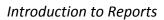


Introduction to Reports

Published: January 9, 2015





Introduction to Reports



Table of Contents

Introduction	4
Report Organization	2
Report Viewer	4
Course Reports	7
Course Summary	
Projection Details Report	11
Activities By Course	13
Activities By Course, Unit, Topic, and Learning Target	12
Unit Details	
Curriculum Map	16
Learning Target Checklist by Course/Unit/Topic	17
Standards By Course	17
Course Status	18
Course Content Audit	18
Comments List	19
Standards Reports	20
Standards Map	
Standards Listing	22
Courses By Standards	23
Standards Coverage – Big Picture	24
Standards/Learning Target Analysis Reports	25
Other Reports	28
Lesson Plan Analysis/Curriculum Mapping Reports – Lesson Plan Print	28
Lesson Plan Analysis/Curriculum Mapping Reports - Curriculum Coverage	29
Lesson Plan Analysis/Curriculum Mapping Reports - Time Allocation	30
User Activity Reports - Whole Staff Audit	30
User Activity Reports - Individual User Detail Audit	31
User List	31
District Statistics	32

Introduction to Reports



Introduction

Once you have created and added your district's curriculum to BYOC, you have the ability to run a variety of reports to analyze the curriculum that your district has created.

These reports can be found in the Report Section of BYOC. To get to the area, login to administrative website. Then under Curriculum, in the left-hand navigation bar, click "REPORTS."

Report Organization

The reports are organized into three categories: Course Reports, Standards Reports, and Other Reports.

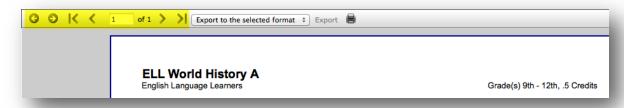
Course Reports aid in analyzing and printing your curriculum.

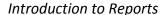
The Standards Reports help you analyze your curriculum's alignment to key national, state and district standards. These reports will tell you how far you are in the alignment process, what standards you are covering and what standards you are not, and how often your curriculum references a standard.

The Other Reports are miscellaneous reports that do not fall into one of the other two categories. These reports deal with looking at lesson plans and activities, users, and specific district statistics.

Report Viewer

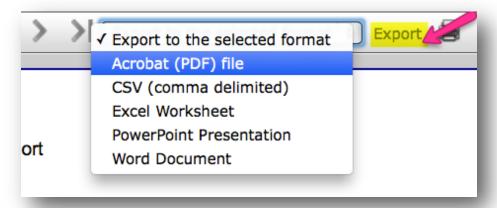
When you run a report, the results are all displayed in a common report viewer. This will open in another window or tab depending on your browser settings. If you are not seeing a report when you run it, you may need to disable your browser's popup blocker. Within the Report Viewer you can use the arrows to page through your report.





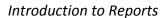


From the Report Viewer you can also export your report using the "Export To Selected Format" dropdown. Export formats include: Adobe Acrobat (PDF), CSV, Excel Worksheet, PowerPoint, and Word. To view a report in one of these formats, select the format and click the **EXPORT** button.



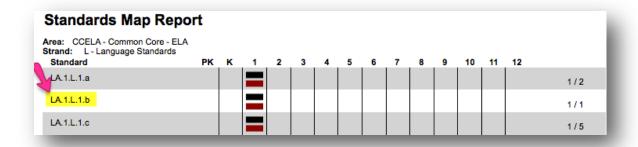
On certain reports, you can navigate to desired parts of the report you would like to view using the Navigation Map found to the left of the report. The Navigation Map is available on the Standards Coverage Report, Standard Map Report, and the Standards Coverage - Big Picture Report.

■ Standards Coverage
 ■ MA.1.13-15.1
 ■ MA.1.13-15.2
 ■ MA.1.13-15.3
 ■ MA.1.16-19.1
 ■ MA.1.16-19.2
 ■ MA.1.20-23.1
 ■ MA.1.24-27.1





Other reports allow you to drill into reports for more detail. This feature is available on the Standards Map Report and the Curriculum Map Report. By clicking on a standard in the report, it will open a new report that shows the details behind that particular standard.



	Key: LA.1.L.1.b
Desc	cription: Use common, proper, and possessive nouns.
1 - 1	Use frequently occurring types nouns and verbs English Language Arts::Integrated ELA: Grade 1::Language/Word Study::Quarter 1
1 - 1	Use frequently occurring types nouns and verbs English Language Arts::Integrated ELA: Grade 1::Language/Word Study::Quarter 2
1 - 1	Use frequently occurring types nouns and verbs English Language Arts::Integrated ELA: Grade 1::Language/Word Study::Quarter 3
1 - 1	Use frequently occurring types nouns and verbs English Language Arts::Integrated ELA: Grade 1::Language/Word Study::Quarter 4



Course Reports

Course Summary

The Course Summary Report provides a complete overview of a course including the overview, scope and sequence, units, topics, learning targets, and activities. Based of the report's audience, you can select various levels of detail. You can also save your preferences by selecting the **SAVE PREFERENCES** link on the main Course Summary list.

Social Studies	i	Grade(s) 6th, 1 Cred
J.S. history from Revolution to the	m its beginning to the Civil War an ne current year. Students will expe	Course Overview ial studies students continue to learn United States History. In fifth grade, they studied Reconstruction. This year students will study U.S. history from the Industrial rience history through reading, writing, video, music, art, class discussion, and students to historical events in such a way that they see how history affects their
Timeframe	Unit	Scope And Sequence Course Timeline
20 Day(s)	The Industrial Revolution	1. Then and Now 2. Industrial Revolution 3. Labor Unions 4. Immigration 5. Comic Strips 6. Imperialism 7. People that shaped the Industrial Revolution 8. The Titanic and the Endurance 9. Using 6 + 1 Trait Writing 10. Review and Assessment
20 Day(s)	The War to End All Wars	1. Causes of WWI 2. Mapping the War 3. Political Cartoons and Propaganda 4. New Warfare 5. People that shaped our nation in WWI 6. Using 6 +1 Trait Writing to Create a Poem 7. The End of the War 8. Review and Assessment
15 Day(s)	The Roaring Twenties	1. The Roar of the Twenties 2. Harlem Renaissance 3. People That Shaped the Roaring Twenties 4. The Stock Market 5. Review and Assessment 6. Using 6 +1 Trait Writing to Compose a Script
25 Day(s)	Empty Pockets	1. The Causes and Effects of the Great Depression 2. FDR 3. People That Shaped Our Nation During the Depression 4. An American Gothic 5. Leading up to WWII 6. Review and Assessment

Introduction to Reports



Duration: 20 Day(s)

Duration: 2 Day(s)

Unit Breakdown

Unit: Years of Turbulence

Description

This unit will be taught in February and March for four weeks. In this unit students will be able to get an idea of our nation divided between a war for the first time in a hundred years. The Vietnam Conflict stirred emotions in our nation like nothing before had done. Students will learn the facts of the war, debate its value, and hear both sides of the debate from primary sources, including the role of the Hmong. They will also listen to vintage music, learn vintage dances, study the changing role of women, the many "movements" of the time, witness the moon landing, and the resignation of President Nixon. To evaluate their progress, students will take a written test.

Academic Vocabulary

Attached below.

Materials and Resources

All materials can be found in either the classroom cupboard, the team six storeroom, the team 6 social studies folder on the T drive, or the curriculum binder. Vintage music is stored on my computer in the Media Center.

Topic: The Vietnam War Duration: 4 Day(s)

Learning Targets

Students will examine the causes leading to our involvement in Vietnam.

What steps lead us to the Vietnam War?

Students will read an article and create a Multi-Flow map with just the causes written.

Assessment: Multi-Flow Map

Students will debate our involvement in the Vietnam War.

Was Vietnam our war to fight?

Students will conduct an interview with an adult that was alive during the war. Then, after sharing interviews in class, will write an opinion paper. Lastly, we will take a stand.

Assessment: Opinion Paper (S) Interview Complete (F)

Students will examine the new warfare used during the Vietnam War.

How did this war look different from others?

Students will create a 4-square of drawings to be shared the following day in a gallery walk.

Assessment: Drawings complete (F)

Students apply new vocabulary specific to this unit.

How can you organize this list of vocabulary terms?

Using a given list students will choose to either use Rate and Log or Chaos to Categories to organize the list.

Assessment: Chosen Literacy Tool

Topic: People That Shaped the World During the Vietnam War

Learning Targets

Students will investigate people that played a key role in US history during the Vietnam Years.

Who was making the news during this war?
Using a PPT the class will create a Multi-Feature Map. They will then write a paragraph explaining which person in their opinion was most

signficant.

Assessment: Paragraph (S)

Activities

List of Activities

The Industrial Revolution

Then and Now

Double Bubble Map

Students will use this thinking map to compare and contrast life in the early 1900's to life today.

Author: Patti Beltz Shared: No Type: Educator Submitted

Labor Unions

Survey on Labor Unions

Students will survey an adult in their life to get input on whether labor unions are still an important part of our country.

Author: Patti Beltz Shared: Yes Type: Educator Submitted

Comic Strips

Comic Strips

Students will create comic strips from this period in time.

Author: Patti Beltz Shared: Yes Type: Educator Submitted

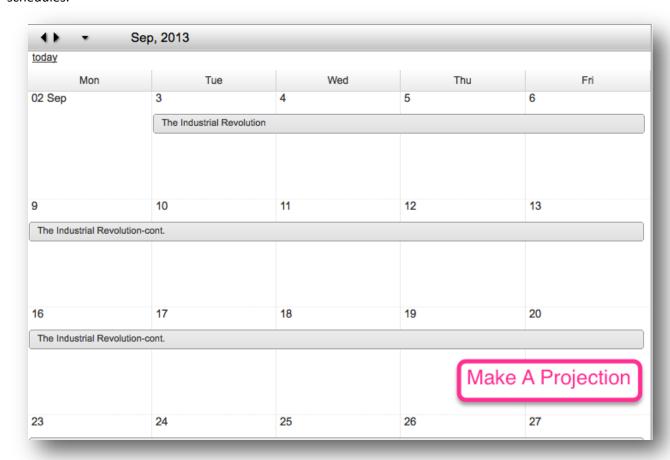
Introduction to Reports



Course/Schedule Projector

This report provides a calendar view of the course, based on a District defined Calendar and Schedule. There are two options for running this report. One is to make a projection for an existing class that a teacher has created. This may cover multiple courses. The other is to create a projection for **any** course and calendar combination. If you view a projection for an existing class, multiple courses may appear if they have been selected as part of that particular class.

Note that this report is only visible if your course/schedule projections are turned on. Also in order for this report to be accurate, you must create and maintain your district calendars and schedules.







d ▶ v S	Sep, 2013		Exis	sting Projection				
	Torre	Wad	_					
Mon 02 Sep	Tue 3	Wed 4	Thu 5	Fri 6				
02 Sep	3	4	3	0				
	Kinematics	Kinematics						
	What is Science?	What is Science?						
	Functions: A Pre-Cald	culus Perspective						
9	10	11	12	13				
Kinematics-cont.								
Functions: A Pre-Calcu	lus Perspective-cont.							
What is Science?	Geologic Time							
16	17	18	19	20				
Geologic Time-cont.								
Functions: A Pre-Calcu	lus Perspective-cont.							
Kinematics-cont.	Dynamics							

Introduction to Reports



Projection Details Report

This report provides a listing of Learning Targets or Standards grouped by Unit or Topic with their Projected Dates and Durations. Note that this report is only visible if your course/schedule projections are turned on. Also in order for this report to be accurate, you must create and maintain your district calendars and schedules.

urse: Physics	
Unit: Technology	Ongoing - Ongoing
The learner will use a variety of computer interface probes to their findings	collect data and the appropriate software to analyze and present
Unit: Reading and Language Arts	Ongoing - Ongoing
The students will implement reading and writing strategies int	o their science education
Unit: Physics Methods	9/3/2013 - 9/13/2013 9 Day(s
The learner uses proper measurement techniques and signific	ant figures.
The learner will investigate mathematical relations and graphic	cal analysis.
Unit: Kinematics	9/16/2013 - 10/9/2013 18 Day(s
The learner will be able to use scientific terminology, mathema	atical and graphical analysis to describe motion.
The learner will be able to describe the acceleration of an obje	ct mathematically and graphically.
Unit: Dynamics	10/10/2013 - 11/15/2013 27 Day(s

Projection Details - Unit/Standards Report

Course: Physics

Unit: Technology Ongoing - Ongoing

ITL.K-12.A.101 - A.12.4 Use a computer and communications software to access and transmit information choose most appropriate search engines and directories to locate specific resources on the Internet or other on-line services

ITL.K-12.A.109 - A.12.5 Use media and technology to create and present information produce a multimedia program using text, graphics, moving images, and sound ITL.K-12.A.110 - A.12.5 Use media and technology to create and present information develop a document or file for inclusion

into a website or web page

ITL.K-12.A.78 - A.8.6 Evaluate the use of media and technology in a production or presentation describe the effectiveness of the media and technology used in a production or presentation

ITL.K-12.A.85 - A.12.1 Use common media and technology terminology and equipment identify common graphic, video, and sound file formats (e.g., VPEG, GIF, MPEG, QUICKTIME, WAV)
ITL.K-12.A.87 - A.12.2 Identify and use common media formats identify examples of agents, expert systems, or artificial

intelligence (e.g., search engine, grammar checker, voice recognition, translators)
ITL.K-12.A.94 - A.12.3 Use a computer and productivity software to organize and create information use an integrated program

or applications suite to complete a class assignment

ITL.K-12.A.96 - A.12.3 Use a computer and productivity software to organize and create information manipulate graphics objects in a word processing program (e.g., select, move, modify, delete, duplicate, arrange)



Projection Details - Topic/Learning Target Course: Physics Unit: Technology Ongoing - Ongoing Topic: Data Collection and Analysis Ongoing The learner will use a variety of computer interface probes to collect data and the appropriate software to analyze and present their findings Unit: Reading and Language Arts Ongoing - Ongoing Topic: Reading and Writing in Science Ongoing The students will implement reading and writing strategies into their science education 9/3/2013 - 9/13/2013 9 Day(s) Unit: Physics Methods Topic: Measurements 2 Day(s) The learner uses proper measurement techniques and significant figures. Topic: Mathematical Toolkit 3 Day(s) The learner will investigate mathematical relations and graphical analysis.

Projection Details - Topic/Standards Report

Course: Physics

Unit: Technology Ongoing - Ongoing

Topic: Data Collection and Analysis Ongoing

ITL.K-12.A.101 - A.12.4 Use a computer and communications software to access and transmit information choose most

appropriate search engines and directories to locate specific resources on the Internet or other on-line services ITL.K-12.A.109 - A.12.5 Use media and technology to create and present information produce a multimedia program using

text, graphics, moving images, and sound

ITL.K-12.A.110 - A.12.5 Use media and technology to create and present information develop a document or file for inclusion

into a website or web page ITL.K-12.A.78 - A.8.6 Evaluate the use of media and technology in a production or presentation describe the effectiveness of

the media and technology used in a production or presentation

ITL.K-12.A.85 - A.12.1 Use common media and technology terminology and equipment identify common graphic, video, and

sound file formats (e.g., JPEG, GIF, MPEG, QUICKTIME, WAV)
ITL.K-12.A.87 - A.12.2 Identify and use common media formats identify examples of agents, expert systems, or artificial

intelligence (e.g., search engine, grammar checker, voice recognition, translators)
ITL.K-12.A.94 - A.12.3 Use a computer and productivity software to organize and create information use an integrated

program or applications suite to complete a class assignment

ITL.K-12.A.96 - A.12.3 Use a computer and productivity software to organize and create information manipulate graphics

objects in a word processing program (e.g., select, move, modify, delete, duplicate, arrange)

ITL.K-12.A.98 - A.12.3 Use a computer and productivity software to organize and create information analyze data from a

database and present conclusions in a document or report



Activities By Course

The Activities by Course Report provides a listing, by Department and/or Course of Activities, their sharing level, and their author.

Activities By Course Social Studies United States History - Grade 6 The Industrial Revolution / Then and Now **Double Bubble Map** Patti Beltz Students will use this thinking map to compare and contrast life in the early 1900's to life today. **Learning Targets** Students will compare life today to life a hundred years ago. Standards Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and SS.B.8.1 other primary source materials, and evaluate the credibility of sources used SS.B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history **Expectations and Measurements** E - Students will create a double bubble map with three differences and three similarities between the early 1900's and today. They will rank order the importance of the facts on the map. M - Students will receive points based on using correct information on the map and for using the map correctly. Double Bubble Map Template for Double Bubble Map Dimensions of Learning Acquiring and Integrating Knowledge Bloom's Taxonomy Knowledge Analysis The Industrial Revolution / Labor Unions Shared - Patti Beltz Survey on Labor Unions Educator Submitted Students will survey an adult in their life to get input on whether labor unions are still an important part of our country. **Learning Targets** Students will define and evaluate the need for labor unions. Standards SS.A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses. SS.A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world SS.B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and

Introduction to Reports



Activities By Course, Unit, Topic, and Learning Target

This report provides a listing of Activities by Course, Unit, Topic, and Learning Target. This report is popular as an auditing tool for districts that want every target included in an activity.

Activity List	by Learning Target		Soc	cial Studies / Unit	ed States History - Grade
Unit/Topic: The Roari	ng Twenties / Harlem Renaissance				
Learning Target:	Students will study the Great Migration and i	ts role in the	Harlem Ren	aissance.	
	m Renaissance Art ate artwork using the Harlem Renaissance style				
Author: Patti Be		Shared:	No	Type:	Educator Submitted
Learning Target:	Students will create art using the techniques	of the Harler	n Renaissan	**	
	m Renaissance Art				
	ate artwork using the Harlem Renaissance style.				
Author: Patti Be	ltz	Shared:	No	Type:	Educator Submitted
Learning Target:	Students will examine the Harlem Renaissar	nce through a	rt, writing, a	nd music.	
	m Renaissance Art				
	ate artwork using the Harlem Renaissance style.			_	
Author: Patti Be	ITZ	Shared:	NO	Type:	Educator Submitted
Unit/Topic: The Roari	ng Twenties / Using 6 +1 Trait Writing to Compo	se a Script			
Learning Target:	Students will explain the importance of radio	while creatin	g their own	radio shows.	
	nts will create and perform a radio show.		_		
	k in groups to form a storyboard for a 1920's rac	lio show. Usir	ng their scrip	ots, their Foley ideas	and a cassette recorder,
shows will be red	orded and later played in class.				
Author: Patti Be	ltz	Shared:	No	Type:	Educator Submitted

Introduction to Reports



Unit Details

The Unit Details Report provides the complete details of a unit, including attachments, topics, activities, and learning targets.

Unit Details Report

United States History - Grade 6

Duration: 15 Day(s)

Unit: The Roaring Twenties

Description

This unit will be taught in November for three weeks. In this unit students will learn how the United States "roared" after World War I, and then came "crashing" down. Students will study Henry Ford and the assembly line, the emergence of the radio, the first scares of Communism, Jazz, the Harlem Renaissance, Prohibition, and the Stock Market Crash. Students will learn about various famous people to include Amelia Earhart, Charles Lindbergh, Gandhi, Henry Ford, Adolf Hitler, Billie Holliday, Louie Armstrong, and Duke Ellington. Students will be evaluated using their creation and performance of a 1920's radio show, and a paper-pencil test.

Academic Vocabulary

Attached below.

Materials and Resources

All materials can be found in either the classroom cupboard, the team six storeroom, the team 6 social studies folder on the T drive, or the curriculum binder. Vintage music is stored on my computer in the Media Center.

Unit Attachments

Unit Vocabulary

Public

(File)

Topic: The Roar of the Twenties

Duration: 1 Day(s)

Learning Targets

Students will analyze how WWI and its horrors affected the "party" attitude of the 20's.

They will also connect the Treaty of Versailles to Hitler's rise to power in Germany. They will contrast the depression of Germany with the rowdy behaviors in the US. A multi-flow map will be used.

Assessment: Map will be assessed.

Students will describe the concept of installment buying and debate its usage.

Is installment buying a good thing? Take a stand

After the war, spending increases with the introduction of buying on margin and installment buying. The class will then take a stand on the merit of installment buying.

Students will examine the popular culture of the 1920's.

We will dance the Charleston and talk about the crazy stunts being done for money.

Topic: Harlem Renaissance

Duration: 2 Day(s)

Learning Targets

Students will study the Great Migration and its role in the Harlem Renaissance.

What was the Great Migration?

How did the Great Migration impact the US?

Read Jacob Lawerence's Great Migration and discuss the impact of the movement of African-Americans to the north. Make a flow map to

Assessment: Flow Map.

Students will create art using the techniques of the Harlem Renaissance. What did the art look like? How is it recognized?

Show ppt of the art samples.

Students will examine the Harlem Renaissance through art, writing, and music.

Students will try drawing like a renaissance artist or writing like a poet.

Recite Langston Hughes' poem, Dream and listen to jazz.

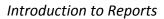
Introduction to Reports



Curriculum Map

The Curriculum Map Report provides a "traditional" curriculum map of either a specific unit or the entire course. The report can be produced as either a 5, 6 or 7 column map depending on whether you specify a field for the 4th and 5th column or not. The last two columns are are system defined and will contain your Topics/Learning Targets and your Standards.

Department: Social Studies Unit: The Roaring Twenties		Course: United S	tates History - Grade 6		Grade: 6 Duration: 15 Day(s)
Description	Materials and Resources	Academic Vocabulary	Unit Level Key Questions	Topics & Learning Targets	Standards
he United States "roared" after Vorld War I, and then came	All materials can be found in either the classroom cupboard, the team six storeroom, the team 6 social studies folder on the T drive, or the curriculum binder. Vintage music is stored on my computer in the Media Center.	These are de your di	fined by	The Roar of the Twenties Duration: 1 Day(s) LT: Students will analyze how WWI and its horrors affected the "party" attitude of the 20's. A: Map will be assessed. LT: Students will describe the concept of installment buying and debate its usage. LT: Students will examine the popular culture of the 1920's. Harlem Renaissance Duration: 2 Day(s) LT: Students will study the Great Migration and its role in the Harlem Renaissance. A: Flow Map. LT: Students will create art using the techniques of the Harlem Renaissance. LT: Students will examine the Harlem Renaissance through art, writing, and music.	SS A 8.11 SS A 8.81 SS B 8.10 SS B 8.10 SS B 8.12 SS B 8.2 SS B 8.3 SS B 8.4 SS B 8.7 SS D 8.11 SS D 8.11 SS D 8.11 SS D 8.11 SS D 8.10 SS D 8.11 SS D 8.5 SS D 8.6 SS D 8.9 SS B 8.8 SS E 8.9 ARTA 8.6 ARTA 8.6 ARTA 8.6 ARTA 8.6 ARTA 8.6 ARTA 8.6 SS B 8.1 SS B 8.10 SS B 8.11 SS B 8.10 SS B 8.12 SS B 8.10 SS B 8.12 SS B 8.10 SS B 8.12 SS B 8.10 SS B 8.13 SS E 8.3





Learning Target Checklist by Course/Unit/Topic

This report provides an Excel Spreadsheet containing the Learning Targets for a Course, organized by Unit and Topic. Some educators use this report as a basis for a student spreadsheet to track progress.

Course: United States History - Grade 6	(Insert student names in these columns)	(Insert student names in these columns)	(Insert student names in these columns)	(Insert student names in these columns)
	columns)	Columns)	columns)	coluitiis)
The Industrial Revolution - Then and Now				
Students will compare life today to life a hundred years ago.				
The Industrial Revolution - Industrial Revolution				
Students will explain how the Industrial Revolution was a turning point in US history.				
The Industrial Revolution - Labor Unions				
Students will define and evaluate the need for labor unions.				
The Industrial Revolution - Immigration				
Students will discuss the impact of immigration on the Industrial Revolution.				
The Industrial Revolution - Comic Strips				
Students will create comic strips as they did the 1900's.				
The Industrial Revolution - Imperialism				
Students will debate the use of force to acquire land.				
Students will examine the causes and the effects of the Spanish-American War.				
Students will examine the need for, workings of and location of the Panama Canal.				

Standards By Course

This report provides a listing, by course of ALL the standards/benchmarks covered by a course as defined by standards being aligned to targets and targets assigned to topics.

Course: United States	s History - Grade 6	Social Studies
Standard Key	Description	
ART.A.8.6	Identify ways in which art is basic to thinking and communicating about the world	
ART.B.8.3	Identify works of art and designed objects as they relate to specific cultures, times, and p	laces
ART.E.8.5	Use the visual arts to express ideas that can't be expressed by words alone	
ART.F.8.3	Interpret visual messages in advertisements, news, and entertainment programs	
ART.F.8.4	Recognize stereotyping in visual media	
ART.I.8.5	Understand that art reflects the time and place in which it was created	
ITL.K-12.A.71	A.8.4 Use a computer and communications software to access and transmit information and directories to locate resources on a specific topic	use basic search engines
ITL.K-12.A.72	A.8.4 Use a computer and communications software to access and transmit information Internet navigation	demonstrate efficient
ITL.K-12.A.74	A.8.5 Use media and technology to create and present information use draw, paint, or gr visuals that will enhance a class project or report	aphics software to create
ITL.K-12.B.1	B.4.1 Define the need for information identify the information problem or question to be re	esolved
ITL.K-12.B.113	B.12.5 Record and organize information use data-gathering strategies that include summ comparing, and quoting	narizing, paraphrasing,
ITL.K-12.B.114	B.12.5 Record and organize information follow standardized notetaking processes and c information in an approved format	ompile bibliographic
ITL.K-12.B.116	B.12.5 Record and organize information analyze and relate information using a variety or (e.g., graphic organizers, database reports, spreadsheet charts, graphs)	f relational techniques
ITL.K-12.B.117	B.12.5 Record and organize information organize information in systematic manner for u and emphasis	nity, coherence, clarity,



Course Status

This report provides a listing of courses and their corresponding status. The Course Status report is filterable by Department and/or Status.

Course Status Report	In this example,		
World History A SDSU curriculum	"pending" was	9 - 9	Pending
World History Thematic Course	selected as the	9 - 9	Pending
Americans in History and LiteratureTerm 1		10 - 10	Pending
Americans in History and LiteratureTerm 2	course status	10 - 10	Pending
Americans in History and LiteratureTerm 3		1 0 - 10	Pending
Americans in History and LiteratureTerm 4		10 - 10	Pending
Non-Western Civilizations		10 - 10	Pending
Political Science		10 - 12	Pending
United States History I		11 - 11	Pending
A.P. U.S. History		11 - 12	Pending
Social Problems_2		11 - 12	Pending
World Civilization		11 - 12	Pending

Course Content Audit

This report provides a quick overview regarding the state of the course's development. The Course Content Audit report is useful as a tool for <u>quantitative</u> analysis of a course's progress. When running the report the user can specify which fields are audited for content.

urse: United States	History - Grade 6	
Grade(s): 6th	Unit Count: 12	Primary Standards Count: 0
Fields: Required field(s	s) missing content: Essential Unde	erstandings, Prerequisites
Unit: The Industrial Re	volution	
Topic Count: 10 Fields: All required:	Duration Specified:	Yes
Topic: Then and No		
Duration Specified: 1	-	Learning Target Count:1
		, Academic Vocabulary, Topic Level Key Questions
Learning Target:	Students will compare life today to lif	e a hundred years ago.
Topic: Industrial Rev	volution	
Duration Specified: Y	'es	Learning Target Count:1
	Makadaalaa aastaat Baasalatlaa	Academic Vocabulary, Topic Level Key Questions

Introduction to Reports



Comments List

The Comments List Report provides a list of all of the comments and suggested attachments for one or more courses organized by units and topics. This can be very useful for PLC team reviews and is an important part of the cycle of ongoing curriculum improvement. Throughout the year teachers can add comments and suggestions for improvement as they teach a particular course. Then a PLC team can run this report, print it out, and use the comments to improve the course for next year.

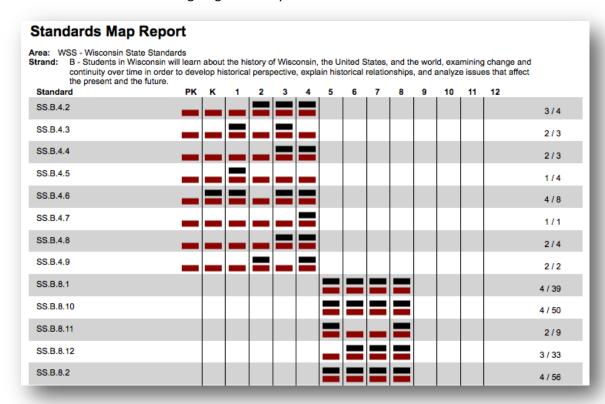
Comments List Report Course: Grade 7 Science	Shows both	
Awesome Course! I love how detailed the learning targets are. SSG Support just testing Jay Chase Attachment: Bacteria Quiz SSG Support	comments and suggested attachments	07/24/2014 05/29/2011 07/24/2014



Standards Reports

Standards Map

This report provides a graphical representation, by standard, of the grade levels where a particular standard is covered as defined by the curriculum. The red lines show where a standard should be covered as defined by the standard creators. The red lines default to state or national standards, but they can be modified based on district specific beliefs. The black lines show where, based on your curriculum, you are teaching a particular standard. If you want to see the Standards Details Report for a particular standard, simply click on that standard under the **STANDARD** column. The Course Count/Learning Target Count located in the far right collumn shows the number of courses that use a learning target compared to the total number of references made to a learning target within your curriculum.



Introduction to Reports



Standards Listing

The Standards Listing Report provides a printable listing of standards grouped by department. Standards are filterable by department, area, grade level, and power standard.

Department: So	cial Studies
	- Wisconsin State Standards
	tudents in Wisconsin will learn about geography through the study of the relationships among people, places, and comments.
SS.A.8.1	Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place
	Grade Introduced: 5 Grade Mastered: 8
SS.A.8.10	Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment Grade Introduced: 5 Grade Mastered: 8
SS.A.8.11	Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses.
	Grade Introduced: 5 Grade Mastered: 8
SS.A.8.2	Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape
SS.A.8.3	Grade Introduced: 5 Grade Mastered: 8 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density
	Grade Introduced: 5 Grade Mastered: 8
SS.A.8.4	Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment Grade Introduced: 5 Grade Mastered: 8
SS.A.8.5	
55.A.6.5	Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases Grade Introduced: 5 Grade Mastered: 8
SS.A.8.6	Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and gl
	Grade Introduced: 5 Grade Mastered: 8
SS.A.8.7	Describe the movement of people, ideas, diseases, and products throughout the world Grade Introduced: 5 Grade Mastered: 8
SS.A.8.8	Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities
	Grade Introduced: 5 Grade Mastered: 8
SS.A.8.9	Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals
	Grade Introduced: 5 Grade Mastered: 8
	- Wisconsin State Standards
contin	tudents in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and nuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the ent and the future.
SS.B.8.1	Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used
	Grade Introduced: 5 Grade Mastered: 8
SS.B.8.10	Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations Grade Introduced: 5 Grade Mastered: 8
SS.B.8.11	Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin
	Grade Introduced: 5 Grade Mastered: 8
SS.B.8.12	Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues
	Grade Introduced: 5 Grade Mastered: 8

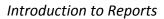
Introduction to Reports



Primary Standards By Course

This report provides a listing, by course of all the PRIMARY standards/benchmarks covered by a course as defined by the curriculum, including the number of times each standard is addressed. Primary standards are standards that your district has pre-selected as the standards that a course should cover. Given this, the Primary Standards By Course Report is only applicable if your district is using the course standards pre-selection option.

Course: Literacy Stra	tegies (or ELA Masters) (9 - 10) English L	anguage Arts
Standard Key	Description	Covered
LA.9-10.RI.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	0
LA.9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	1
LA.9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	1
LA.9-10.RL.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	
LA.9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	0

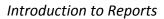




Courses By Standards

This report provides a listing, by standards of all of the courses that cover it as defined by the curriculum. It includes a count of the number of Learning Targets within the course that aligned to this standard.

Area: Wisconsin State Standards Strand: A		Social Studies
SS.A.12.1 - Use various types of atlases and appropriate vocabulary to describe		employing such
concepts as climate, plate tectonics, volcanism, and landforms, and to describe t	ne human attributes, employing such conc	
Course	Grade Range	Times Covered
Comparative Religions	9-9	7
Physical Geography	9-9	13
World History A	9-9	9
Americans in History and LiteratureTerm 1	10-10	8
Americans in History and LiteratureTerm 1	10-10	8
Americans in History and LiteratureTerm 2	10-10	1
Americans in History and LiteratureTerm 2	10-10	1
American Literature	11-11	1
Current Events	11-11	1
United States History I	11-11	8
	Standard Total	57
SS.A.12.10 - Analyze the effect of cultural ethics and values in various parts of the	•	
Course	Grade Range	Times Covered
Comparative Religions	9-9	5
Physical Geography	9-9	2
World History A	9-9	4
World History B	9-9	2
World History Thematic Course	9-9	1
Americans in History and LiteratureTerm 1	10-10	3
Americans in History and LiteratureTerm 1	10-10	3
Americans in History and LiteratureTerm 2	10-10	1
Americans in History and LiteratureTerm 2	10-10	1
Americans in History and LiteratureTerm 3	10-10	4
Americans in History and LiteratureTerm 3	10-10	4
Americans in History and LiteratureTerm 4	10-10	2
Americans in History and LiteratureTerm 4	10-10	2
American Literature	11-11	1
Current Events	11-11	2
History of Early Civilizations	11-11	6
Social Problems_2	11-11	6
United States History I	11-11 Standard Total	3 52





Standards Coverage - Big Picture

The Standards Coverage – Big Picture Report provides a view by standard of the corresponding learning targets, grouped by course/unit/topic in grade order. This report provides a complete, detailed view of the standards coverage in the curriculum.

nmon Core	K-12 English Language Arts - Detaile
ndard A.K.L.1.a - Print many upper- and lowercase letters.	
Course: Integrated ELA: Grade K	Grade: K -
(I) - Practice making letters to match words	(Writing Workshop / First 20 Day
(I) - Apply appropriate use of capital and lower case letters	(Writing Workshop / Procedura Writing - How To
(I) - Write letters	(Writing Workshop / Purposefu Writin
(I) - Apply appropriate use of capital and lower case letters	(Writing Workshop / Purposefu Writing
(I) - Apply appropriate use of capital and lower case letters	(Writing Workshop / Share Research
(I) - Complete HMH lessons 1-7	(Reading/Word Study / Quarter
(I) - Complete HMH lessons 8-14	(Reading/Word Study / Quarter 2
(I) - Complete HMH lessons 15-21	(Reading/Word Study / Quarter
(I) - Complete HMH lessons 22-30	(Reading/Word Study / Quarter
(I) - Print upper and lowercase letters	(Writing/Word Study / Quarter
(I) - Print upper and lowercase letters	(Writing/Word Study / Quarter
(I) - Print upper and lowercase letters	(Writing/Word Study / Quarter
(I) - Print upper and lowercase letters	(Writing/Word Study / Quarter
Indard A.K.L.1.b - Use frequently occurring nouns and verbs.	
Course: Integrated ELA: Grade K	Grade: K -
(I) - Practice using the ABC Chart and Word Wall	(Writing Workshop / First 20 Day
(I) - Use action words	(Writing Workshop / Procedura Writing - How To
(I) - Use action words	(Writing Workshop / Purposefu Writin
(I) - Use action words	(Writing Workshop / Informational Writing
(I) - Use frequently occurring nouns and verbs	(Writing Workshop / Informational Writing
(I) - Use frequently occurring nouns and verbs	(Writing/Word Study / Quarter
(I) - Use frequently occurring nouns and verbs	(Writing/Word Study / Quarte



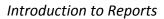
Standards/Learning Target Analysis Reports

This link provides access to a variety of reports to assist in analyzing the district coverage of standards and learning targets. Reports provide a breakdown of Learning Targets by Standard and Standards with no Learning Targets. Additionally if you are using BuildYourOwnAssessment, reports are available to show Questions that are aligned to Standards or Learning Targets as well as reports to identify Standards or Learning Targets that do not have any Questions associated with them.

Standards without Learning Targets

This version shows you any standards within the standard set that are not tied to a learning target anywhere in your curriculum. These are likely standards that you are not hitting yet and should focus on as you continue to improve your curriculum.

Common Core State Standards :: Common Core	K-12 English Language Arts - Detailed
RL - Reading Standards for Literature	
LA.K.RL.8 - (Not applicable to literature)	
LA.2.RL.8 - (Not applicable to literature)	
LA.3.RL.8 - (Not applicable to literature)	
LA.4.RL.8 - (Not applicable to literature)	
LA.5.RL.8 - (Not applicable to literature)	
LA.6.RL.8 - (Not applicable to literature)	
LA.8.RL.8 - (Not applicable to literature)	
LA.9-10.RL.8 - (Not applicable to literature)	
LA.11-12.RL.6 - Analyze a case in which grasping point of view requires dist	inguishing what is directly stated in a text from what is really
meant (e.g., satire, sarcasm, irony, or understatement).	
LA.11-12.RL.8 - (Not applicable to literature)	
LA.11-12.RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and ear including how two or more texts from the same period treat similar themes or	
Language Standards	
LA.1.L.1.h - Use determiners (e.g., articles, demonstratives).	
LA.9-10.L.1.a - Use parallel structure.	
LA.9-10.L.5.a - Interpret figures of speech (e.g., euphemism, oxymoron) in o	ontext and analyze their role in the text.
LA.11-12.L.3.a - Vary syntax for effect, consulting references (e.g., Tufte's A understanding of syntax to the study of complex texts when reading.	rtful Sentences) for guidance as needed; apply an
LA.11-12.L.5.a - Interpret figures of speech (e.g., hyperbole, paradox) in con	text and analyze their role in the text.
LA.11-12.L.5.b - Analyze nuances in the meaning of words with similar deno	tations.





Standards with Learning Targets

This version will show you all of the standards that are tied to a learning target(s) within your curriculum. Under each standard the learning targets associated with that standard are listed.

Common Core State Standards :: Common Core	K-12 English Language Arts - Detailed
Language Standards	
LA.K.L.1.a - Print many upper- and lowercase letters.	
Course: English Language Arts :: Integrated ELA: Grade K	
Complete HMH lessons 1-7	
Complete HMH lessons 8-14	
Complete HMH lessons 15-21	
Complete HMH lessons 22-30	
Print upper and lowercase letters	
Apply appropriate use of capital and lower case letters	
Write letters	
Practice making letters to match words	
LA.K.L.1.b - Use frequently occurring nouns and verbs.	
Course: English Language Arts :: Integrated ELA: Grade K	
Use frequently occurring nouns and verbs	
Use action words	
Practice using the ABC Chart and Word Wall	

Introduction to Reports



BYOA Users

If your district uses BYOA, then you have access to additional reports under this section. These reports including: Standards Assessed, Standards Not Assessed, Learning Targets Assessed, and Learning Targets Not Assessed. These reports will analyze your assessments within BYOA and allow you to see what learning targets/standards you are or are not assessing.

Standards Assessed

Missouri :: MO-Grade and Course Level Expectations 2.0

N - Number and Operations

MA.9-12.N.2.D - apply operations to real numbers, using mental computation or paper-and-pencil calculations for simple cases and technology for more complicated cases

Assessment: Mathematics :: Algebra 1 DIS F10 Final

Section: IMPORTED (12/2/2010 9:42 AM), Question: 32

Standards Not Assessed

Missouri :: MO-Grade and Course Level Expectations 2.0

Algebra I

A - Algebraic Relationships

MA.9-12.A.2.D - use and solve systems of linear equations or inequalities with 2 variables

D - Data and Probability

MA.9-12.D.1.A - formulate questions and collect data about a characteristic which include sample spaces and distributions MA.9-12.D.1.C - select and use appropriate graphical representation of data and given one-variable quantitative data, display the distribution and describe its shape

MA.9-12.D.2.A - apply statistical measures of center to solve problems
MA.9-12.D.3.A - make conjectures about possible relationships between 2 characteristics of a sample on the basis of scatter plots of the



Other Reports

Lesson Plan Analysis/Curriculum Mapping Reports - Lesson Plan Print

This report provides the ability to print a group of Lesson plan segments filtered by educator, class, and date range.

Educator: SSG Support

Class: My Sample Social Studies Class

Start: 03/26/14 Period: Period 2 Shared: No

Classroom Planning United States History - Grade 6

Schedule Name:

Course - United States History - Grade 6 Unit - The War to End All Wars Topic - Political Cartoons and Propaganda

Learning Targets Covered

Students will interpret and create a political cartoon or propaganda poster.

United States History - Grade 6 / The War to End All Wars / Political Cartoons and Propaganda

Political Cartoons

Activity Link -- http://admin.buildyourowncurriculum.com/public/PotentialActivity_details2.aspx?ActivityID=5104&TopicID=28668

Students will interpret political cartoons and create their own political cartoons.

Expectations and Measurements

E - See attached.

M - Grading will be a +, <, or 0 reflecting student's effort while attempting this activity.

Resources

Political Cartoon Handout

This document will explain the task to the student.

Standards

Identify ways in which art is basic to thinking and communicating about the world ART.A.8.6 ART.F.8.3 Interpret visual messages in advertisements, news, and entertainment programs

Recognize stereotyping in visual media ART.F.8.4

SS.E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups

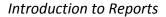
Introduction to Reports



Lesson Plan Analysis/Curriculum Mapping Reports - Curriculum Coverage

The Curriculum Coverage Report compares a group of Lesson plans defined for a particular class against a particular course and reports on any Learning Targets defined in the course but not covered in the Lesson plans.

Class: My Sample Social Studies Class Course: United States History - Grade 6 Unit: The Industrial Revolution Topic: Then and Now Students will compare life today to life a hundred years ago. Topic: Industrial Revolution Students will explain how the Industrial Revolution was a turning point in US history. Topic: Labor Unions Students will define and evaluate the need for labor unions. Topic: Immigration Students will discuss the impact of immigration on the Industrial Revolution. Topic: Imperialism Students will examine the causes and the effects of the Spanish-American War. Students will debate the use of force to acquire land. Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance. Topic: Using 6 + 1 Trait Writing	ducator: Support, SSG	Start Date: 9/1/2013
Unit: The Industrial Revolution Topic: Then and Now Students will compare life today to life a hundred years ago. Topic: Industrial Revolution Students will explain how the Industrial Revolution was a turning point in US history. Topic: Labor Unions Students will define and evaluate the need for labor unions. Topic: Immigration Students will discuss the impact of immigration on the Industrial Revolution. Topic: Imperialism Students will examine the causes and the effects of the Spanish-American War. Students will debate the use of force to acquire land. Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Class: My Sample Social Studies Class	End Date: 5/30/2014
Topic: Then and Now Students will compare life today to life a hundred years ago. Topic: Industrial Revolution Students will explain how the Industrial Revolution was a turning point in US history. Topic: Labor Unions Students will define and evaluate the need for labor unions. Topic: Immigration Students will discuss the impact of immigration on the Industrial Revolution. Topic: Imperialism Students will examine the causes and the effects of the Spanish-American War. Students will debate the use of force to acquire land. Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Course: United States History - Grade 6	
Students will compare life today to life a hundred years ago. Topic: Industrial Revolution Students will explain how the Industrial Revolution was a turning point in US history. Topic: Labor Unions Students will define and evaluate the need for labor unions. Topic: Immigration Students will discuss the impact of immigration on the Industrial Revolution. Topic: Imperialism Students will examine the causes and the effects of the Spanish-American War. Students will debate the use of force to acquire land. Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Unit: The Industrial Revolution	
Topic: Industrial Revolution Students will explain how the Industrial Revolution was a turning point in US history. Topic: Labor Unions Students will define and evaluate the need for labor unions. Topic: Immigration Students will discuss the impact of immigration on the Industrial Revolution. Topic: Imperialism Students will examine the causes and the effects of the Spanish-American War. Students will debate the use of force to acquire land. Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Topic: Then and Now	
Students will explain how the Industrial Revolution was a turning point in US history. Topic: Labor Unions Students will define and evaluate the need for labor unions. Topic: Immigration Students will discuss the impact of immigration on the Industrial Revolution. Topic: Imperialism Students will examine the causes and the effects of the Spanish-American War. Students will debate the use of force to acquire land. Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Students will compare life today to life a hundred years ago.	
Topic: Labor Unions Students will define and evaluate the need for labor unions. Topic: Immigration Students will discuss the impact of immigration on the Industrial Revolution. Topic: Imperialism Students will examine the causes and the effects of the Spanish-American War. Students will debate the use of force to acquire land. Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Topic: Industrial Revolution	
Students will define and evaluate the need for labor unions. Topic: Immigration Students will discuss the impact of immigration on the Industrial Revolution. Topic: Imperialism Students will examine the causes and the effects of the Spanish-American War. Students will debate the use of force to acquire land. Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Students will explain how the Industrial Revolution was a turning point in US history.	
Topic: Immigration Students will discuss the impact of immigration on the Industrial Revolution. Topic: Imperialism Students will examine the causes and the effects of the Spanish-American War. Students will debate the use of force to acquire land. Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Topic: Labor Unions	
Students will discuss the impact of immigration on the Industrial Revolution. Topic: Imperialism Students will examine the causes and the effects of the Spanish-American War. Students will debate the use of force to acquire land. Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Students will define and evaluate the need for labor unions.	
Topic: Imperialism Students will examine the causes and the effects of the Spanish-American War. Students will debate the use of force to acquire land. Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Topic: Immigration	
Students will examine the causes and the effects of the Spanish-American War. Students will debate the use of force to acquire land. Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Students will discuss the impact of immigration on the Industrial Revolution.	
Students will debate the use of force to acquire land. Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Topic: Imperialism	
Students will examine the need for, workings of and location of the Panama Canal. Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Students will examine the causes and the effects of the Spanish-American War.	
Topic: Comic Strips Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Students will debate the use of force to acquire land.	
Students will create comic strips as they did the 1900's. Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Students will examine the need for, workings of and location of the Panama Canal.	
Topic: People that shaped the Industrial Revolution Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Topic: Comic Strips	
Students will investigate people that played a key role in US history during the Industrial Revolution. Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Students will create comic strips as they did the 1900's.	
Topic: The Titanic and the Endurance Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Topic: People that shaped the Industrial Revolution	
Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Students will investigate people that played a key role in US history during the Industrial Revolution.	
Revolution. Students will compare and contrast the boats called Titanic and Endurance.	Topic: The Titanic and the Endurance	
Students will compare and contrast the boats called Titanic and Endurance.	Students will determine the importance of the newspaper since information was delivered via the newsp	paper during the Industrial
Topic: Using 6 + 1 Trait Writing		
Students will write a journal entry from another's perspective.		





Lesson Plan Analysis/Curriculum Mapping Reports - Time Allocation

This report analyzes a group of Lesson plans defined for a particular class and provides a time breakdown by primary course and unit. *This report is most applicable to grade school situations.*

Time Allocation Report
Date Range: 9/1/2013 - 5/31/2014

Educator: SSG Support

Class: My Sample Social Studies Class

Primary Course/Unit
United States History - Grade 6
The War to End All Wars

Total Course Time Allocation 49
Total Class Time Allocation 49

User Activity Reports - Whole Staff Audit

This report gives you a spreadsheet with each of your staff member's names, what site they logged-in to, the last date they logged-in, and how many times they have logged-in to the system.

Usage Overview Repo	ort		
User	Site	Date	Total Logins
Adler, Ali	No Activity		0
Akey, Kara	BYOC Public Site	3/5/2014	2
Albedyll, Amy	BYOC Public Site	6/9/2014	7
Alferi, Lois	No Activity		0
Alft, Dawn	BYOC Public Site	3/13/2014	3
Anderson, Mary Ann	BYOC Public Site	12/5/2013	2
Appleton, Sam	BYOC Public Site	6/5/2014	14
Baier, Karla	BYOC Public Site	3/5/2014	2
Balkman, Jennifer	No Activity		0
Behm, Trevor	BYOC Public Site	6/9/2014	27
Beltz, Patti	BYOC Public Site	5/23/2014	9
Benesh, Jim	BYOC Public Site	3/5/2014	3
Benesh-Zoeller-IS, Mary	BYOC Public Site	4/10/2014	4
Blair, Mary	BYOC Public Site	3/5/2014	1



User Activity Reports - Individual User Detail Audit

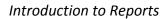
This report allows you to select a specific user to run the report on. The report will show you the date/times and the sites a user has logged-in to throughout the past year.

Usage Detail Re	port
Prior Year Usage Detail For: Date/Time 07/29/2014 09:13 AM	Support, SSG Site BYOC Admin Site
07/29/2014 07:42 AM	BYOC Admin Site
07/29/2014 06:33 AM 07/28/2014 12:54 PM	BYOC Admin Site BYOA Admin Site
07/28/2014 08:33 AM	BYOC Public Site
07/28/2014 08:08 AM 07/28/2014 04:55 AM	BYOC Public Site BYOA Admin Site
07/28/2014 02:34 AM 07/25/2014 07:35 PM	BYOA Admin Site BYOC Public Site
07/25/2014 07:35 PM	BYOC Admin Site
07/25/2014 12:54 PM 07/25/2014 11:36 AM	BYOC Admin Site BYOA Admin Site
07/25/2014 11:56 AM	BYOC Admin Site
07/25/2014 07:55 AM	BYOA Admin Site

User List

Provides list of all users in a district and their access rights.

District Users Report								
Name	User Name	Active	BYOC Role	BYOA Role	Grades	Departments	Common ID	School
Appleton, Sam	sappleton	True	Educator	Educator	n/a	English Language Arts, Informational Media & Technology Literacy, Social Studies, Technology and Engineering	300	200
Beltz, Patti	pbeltz	True	Educator	Educator	6 - 6	English Language Arts, Informational Media & Technology Literacy, Social Studies	607	300
Brazeau, Ben	bbrazeau	True	Dept Curr Coord	Assmnt Admin	9 - 12	English Language Arts, Informational Media & Technology Literacy, Integrated Studies, Personal Financial Literacy, School Counseling, Social Studies	889	400
Burzinski, Mallory	mburzinski	False	Dept Curr Coord	Educator	pK - K	Early Learners, English Language Arts, Guidance, Health, Informational Media 8 Technology Literacy, Integrated Studies, Mathematics, Science, Social Studies	i	100
Enz, Greg	genz	False	Dept Curr Coord	Educator	9 - 12	English Language Arts, Guidance, Health, Informational Media & Technology Literacy, Integrated Studies, Social Studies	553	400
Gavic, Jeri	jgavic	True	Dept Curr Coord	Educator	n/a	English Language Arts, English Language Learners, Guidance, Health, Informational Media & Technology Literacy, Mathematics, Science, Social Studies	658	100





District Statistics

Provides summary information per department of counts and averages for courses, units, topics, and learning targets. You can run this report for a particular department or for a particular course within a department. This report is very helpful to get a point-in-time, quantitative, snapshot of your curriculum development progress.

Curriculum Statistics Report	Course Level	1							
District Name: Little Chute		_							
Course	# Unite	# Topics	# LT	# Activities	Avg Un/Crs	Avg Tp/Un	Avg LT/Crs	Avg LT/Tp	Avg Act/Crs
Course	π OIIIIa								

District Name: Little Chute									
District Name Chare Share				#	Avg	Avg	Avg	Avg	Ava
Course	# Units	# Topics	# LT	Activities	Un/Crs	Tp/Un	LT/Crs	LT/Tp	Act/Crs
A.P. U.S. History	9	31	33	0	9.0	3.4	33.0	1.1	0.0
Americans in History and LiteratureTerm 1	7	14	22	0	7.0	2.0	22.0	1.6	0.0
Americans in History and LiteratureTerm 2	10	17	21	0	10.0	1.7	21.0	1.2	0.0
Americans in History and LiteratureTerm 3	8	18	22	0	8.0	2.3	22.0	1.2	0.0
Americans in History and LiteratureTerm 4	8	13	13	0	8.0	1.6	13.0	1.0	0.0
Civics - Grade 7	15	5 50	55	5	15.0	3.3	55.0	1.1	5.0
Comparative Religions	8	3 28	35	1	8.0	3.5	35.0	1.3	1.0
Current Events		16	19	0	5.0	3.2	19.0	1.2	0.0
Economics	6	20	26	0	6.0	3.3	26.0	1.3	0.0
History of Early Civilizations	6		23	0	6.0	2.5	23.0	1.5	0.0
intro to Psychology	8	21	30	0	8.0	2.6	30.0	1.4	0.0
Non-Western Civilizations	7	0	0	0	7.0	0.0	0.0	0.0	0.0
Physical Geography	13		45	0	13.0	2.6	45.0	1.3	0.0
Political Science	18	3 2	2	0	18.0	0.1	2.0	1.0	0.0
Quality Leadership	6	20	21	0	6.0	3.3	21.0	1.1	0.0
Social Problems	8	3 2	2	0	8.0	0.3	2.0	1.0	0.0
Social Problems_2	9	19	22	0	9.0	2.1	22.0	1.2	0.0
Social Sciences - Grade 8	13	60	98	1	13.0	4.6	98.0	1.6	1.0
Sociology	13	41	75	0	13.0	3.2	75.0	1.6	0.0
Sociology II	11		110	3	11.0	5.1	110.0	2.0	3.0
United States History - Grade 6	12		151	12	12.0	6.8	151.0	1.5	12.0
United States History I	6	12	18	0	6.0	2.0	18.0	1.4	0.0
World Civilization	(0	0	0	0.0	0.0	0.0	0.0	0.0
World History A	13	58	80	0	13.0	4.5	80.0	1.2	0.0
Norld History A SDSU curriculum	5		22	49	5.0	4.2	22.0	1.0	49.0
World History B	10	28	31	0	10.0	2.8	31.0	1.1	0.0
World History Thematic Course	10		40	0	10.0	2.6	40.0	1.5	0.0
	Totals: 244	703	1016	71	9.0	2.9	37.6	1.4	2.6