



# Curriculum Mapping Step 2

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- *Based on the work of Heidi Hayes Jacobs and Susan Udelhofen*

# Why create curriculum maps?

## Communication and Reflection

*We rarely have these conversations!*

identify what occurs throughout the  
entire school year

a picture of students' experience from  
grade to grade

teacher expectations to parents and  
students

Locates gaps, repetitions, areas for  
integration, assessments

Authentic alignment to standards

Accountability

New teachers

Defines expectations



# Student Achievement and Curriculum Mapping

- Preliminary findings – it makes a difference
- Further: How can it hurt?
  - Allows better alignment to standards
  - Assessment analysis
  - Concentration on literacy-building across the curriculum
  - Provides a forum for open communication among teachers across departments, disciplines, grade levels
- Few will argue the merits of curriculum mapping

*How can we improve if we don't talk about what real teachers are doing with real students?*

# [Types of Maps]

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## Diary Mapping

Every teacher maps what s/he does for some agreed upon period of time. Everyone *must* complete this step at least once.

## Projected Mapping

Each teacher maps what s/he plans to do for a semester or school year.

# What information is collected on the map?

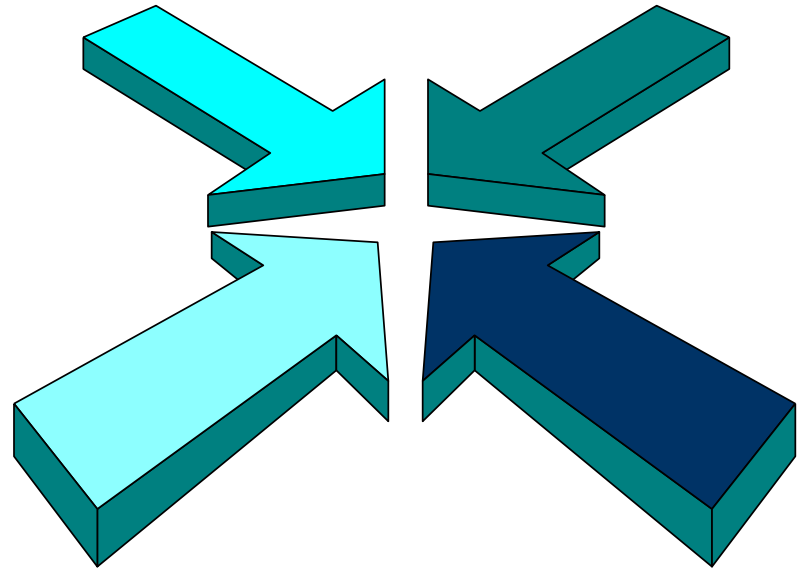
**Content**

**Skills**

**Assessments**

**Standards**

**Essential Questions\***



# **Content can be:**

Discipline - focus on specific knowledge, or content area

Interdisciplinary – combination of one or two disciplines to examine a common focus

Student-centered – focus on student developed interests

# Content

topics/concepts/issues/problems/themes

**Math examples:**

Addition and subtraction facts

Estimation

Place value

Polynomial functions

Probability and statistics

**Language Arts examples:**

Paragraph writing

Personal narrative writing

*Othello*

Short stories (including specific titles)

Poetry (including the specific type)

**Social Studies examples:**

Manifest destiny

Environment

Citizenship

Communities

United States Constitution

**Science examples:**

Photosynthesis

Cells

Scientific measurement

Atomic structure

Plants

# [ Skills ]

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Precise skills can be assessed, observed and described in specific terms – unlike general processes – and connected to assessments and standards.

This is often the most challenging aspect of mapping.

The skills are what the kids do to learn the content!



# Action Verbs

Adapt	Conclude	Devise	Help	Model	Research
Adjust	Conduct	Differentiate	Identify	Modify	Respond
Analyze	Connect	Discuss	Illustrate	Monitor	Retrieve
Apply	Consider	Display	Incorporate	Organize	Review
Appraise	Contrast	Distinguish	Induce	Participate	Revise
Argue	Construct	Document	Inquire	Perform	Role-play
Articulate	Correct	Engage	Inspect	Plan	Search
Ask	Create	Establish	Instruct	Predict	Seek
Assess	Critique	Estimate	Integrate	Present	Select
Assess	Decide	Evaluate	Interact	Prioritize	Show
Build	Deduce	Examine	Interpret	Produce	Solve
Calculate	Defend	Exhibit	Invent	Propose	Structure
Challenge	Define	Experiment	Investigate	Prove	Support
Check	Demonstrate	Explain	Judge	Pursue	Synthesize
Classify	Derive	Explore	Justify	Question	Teach
Clarify	Describe	Express	Label	Rate	Test
Collect	Design	Find	Locate	Reason	Translate
Combine	Detect	Generalize	List	Recognize	Use
Compare	Develop			Reflect	Utilize
Complete				Represent	Write
Compute					

# [Examples of Precise Skills]

*finding* main idea and supporting details

*alphabetizing* to the second letter

*identify* subjects and predicates

*interpret* data represented in a graph

*identify* root words, suffixes and prefixes

*label* the parts of a friendly letter

*explain* the difference between fact and opinion

*Locate and identify* parts of a book: table of contents, index and glossary

*compare and contrast* the benefits, costs and limitations of nuclear power

*define* the hypothesis and conclusion of an “if-then” statement

*analyze* six primary documents written by Martin Luther

# Assessment Data:

## Include all assessments

### Crucial component of the maps

Often the least developed, inclusive or balanced

### All classroom assessments

Assessments that are on-going throughout the year

- state assessments

- district assessments

- writing assessments

- portfolio checks

- early childhood assessments

# [Assessments: Tangible Products]

persuasive essay – use district writing rubric to assess  
photosynthesis lab report  
written paragraph with correctly placed commas  
model of circulatory system  
role play Nixon/Kennedy debate  
comparison paper of the movies “Othello” and “O”  
spreadsheet of school store inventory, profits/expenses  
write sentences correctly using chapter vocabulary words  
documented observations  
friendly letter  
math addition and subtraction facts (0-20) timed test  
essay exam

### Third Grade Social Studies Curriculum Mapping

Teacher: Mrs. Hoffman

MONTH	CONTENT/TOPIC	SKILLS	ASSESSMENTS	STANDARDS
September	Map Skills	<ol style="list-style-type: none"><li>1. Use a map key to understand map symbols</li><li>2. Find distance on a map using a map scale</li><li>3. Recognize various types of maps including political maps, physical maps, climate maps and product maps</li><li>4. Use a map grid to find locations on a map</li><li>5. Create maps displaying a map key, map symbols, map scale, map grid and compass rose</li></ol>	<ol style="list-style-type: none"><li>1. worksheet/homework</li><li>2. in-class activity worksheet/homework</li><li>3. Identify displayed maps complete activity sheet</li><li>4. worksheet/homework</li><li>5. creating a map performance assessment with rubric</li></ol>	A.4.1 Use reference points, latitude and longitude, direction, size, shape and scale to locate positions on various representations of the earth's surface.
October	Globe Skills	<ol style="list-style-type: none"><li>1. Locate the Prime Meridian and Equator on a globe or flat map</li><li>2. Locate the four hemispheres present in our world</li><li>3. Create a map of the world locating the 7 continents, the 4 oceans, 5 major mountain systems</li><li>4. Use latitude and longitude to find locations on a globe or flat map</li></ol>	<ol style="list-style-type: none"><li>1. map activity sheet (in class) homework</li><li>2. map activity sheet (in class)</li><li>3. performance assessment</li><li>4. quiz</li></ol>	A.4.2 Locate on a map or globe physical features such as oceans, continents, mountain ranges

# [ The Curriculum Mapping Process ]

Step 1: Collecting the data: each teacher creates a map individually

Step 2: First read-through: teachers read each other's maps also done individually

Step 3: Small mixed group review: sharing findings from editing

Step 4: Large group comparisons: sharing findings from small group review

Step 5: Determine immediate revision points

Step 6: Determine points requiring some research and planning

Step 7: Plan for next review cycle

# Step 1: Collecting the data

each teacher completes a  
map - individually  
All teachers follow the same  
format  
record content, skills,  
assessments and standards  
use computers – it simplifies  
data collection, analysis  
and revision  
This is the first draft



# [ Approximate Time:

elementary - 45 min. - 1 hour  
for content; 2-3 hours for  
skills and assessments – ½  
day

\*K-2 Language Arts will  
take longer

secondary - 45 min. per prep  
for content; 2 hours per  
prep for skills and  
assessments

½ day

These estimates do not  
include time to “do”  
content standards.





## **Step 2: Editing –**

### **Individual first read-through**

Each teacher reads a set of maps (at the site)

At first elementary teachers may want to edit maps one grade level above and below or your grade level

Content specific teachers may want to edit maps closest to their own content area

Ultimately everyone will be familiar with all maps

Time: 2-3 hours based on editing 10 – 12 maps – this does not have to be done at one sitting

# Step 3: Small Mixed Small Group Review

groups of 5-6 faculty members are  
formed

it's best if the groups consist of  
individuals who do not work  
together

looking at the “big picture”

results are compiled

Based on open/honest  
communication



# Real Conversations About Real Data: The Best Part

Strategies:

all teachers must review all or specific groups of maps at a site  
appoint a recorder – a tool for recording the findings helps – see  
template

appoint a facilitator to monitor the time and discussion

rules for discussion – not a time for debate

time limit for each speaker

entire process 2-3 hours

principal should be present

# [ Step 4: Large Group Review ]

small group findings are  
shared with entire  
faculty  
review findings and  
identify emerging  
patterns  
session is facilitated by  
principal, teacher leader  
or external facilitator



# Examples of Group Review Results

## **Math**

Fractions – at what grade levels are parts and whole fractions being introduced? When and how is it being assessed?

How and when are analyzing graphs and charts being taught?

How are basic math facts taught and assessed (H.S. math classes still reviewing???)

## **Language Arts**

We need a list of core trade books being taught at grades K-8<sup>th</sup>

How is mastery of phonics defined?

How do we as a district assess writing?

How and when is grammar taught and assessed?

## **Social Studies**

We need to address the repetitions as a K-12 District  
i.e. Civil War

When are the specific U.S. time periods taught – at what grade level?

# Step 5: Determine Areas for Immediate Revision

faculty analyzes results  
and identifies those  
areas that can be handled  
by the site with relative  
ease  
a timetable is established  
for revisions



# Step 6: Determine Areas Requiring Long Term Planning

faculty identifies areas  
requiring more in-depth  
investigation  
a district curriculum  
cabinet is developed  
that will review these  
matters



# [ Step 7: The Cycle Continues ]

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# Sample Curriculum Map Template

<div>M</div> <div>Month</div>	Content	Skills	Assessments	Standards

[“Never doubt . . .

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a small group of thoughtful committed citizens can change the world. Indeed it is the only thing that ever has.”

Margaret Mead