Curriculum Mapping

A process for collecting data that identifies:
- content
- thinking processes
- assessment
to improve communication and instruction in all areas of the curriculum.
Define Curriculum
Types of Curriculum

- **Recommended** – Standards as defined by experts in their field.
- **Written** – national standards, local goals and objectives (ie. MLCs)
- **Supported** – Curriculum for which materials are actually available, such as textbooks and software.
What does it offer a school?

A curriculum map is useful in:

- helping teachers understand what is taught and when in all subject areas and all grade levels
- assisting teachers in creating unified interdisciplinary units that foster students’ understanding of concepts, ideas, and activities across many subject areas
- helping coordinate areas of study into larger interdisciplinary units (even if they are assessed separately by subject area)
A curriculum map is useful in:

- acting as a successful venue for fostering conversation about curriculum and instruction among all faculty members
- assisting the students in finding "common threads" of understanding between a specific academic subject and other subjects
- assisting teachers in reflecting upon and adjusting their own lesson units during the school year
A curriculum map will...

- help identify seams and gaps
- identify repetition within scope and sequence
- allow vertical and horizontal alignment of assessments content and methods across subjects and grade levels
- improve both curriculum delivery and assessment
Contents:

• A Useful Successful mapping system is:
  • adaptable to school-specific content and categories;
  • available to all faculty anywhere, anytime
  • platform independent (all computers can view and use)
  • easily updated by individuals
  • supportive of communication: links to faculty e-mail addresses/discussion groups
  • relevant to a school’s goals, mission and standards;
searchable by:
• Specific subject, specific teacher, specific course
• General subject area
• Grade
• Assessment strategy
• Essential questions, Standards applied, relevance to goals and objectives
• Day, Month, Year, trimester, semester, quarter
• Teaching tools, methods (hardware, software, projects, products, hands-on, strategies)
• Skills
• General and specific lesson content
## List View of Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Computer Aided Design</th>
<th>Unit / Theme Title</th>
<th>Goals / Content / Description</th>
<th>Activities / Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seq</td>
<td>Len</td>
<td>Sep</td>
<td>Goals and Expectations</td>
<td>Have students understand what they will be doing in the course and how they will be evaluated.</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Sep</td>
<td></td>
<td>Lecture, discussion and showing past student work.</td>
</tr>
<tr>
<td>1.1</td>
<td>1</td>
<td>Sep</td>
<td>Architecture Overview</td>
<td>Get students to start thinking about architecture.</td>
</tr>
<tr>
<td>1.2</td>
<td>1</td>
<td>Sep</td>
<td>Measuring</td>
<td>Get students to start realizing the importance of accurate measurements.</td>
</tr>
<tr>
<td>1.3</td>
<td>2</td>
<td>Sep</td>
<td>VectorWorks Overview</td>
<td>Provide a brief hands on introduction to VectorWorks</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students work along on their own computers as I show them various features of the program.</td>
</tr>
</tbody>
</table>
What is Curriculum Mapping?

Curriculum Mapping is the documentation and discussion of what we teach.

It is a collaborative process that helps us understand teaching and learning throughout K-12.
Types of Curriculum

• Assessed – What is actually assessed at the state and local level.
• Taught – The content that teachers actually deliver.
• Intended – The written district guide for grade level benchmarks/objectives.
Why Curriculum Mapping?

- It benefits **ALL** students.
- Mapping is a **COMMUNICATION** tool.
- Mapping is a **PLANNING** tool, it keeps us **FOCUSED** and targets necessary information.
- Promotes **PROFESSIONALISM** and teaching creativeness.
Benefits

• Mapping is not burdensome, in fact it replaces repeat teachings and (eventually) lesson plans.
• Mapping allows us to focus on fewer goals, and therefore, teach concepts in depth.
• Mapping will eliminate wasted review and expand teaching time.
• It horizontally and vertically shows curriculum steps.
Curriculum Mapping Attempts to:

- Create a “snapshot” of the educational activities of every classroom within the school.
- Capture the content skills and assessments taught by every teacher in the school.
- Organize this information into an easily accessed visual that presents a timeline of instruction by teacher and course.
How...

Let’s see.....
Sample Curriculum Map

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Content/Activities</th>
<th>Outcomes</th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
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<td></td>
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<tr>
<td>Filipino</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Math</td>
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<tr>
<td>Science</td>
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</tbody>
</table>
Essential Questions...

- Focus on a broad topic of study.
- Have multiple answers and perspectives. They address "why" or "how".
- They are "mental Velcro" that helps ideas stick in students' minds.
Essential Questions

Examples

• Which is more important – water or air?

• What is change?

• What if Shakespeare was a woman?
Content can be shaped in different formats

• Interdisciplinary: combination of two or more disciplines to examine a common focus.
• Student Centered: content is focused on investigation of student generated interests derived from their personal interests and needs.
Content Examples

- Cultural diversity
- Water cycle
- Federal Government System
- Fire Safety
Outcomes

- Outcomes are key abilities and processes students will develop related to specific content.
Outcome Examples

• Reading a map
• Writing a play
• Analyzing non-fiction text
• Writing persuasive essays
• Matching words and pictures
Assessment

• Assessments are the products or performances that demonstrate student learning.

• Assessments are what the student does (the actual product or performance), not the evaluation tool used to assess the product.
Assessment Examples

- Group presentation
- Brochure
- Research Paper
- Essay exam
- Puppet show
- Debate
Activities

- Key activities that lead to acquisition of knowledge and skills.

- Describe the "how" for the knowledge and skills.
Activities Examples

- Writing persuasive letters to local government
- Water analysis of local river
- Critique a work of art
- Create a new game
Once we have our Maps, what do we do with them?
Edit, audit, update, and create development tasks.

- Gain information
- Avoid repetition
- Identify gaps
- Identify potential areas for integration
- Examine for timelines
- Edit for coherence
Gain information

• Underline every place in the map where you learned something new about the operational curriculum.

• This expands the teacher’s understanding of his/her students’ experience.
Edit for Repetitions

- Recognize the difference between repetitions and redundancy.
- Spiraling as a goal.
Edit for Gaps

• Examine maps for gaps in:
  – Content
  – Thinking processes and skills
  – Assessments
Locate potential areas for integration

- Peruse the map and circle areas for integration of content, skills, and assessment.
- These can serve as the springboard for curriculum planning.
Edit for timeliness

• Review the maps for timely issues, breakthroughs, methods, materials, and new types of assessment.
• Be vigilant about technology.
Edit for Coherence

- Scrutinize maps for a solid match between the choice of content, the featured skills and processes, and the type of assessment.
Procedures

• PHASE 1: collecting the data
• PHASE 2: first read-through
• PHASE 3: small mixed group review
• PHASE 4: large group comparisons
• PHASE 5: determine immediate revision points
• PHASE 6: determine points requiring some research and planning
• PHASE 7: plan for next review cycle
PHASE 1: Collecting the Data

• Each teacher completes a map.
• The format is consistent for each teacher, but reflects the individual nature of each classroom.
• Technology simplifies data collection.
Collecting Content Data

• Types of focus:
  – Topics
  – Issues
  – Works
  – Problems
  – Themes

* Configuration
  - Discipline-based field
  - Interdisciplinary
  - Student-centered
PHASE 2: First Read-Through

- Each teacher reads the entire school map as an editor and carries out the “tasks”.
- Places where new information was gained are underlined.
- Places requiring potential revision are circled. (repetitions, gaps, etc.)
PHASE 3: Mixed-Small Group

- Groups of 5 to 8 faculty members are formed.
- Groups should be from diverse configurations (i.e. different grade levels and departments)
- The goal is to simply share individual findings.
- No revisions are suggested.
PHASE 4: Large Group Review

- All faculty members come together and examine the compilation of findings from the smaller groups.
- Session is facilitated by principal and/or teacher leader.
PHASE 5: Determine areas for immediate revision

- The faculty identifies those areas that can be handled by the site with relative ease.
- The specific faculty members involved in those revisions determine a timetable for action.
PHASE 6: Determining those areas requiring long term planning

- Faculty members identify those areas that have implications beyond the site with other sites.
- Faculty members identify those areas where research is needed.
PHASE 7: The Cycle Continues

• Meet 3 times annually for review.
• Task forces report on their timetables.
• The site based council continues its review of the maps through the course of the year and into the next.
Why Do Curriculum Mapping?
Mapping is a Communication Tool

- Between subject teachers and grade levels.
- For parents.
- For students.
Mapping is a Pedagogical Tool

- For the teachers and their heads.
- For the special education teacher.
- For the students.
- For seeing the instructional program.
- For designing curriculum and staff development.
Mapping needs to be tailored to:

- the school’s mission/vision
- a deliberate timetable.
Maps are never finished; they are a work in progress!
Elementary  Middle  High

Collaboration
Teach these things and insist that everyone learn them.

Timothy 4:11
I will instruct thee and teach thee in the way which thou shalt go: I will guide thee with mine eye.

Psalm 32:8
If your gift is serving others, serve them well. If you are a teacher, teach well.

Romans 12:7
“That is all things God may be glorified”
"Salamat gid"
Maraming salamat