



CURRICULUM MAPPING PROJECT

QUICK REFERENCE GUIDE

GUIDANCE FOR CURRICULUM MAPPING

Overview

The attached Model Curriculum Map Template is appropriate for creating a map containing a broad overview of the standards across a grade. It is designed as one example of how teachers could see an overview of the sequential and integrated nature of the standards. There are four columns modeled: Time, Standard, Curriculum Unit Connections, and Assessments.

Time: The time sequence is by month and in some cases more than one month of instructional time is suggested for a particular set of standards. Using the calendar-based planning method allows for flexibility based upon different school and student driven instructional needs.

Standard: The standards are organized for the purpose of integrated instructional sequences or units. The exact standard as adopted is recorded. Maintaining the exact wording is an attempt to keep the intent of the full standard visible and serves as a reference for unit and lesson planning.

Curriculum Unit Connections: Relevant curriculum unit titles are listed here. Teachers could record the model curriculum unit titles as well as the titles of locally created units.

Assessments: Pre-assessments, State Mandated Assessments, and Curriculum Embedded Performance Assessments can be recorded in the Assessments column. This may include local assessments.

Districts using the model to create their own template may choose to add an additional column to record resources. In some cases, districts may also choose to include a column for topics/content to make note of specific comments about what students must know or be able to do. Essential questions may also need to be noted.

The process for developing a curriculum map is valuable for determining alignment. To develop an aligned Curriculum Map, consider the following steps:

Essential Curriculum Map Development Process

1. Assemble an inclusive teacher team
2. Provide time for the team to do background work to learn the standards and become familiar with curriculum development tools: namely,
 - Massachusetts Curriculum Framework for Massachusetts Curriculum Frameworks for English Language Arts, Mathematics, Science, and History/Social Science
 - ELA Common Core Appendices A, B, and C
 - PARCC framework for integrating literacy
 - Literacy standards for Science, History/ Social Science and Technical Subjects
3. If a team is developing a curriculum map for the first time, decide upon map elements; name and define column headings (i.e., Assessments – interim, end-of-year, etc.); and determine the format (i.e., font type and size).

4. If curriculum maps already exist, compare new standards to existing curriculum (map, units, materials, etc.). Identify gaps and changes to essential map elements and format.
5. Decide what needs to be taught and when
6. Create draft curriculum map
7. Develop, adapt, and acquire curriculum materials and assessments as needed
8. Provide professional development for the other teachers in the district
9. Establish a process for collecting data on curriculum implementation, periodically reviewing the curriculum map, and revising curriculum map.

Terms

Curriculum map: Generic term to describe any type of map.

Curriculum mapping: An ongoing, calendar-based process involving teacher-designed operational and planned-learning curriculum.

District curriculum map: A broad overview of the curriculum across a grade or course designated by months or grading periods and guided by the Massachusetts Curriculum Frameworks.

Quality written map: A map wherein map readers do not need the map writer or writers present to correctly interpret the map's data

Curriculum Map Types

Essential Curriculum Map: A district-wide planned-learning map that identifies the sequence of learning, concepts and skills, resources and materials and assessments aligned to the content standards.

Consensus Curriculum Map: A school-site planned-learning map designed by collaborative agreement that includes the content, skills, and assessments that everyone in a grade level or course agree will be taught and implemented.

Projection Curriculum Map: A teacher development that identifies the content and skills that will be taught and students will be expected to learn for the entire year. Development occurs during one or two sessions and is revised on an ongoing basis.

Operational Curriculum Map: A teacher developed map of what is actually taught and what students actually learned. After-instruction month or months within a teacher's personal map that represents students' operational learning.

Curriculum Map Elements for an Essential Map

Sequence of Instruction: The Time/Month that the content and skills will be taught and for how long.

Standards: The listing of the standards as named in the Massachusetts State Standards Documents.

Content: What students must know (the subject matter, events, facts). Content details are written in noun form. (e.g., Content—Matter: *Solid, Liquid,*)

Skills: What students must do in relation to the knowing. A skill is not the same as an activity that provides practice for the skill learning. Skill statement's are written in verb and indicate how the skill will be measured (e.g., Justify in writing, Explain orally).

Resources and Materials: The district approved resources to support instruction.

Unit Name: A word or simple phrase that broadly represents the content and skills specific learning within a unit of study.

Assessment: Student product or performance to measure formative (on-going) and summative (end-of-year) learning.

Essential Questions: Questions that probe for deeper meaning and promote the development of critical thinking skills and higher order capabilities such as; problem solving, and the understanding of complex systems.

MODEL CURRICULUM MAP TEMPLATE

SUBJECT – GRADE LEVEL

TIME	STANDARD	CURRICULUM UNIT CONNECTIONS	ASSESSMENTS
When and for how long the content will be taught	Listing of the exact Standard as adopted	Notations regarding the alignment to developed units	How and when students will be assessed
List month	<p>List the broad topic as a header for each section.</p> <p>List the standard # and standard narrative. List the standards together that will be taught together.</p>	<p>List the title of available Massachusetts DOE Curriculum Units.</p> <p>This will also serve as a placeholder for Curriculum Unit notations to be developed by teachers locally.</p>	<p>List the appropriate State assessment and timing of such.</p> <p>List pre-assessment</p> <p>List available Curriculum Embedded Performance Assessments (CEPAs).</p> <p>This will also serve as a placeholder for teachers to insert local assessments.</p>

Resources

MA Curriculum Framework for Mathematics

PARCC Model Content Framework

Current curriculum maps and materials

ESE Crosswalks

A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, National Research Council (NRC), July 2011.

References

Hayes Jacobs, H. & Johnson, A. (2009). *The Curriculum mapping planner*. Alexandria, VA: ASCD.

Hayes Jacobs, H. (1997). *Mapping the big picture: Integrating curriculum & assessment K-12*