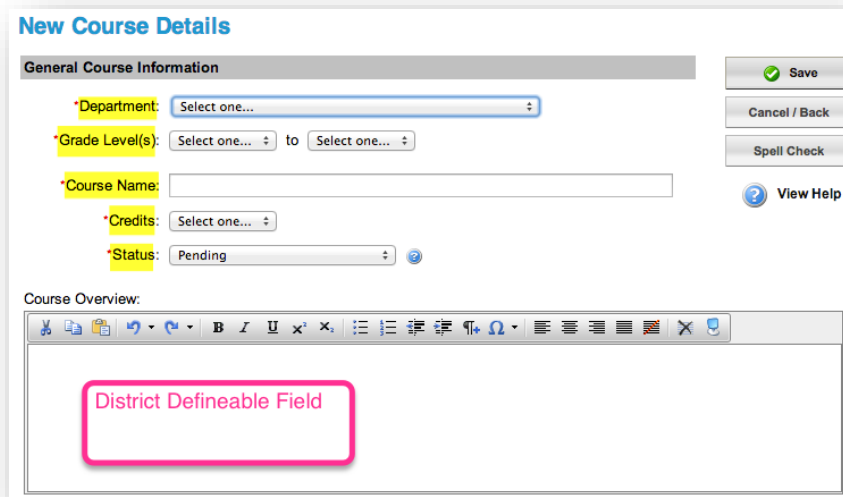
### Creating a Course

1. Once the you have logged in and changed your password if prompted, you will be on the Course List page. On this screen you need to click the **ADD COURSE** button on the upper right side of the screen.



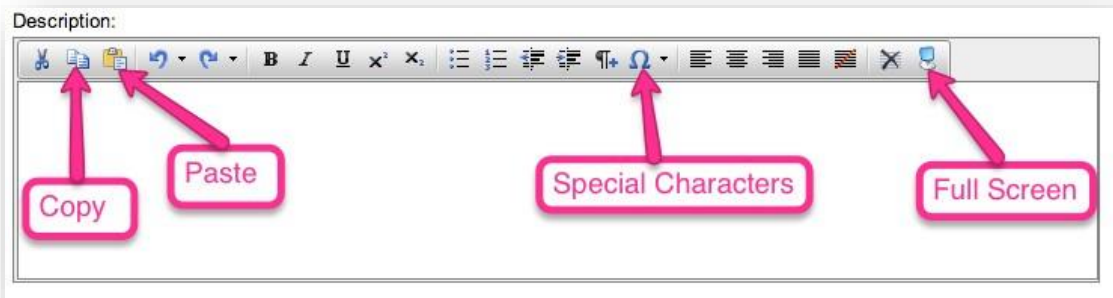
The screenshot shows the 'Courses' page with a 'Basic Search Options' section. It includes a 'Keyword(s)' text field, a 'Department' dropdown menu set to 'All Departments', a 'Grade Level' dropdown menu set to 'All Grades', and a 'Course Status' dropdown menu set to 'All Active'. To the right of these fields are two buttons: 'Search' and 'Add Course'. A red arrow points to the 'Add Course' button, which has a small document icon next to the text.

2. Next you should select the department in the drop down menu and identify the grade level of the students that will be eligible to take this course.
  - a. Ex: Begin Grade Level 10, End Grade Level 12 or Begin Grade Level 4, End Grade Level 4.
3. Then enter the name of the course, indicate the number of credits the course is worth, and enter the overview, a brief description of the course.



The screenshot shows the 'New Course Details' page. The 'General Course Information' section includes fields for 'Department' (a dropdown menu), 'Grade Level(s)' (two dropdown menus with 'to' in between), 'Course Name' (a text field), 'Credits' (a dropdown menu), and 'Status' (a dropdown menu set to 'Pending'). To the right of these fields are buttons for 'Save', 'Cancel / Back', 'Spell Check', and 'View Help'. Below the general information is a 'Course Overview' section with a rich text editor toolbar and a large text area. A pink box highlights a placeholder text 'District Defineable Field' within the text area.

4. In addition to the basic course fields, each district can define up to 10 district configurable fields each of which can hold up to 25,000 characters. Each of these fields has a toolbar that allows you to perform basic editing functions.



4. Once all of the course information is entered, click **SAVE**.



### Optional Items at the Course Level

Depending on what options your district has chosen to enable, the following optional steps may be accessible from the Course Edit page before you have performed the initial save.

- **Primary Author** – If this feature is enabled, at the bottom of the Course Edit page there will be a text box for entering the name of the primary author for the course.
  - This field is just for internal purposes and merely serves to let you know who the district expert is for a particular course.
- **Preselect Standards** –BYOC automatically filters the standards presented when working on a course based on the department and grade level of the course.
  - For elementary and middle school courses this is typically perfect.
  - For high school courses, you may want to further customize the list of standards shown when working on a particular course. For example instead of seeing all of the high school science standards, a Biology teacher may only want to see the Biology standards.
  - The **COURSE STANDARDS** button is visible in the upper right hand section of the Course Edit page (directly below the Delete button) if your district has enabled this feature.

- Select this button to access a screen where you can select the *primary standards* that a course is going to be addressing. The purpose of this is twofold, to perform a preliminary review of the standards in order to focus on course development and to make aligning to the standards easier by shrinking the default number of standards for a user to align their Learning Targets to.
  - Please note, that a user can always align to more standards, this is just a list of the primary or default standards.
- **Attachments** – If this feature is enabled, at the bottom of the Course Edit page you will be able to see an area for attaching files or web links.
  - Depending on your district’s configuration, each attachment can be specified as being visible to the general public, any teacher using BYOC, just your district, or just teachers within your district that are associated with the same department and grade level as the course that the item is attached to.
- **School Filter** – If this feature is enabled, at the bottom of the Course Edit page you will be able to see a dropdown titled Exclude School.
  - Using this feature, a user can exclude a course from being available at certain schools.  
This is more useful in a large district with multiple high schools.

Once the basic course information is saved, you have a few choices regarding how to proceed. BYOC suggests adding learning targets (your district may call these Learning Targets, Key Concepts, or Knowledge and Skills) at this point. A learning target is a “clear, understandable, measurable, skill or knowledge” that students are held accountable for during a course, typically created by “unpacking” or “deconstructing” standards. It is best to define learning targets at this point because by examining the standards that students are held accountable for, and defining learning targets accordingly, units and topics that successfully address what the student should be learning will follow naturally. Other options available at this point include: creating units or refining the standards that a course will address.

### Read-Only View vs. Edit Mode

Once a course has been created the default view is set to **read-only**. When clicking through the course, unit, and topic pages, you cannot edit the curriculum until you click the **Edit** button on any one of the pages.

For example, if a you click on a course name from the main course search page, you will see the course in the **read-only** view, which will allow you to go through the course and see what has been entered, but you will not be able to change any information.

# BuildYourOwnCurriculum (BYOC)

## Introduction and Basic Training Guide for Educators

### Read-Only View

Click on the name of a course

**Courses**

Basic Search Options

Keyword(s)

Department

Grade Level  Course Status

[Show Advanced Search Options](#)

26 items in 2 pages

Grade	Department	Course	Edit	Delete
3 - 3	Mathematics	<a href="#">Math-3-CAT [Pending]</a>		
4 - 4	English Language Arts	<a href="#">4th Grade ELA [Pending]</a>		
4 - 4	English Language Arts	<a href="#">4th Grade Spelling [Pending]</a>		
4 - 4	English Language Arts	<a href="#">4th Grade Writing [Pending]</a>		
4 - 4	Mathematics	<a href="#">4th Grade Math [Pending]</a>		
4 - 4	Science	<a href="#">4th Grade Science</a>		
4 - 4	Social Studies	<a href="#">4th Grade Social Studies [Pending]</a>		

Note that the Edit Mode box is unchecked. If you click on the name of a unit or topic, you will be able to read what has been entered but you cannot make any changes until you are in edit mode.

**Scope and Sequence**

Department: English Language Arts Grade: 4th [Back](#)

[4th Grade ELA](#) (Pending) [Learning Target List](#) ☐ Edit Mode

Unit: Reading Workshop - 1 Month

- First 20 Days - 4 Weeks 25
- Text Structure A - 3 Weeks 22
- Monitor and Clarify A - 2 Weeks 22
- Building Schema A - 2 Weeks 23
- Question and Meaning A - 3 Weeks 21
- Infer A - 2 Weeks 23

Unit Details, BuildYourOwnCurriculum [TEST]

Jump To: | [Suggestions](#)

**General Unit Information**

Dept/Grade Level(s): English Language Arts, 4th

Course: 4th Grade ELA *(Pending)*

Unit: Reading Workshop (1 Month)

Estimated Topic Duration: 165 days

[View lesson plans for this unit](#)

**Description**

Reading workshop consists of a mini lesson, time for active engagement, guided/independent reading and sharing/closure. Reading Workshop builds in time, expectations and stamina for the student by the end of the year.

Reading on grade level is a continuum through P, Q, R, S, T

Created by 'SSG Support' on September 14th, 2016 at 2:47 pm  
 Last updated by 'Olivia Rodgers' on April 26th, 2017 at 7:17 pm

[Edit Unit](#)

[Close](#)

[Unit Standards](#)

## Edit Mode

If the you have the proper user authority, grade level, and departments assigned to them, and if the course is in the proper status you can click the **Edit** icon associated with the desired course and you will enter the course in edit mode.

**Courses**

**Basic Search Options**

Keyword(s)

Department  
 All Departments

Grade Level  
 All Grades









Course Status  
 All Active

[Search](#)

[Add Course](#)

[Show Advanced Search Options](#)

26 items in 2 pages

Grade	Department	Course	Edit	Delete
3 - 3	Mathematics	<a href="#">Math-3-CAT [Pending]</a>		
4 - 4	English Language Arts	<a href="#">4th Grade ELA [Pending]</a>		
4 - 4	English Language Arts	<a href="#">4th Grade Spelling [Pending]</a>		
4 - 4	English Language Arts	<a href="#">4th Grade Writing [Pending]</a>		

Note that the Edit Mode box is checked. If you click on the name of a unit or topic, you will be able to edit the information.

You are now in editing mode for the rest of your session in this course. Once you leave the course and return to the course search page, your access will revert to **Read Only**.

**Scope and Sequence**

Department: English Language Arts      Grade: 4th      [Back](#)

4th Grade ELA (Pending)      [Learning Target List](#)      ☒ Edit Mode      [New Unit](#)      [Reorder Units](#)

▼ **Unit: Reading Workshop - 1 Month**      [New Topic](#)

First 20 Days - 4 Weeks	25
Text Structure A - 3 Weeks	22
Monitor and Clarify A - 2 Weeks	22
Building Schema A - 2 Weeks	23
Question and Meaning A - 3 Weeks	21

Unit Details (editing), BuildYourOwnCurriculum [TEST]

Jump To: [Attachments](#) | [Suggestions](#)

**General Unit Information**

Department: English Language Arts  
Grade Level(s): 4th  
Course: 4th Grade ELA (Pending)

\*Unit Name: Reading Workshop

\*Duration: 1 Month(s) ☐ This unit is ongoing  
Estimated Topic Duration: 165 days  
[View lesson plans for this unit](#)

[Save](#)  
[Cancel](#)  
[Spell Check](#)  
[Delete](#)  
[Copy Unit](#)  
[Unit Standards](#)

Description:

Reading workshop consists of a mini lesson, time for active engagement, guided/independent reading and sharing/closure. Reading Workshop builds in time, expectations and stamina for the student by the end of the year.

Reading on grade level is a continuum through P, Q, R, S, T

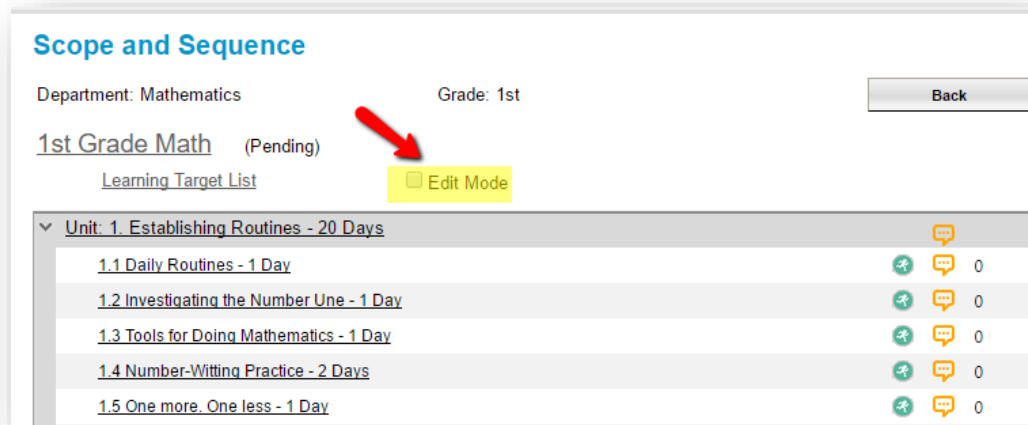
## Create Learning Targets

There are three possible approaches to creating Learning Targets. These choices are available once you select the **Learning Targets** button located on the Course Details page.

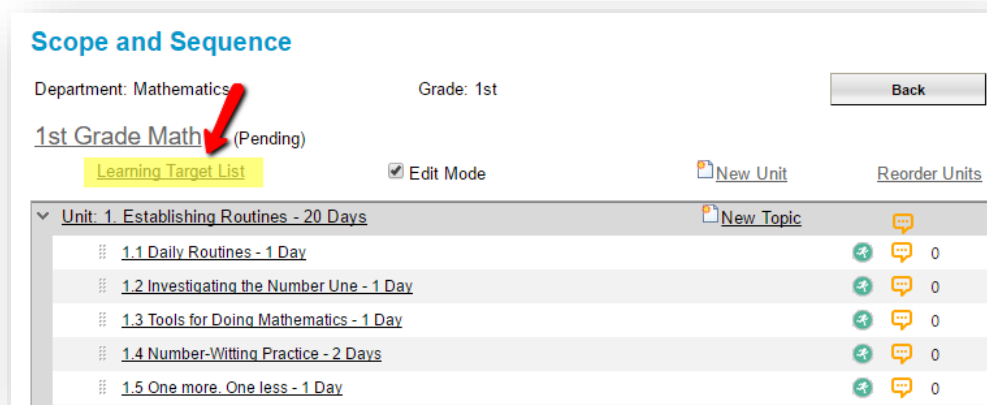
### Option One: Learning Targets to Standards

This option allows you to create a Learning Target in a vacuum and then associate it with one or more standards. To create learning targets this way you should follow the steps below:

1. From the scope and sequence page, click the **EDIT MODE** checkbox in the middle of the screen.



2. The course is now in **Edit** mode. Then click on the **LEARNING TARGETS LIST** link.



3. Then click on the link that says **NEW LEARNING TARGET** in the upper right hand corner of the screen.



4. You now can enter your learning target in the **LEARNING TARGET** text box.
5. The **EXTENDED DESCRIPTION** text box is an optional field to further describe the

target if needed. We suggest keeping the target simple for students to understand, and leveraging this field to add any additional details needed.

6. Some districts may require users to list a **formative** assessment for their learning target. This may be in the form of a dropdown with pre-selected assessment types, a text box, or both. The goal of this is not to specify a question on a test, this is more to identify what type of tool/assessment you would leverage to see if the student understands this target.

The screenshot displays three distinct input areas within the BYOC software interface. Each section is titled in a yellow header bar and includes a rich text editor toolbar with icons for undo, redo, bold, italic, underline, link, unlink, bulleted list, numbered list, indent, outdent, text color, background color, and font size. The first section, 'Learning Target', has a large empty text box. The second section, 'Extended Description', also features a large empty text box. The third section, 'Assessment', begins with a dropdown menu containing the text 'Select an assessment from this list or type one below.' followed by another large empty text box.

7. Depending on the district, you may be requested to categorize what type of learning target you are creating.
8. Next we are going to select the standard or standards that your learning target aligns to. Scroll down on the screen until you see the **STANDARD FILTERS** box.
  - a. By default, the department and grades will automatically be filled in with the department and grade of the course, unless you have defined a custom set of standards for the course. If a custom set exists the department and grade will default to the custom course standards.
9. In the **DEPARTMENT** dropdown verify that the correct department is selected. If not, select what department you would like standards for,
10. In the **AREA** dropdown verify that the correct area is selected. If not, select what kind of standards you would like.

11. In the **MINGRADE** and **MAXGRADE** dropdowns verify that the correct grade range is selected. If not, select what grade you would like standards for.

**Standard Filters**

Department:

Area:

Strand:

Coverage:  (Based on Max Grade)

MinGrade:  MaxGrade:

☒ Grade Specific

12. Standards that match what the filters specified in the **STANDARDS FILTER** box will automatically appear in the **STANDARDS** box.

**Standards**

Standards matching your search parameters.

A	I	ID	Description
<input type="checkbox"/>	<input type="checkbox"/>	MA.1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
<input type="checkbox"/>	<input type="checkbox"/>	MA.1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
<input type="checkbox"/>	<input type="checkbox"/>	MA.1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
<input type="checkbox"/>	<input type="checkbox"/>	MA.1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.

13. Next you should select the **STANDARDS** to which you would like to align your learning target to.
- Some districts may require users to list a **formative** assessment for their learning target. This may be in the form of a dropdown with pre-selected assessment types, a text box, or both. The goal of this is not to specify a question on a test, this is more to identify what type of tool/assessment you would leverage to see if the student understands this target.

- Once a you have successfully created a learning target, click **SAVE**.

☐ ☐ MA.K-12.8 Look for and express regularity in repeated reasoning.  
 - Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Save** **Cancel / Back**

### Option Two: Standards to Learning Targets

This option is a process where you choose a standard and then deconstruct that standard into learning targets. This is the most common way to write Learning Targets.

- From the scope and sequence page click the **EDIT MODE** checkbox in the middle of the screen.

**Scope and Sequence**

Department: Mathematics Grade: 1st **Back**

1st Grade Math (Pending)

Learning Target List ☐ **Edit Mode**

▼ Unit: 1. Establishing Routines - 20 Days

<u>1.1 Daily Routines - 1 Day</u>			0
<u>1.2 Investigating the Number One - 1 Day</u>			0
<u>1.3 Tools for Doing Mathematics - 1 Day</u>			0
<u>1.4 Number-Writing Practice - 2 Days</u>			0
<u>1.5 One more, One less - 1 Day</u>			0

- The course is now in **Edit** mode. Then click on the **LEARNING TARGETS LIST** link.

**Scope and Sequence**

Department: Mathematics Grade: 1st **Back**

1st Grade Math (Pending)

Learning Target List ☒ **Edit Mode** **New Unit** **Reorder Units**

▼ Unit: 1. Establishing Routines - 20 Days **New Topic**

1.1 Daily Routines - 1 Day			0
1.2 Investigating the Number One - 1 Day			0
1.3 Tools for Doing Mathematics - 1 Day			0
1.4 Number-Writing Practice - 2 Days			0
1.5 One more, One less - 1 Day			0

- Then click the **NEW LEARNING TARGET BY STANDARD** link in the upper right hand corner of the screen.

**Course Information**

Department: **Mathematics**

Grade Level(s): **1st**

Course: **1st Grade Math (Pending)**

[New Learning Target](#)

[New Learning Target By Standard](#)

[New Learning Target From Standard](#)

- Next, click the **SELECT** link next the standard you would like your learning target to address.

ID	Description
<a href="#">Select</a> MA.1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
<a href="#">Select</a> MA.1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

- In the **LEARNING TARGET** text box type in the learning target.

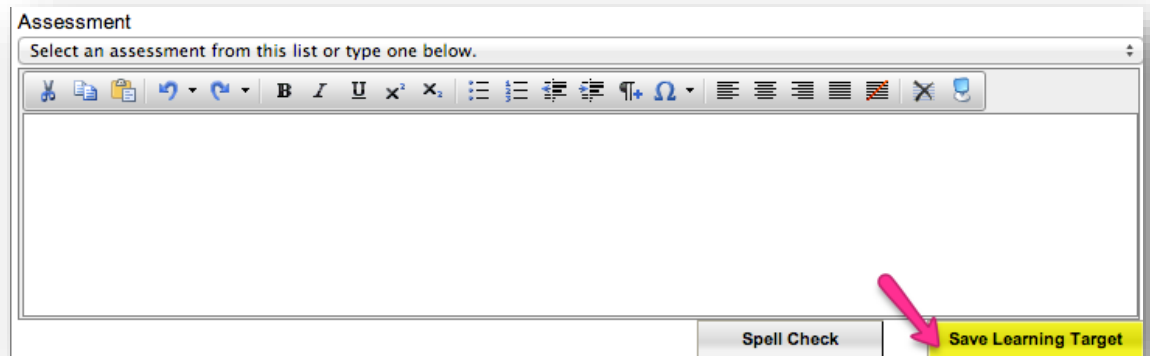
**Add Learning Target** **Existing Learning Targets for this Course/Standard**

Learning Depth  
☐ Assessed ☐ Instructed

**\*Learning Target**

- Clicking the **EXISTING LEARNING TARGETS FOR THIS COURSE/STANDARD** to see the learning targets have already written for this standard in this course.
- The **EXTENDED DESCRIPTION** text box is an optional field to further describe the learning target if needed. We suggest keeping the target simple for students to understand and leveraging this field to add any additional details if needed.
- Some districts may require users to list a **formative** assessment for their learning target. This may be in the form of a dropdown with pre-selected assessment types, a text box, or both. The goal of this is not to specify a question on a test, this is more to identify what type of tool/assessment you would leverage to see if the student understands this target.

9. Once you are finished with your learning target click the **SAVE LEARNING TARGET** button on the bottom of the screen.

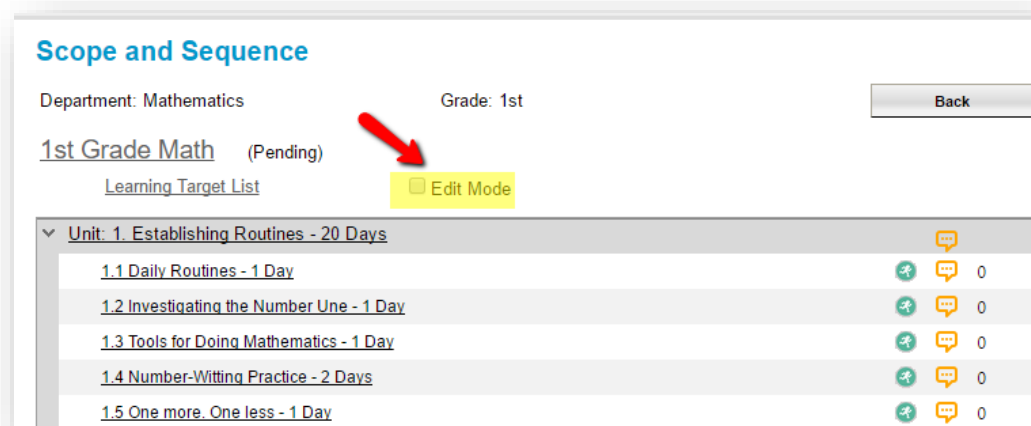


10. The text boxes will then clear and the you can write another learning target aligned to the same standard you selected in step 3.
11. If the you would like to select a new standard you need to click on the gray button that says **CANCEL/BACK** at the top of the screen. This will take you back to the list of standards in step 3.

### Option Three: Creating a New Learning Target from a Standard

This option is typically only available to System Administrators or Curriculum Directors and is used in situations where the standards are so finite that there is no need to further deconstruct them into Targets. This allows you to select one or more standards and automatically create learning targets that are direct copies of those standards.

1. From the scope and sequence page click the **EDIT MODE** checkbox in the middle of the screen.



- The course is now in **Edit** mode. Then click on the **LEARNING TARGETS LIST** link.

- Then click the **NEW LEARNING TARGET FROM STANDARD** link in the upper right hand corner of the screen.

- You can use the search fields to find the standards you would like to make into learning targets.

- Then select the standards from the list you would like to make into learning targets.

ID	Description
<input checked="" type="checkbox"/> MA.1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
<input checked="" type="checkbox"/> MA.1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
<input type="checkbox"/> MA.1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

- Once you have selected the standards you want to make into learning targets click **SAVE**.

Department - Mathematics  
 Grade Level 4 - 4  
 Course - 4th Grade Math [Pending]



Save
Cancel / Back

## Creating Units

1. To create units, choose the **NEW UNIT** link on the Scope and Sequence page.

The screenshot shows the 'Scope and Sequence' interface. At the top, it says 'Department: Mathematics' and 'Grade: 1st'. Below that, '1st Grade Math' is listed with '(Pending)' next to it. There are links for 'Learning Target List', 'Edit Mode' (with a checked checkbox), 'New Unit' (highlighted with a red arrow), and 'Reorder Units'. A 'Back' button is in the top right corner.

2. Next, enter the unit's title in the **UNIT NAME** textbox.
3. Then enter the time frame for the unit in the **DURATION** textbox/dropdown.
  - a. Ex: 5 days, 3 weeks, 2 months, etc.
  - b. NOTE: There is an option to make the unit ongoing. An ongoing unit is one that doesn't have a time frame. SSG strongly recommends giving each unit a time frame, despite this option. If a your units do not have time frames it becomes very difficult to follow and stay on track with your curriculum. An example of a unit that may have an on-going timeframe is an ongoing concept like "Six Traits Writing" in an English Language Arts course.
4. Depending on the district, there may be up to 20 **DISTRICT DEFINABLE FIELDS** that need to be filled out. The district definable fields are text boxes and each one can hold up to 25,000 characters.
  - a. Each of these fields is displayed with a tool bar as shown in the Create Course section to allow you to perform certain basic editing.
5. Click **SAVE** when you are done entering information to save the unit.

The screenshot shows the 'New Unit Details' form. It has a 'Quick Navigate' button at the top left. Below it, 'General Unit Information' is expanded, showing 'Department: Mathematics', 'Grade Level(s): 1st', and 'Course: 1st Grade Math (Pending)'. There are fields for 'Unit Name' and 'Duration' (with a dropdown for 'Day(s)' and a checkbox for 'This unit is ongoing'). On the right, there are buttons for 'Save' (highlighted with a pink arrow), 'Cancel / Back', and 'Spell Check'. At the bottom, there is an 'Overview' section with a rich text editor toolbar and a 'District Definable Field' text box.

- Once the unit is saved, the **UNIT STANDARDS** button will be enabled.  
This button is similar to the **COURSE STANDARDS** button on the main course page. It allows you to create a list of primary standards that the unit will cover. PLEASE NOTE: *This DOES NOT align the unit to these standards, this simply filters the learning targets that are presented to align to the topics in this unit to targets associated with these standards.*

### General Unit Information

Department: **Mathematics**

Grade Level(s): **1st**

Course: **1st Grade Math (Pending)**

\*Unit Name:

\*Duration:   ☐ This unit is ongoing

Estimated Topic Duration: 12 days

Cancel / Back

Spell Check

Delete

Add Unit

Copy Unit

**Unit Standards**

### Optional Items at the Unit Level

Depending on what options a district has chosen to enable, you may or may not be able to add attachments once you have saved the basic unit information.

- Attachments** – If this feature is enabled, at the bottom of the Unit Edit page you will see an area for attaching files, web links, or Google Drive documents. Depending on a district configuration, each attachment can be specified as being visible to the general public, any teacher using BYOC, or just the user's district.

### Unit Attachments

TOP ^

\*Type: ☒ File ☐ Web Link ☐ Google Drive

\*File:

\*Display Name:

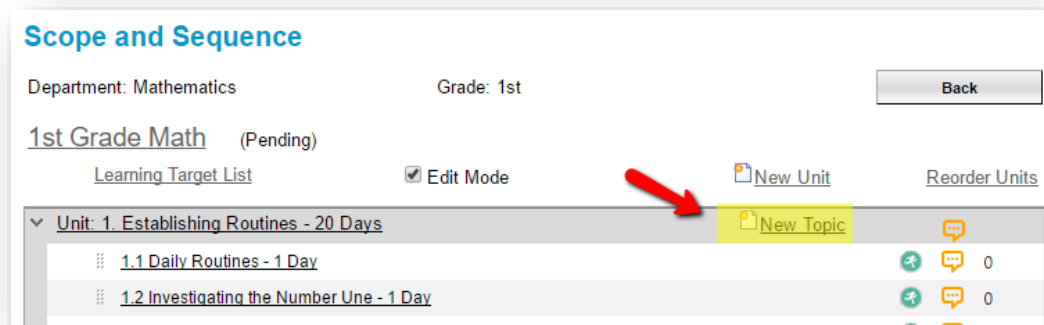
Description:

\*Visible To: ☐ My District ☐ All Educators ☐ The Public

## Creating Topics

Topics are somewhat unique to BYOC. The goal of a topic is to identify the major items being addressed within a unit and *approximately* how much time will be spent on each item. This serves to create more consistent pacing within a unit, and also serves as a “reality check” during the curriculum development process to ensure that the units can be completed within the time allocated to them.

1. To create topics, you click the **NEW TOPIC** button located on the Scope and Sequence page.



2. In the **TOPIC NAME** textbox enter your topic’s title.
3. In the **DURATION** textbox/dropdown enter your topic’s timeframe.
  - a. Recognize that these will be an estimate of the time needed for a topic. It is natural for some variation in these durations from year to year, based on your students, the key is it needs to be a reasonable amount of variation.
4. Depending on the district, there may be up to 10 **DISTRICT DEFINABLE FIELDS** that need to be filled out. The district definable fields are text boxes and each one can hold up to 25,000 characters.
  - a. Each of these fields has a tool bar as shown in the Create Course section to allow you to perform certain basic editing.
5. When you have completed entering the Topic information, click the **SAVE** button.

### Optional Items at the Topic Level

Depending on what options your district has chosen to enable, you may or may not be able to add attachments once you have saved the basic topic information.

- **Attachments** – If this feature is enabled, at the bottom of the Topic Edit page you will see an area for attaching files, Google Drive items, or web links. Depending on your district configuration, each attachment can be specified as being visible to the general public, any teacher using BYOC, or just your district.

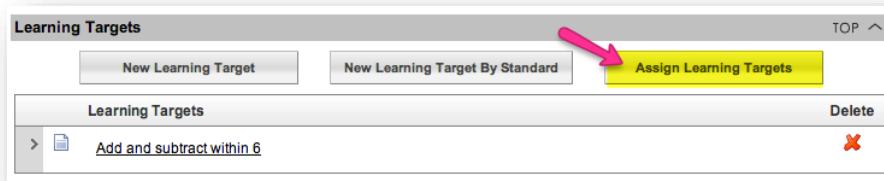
### Assigning Learning Targets

Once you have saved the topic, you can now assign Learning Targets to the topic or create new Learning Targets that will automatically be tied to the topic. There are three options available for Learning Targets from this screen. They are summarized below. For detailed instructions for each option, see the section earlier in this document.

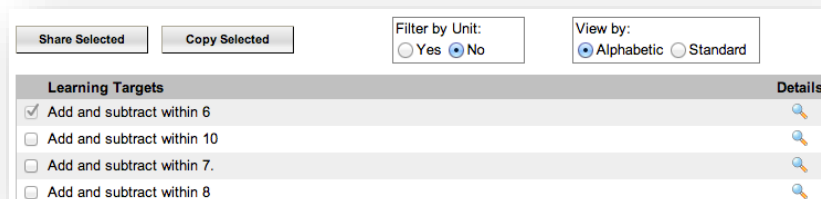
1. To create a NEW learning target, select the **NEW LEARNING TARGET** button.

2. Select **NEW LEARNING TARGET BY STANDARD** to select a standard and then deconstruct that standard into learning targets.

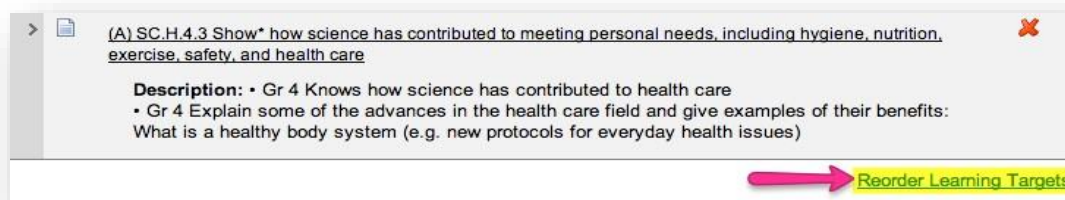
3. To USE a learning target that has already been created, either at the course level or when working on another topic select the **ASSIGN LEARNING TARGETS** button.





- a. This will take you to a screen that displays all of the learning targets for the course not currently assigned to this topic, allows you to select one or more of the targets, and either share or copy them.



- i. **Sharing a Learning Target** will keep one version of the Learning Target. Any time you update the Learning Target, it will be updated in every place the Learning Target exists.
  - ii. **Copying a Target** will create another version of the Learning Target. Any time you update this new 'copied' Learning Target, it will only update that version of the Learning Target, and not the original Learning Target.
  - b. The **FILTER BY UNIT** option is dependent on if you assign any Unit specific standards earlier in the process. If so, this will default to Yes and will only show targets associated with the earlier assigned standards. If you did not define Unit standards this will default to No and will display all the Learning Targets that are available for this course.
4. If you would like to re-order the Learning Targets, simply click **REORDER LEARNING TARGETS** at the bottom of the Learning Target list.



- a. Move the mouse over the :: symbol next to the Learning Target. When the cursor changes to a hand, click and drag the item you would like to move and release the mouse when it is in the right position.

Learning Targets	
	(A) SC.F.4.3 Life Cycles of Organisms - Illustrate* the different ways that organisms grow through life stages and survive to produce new members of their type
	(A) SC.H.4.3 Show* how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and health care

## Miscellaneous Information

The **SUGGESTED CONTENT CHANGES** area is an optional area within the course. The Course Comments and Suggested Attachments area were added for two reasons:

1. During the curriculum development process, teaching teams found it helpful to be able to review the courses they were working on, or review courses in other departments, and provide feedback as to how to improve the course.
2. Throughout the year, teachers wanted a place to record their thoughts as to how to improve their course. At the end of the year, the teaching team can review the comments and suggestions that were made in the course and make changes to the course, if necessary.


The **SUGGESTED CONTENT CHANGES** area is located beneath the **ATTACHMENTS** section on a course, unit, or topic.

To add a comment to the course, enter your comment in the **COURSE COMMENTS** area and click **ADD COMMENT**.

Suggested Content Changes

TOP ^

Would you like to [receive email updates](#) when suggestions are added to this topic?


Subscribe

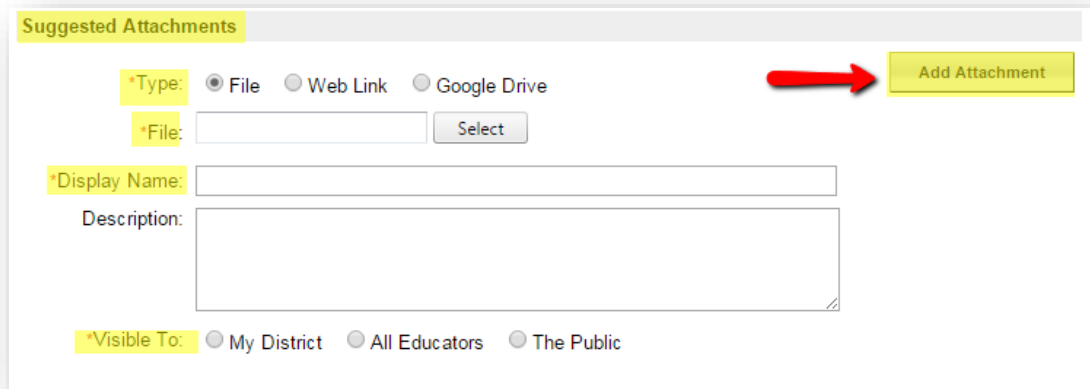
Topic Comments

\*Comment:

Add Comment

To add in a suggested attachment, go to the **SUGGESTED ATTACHMENTS** area.

1. Enter in your attachment's **DISPLAY NAME**
2. Enter in the **WEB LINK** (optional)
3. Choose your **FILE** (optional)
4. Choose your file from **GOOGLE DRIVE** (optional)
5. Enter in your attachment's **DESCRIPTION** (optional)
6. Choose who you'd like your attachment **VISIBLE TO**
7. Click **ADD ATTACHMENT** when you are finished.



**Suggested Attachments**

\*Type: ☒ File ☐ Web Link ☐ Google Drive

\*File:

\*Display Name:

Description:

\*Visible To: ☐ My District ☐ All Educators ☐ The Public

Also, you can subscribe to receive email updates when suggestions and comments are added to the course. Click **SUBSCRIBE** to sign up.



**Suggested Content Changes** TOP ^

Would you like to receive email updates when suggestions are added to this topic?

## Searching Curriculum in Other Districts (and yours)

To search and view other district's curriculum, go to the **Courses** page and click on **Show Advanced Search Options**.

The screenshot shows the 'Courses' page in the BYOC Administrative Website. On the left is a sidebar with a 'Curriculum' menu expanded, showing options like 'Courses', 'Standards', 'Activity Search', 'Pending Activities', 'Lesson Plans', 'Reports', 'Exports', 'Curriculum Copy', 'Classroom', and 'Assessment'. The 'Courses' section is active. The main area has a 'Basic Search Options' form with a 'Keyword(s)' text box, a 'Department' dropdown (set to 'All Departments'), a 'Grade Level' dropdown (set to 'All Grades'), a 'Course Status' dropdown (set to 'All Active'), and a 'School' dropdown. To the right of these fields are 'Search' and 'Add Course' buttons. A red arrow points to a yellow button labeled 'Show Advanced Search Options' at the bottom right of the search area. The page footer indicates 'Page 1 of 1'.

1. The advanced search allows you to search your district and other districts using a variety of different search methods and parameters.
  - a. **Keywords:** This allows you to narrow your search using keywords like “Everyday Math” or “Frog Dissection.” Using this field helps you limit your search and is especially helpful when you’re looking for lessons or curriculum that specifically address some particular activity, program or concept. YOU MUST PUT SOMETHING IN THIS FIELD FOR THE SEARCH TO WORK.
  - b. **Courses:** This dropdown allows you to choose from **PUBLISHED ONLY**, **ALL ACTIVE COURSES**, or **ALL ARCHIVED COURSES**. **PUBLISHED ONLY** will limit your search to only courses that have already been published. **ALL ACTIVE** will show you all courses in a district, except those that are archived. **ALL ARCHIVED** will show you courses that once were published, but are no longer being offered.
  - c. **Start/End Grades:** These fields allow you to limit the grade levels of your results. This is helpful if you are an elementary teacher and do not need results from the high school level and vise versa.
  - d. **Match on:** This allows you to choose whether your results must match your keywords exactly or if your results can just match some of the words/phrases in your keywords.
  - e. **Look For:** This choice allows you to limit your search by level. You may search for courses, units, topics, learning targets, or activities.

- f. **Look At:** This feature is used in only rare cases and allows you to search for your keyword at one level, but receive results from another. For example, if grammar is consistently a topic in all Language Arts courses, but you wanted to see the learning targets associated with grammar you could search for grammar at the topic level, but get results at the learning target level. In this case “topics” would be what you want to “look at” and the “learning targets” would be what you “look for.”
- g. **District:** This dropdown allows you to search courses from your district only (MY DISTRICT), courses from all districts (ALL DISTRICTS), or a specific district. To search a specific district select the district you desire to search from the dropdown menu.
- h. **Department:** This search menu allows you to specify from what department you would like your search results to come. For example if you search “Newton” you may get both science and social studies results, however if you are a history teacher by selecting social studies you can eliminate any science related results.

### Courses

Advanced Search Options

Keyword(s)

Search

Add Course

Courses: All Active Courses

Start Grade: PK

End Grade: 12th

Match On: ☐ All Words/Phrases ☒ Any Words/Phrases

Search For: ☒ Course ☐ Unit ☐ Topic ☐ Learning Target ☐ Activity

Look At: Level Specified Above

District: All Districts

State: Select All

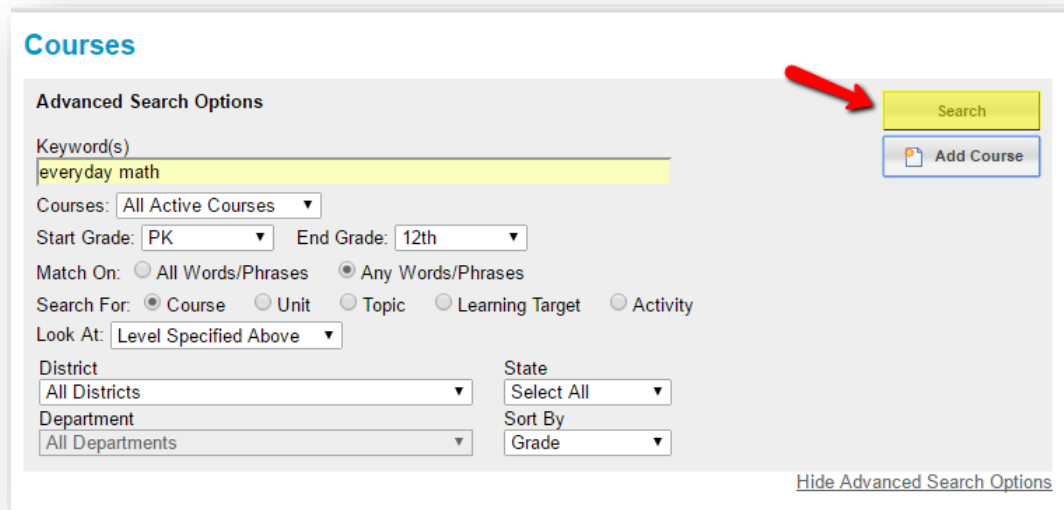
Department: All Departments

Sort By: Grade

Hide Advanced Search Options

2. Fill in the fields based on your preferences and your search parameters.

3. Click on **SEARCH** in the upper right hand corner of the preferences box.



**Courses**

**Advanced Search Options**

Keyword(s)  
 everyday math

Courses: All Active Courses

Start Grade: PK End Grade: 12th

Match On: ☐ All Words/Phrases ☒ Any Words/Phrases

Search For: ☒ Course ☐ Unit ☐ Topic ☐ Learning Target ☐ Activity

Look At: Level Specified Above

District: All Districts State: Select All

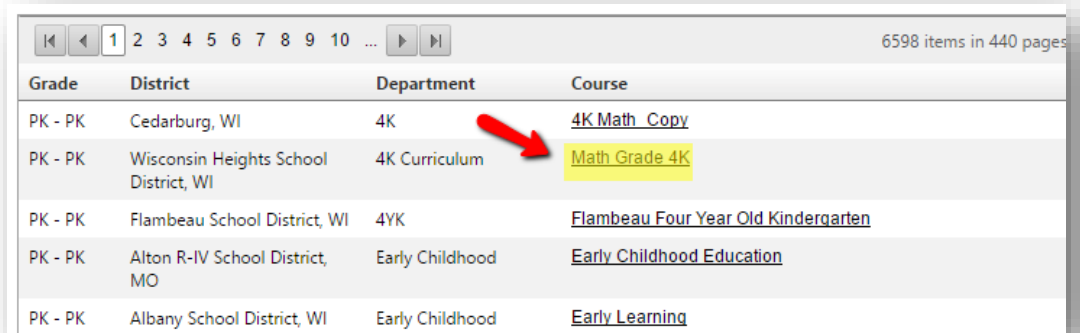
Department: All Departments Sort By: Grade

[Hide Advanced Search Options](#)

**Search**

**Add Course**

4. Your search results will be displayed below the preferences box.
  - a. If your search yielded more than 10 results you will need to use the arrows to page through the results.
  - b. Click on the course name to view the details of the course.



6598 items in 440 pages

Grade	District	Department	Course
PK - PK	Cedarburg, WI	4K	<a href="#">4K Math Copy</a>
PK - PK	Wisconsin Heights School District, WI	4K Curriculum	<a href="#">Math Grade 4K</a>
PK - PK	Flambeau School District, WI	4YK	<a href="#">Flambeau Four Year Old Kindergarten</a>
PK - PK	Alton R-IV School District, MO	Early Childhood	<a href="#">Early Childhood Education</a>
PK - PK	Albany School District, WI	Early Childhood	<a href="#">Early Learning</a>

- To go back to your search results, click on the **Back** button in the upper right hand corner.

Scope and Sequence	
District: Wisconsin Heights School District, WI	
Department: 4K Curriculum	Grade: PK
Math Grade 4K (Pending)	
<a href="#">Learning Target List</a>	
Unit: Counting - Ongoing	
Rote count to 20 - Ongoing	3
1 to 1 counting up to 10. - Ongoing	2
Unit: Understanding Numbers - Ongoing	
Numeral Recognition - Ongoing	2
Numeral Writing - Ongoing	1

## Copying and Pasting Curriculum

BYOC provides the capability to copy courses, units, topics, and learning targets either between courses within a district, or from other districts.

### Setup Information

There are three options, configurable by System Administrators via the District Options page that impact Copy/Paste functionality.

- Allow Courses, Units and Topics to be copied** – this option must be turned on in order to perform any copy/paste activity. This option will allow Curriculum Authors and Departmental Curriculum Coordinators to perform copy/paste activities within their district only, and will allow Curriculum Directors or System Administrators to perform cross-district copy/paste activity.
- Allow Departmental Curriculum Coordinators to perform cross-district copies** – This option allows Departmental Curriculum Coordinators to perform cross-district copy/paste activities. Please note that this option will have no impact unless the *Allow Courses, Units and Topics to be copied* is also turned on.
- View/Copy curriculum from other districts and allow them to do the same** --- This allows other districts to see your district's curriculum and it also allows your district to see their curriculum.

## Cross-District Copy/Paste Procedures

1. To copy curriculum from another district, users must first search other district's curriculum to find the district/department/course/unit/topic that they would like to copy by going to the **Courses** menu item and clicking on **Show Advanced Search Options**.

2. Search for curriculum using the steps shown above in the Searching Other District's Curriculum (and yours) section. Once you click on the name of a course you'd like to copy, you will be taken to the course's **SCOPE AND SEQUENCE** page. From here, click on **COURSE DETAILS**.

3. Click on the **COPY COURSE** button.

4. On the **CURRICULUM COPY** page, select the district, department, course, unit, and/or topic that you would like to copy FROM. Then click **COPY COURSE**.
  - a. You can copy an entire course by selecting the course and not choosing any specific units or topics.
  - b. You can also copy just the course learning targets by clicking on the **COPY LT (S)** button.

**Curriculum Copy**

**Step 1: Select Information to Copy**

Copy From District  
Wisconsin Heights School District, WI

Copy/Copy from Department  
4K Curriculum

Copy/Copy from Course  
Math Grade 4K (PK)

Copy/Copy from Unit  
Select One...

Buttons: Cancel, Copy Course, Copy LT(s)

5. Once you click on the **COPY** button, the next page will prompt you to specify the department in which the course should be pasted TO. Choose the department and then click **PASTE COURSE**.

**Curriculum Copy**

**Step 2: Select Where to Paste Information**

Copying Course from:  
Wisconsin Heights School District, WI::Math Grade 4K (PK)

Paste into Department  
Mathematics

Buttons: Cancel/Reset, Paste Course

6. A green message will appear confirming that you have successfully copied the course. You can click on the **Click Here** link to be taken directly to the course.

Copy completed successfully.  
[Click here](#) to view the course.

**Curriculum Copy**

**Step 1: Select Information to Copy**

Copy From District  
Demo - BYOC+, WI

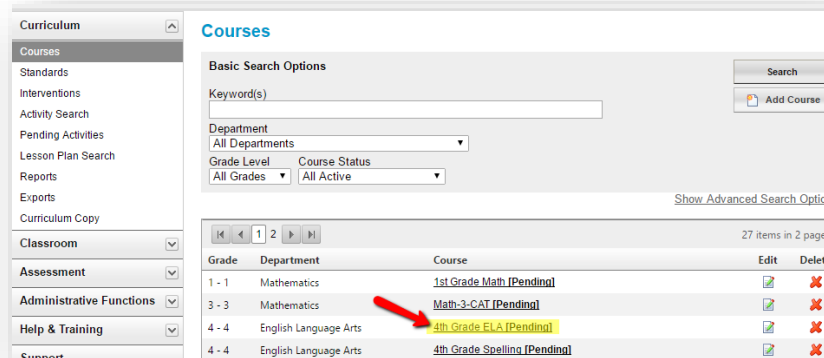
Copy/Copy from Department  
Select One...

## Alternate Views

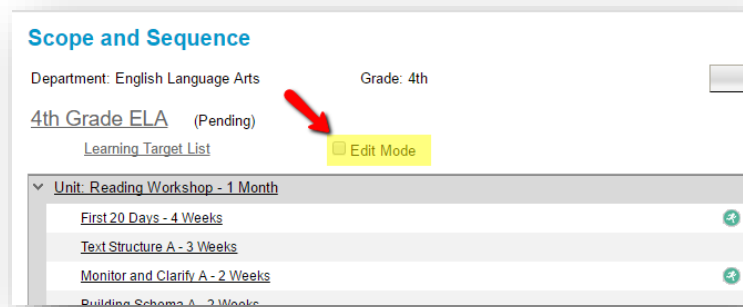
BYOC offers three unique views of your curriculum: Scope and Sequence, Course Details and Big Picture. While the default view is the Scope and Sequence view, you can change this in your User Preference settings at any time. Below is a description of each view.

### Scope and Sequence

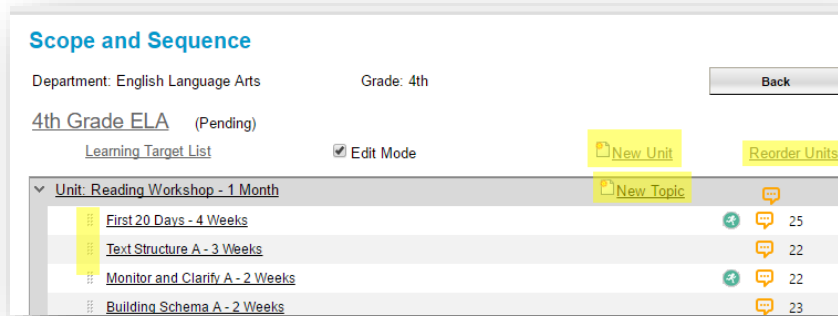
1. From the **COURSE** page, click on the name of the course you wish to work in.



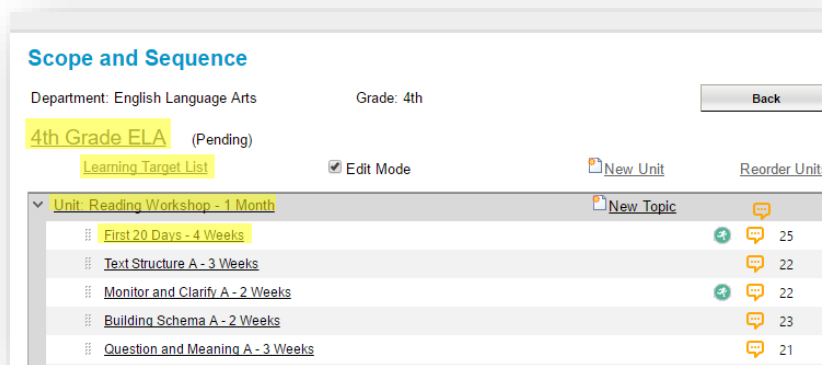
2. Because you clicked on the name of the course and didn't click on the **Edit** icon to the right of the course name, you are in **read-only** mode in the course. If you would like to edit the course, check the **Edit Mode** checkbox.



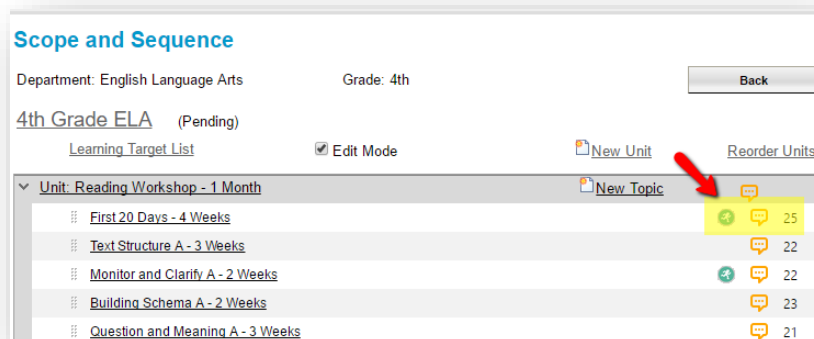
3. You can now see that you can add a **NEW UNIT** and **NEW TOPIC**. You can also change the order of your units and topics by clicking on the :: symbol to the left of the topic name (or by right-clicking on the :: symbol to get up and down arrows) and by clicking on the **REORDER UNITS** button.



- If you would like to edit the course, unit or topic descriptions, click on the name of the course, unit or topic. Additionally, you can click on the **LEARNING TARGETS LIST** button to view and edit your learning targets for the course.

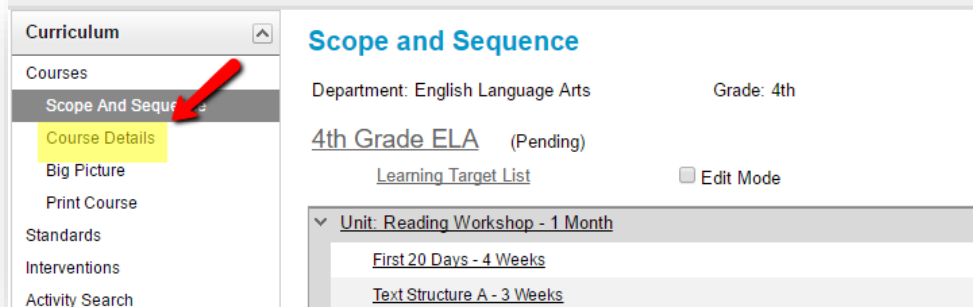


- To the right of the topic names you will notice some icons. The blue jogging symbol indicates that an activity exists for that topic. If you hover over the icon, it will tell you how many activities exist for that topic. Click on the icon to view the activities and to add more. The yellow conversation bubble allows you to add and view suggestions to the course. Lastly, the number indicates how many learning targets exist for the topic.

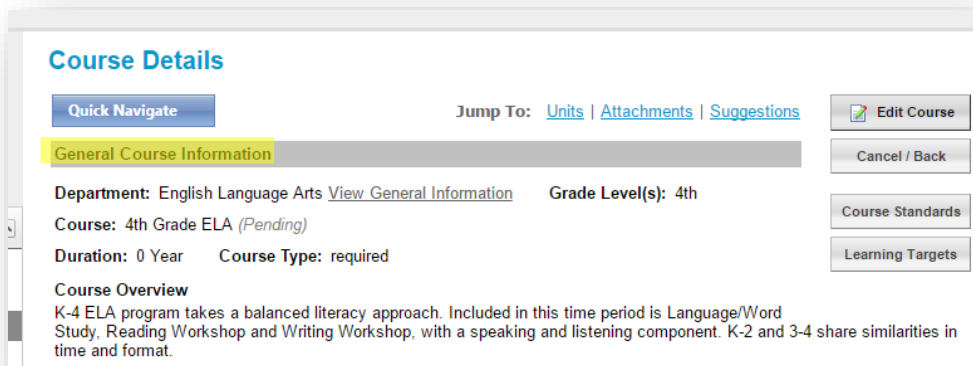


## Course Details

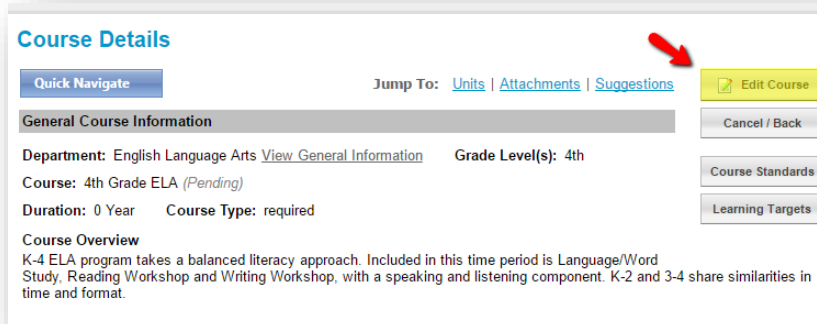
1. From the Scope and Sequence view, click on the **COURSE DETAILS** menu item on the left-hand navigation.



2. On this view, you have a more detailed version of your course which includes the general course information.



3. If you wish to edit the course, click on the **EDIT COURSE** button.



4. A message in blue at the top of the screen will inform you that you are now in editing mode. You can now edit information such as the course Status and Course Overview.

### Big Picture

1. From the Course Details view, click on the **BIG PICTURE** menu item on the left-hand navigation.

2. The Big Picture view gives you the least details of your course but allows you to see, at-a-glance, your unit names and duration, your topic names and duration, and the learning targets that have been assigned to each topic.

### Course Big Picture

#### Course Information

Dept/Grade Level(s): English Language Arts, 4th

Course: 4th Grade ELA (*Pending*)

#### 4th Grade ELA

##### Unit: Reading Workshop - 1 Month(s)

##### Topic: First 20 Days - 4 Week(s)

##### Explain Reading Workshop guidelines

Explain expectations and behaviors during workshop

Determine a "wide reading" plan

Build reading stamina and silent read for full duration

Select books in classroom library

Choose "Just Right" books

Demonstrate ways to think as a reader

Examine and notice punctuation

3. You can click on any of the underlined items to be taken directly to the Course Details page of that area.

### Course Big Picture

#### Course Information

Dept/Grade Level(s): English Language Arts, 4th

Course: 4th Grade ELA (*Pending*)

#### 4th Grade ELA

##### Unit: Reading Workshop - 1 Month(s)

##### Topic: First 20 Days - 4 Week(s)

##### Explain Reading Workshop guidelines

Explain expectations and behaviors during workshop

Determine a "wide reading" plan

Build reading stamina and silent read for full duration

Select books in classroom library

Choose "Just Right" books

**Unit Details (editing)**

Quick Navigate Jump To: [Topics](#) | [Attachments](#) | [Suggestions](#)

**General Unit Information**

Department: English Language Arts  
Grade Level(s): 4th  
Course: 4th Grade ELA (Pending)

\*Unit Name:

\*Duration:  Month(s) ☐ This unit is ongoing  
Estimated Topic Duration: 165 days  
[View lesson plans for this unit](#)

Description:

Reading workshop consists of a mini lesson, time for active engagement, guided/independent reading and sharing/closure. Reading Workshop builds in time, expectations and stamina for the student by the end of the year.

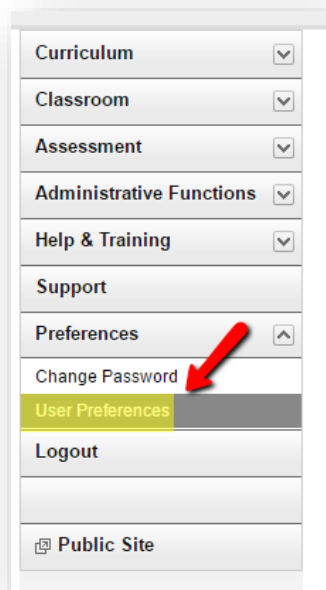
Reading on grade level is a continuum through P, Q, R, S, T

Buttons: Save, Cancel / Back, Spell Check, Delete, Add Unit, Copy Unit, Unit Standards

### User Preferences

You can set your preferred course view mode from the User Preferences area in BYOC.

1. Click on **USER PREFERENCES** in the left-hand navigation.



## BuildYourOwnCurriculum (BYOC)

### Introduction and Basic Training Guide for Educators

2. Under the **COURSE VIEW MODE** section, click on either Scope & Sequence (Flattened) or Course Detail (Traditional).

**Home Page**

Select the page you want as a starting page when logging in. The criteria of Department, Grade, Status and others will be applied as relevant.

Home Page:

Department:

Grade:

Status:

Keyword:

☐ Show Favorites

[Reset Filters to System Defaults](#)

**Course View Mode**

☒ Scope & Sequence (Flattened)

☐ Course Detail (Traditional)

**Favorite Courses**

You do not currently have any courses setup as favorites.

3. Then click **SAVE** at the top of the screen.

**Preferences > User Preferences**

☒ Save

**Home Page**

4. Your user preferences have now been saved.