

**CURRICULUM MAPPING PROJECT**

**PARTICIPANT GUIDE**

**September 24, 2012**

Exploring Model Curriculum Maps and Tools

The MA Curriculum Framework serves as the foundation for each of the model curriculum maps[[1]](#footnote-1). There is an instructional focus on literacy across all maps. Throughout this activity participants will identify the purpose of each tool and its contribution to the curriculum map development.

**Materials:**

Handout: Exploring Map Elements and Tools

Tools: Electronic access to:

* + Massachusetts Curriculum Frameworks for English Language Arts, Mathematics, and History/Social Studies
	+ Literacy Standards for Science, History/Social Studies and Technical Courses
	+ PARCC Model Content Framework
	+ ELA Common Core Appendices A, B, and C
	+ Model Curriculum Maps
	+ Crosswalks
	+ Model Curriculum Units

**Process:**

1. Divide participants into four groups, assign each group a Model Curriculum Map and distribute the activity handout.

2. Determine that each group has electronic access to the Model Curriculum Maps and tools.

3. Participants will gather as much information as possible about the tools and the guidance they bring to the curriculum mapping process; specifically their Model Curriculum Map. Guiding questions include:

* What information does the tool provide?
* What specifically is the tool asking map developers to think about?
* How can this tool support the development of curriculum maps?
* How much professional development is needed to support teacher understanding and use of the tool?

4. Share out the findings with the whole group.

5. Summarize the implications for districts

Note: The activity can be delivered as a jigsaw with each group carefully examining a specific tool or in pairs or small groups to examine each of the tools.

Exploring Model Curriculum Maps and Tools

Directions: Review and gather as much information as possible about the tools and the guidance they bring to the curriculum mapping process; specifically your assigned model curriculum map. Record your responses in the space provided on the handout and summarize your findings to share with the entire group.

Your group has been assigned the model curriculum map for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Respond to the following guiding questions as you review the tools:

* What information does the tool provide?
* What specifically is the tool asking map developers to think about?
* How can this tool support the development of curriculum maps?
* How much professional development is needed to support teacher understanding and use of the tool?

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| Massachusetts Curriculum Frameworks  | Literacy Standards for Science, History/Social Studies and Technical Courses |
| PARCC Model Content Framework | ELA Common Core Appendices A, B, and C  |

What other tools might be needed to support development of a curriculum map for this content area?

Developing an Essential Curriculum Map

This activity provides participants the opportunity to apply their knowledge of curriculum map development and the supporting tools to create a month long essential map for ELA, science, history/social science, or mathematics. Guiding questions and opportunity for reflection are included to support curriculum map alignment to the standards and to check for understanding throughout the process.

**Materials:**

Handout: Essential Curriculum Map Development

 Curriculum Mapping Quick Reference Guide

Tools: Electronic access to:

* + Massachusetts Curriculum Frameworks for English Language Arts, Mathematics, and History/Social Studies
	+ Literacy Standards for Science, History/Social Studies and Technical Courses
	+ PARCC Model Content Framework
	+ ELA Common Core Appendices A, B, and C
	+ Model Curriculum Maps
	+ Crosswalks
	+ List of Model Curriculum Units

**Process:**

1. Divide the participants into groups of two or three, assign each group a content area and grade level, and distribute handouts.
2. Determine that each group has electronic access to the MA Curriculum Frameworks for English Language Arts and Mathematics.
3. Explain to participants that after reviewing the types of maps, completing the previous activities to develop quality content statements, and exploring supporting tools they are now ready to begin the process of development.
4. Introduce the guiding questions to the group and explain that the questions will be used throughout their work and at the end of the process to check their work for quality. Guiding questions include:

* How does the sequence of standards for the month scaffold learning for student success? Is there a progression in the intellectual demands on students throughout the year?
* Does each quarter of the year incorporate reading, writing, speaking and listening and language as appropriate to the grade and content area?
* Do the instructional resources reflect the recommended balance of informational and literary texts?
* Are texts worthy of reading and rereading?
* Are texts within the difficulty range recommended by Appendix A?
* Are texts in Appendix B included?
* Are writing materials within the difficulty range as student writing exemplars in Appendix C?
* Are there coherent connections among texts?
* How do instructional resources for mathematics lead students to problem solve, to construct viable arguments and critique the reasoning of others, use models and appropriate tools, and identify patterns of structure and reasoning?
* Do assessment materials lead students to demonstrate learning at the level of rigor written in the standard?
1. Ask participants to record questions and reflections throughout the process for later discussion with the whole group.
2. When individual grades are done work in cross-grade groups - Is there vertical integration with the grade level below and the grade level above?

For example, is English in grade 10 more challenging than English in grade 11?

Note: This activity can be organized differently to accommodate both group size and content areas and grade levels.

ESSENTIAL CURRICULUM MAP DEVELOPMENT

Directions: Create a month long essential curriculum map, aligned to standards, for your assigned content area and grade. Use the guiding questions to check for understanding. As you are working write questions and reflections about the process for later discussion with the whole group. For the last step, you will work in cross-grade groups to review the curriculum map for vertical integration with the grade level below and the grade level above. Refer to the Curriculum Mapping Quick Reference Guide as needed.

Your group has been assigned grade \_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Materials:**

Handout: Essential Curriculum Map Development

 Curriculum Mapping Quick Reference Guide

 Tools: Electronic access to:

* + Massachusetts Curriculum Frameworks for English Language Arts, Mathematics, and History/Social Studies
	+ Literacy Standards for Science, History/Social Studies and Technical Courses
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Essential Map Template

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1. At this time the MA Curriculum Framework for Science is in development. [↑](#footnote-ref-1)