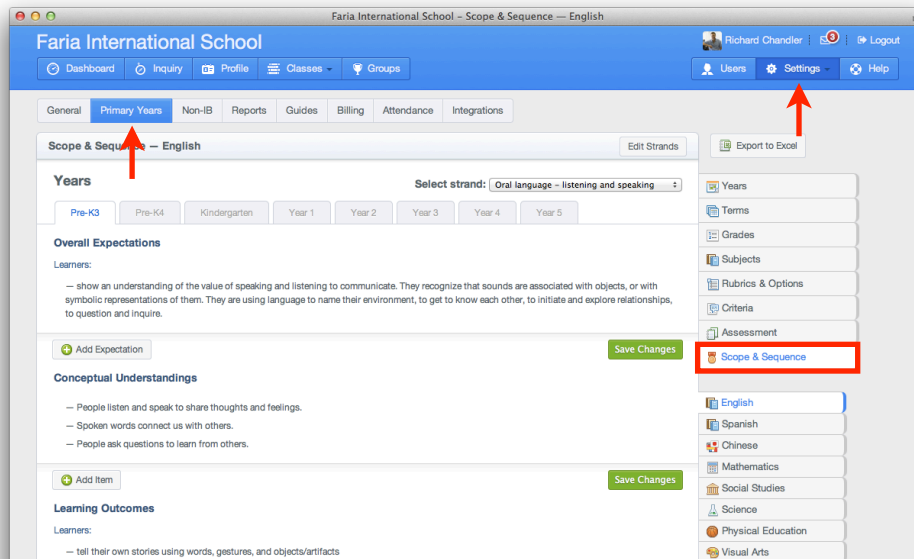


Coordinator: Scope & Sequence

Customizing your Scope & Sequence

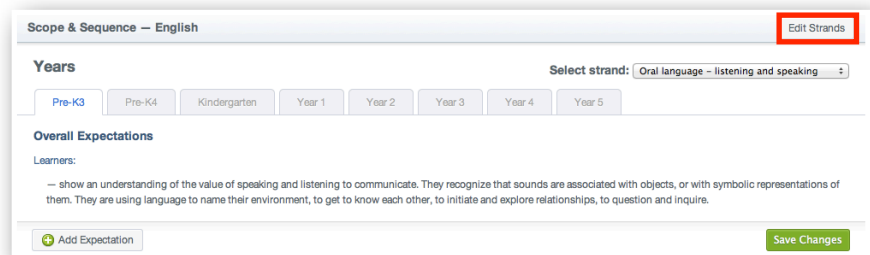
Under the **Settings > Scope & Sequence** tab, you can adapt the overall expectations, conceptual understandings and learning outcomes by subject.



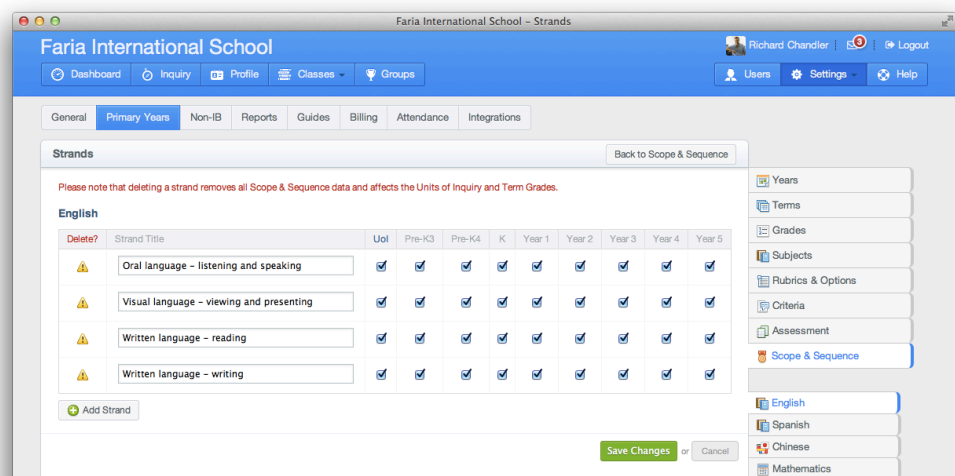
By default the IB PYP Scope & Sequence are organized under strands by phase or by age-range in the case of Social Studies and Science.

If you wish to map your Scope & Sequence to year levels instead of phases, you can request an adjustment to **Years**.

This is best if you intend to build in your local standards & benchmarks, which are mapped to the year level of the student. Basing your system on **Years** will also allow you to assess learning outcomes in the gradebook and on report cards.



You can modify strands by clicking **Edit Strands**. This will allow you to add new strands or modify existing ones.



Importing your Scope & Sequence

To bulk import your local standards & benchmarks, please prepare them in an Excel CSV with the following format:

Subject	Strand	Phase, Year, or Age Range	Overall Expectations	Learning Outcomes	Conceptual Understandings
English	Written language - reading	Kindergarten	expectation one	outcome one	understanding one
English	Written language - reading	Grade 1		outcome two	understanding two

Once you have prepared your import file, e-mail the file to us directly at support@managebac.com. We will import it directly into your school account within 48 hours.

Viewing your Scope & Sequence

Once your Scope & Sequence has been fully updated, you can indicate areas you plan to address through your Units of Inquiry.

The screenshot displays the ManageBac interface. The top section shows the 'Machines of the Past, Technology of Today' unit with tabs for Summary, Scope & Sequence, Inquiry, and Summative Assessment. The 'Scope & Sequence' tab is active, showing options to select Subject (English), Phase (Phase 1), and Strand (Oral language - listening and speaking). Below this, there are sections for Overall Expectations, Conceptual Understandings, and Learning Outcomes, each with checkboxes for selection. A sidebar on the right lists various components like Purpose & Inquiry, Concepts & Questions, Assessment, Learning Experiences, Resources, and Reflection & Evaluation.

Below the main interface, a detailed view of the 'Art in 19th Century America' unit is shown. It includes a teacher's name (Richard Chandler), a central idea, lines of inquiry, and a table of learning outcomes. The table has columns for Learning Outcome, Effort, and Achievement. The outcomes are categorized by English, Visual language - viewing and presenting, and Written language - reading.

Learning Outcome	Effort	Achievement
English		
Visual language - viewing and presenting		
use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact	O	
view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama	VG	
realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance	G	
Written language - reading		
participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view	VG	

Or you can select Learning Outcomes to assess via the Gradebook by clicking **Edit Scope & Sequence**.