

## ***Curriculum Mapping Training***

### **Essential Understandings:**

- ✓ ***Curriculum maps represent the core instruction and assessment delivered at each grade level in each content area.***
- ✓ ***The process of creating maps allows a district to examine its current program and make crucial decisions about how to align curriculum, instruction, and assessment.***

### **The purposes and benefits of curriculum mapping**

- ✓ Mapping is a *process, not a product*. The process is cyclical and becomes the vehicle for determining what is taught, how it is taught, and why it is taught.
- ✓ Ensures aligned instruction of Ohio's content standards
- ✓ Addresses district and building-level goals for curriculum alignment
- ✓ Identifies and addresses gaps/duplications in instruction
- ✓ Designs assessments that are based on best practices and aligned with content standards
- ✓ Provides a "focus of instruction" or "essential understanding" for each topic
- ✓ Develops a sense of ownership and accountability for instruction and assessment
- ✓ Serves as the focus of on-going staff development on curriculum, instruction and assessment

### **The process to create useful curriculum maps**

- ✓ Principals and teachers agree to use *common* curriculum maps across the district for each content area
- ✓ Identify "power indicators" for each content area and grade level
- ✓ Have someone in charge of overseeing vertical (K-12) alignment of power indicators
- ✓ Involve as many teachers as possible in the mapping process
- ✓ Determine the best order of instruction for power indicators, including time of year and connections to previous and future grade levels

- ✓ Map “power indicators” and supporting indicators by month or unit
- ✓ Determine focus of instruction or Essential Understandings for each set of indicators
- ✓ Determine what resources are best to use for the mapped indicators
- ✓ Develop common assessments for each set of power and supporting indicators
- ✓ Finalize commitments from all principals and teachers to use the curriculum maps *as written*
- ✓ Gather data on students’ performance on common assessments; use this data to plan future instruction.
- ✓ Once they are completed, revisit the maps at least once a year as a district; principals work monthly with grade-level teams in each building to share instructional strategies and examine student work. Buildings do not change the maps – that is only done at the district level.
- ✓ Remember to celebrate successes, no matter how small!