

**Model Curriculum Maps  
2012 Curriculum Summit  
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*Raising the Rigor of Teaching and Learning*

Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION



# Goals for Summit Presentation

- ★ Share definitions of curriculum mapping and understand why educators need to map
- ★ Explore model maps and discuss how curriculum mapping facilitates professional dialogue and growth
- ★ Discuss current curriculum mapping process that aligns curriculum to the MA Frameworks
- ★ Present next steps



# Essential Question

Why do we need new or revised curriculum maps?



# Why Create Curriculum Maps?

- ★ To make sense of students' learning experiences over time
- ★ To ensure a viable and guaranteed curriculum
- ★ To establish learning targets
- ★ To align curriculum to ensure a consistent implementation of the MA Frameworks



# MA Curriculum Frameworks

- ★ Requires some shifts:
  - Math: standards are re-designed to provide greater focus; build coherence; pursue rigor
  - English/Language Arts: use content-rich non-fiction/informational text; read and write using evidence from texts; read and understand complex texts
  - History/Social Studies: read and write using evidence from texts; analyze primary and secondary sources; discover patterns of behavior in history
  - Science: read, comprehend and analyze claims in the text; support claims with logical reasoning; interpret and transfer scientific words to a visual format



# Curriculum Maps as a Communication Tool

- ★ Grade-level teams examine maps to see what occurs in the content area for an entire year.
- ★ Teachers within a building use maps for a true picture of what students experience from grade to grade.



# Curriculum Maps Provide

- ★ An ongoing process of documenting and refining the actual curriculum
- ★ Gaining a perspective of the relationships between standards, content, and assessments.
- ★ Process that allows educators to share their work electronically-no more filing curriculum guides on shelves in binders

(Hayes Jacobs & Johnson, 2009)



**Curriculum mapping alerts  
you to where you've been,  
where you are, and where  
you are going.**



**What processes has your school or district used to develop or revise curriculum maps?**



# Curriculum is .....

**Curriculum** is the course of action for the best way to reach a desired result.

- ★ Standards are not curriculum
- ★ Content knowledge matters
- ★ Reading, writing, speaking and listening are iterative throughout the year



# Curriculum Map Types

## District or School Curriculum Map

- ★ Consensus Curriculum Map

- ★ Projected Curriculum Map

- ★ Operational Curriculum Map



# Consensus Maps

Consensus Maps include the content and assessments that everyone in a grade level or course agree will be taught and implemented.

(Hayes Jacobs, 2009)



# Projection Map

Projection Maps forecast the content and assessments for the entire year and are recorded at one or two sessions and revised on an ongoing basis.

(Hayes Jacobs, 2009)



# Diary Maps

Diary maps (sometimes referred to as Operational Maps) allow each teacher to record the content and assessments every few weeks to clearly document what is actually taught.

(Hayes Jacobs, 2009)

These maps are a very good way to uncover the “hidden” curriculum. It is an authentic record of what is being taught



# Definition of District or School Curriculum Map

Calendar-based curriculum mapping is a procedure for collecting and maintaining an operational database of the curriculum in a school or district. Curriculum mapping provides the basis for authentic assessment.



# Curriculum Maps

A district curriculum map should serve as a broad overview of the curriculum across a grade or course and may include:

- ★ Content– standards in each unit
- ★ Resources and materials – core curriculum materials and supplementary resources
- ★ Assessments – interim, end-of-year, etc.
- ★ Sequence of learning – units sequenced in a timeline



# Curriculum Units

- ★ Units typically take 2-6 weeks
- ★ During transition to new standards, curriculum gaps are addressed
- ★ Some standards may appear in several units (either revisited or broken out into discrete parts)
- ★ Districts may sequence materials differently than publishers



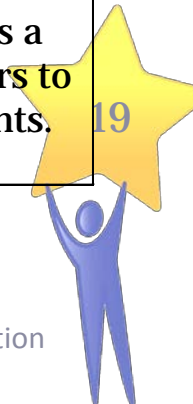
# Model Curriculum Maps

- ★ English Language Arts Grade 2
- ★ Mathematics Grade 8
- ★ History and Social Science Grade 4
- ★ Science, Technology and Engineering: Life Science Grades 6-8



# Curriculum Map Template

<p><b>TIME</b></p> <p>When and for how long the content will be taught</p>	<p><b>STANDARD</b></p> <p>Listing of the exact Standard as adopted</p>	<p><b>CURRICULUM UNIT CONNECTIONS</b></p> <p>Notations regarding the alignment to developed units</p>	<p><b>ASSESSMENTS</b></p> <p>How and when students will be assessed</p>
<p>List month</p>	<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>



# Rationale for including the entire standard

- ★ Maintain the intention and cognitive demand of the standard.
- ★ Prevents segmenting without connection back to the integrity of the standard.
- ★ Informs the most efficient, effective, valid, and reliable forms of assessment to measure progress toward mastering the standards.

*Classroom Assessment for Student Learning: Doing it Well, Using it Right, Stiggins, Chappuis, et al, 2004*



# Questions to Consider

- ★ What is missing from this map?
- ★ What additions can you make for your school or district?
- ★ Where do teachers find the information needed to determine what should be taught to the students at a particular grade level?
- ★ What resources does your school or district have that can be used to modify this map?
- ★ How do you know what is expected?



# Next Steps .....

- ★ Move forward with providing training for districts on curriculum mapping
  - ★ Winter and spring 2013: Providing webinars and regional meetings
  - ★ Summer 2013: Professional development for districts to work on create or refine district and/or school maps
  - ★ Fall 2013: Opportunity for districts to submit local maps to be shared with other districts across the state
- ★ Publish exemplars from districts and schools on Edwin



# QUESTIONS?

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