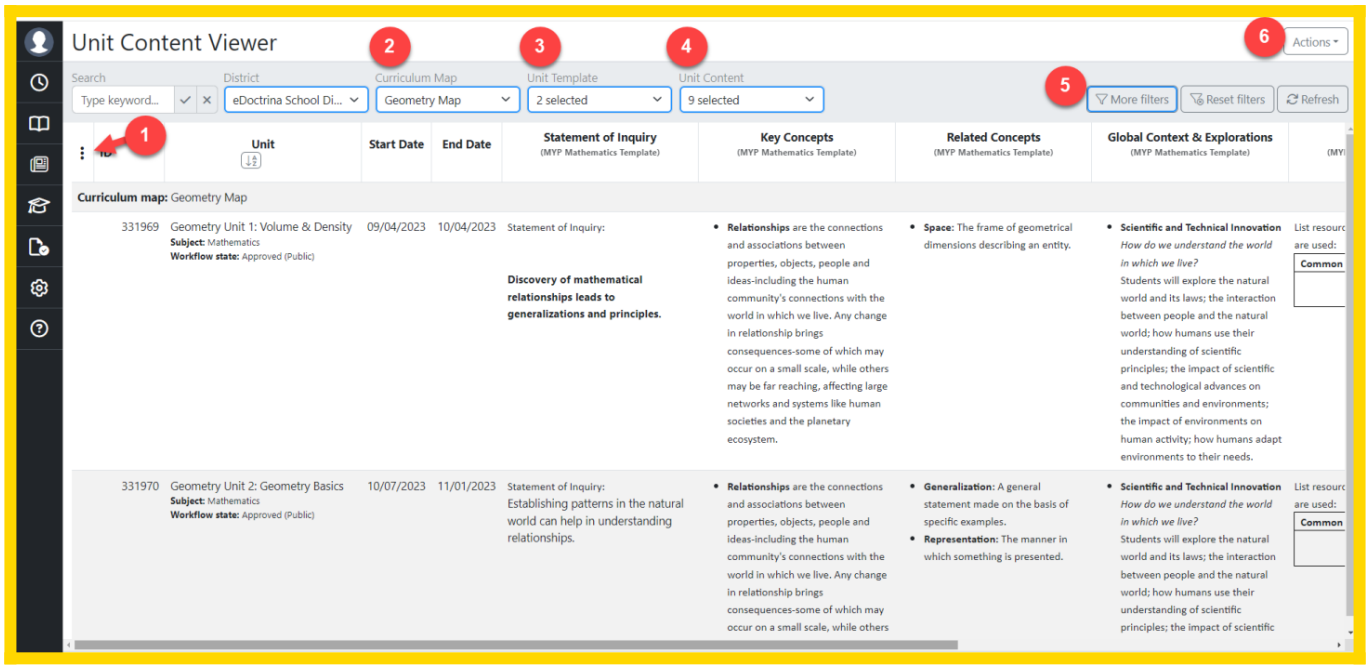
Unit Content Viewer

Click here to view the Help Video

The Unit Content Viewer allows a concise method for viewing, analyzing, and exporting the content from Curriculum Units. It is similar to the Scope and Sequence Report but offers more flexibility when displaying curriculum information.

You can access this screen by selecting **Curriculum > Reports > Unit Content Viewer**



Screen Overview

1. ⋮ icon: offers "Group by" and other display options
2. **Curriculum Map:** filter units that are displayed by selecting curriculum maps
3. **Unit Template:** determines which templates are available in the **Unit Content** dropdown
4. **Unit Content:** determines which content columns are displayed and the order they are listed
5. **More filters:** offers additional ways to filter units such as by year, subject, grade, or course. Also includes the **Show in name column** which displays unit information under the Units column such as Course, Curriculum Map, Year, or Workflow State.
6. **Actions:** exports the report to Excel or HTML

Steps to Create a Curriculum View

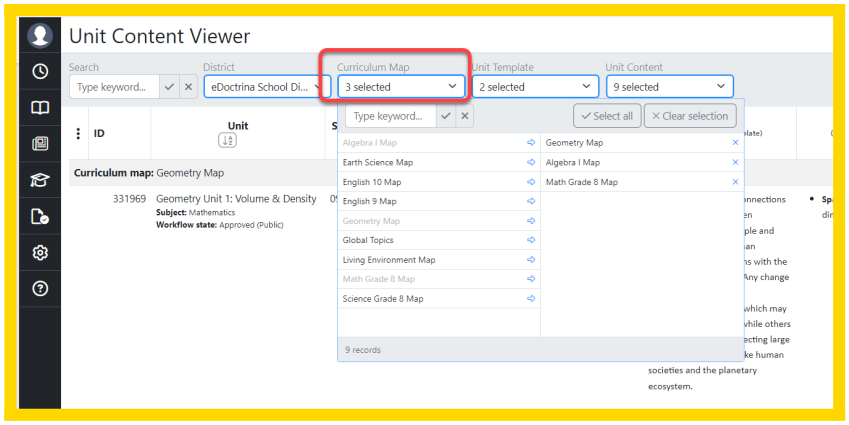
There are three main steps to creating a report on this screen.

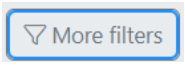
1. Select Units to include
2. Select content columns to display
3. Export to Excel or HTML

Step 1: Selecting Units

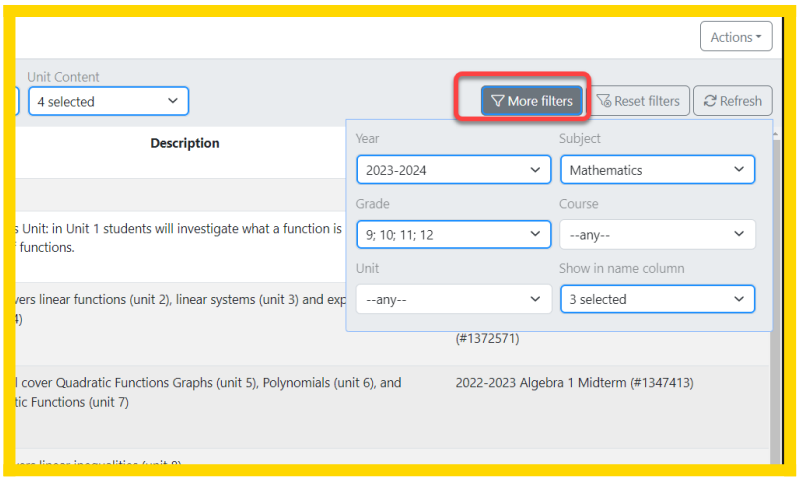
The easiest way to select Units is to use the Curriculum Map dropdown. Select one or more Curriculm Maps and all units that are linked to those maps will be displayed.

Please Notes: In order to use Curriculum Maps, your district will need to first create a set of maps and link the existing units to the appropriate map. There are several advantages to using Curriculum Maps including easier methods to organize, find, and display your curriculum units. For more information on Curriculum Map click HERE.



If you are not yet using Curriculum Maps, you can manually filter for your units using the options under 

- **Year** filter: select units by School Year The default will be the current school year.
- **Subject** filter: select units by subject area
- **Grade** filter: select units by grade level
- **Course** filter: select units by the course they are linked to
- **Unit** filter: Search for and select and select individual units you want to include
- **Show in Name Column** dropdown: this does not filter or select units. This setting determines what information is displayed undernearth the name of the unit in the "Unit" column.

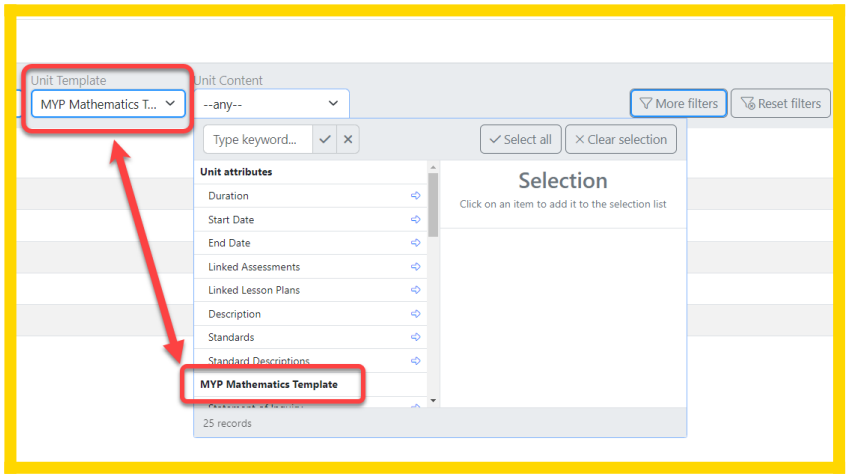


Step 2: Selecting Content Columns

Once you have filters your units, you can now decide which columns of unit information you wish to display. The available options will differ based on which Unit Templates your district is using.

First select one or more Unit Templates from the "Unit Template" dropdown. The selected Unit Templates will display in the "Unit Content" dropdown and allow you to choose the fields from those templates.

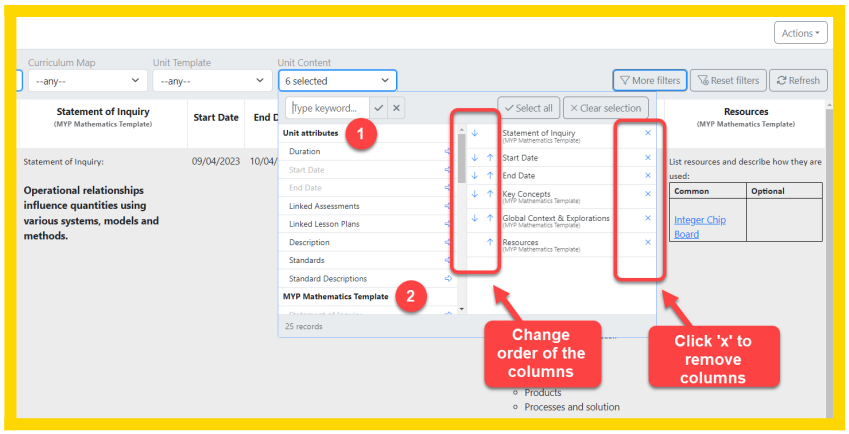
PLEASE NOTE: if you are using Curriculum Maps, the Unit Templates will be selected for you automatically. This is another advantage of using Curriculum Maps.



Second, from the **Unit Content** dropdown, select the items that you want to display in the grid. The order that you select the unit items will determine the order of the columns in grid. You can reorder the columns by using the up and down arrow icons ↓ ↑. Remove columns by clicking the × to the

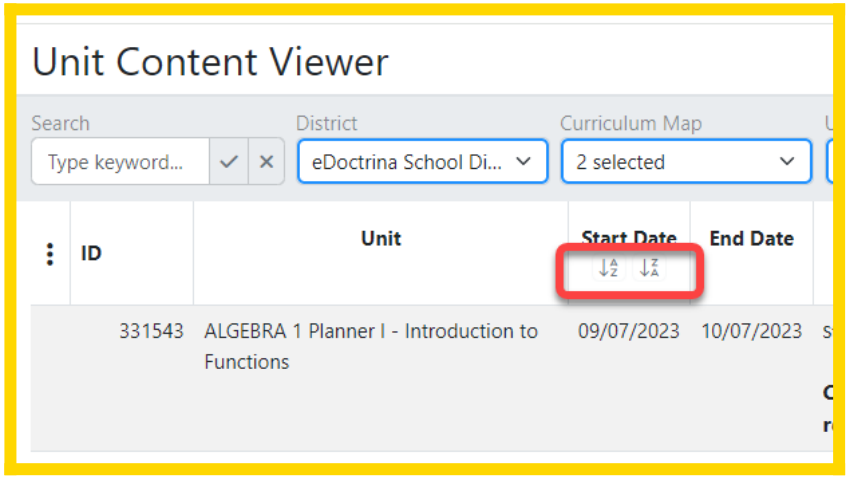
right of the item.

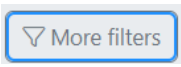
Notice that content items that are common to all units are displayed under the **Unit attributes** heading while elements particular to a Unit Template are displayed under the template name (example near 2 below)

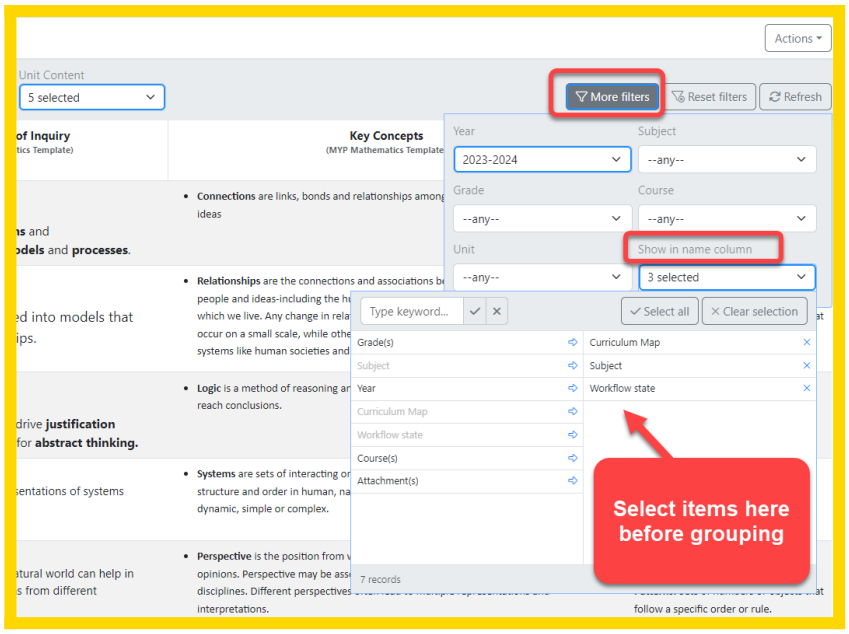


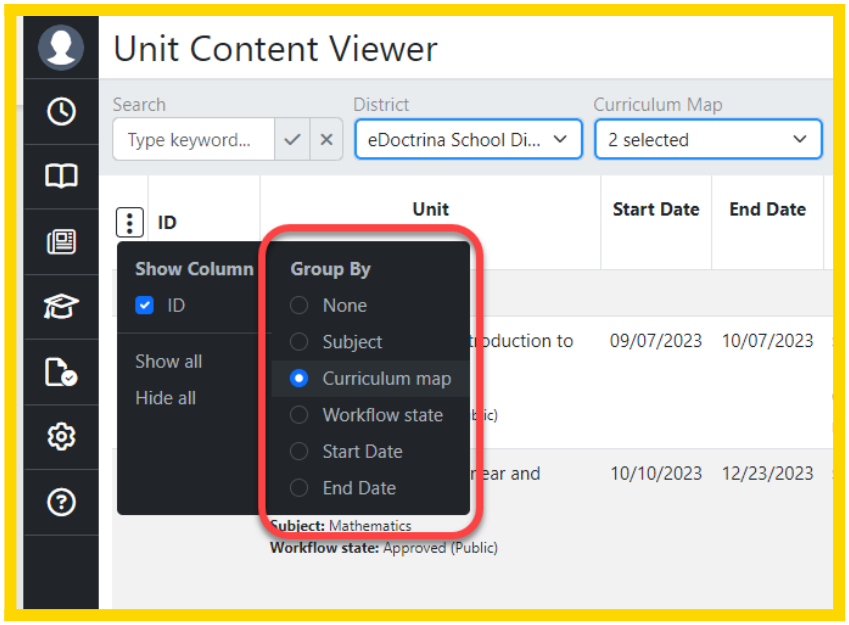
Grouping & Sorting Units

To sort the rows, move your mouse cursor over the column headers and click the  buttons to sort ascending or descending.

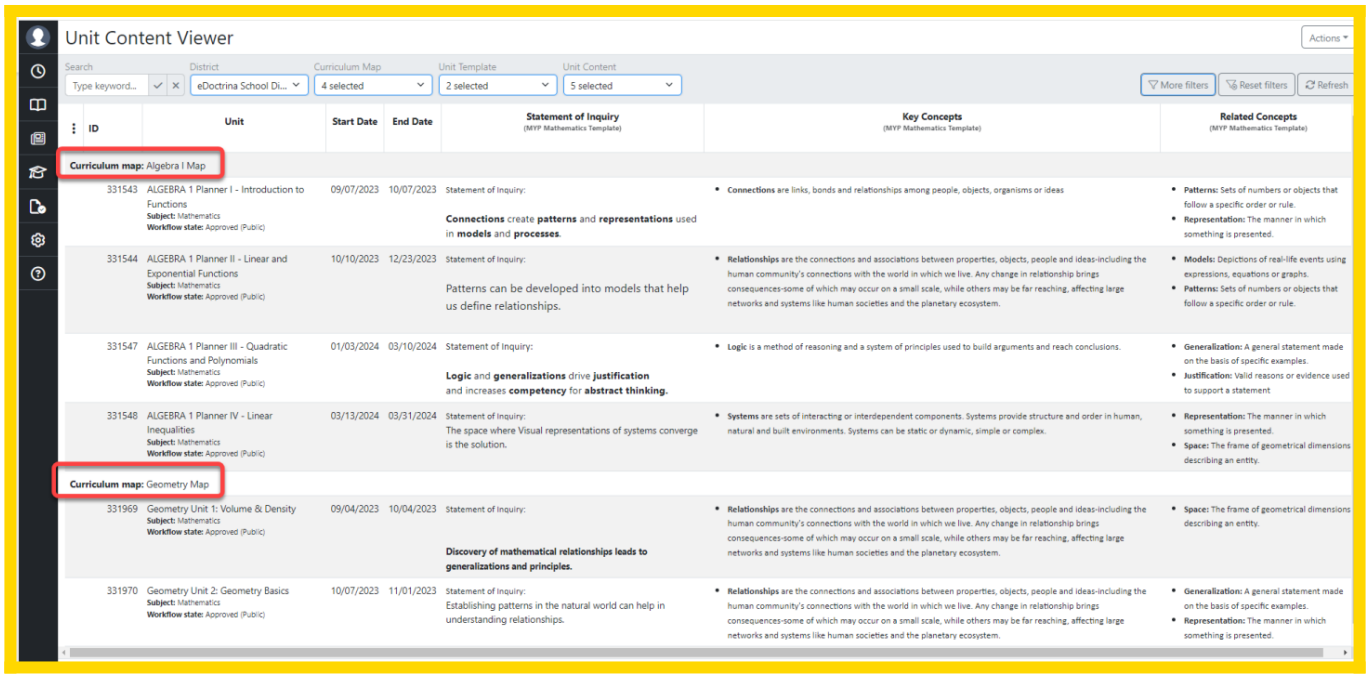


In order to group the rows, first click  then use the **Show in name column** to select items to diplay in the **Unit** column. These selections will determine your grouping options. Then click the  icon in the top-left of the grid and select a **Group By** option.





Grouping by **Curriculum Maps** is highly recommended for a neat, organized display of units as shown here.



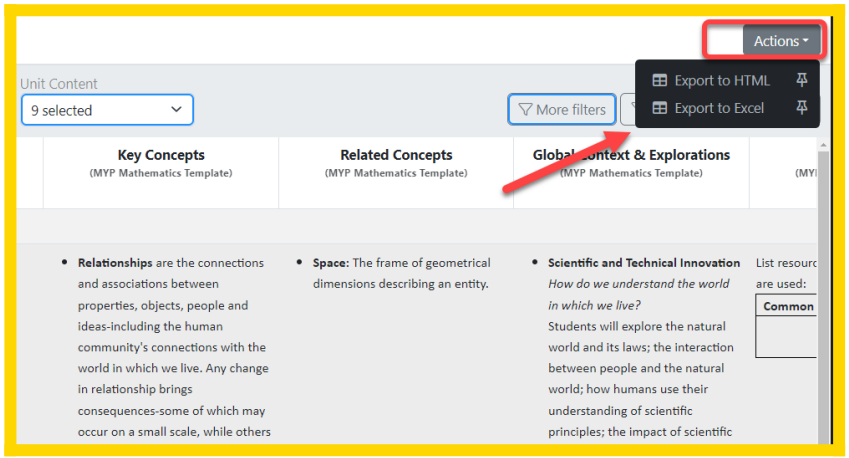
Step 3: Exporting Unit Content

Once you have selected your unit rows and columns and have grouped and sorted to your liking, it is time to export the curriculum view. The Curriculum Content Viewer offers two export options:

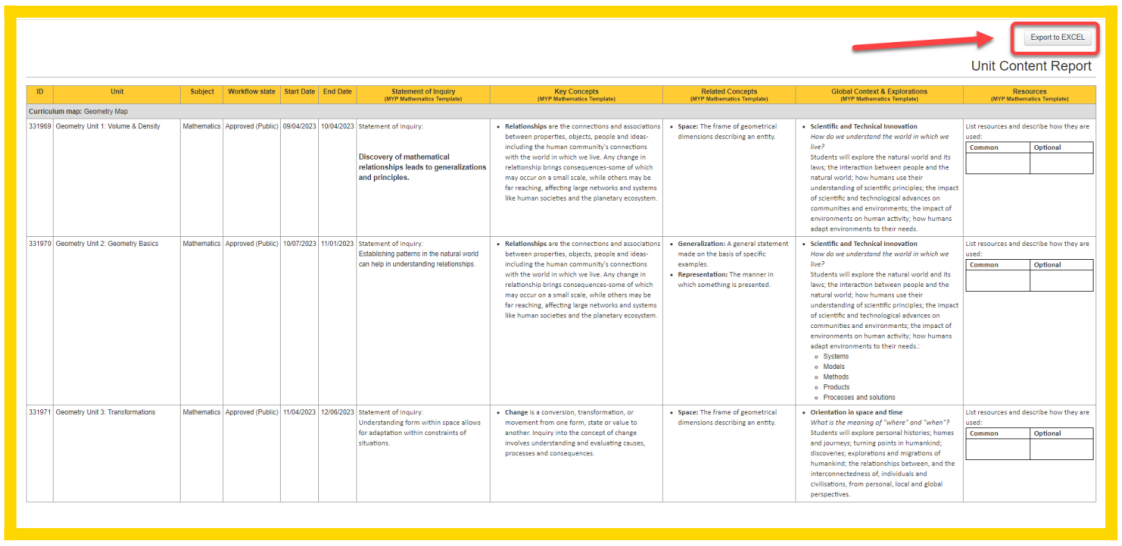
- **Export to HTML:**produces a scrollable, read-only report.
- **Export to Excel:** produces an excel file that can be edited.

To export your content view, click 

in the top-right and then select either **Export to HTML** or **Export to Excel**

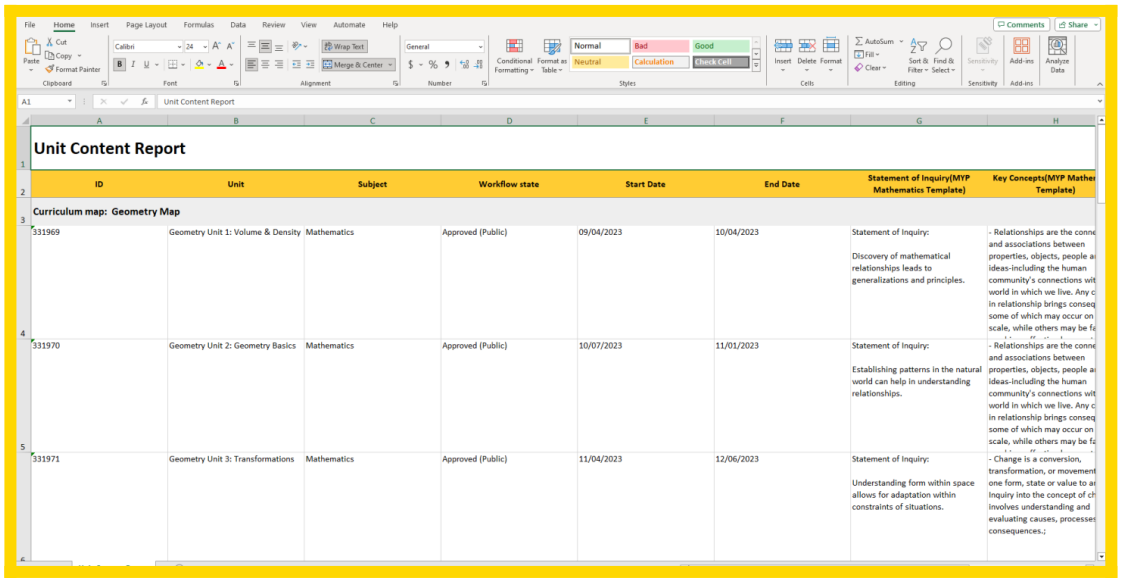


An example of an HTML export. Users can scroll through all content you have include and Export to Excel using the button on the top-right.



ID	Unit	Subject	Workflow state	Start Date	End Date	Statement of Inquiry (MYP Mathematics Template)	Key Concepts (MYP Mathematics Template)	Related Concepts (MYP Mathematics Template)	Global Context & Explorations (MYP Mathematics Template)	Resources (MYP Mathematics Template)
Curriculum map: Geometry Map										
331969	Geometry Unit 1: Volume & Density	Mathematics	Approved (Public)	09/04/2023	10/04/2023	Statement of Inquiry: **Discovery of mathematical relationships leads to generalizations and principles.**	• **Relationships** are the connections and associations between properties, objects, people and ideas-including the human community's connections with the world in which we live. Any change in relationship brings consequences-some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems like human societies and the planetary ecosystem.	• **Space:** The frame of geometrical dimensions describing an entity.	• **Scientific and Technical Innovation** *How do we understand the world in which we live?* Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	List resources and describe how they are used: Common / Optional
331970	Geometry Unit 2: Geometry Basics	Mathematics	Approved (Public)	10/07/2023	11/01/2023	Statement of Inquiry: Establishing patterns in the natural world can help in understanding relationships.	• **Relationships** are the connections and associations between properties, objects, people and ideas-including the human community's connections with the world in which we live. Any change in relationship brings consequences-some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems like human societies and the planetary ecosystem.	• **Generalization:** A general statement made on the basis of specific examples. • **Representation:** The manner in which something is presented.	• **Scientific and Technical Innovation** *How do we understand the world in which we live?* Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.: ◦ Systems ◦ Models ◦ Methods ◦ Products ◦ Processes and solutions	List resources and describe how they are used: Common / Optional
331971	Geometry Unit 3: Transformations	Mathematics	Approved (Public)	11/04/2023	12/06/2023	Statement of Inquiry: Understanding form within space allows for adaptation within constraints of situations.	• **Change** is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.	• **Space:** The frame of geometrical dimensions describing an entity.	• **Orientation in space and time** *What is the meaning of "where" and "when"?* Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilisations, from personal, local and global perspectives.	List resources and describe how they are used: Common / Optional

And example of an Excel export.



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Curriculum map: Geometry Map							
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