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What Shifts in Thinking Are Imperative for Collaborative Curriculum Mapping?

You are today where your thoughts have brought you. You will be tomorrow where your thoughts take you.

—James Allen

During a regional curriculum mapping conference, Dr. Heidi Hayes Jacobs opened with a personal story (Jacobs, 2008). She shared that in her family, an entering-the-teen-years ritual for each nephew and niece is to come to New York and explore New York City with his or her aunt.

On a large screen, she displayed a bird's-eye-view photograph she took while on the observation deck of the Empire State Building. The image of the Manhattan streets and buildings captured the hustle and bustle of the fast-paced city life. Jacobs mentioned that, as she stood on the observation deck, the city's landscape reminded her of a district's bird's-eye view of its curriculum

work. Just as the city dwellers function synchronously concerning personal and collective actions, a district must do so as well.

Jacobs then pointed out that while one can appreciate a city's panoramic view, to truly know its residents, you must descend and walk through the streets and enter its buildings. She then displayed a café storefront photograph. She mentioned that this ground-level view captures the what, where, when, why, who, and how of a city's life. Educationally, this view represents the individual buildings and classrooms where administrators, teachers, and—most important—students learn and grow.

She concluded by informing the audience that curriculum mapping is similar to the two photographs. Time must be spent zooming out to get the big picture of a district's vertically aligned curriculum, and time must be spent zooming in to focus on the curriculum living in each school site and classroom.

COLLABORATIVE CURRICULUM DESIGN

If administrators and teacher leaders involved in implementing a curriculum mapping initiative are not trained initially and well-informed, their view of curriculum mapping may be that of a simple record-keeping model. If this is the thinking when planning and implementing the mapping process, the initiative will most likely fail.

Curriculum mapping is a *systemic* model. When implemented, it relates to or affects the entire learning organization. For curriculum mapping to be effective, a district and its individual schools must be willing to work together to design, apply, and modify curriculum in an ongoing manner.

An important shift in thinking is that curriculum mapping is a second-order change model (Hale, 2008). Marzano, Waters, and McNulty (2005) agree that "deep [second-order] change alters the system in fundamental ways, offering a dramatic shift in direction and requiring new ways of thinking and acting" (p. 66). Second-order change causes members of a learning organization to make personal and collective mental shifts that affect all aspects of curriculum work.

This differs from first-order change, where a product or program is purchased by a district or school, and its actual implementation can be in the short or long run individually embraced or disregarded. Because of this, the intended systemic, long-term benefits of most first-order implementations are never realized.

An Aspen Grove Mentality

Administrators and teacher leaders must embrace the reality that curriculum mapping requires a shift in thinking from *I* to *we*. It succeeds only in a collaborative environment. The entire learning organization must begin to function, or expand functioning, as one system. A tree grove analogy best expresses curriculum mapping's mutually supportive environment.

Before the onset of a curriculum mapping initiative, a school or district often functions like an oak grove. Each individual tree (teacher), or section of

the grove (grade level, department, or entire school), acts *independently* from the other trees in the grove. While it is true that an oak tree's roots run deep and work diligently to gain the necessary nourishment to sustain its branches and leaves, curriculum mapping asks an oak grove to morph into an aspen grove.

Aspen trees are the largest single organism in the world (Eldredge & Wynne, 2000). All the trees in a grove are related back to a single seedling. When you view the splendor of an aspen grove, you are, in essence, viewing one tree. The grove shares—and survives—based on one *interdependent* root system. If a portion of the root system is not functioning or communicating well, the entire grove is in jeopardy.

Curriculum maps housed in a web-based mapping system mimic the connectivity of an aspen grove's root system. Courses offered in a school or throughout a district are interconnected through relational units of studies. A student may experience 40 to 65 teachers in a K–12 academic experience (Jacobs, 2004). If students' K–12 teachers function as an oak grove rather than an aspen grove, they most likely will not receive the best possible, guaranteed, and most viable education (Jacobs, 1997, 2004; Marzano, 2003).

Curriculum mapping's sustainability rate increases when administrators and teachers develop an aspen grove mentality. This is not necessarily an easy shift, but it is an important one for exercising the ongoing curriculum mapping process.

Teacher-Designed Curriculum

Curriculum mapping asks all teachers involved in student learning and instruction for individual or multiple disciplines to be intimately involved in the curriculum processes and procedures. Acting as an aspen grove, who better to determine the systemic student-learning expectations than those who are closest to and most intimate with the students (Jacobs, 2004)?

Another important mental shift in thinking for both administrators and teachers is that, within curriculum mapping, curriculum *work* can be divided into two focuses. Curriculum *design* is individually and collaboratively defining the *what*, *where*, *when*, *why*, and *who* of student learning. *Who* in this context is not a teacher; it is a *course*. For example, if a state has algebra course standards and a district or school offers an Algebra I and Algebra II course, defining which course (who) gets what learning based on breaking apart the standards is part of the design process. Sometimes, a standard statement or statements may span two or more years. Teachers must collegially determine the grade level or grade levels that will address the learning associated with the standard statement or statements.

Curriculum *practice* is a teacher's or teachers' choices for *how* to best deliver the instruction to ensure learning as well as measuring and evaluating the learning acquisition. While curriculum mapping views curriculum design and curriculum practice as symbiotic, when initially implemented mapping first and foremost focuses on horizontal and vertical articulation of the student-learning design and then blends in an ongoing focus on best-practice classroom instruction.

Teachers learning to become curriculum designers and writing curriculum maps often ask how lesson plans fit into the scheme or pattern of curriculum work. Lesson plans are used for planning *daily* instruction by teachers to prepare for their teaching. Approximately 90% of the information in lesson plans is instructional practice while approximately 10% of the information represents the learning focus or focuses. Curriculum maps are *monthly* records where the collective map elements represent approximately 90% learning and 10% practice (Figure 1.1).

It is natural for teachers to wrestle with the notion of focusing on curriculum design. Teachers are most often comfortable with, and well trained in, curriculum practice. Design is a *scheme or pattern that affects and controls function or development.* A significant shift in thinking is asking teachers to be in charge of defining a scheme or pattern for generating the articulated student learning throughout a school and district.

This may be a new responsibility for teachers. Many learning organizations have traditionally given this role to outside sources (e.g., companies) or administrative curriculum specialists and a few select teachers. Therefore, administrator and teacher leaders must be mindful of each map element's connection to the concept of curriculum design versus instructional practice.

Design Elements

The first seven elements listed in Figure 1.1 are design elements directly related to learning and standards-based expectations. *Standards,* whether state, national, or self-generated, are what teachers must collegially work together to break apart and articulate using design-writing protocols to determine the remaining design elements.

Figure 1.1 Curriculum Map Elements Classification

Map Elements	*Curriculum Design/Learning*	*Curriculum Practice/Teaching*
Standards		
Unit Name		
Essential Questions/Supporting Questions		
Concepts		
Content		
Skills		
Assessments/Evaluations		
Resources		
Activities/Strategies		

Unit names, when applied systemically, refer to or are based on the terms included within *standards'* expectations. Reasons for considering this element with design in mind are explained in detail in Appendix A. It is important for teachers when designing curriculum to consider not only horizontal (one academic year) learning but vertical (series of academic years) learning as well. When planning for the design process, how to best house and access the organization of the articulated curriculum within a curriculum mapping system needs to be considered, which includes developing systemic unit names.

If a school or district is using *essential questions* and *supporting questions*, the intent and purpose for using these types of questions is to drive and focus the expected learning, therefore meeting the criterion for structural design.

Content, or as some choose to include, *concept*, is defined as *what the students must know*. In a curriculum map, a concept is written as a generalized statement. Content is written as a noun or noun phrase and descriptor (Hale, 2008). When designing concepts or content, teachers most often choose to structure student learning through the use of theme or topic learning, while others may choose to design curriculum using interdisciplinary learning, or when appropriate, student-centered learning (Jacobs, 1997, 2004).

Skills are intra-aligned to the appropriate content learning within a curriculum map, often through the use of alphabet intra-alignment coding. The writing protocol when designing skill statements is a *measurable verb-target-descriptor* (Hale, 2008). When writing this element, teachers and administrators often have a difficult time separating curriculum design from instructional practice. This is due to teachers having a comfort level and familiarity with writing lesson plans and administrators with reading lesson plans.

During a quality map-writing training phase, a fifth-grade teacher, Kelli, tried to apply the new learning to writing a personal science map for one month. She and 12 other teachers were meeting for a feedback session.

Kelli volunteered to display her map month on a large screen for a public facilitator-learner dialogue. Once the map month was displayed, all the teachers scanned her map to see what she had written given the map elements' writing protocols learned during their initial map-writing training sessions.

The facilitator, Jane, asked Kelli what element she would like to have the feedback focused on. She shared that she was struggling the most with writing skill statements. Jane began by reading aloud what was written in the content field:

Content

A. Earth's Layers: Continental Crust, Oceanic Crust, Upper Mantle, Mantle, Outer Core, Inner Core

She then read aloud the first intra-aligned skill statement:

A1. Identify visually and in writing 6 layers sequentially from outer to inner layers using an apple

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Jane turned to Kelli and asked her if she was pleased with how she had written this skill statement. Kelli said she was satisfied with its wording since she remembered to start with a measurable verb (*identify*) and included a target to inform map readers how the students are assessed (*visually and in writing*).

Jane asked her if she noticed anything that may be of concern in the descriptor *the six layers sequentially from outer to inner layers using an apple*.

Kelli contemplated the question for a moment and reread the descriptor a few times. She then mentioned she thought it was fine.

The facilitator informed her that the descriptor included an activity. Kelli scrunched her eyebrows while contemplating why Jane made this comment. A few teachers in the group began to whisper enthusiastically. As learners, they were excited because they knew the answer. Kelli noticed them talking and asked one of the teachers to tell her what she was not seeing. The teacher said she thought it was the word *apple*. She continued, "You can have your students use an apple. I can have my students use an orange; and someone else can use Play-Doh."

Jane nodded her head in agreement. She affirmed what the teacher mentioned and asked Kelli how she could revise her map to reflect the intent of the skill. Kelli thought for a moment and then exclaimed, "Model! Identify visually and in writing the six layers sequentially from outer to inner layers using a model."

Her face beamed as she realized what she had been doing. Kelli revised the skill statement immediately using the add/edit feature of the district mapping system while the rest of the teachers observed her revision on the large screen.

"A3 is an activity, isn't it?" Kelli inquired. The entire group read silently:

A3. Write a list in order of each layer's thickness

Jane asked Kelli why she asked this question. Kelli shared that what they just talked about for the first skill was making her wonder about this statement's opening *write a list*. "While *write a list* is measurable, is this really the skill I want from my students, or is it representing an activity?" she asked.

The teachers began to talk softly to one another while Kelli, deep in thought, began to rewrite the skill statement. The teachers and facilitator observed her revision on the screen:

A3. Identify in writing each layer's thickness using standard and metric measurement

"The word *list* really is just part of an activity, or even an assessment. What I really want the students to do is *identify* the thickness of each layer. I remember you sharing with us that when someone reads a map's aligned content and skills, if the elements are written with clear and precise descriptors, he or she should be able to design an assessment that accurately measures the aligned learning. When I reread my skill statement, I realized that when I test my students' ability they have to use both standard and metric measurements, which my map did not include. So, not only did I need to revise the measurable verb, I needed to revise the skill's descriptor," Kelli said, evaluating her revision by sharing her thoughts with Jane and the group.

Jane and Kelli proceeded to read aloud and revise, with audience interaction, a few more skill statements. To bring closure to Kelli's feedback session, Jane asked her to share with the group what she had learned most from the session. Kelli expressed that it was not as easy as she thought it was going to be to write curriculum maps—especially skill statements. She added that she is a good teacher, but this is something that had never been asked of her before. She felt that while writing curriculum with design in mind was extremely frustrating at times, she found the analytical thought process beneficial to her, and ultimately for her students, because it forces her to question and reflect on what it is that she really wants them to know and be able to do.

She then mentioned that, when teachers begin to work together to design collaborative maps, the thought process will be the centerpiece to their conversations. Kelli concluded by sharing, "If I or we cannot articulate what students must know and be able to do when designing maps, how can we articulate it well when we are in front of them?"

Curriculum maps are not pseudo lesson plans. Administrators must be trained alongside teacher leaders and teachers in the ability to apply the design protocols and processes necessary to develop quality curriculum maps as the writing expectations differ from writing lesson plans.

For example, after initial training focused on writing skill statements, it takes teachers a significant amount of time to consistently write skill statements reflecting design. It is not as easy as administrators and teacher leaders often assume it is for teachers to learn the art of designing skill statements.

If administrators have not been trained well in the complexities and intentions of curriculum mapping, it can be detrimental to establishing an atmosphere of mutual respect. For example, a principal intends to provide design feedback focusing on writing quality skill statements. Instead of reviewing a teacher's map to make certain each skill statement does not include any reference to an activity, the principal reads through the teacher's map and shares that the skill statements need to consistently begin with a capital letter. This teacher, and others, will quickly become turned off and see no meaningful purpose for writing maps to aid in improving student learning. It is therefore crucial that adequate personal practice-application time and collegial discussion focused on how to write quality map months with *design in mind* is provided to administrators and teacher leaders.

Those responsible for leading the curriculum mapping initiative must be given adequate time to (1) personally apply their learning through writing sample map months, often referred to as *practice mapping*; (2) be provided quality feedback on the personal practice-map-writing attempts; and (3) eventually model providing quality map-writing feedback to others using a facilitator-learner forum to aid in gaining confidence using the language of mapping when articulating areas of quality and needed improvements to a map's elements. This should take place prior to administrators and teacher leaders leading and supporting all teachers in the district involvement in the mapping process.

Assessments/evaluations is the remaining design element. It is unique in that it is classified as both design and practice. The design aspect refers to the necessity

that what students must know and be able to do (content and skills) needs to have an assessment designed to accurately measure the learning expectations. A teacher is not going to test students on Greek roots if they have been learning Latin roots. Likewise, a teacher is not going to ask students to test a self-generated hypothesis if they have not first learned the steps involved in the scientific process.

If two or more teachers are teaching in separate classrooms and responsible for different students, they may or may not come to agreement on assessments used to measure content and skill learning. In other words, teachers may or may not agree on *how* to test the expected learning. For example, one teacher may choose to give a multiple-choice test, another chooses to have students write an expository report, and a third teacher chooses to have students create and post a podcast on the Internet.

Practice Elements

As teachers are often allowed personal choice in creating or selecting *assessments* and *evaluations,* the assessments and evaluations element also falls into the classification of curriculum practice. For example, there may be a teacher task-force-designed rubric that must be used by all teachers when measuring a specific grade level's ability to write a memoir. If so, the use of the rubric is a practice choice. Design plays a role in the development of the rubric to ensure that it accurately evaluates the content and skill learning expectations.

Resources are considered curriculum practice. This is often a shift in thinking for teachers, teacher leaders, and administrators. Hale (2008) states,

> In curriculum mapping, textbooks, kits, and materials are not perceived as the curriculum. They are resources that enable or enhance the curriculum and the learning process. Curriculum mapping recognizes teacher determined concepts, content, skills, and assessments aligned to strategically analyzed national, state, local, or self-generated standards as the curriculum. Depending on past initiatives and professional development, this may be a small or large shift in thinking for a learning organization's teachers. . . . It is of the essence that administrators and teachers are informed up front that mapping the curriculum does not equal copying a textbook's main teaching points or listed standards connections. If this takes place, curriculum maps would need major revamping during every adoption cycle to match the new textbook's representation of learning. (p. 27)

When including resources in a map, the recorded materials are meant to convey to self and others that which is pertinent to student learning success. It does not mean list everything that is included in a lesson plan. For example, the chapter, chapters, or series of pages from a current textbook; interactive whiteboard lesson references; DVD titles; songs, poems, and other forms of literature; or websites are worthwhile entries. Most online mapping systems have features to link to lesson-plan templates that allow teachers to include daily and weekly resources and their specific usage in general and for differentiation.

Activities/strategies, self-generated by teachers or included in adopted programs, kits, or textbooks, are considered instructional-practice choices. Similar

to assessment and evaluation choices, teachers may or may not come to a collective agreement on instructional methods. Because of this, collaborative maps, such as a Consensus Map, may or may not include agreed-upon activities or strategies.

Response to Intervention (RTI) tier-one, tier-two, and tier-three strategies are often included in Consensus Maps by special education teachers to give classroom teachers options for students who are not meeting learning represented by the content and skills included in the map.

It is important to remember that a curriculum map is a monthly record of learning—not a daily one. Therefore, activities and strategies included in a map are written in an abbreviated version and use intra-alignment coding to the skill or skills they are supporting. If desired, more detailed explanations and information pertaining to an activity or activities can be attached to the map using the selected mapping system's attachment procedure.

A Beginning Frustration

When beginning the map design process, teachers are sometimes frustrated by the fact that, at the onset, the main focus is on curriculum design rather than instructional practice. Teachers love nothing more than to be provided opportunities to get together and share activities and strategies that help their students be successful learners. It is an important shift in thinking that, for a time, curriculum mapping will ask teachers to first focus on design to ensure a horizontally and vertically articulated curriculum.

Once the maps have been reviewed by teachers through the grade levels and they are satisfied with their teacher-designed learning expectations, the ongoing mapping process focuses primarily on curriculum practice, the activities and strategies that ensure all students are successful in reaching independency of the agreed-upon learning expectations (Jacobs, 1997, 2004).

Curriculum Mapping System Library Analogy

Another important shift in thinking coupled with the necessity for all teachers in the district to function as an aspen grove is the systemic nature of an online curriculum mapping system.

At a mapping system training, a teacher expressed her thoughts that a mapping system serves as the soil for all the roots in the aspen grove. This teacher realized what research has proven. Analogies aid learners in conceptually understanding complex concepts (Alvermann & Phelps, 1998).

An analogy that works well to explain how maps and map data are housed within a mapping system is to compare its organization to a public library.

> When you walk into a library, you already have an idea of where you want to go based on how a library is traditionally set up. If you want a nonfiction title, you will walk to that section of the library. If you want to find a cookbook, a specific genre of nonfiction, you would refine your search and go to the
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> *(Continued)*

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specific area within the nonfiction section. In a curriculum mapping system, teachers or administrators wanting to locate maps can do so based on a particular *school, discipline,* or *grade level.*

A library is filled with bookcases. In a mapping system, each *course* (e.g., Grade 1 Mathematics; Grade 7 Music Appreciation; Calculus) equals a bookcase. When looking at a particular bookcase in a library, one's eyes scan the titles on the shelves. In a mapping system, each course's *shelves* are the *months* in an academic year.

When scanning a specific shelf in a library, you begin to slow down to read the specific titles on the spines of the books on that shelf. In a mapping system, there are no books. Instead, there are pseudo *binders* wherein a *unit name* has been, figuratively speaking, slipped into the spine's clear sheath. This allows map readers to know in a broad sense what is contained within a map's particular binder. For example, a social studies map may include a unit name titled WESTWARD MOVEMENT: ACROSS THE PLAINS.

The mapping-system binder concept is a way of thinking about managing *units of study.* In most curriculum mapping systems, the map elements cannot be recorded unless there first is a unit name entered to create a shell for containing a unit of study's information. Because of this, it is wise to be proactive and consider developing or at least discussing unit names systemically across the district to ensure the electronic database functions as one system (see Appendix A). When teachers begin to review horizontally, and most importantly, vertically designed curriculum for potential learning gaps, repetitions, and absences, as well as relevancy and vigor, the ability to locate areas of concern and issues becomes easier.

Just as a library has systemic order, a mapping system, to function at its best, needs to be thought of as having a similar systemic order. Early on in the mapping process, it is important that administrators and teacher leaders recognize the selected mapping system as the soil for the aspen grove regardless of the type of curriculum maps housed within the mapping system:

- Essential Maps (a district-level map wherein there are two or more like schools; for example, five elementary schools; three middle schools; two high schools);
- Consensus Maps (a particular school site's collaborative maps); or
- Projected/Diary Maps (operational curriculum evidence in a teacher's personal maps).

Which Map Type Should We Begin Designing?

Districts involved in curriculum mapping for multiple years will have both collaborative maps (Essential Maps and/or Consensus Maps) and personal Projected/Diary Maps. At the onset of many mapping initiatives, strategic planners often deliberate over which type of map to begin with: collaborative or personal. There is no right or wrong answer. Rather, studying a district's culture, history of curriculum work, and its current or potential meeting structures reveals what is best for a district.

Curriculum mapping is a field of study that grows and adapts as educators apply the model and create frameworks addressing ongoing curricular needs. Regardless of direction, from collaborative to personal or personal to collaborative, the critical consideration is that teachers must be actively involved in the curriculum maps' designing process.

When choosing to begin with projected/diary mapping, Jacobs (1997) states,

> I suggest the faculty meeting time be provided for teachers to work on maps privately in their classrooms. . . . Once the maps are completed, each teacher becomes an editor for the map for the entire building. First, each faculty member should become familiar with his or her colleagues' curriculum as well as the scope of all the maps. (p. 10–11)

Once map evidence for a full academic year is recorded for a specific discipline, teachers meet to horizontally articulate what they collectively value concerning student learning based on state standards and other forms of data analysis. This process is followed by a collaborative vertical review to articulate the learning over a series of academic years. The results of the collegial curriculum conversations and decision making are evident in the school's Consensus Maps. The process thus far for a given discipline, such as science, may take two to three years.

If a district consists of multiple like schools (e.g., a district with *five* elementary schools; *two* middle schools; and *one* high school), selected teachers are asked to serve on a task force to design systemic Essential Maps based on the like schools' Consensus Maps' learning expectations to serve as the cornerstone for student learning expectations in all of the similar schools. A newly designed Essential Map may affect the current learning included in Consensus Maps and Projected/Diary Maps. Revisions to the maps would take place as needed.

Due to the onset of increased accountability for student performance that often requires teacher-designed curriculum, some districts are choosing to begin the long-term mapping process by having teachers first collegially design collaborative maps (Essential Maps and/or Consensus Maps) before asking teachers to annually document the operational curriculum through Projected/Diary Maps (Tribuzzi, 2009). Jacobs and Johnson (2009) comment,

> Some schools elect to start with consensus mapping first and then move to individual maps. Unfortunately, outside pressures can be a contributing factor to rushing the process. Sometimes because of schools' performances on mandated assessments, they feel compelled to start with consensus maps to address major gaps or inconsistencies in what is taught across the grades and subjects. In schools with little or no curriculum anchors, starting with consensus maps can be very effective. (p. 67)

The term *consensus* is often used to generically indicate *coming to agreement.* As mentioned previously, throughout this book, specific map terminology is used for those involved in the collaborative agreement decision-making process: districtwide agreement (Essential Maps) and school-site agreement (Consensus Maps).

A second reason for starting with collaborative mapping is that teachers often become frustrated with the mapping process when asked to first work diligently to independently generate Projected/Diary Maps and then are asked to work interdependently to create collaborative maps that often include a new collegially agreed-upon organizational design. Habits formed when writing personal maps that are changed when collaboratively mapping cause unwanted frustration. When the mapping process flows from Projected/Diary Map to Consensus Map to Essential Map, teachers often voice the question, "Why didn't we start with collaborative mapping, so we could agree on the organization instead of beginning with us personally mapping?"

When designing collaborative maps first, the process often affects the systemic order for mapping various disciplines. For example, elementary schools often prefer to work collaboratively on one discipline at a time, especially for the first one or two K–12 discipline focuses. Because of this, middle school and high school departments that are not a part of the current K–12 discipline focus can still work collegially concerning their disciplines and design Consensus Maps within their school sites and, if appropriate, Essential Maps for the district. During this time, Grades 6–12 collaborative maps would not be considered teacher-approved systemically until there are articulated and aligned K–12.

Disciplines such as art, music, physical education, and technology can begin to work collegially districtwide early on as there are not as many teachers districtwide as there are in disciplines such as language arts and social studies.

Regardless of whether a district chooses to start with teachers collegially designing collaborative curriculum maps or individually designing Projected/Diary Maps, all teachers must be first provided adequate time to understand the purposes of mapping and become quality curriculum designers and gain confidence in writing maps using the learned design protocols. This practice mapping time often lasts half a school year for teachers to reach a comfort level to begin the official design process.

CONCLUSION

Albert Einstein insightfully conveyed, "Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty" (ThinkExist.com, 1999–2010). Curriculum mapping can seem a hard duty if administrators and teacher leaders have not given thoughtful planning and support to the systemic nature of this model and strategically premeditated how to shift the thinking of all members districtwide.

Curriculum mapping is meant to affect the entire system and how it functions (Hale, 2008; Jacobs, 1997, 2004; Kallick & Colosimo, 2009; Udelhofen, 2005, 2008). Districts with the greatest success rate have highly visible, engaged leadership at all levels. Administrators and teachers must work together, mobilized by a common mission, vision, goals, and mutual trust and respect during all phases and aspects of a mapping initiative (Udelhofen, 2005).

The remaining chapters focus on providing administrators and teacher leaders with insights into the necessary personal and collaborative considerations when implementing and supporting a curriculum mapping initiative to ensure it reaches sustainability.

[INSERT] SFUSD ELA PK-12 Scope & Sequence

Spiral 1: Narrative for your Grade Level

Participants will need the following for **Spiral 1: Narrative**:

- **Scope and Sequence** to session; available here.
- **Completed Curriculum Map**
- **Completed Unit Plan**
- **Completed Lessons**
- **(Samples available here.)**

SFUSD ELA PK-12 Core Curriculum
Curriculum Mapping Process

Materials you will need:
- SFUSD ELA PK-12 Scope & Sequence
- SFUSD ELA PK-12 Curriculum Map Template

Go to Humanities Home Page

What are we being asked to do about the new state standards in ELA?
There are several **shifts** called for by the CACCSS. The SFUSD ELA PK-12 Core Curriculum includes these instructional and planning shifts for ELA in order to meet the expectations of the new standards.

STEP 1: Locate the **SFUSD ELA PK-12 Scope & Sequence** for your grade level. This process is best completed in a collaborative structure among colleagues.

The SFUSD ELA PK-12 Core Curriculum begins with Spiral 1: Narrative.

I. Read **Spiral 1** and select /highlight **Student Learning Outcomes** for:
- Reading Literature/Informational Text
- Writing
- Speaking & Listening
- Language

The Student Learning Outcomes will be entered in the SFUSD ELA PK-12 Curriculum Map Template; Column 3.

Note: The **SFUSD ELA PK-12 Scope & Sequence** consists of 4 spirals that take place in 6-8 weeks (See Genre Overview):
- **Spiral 1**: Narrative
- **Spiral 2**: Informational/Explanatory
- **Spiral 3**: Opinion/Argument
- **Spiral 4**: Research

STEP 2:
I. **Locate the SFUSD ELA PK-12 Curriculum Map** and find **Column 3**. Ideally, with a planning partner(s), **identify 2-3 Student Learning Outcomes** in each area (*Reading, Writing, Speaking & Listening and Language*) that are essential for the focus on the spiral.
II. List these student learning outcomes in **Column 3** of your blank curriculum map.

Note: Student Learning Outcomes are linked to the Common Core State Standards (CCSS) for English Language Arts. These Student Learning Outcomes were developed by teachers as statements that specify what students will know and be able to do or be able to demonstrate in ELA by the end of each spiral and by the end of each year.
SFUSD Student Learning Outcomes:
- Are entered in column 3 of the curriculum map
- Guide/drive what will happen in the 6-8 week period(s)
- Are measurable
- Are student centered

STEP 3: **Locate Column 1 on the SFUSD ELA PK-12 Curriculum Map: Using column 3 as a guide,** establish two-three Enduring Understandings and Essential Questions to help frame and broaden learning outcomes so that students will be able to transfer knowledge to new experiences and new learning.
Enduring Understandings go beyond facts and skills to focus on larger concepts and principles. Enduring understandings get at the bigger picture and provide a context for making learning meaningful, useful and memorable.

STEP 4: **Locate Column 2 on the Curriculum Map: Assessments** identify diagnostic, formative and summative assessments. **Diagnostic assessments** will help you determine what students already know and what they need as you begin your unit. **Formative assessments** will be on-going checks for understanding throughout the unit. A **summative assessment** can be in the form of a culminating writing assignment, a class publication or the delivery of an oral presentation. **Interim assessments** will be aligned to the SFUSD ELA PK-12 Scope and Sequence.
Locate Column 4 on the Curriculum Map: Best Practice(s) identify all the best practices and instructional approaches you will use, such as guided reading and writing, interactive read alouds and/or close reading of a complex text.
Locate Column 5 on the Curriculum Map: Resources list all the resources necessary for the unit(s) such as novels, videos, short stories, online resources, district adopted instructional materials, etc.

SFUSD ELA PK-12 Core Curriculum
Curriculum Mapping Process

Genre/Theme, Enduring Understandings & Essential Questions for this Spiral/Unit	How Students Will Demonstrate Their Understanding in the Strands (Reading, Writing, Speaking & Listening, and Language)	Student Learning Outcomes (Standards-based) Essential Skills and Concepts to be Explicitly Taught and Modeled Throughout the Unit/Spiral (Reading, Writing, Speaking & Listening, and Language)	Strategies/Best Practices Used to Explicitly Teach the Skills and Concepts in the Strands (Reading, Writing, Speaking & Listening, and Language)	Resources for Spiral/Unit (Reading, Writing, Speaking & Listening, and Language
Purpose of Column 1: • To identify the specific writing genre that will be addressed within the curriculum map • To create Enduring Understandings that summarize important ideas that are central to a discipline and have lasting value beyond the classroom • To create Essential Questions are over-arching and open-ended questions that provide focus and engage students. **Enduring Understandings:** • are directly linked to what you are teaching and the student learning outcomes for that spiral • have lasting value beyond the classroom • are best acquired by "uncovering" and "doing" the subject • can be connected to other works that students have read and will read and are not text-specific • can be connected to the lives of students, teachers and people around the world ***Examples:*** Biographies and memoirs help people understand the human experience and how to share personal experiences through writing and speaking. (*Grade Two, Spiral One: Narrative)* Learning how we construct our own opinions and how we understand those of others helps us to become critical thinkers. (*Grade Two, Spiral Three: Opinion*)	**Purpose of Column 2:** • To identify assessments that detect students' prior understandings and gained knowledge of the concept(s) and/or skill(s) and their ability to apply the concept(s) and/or skill(s) acquired during the unit of study. • To purposefully align formative assessments that allow students to demonstrate knowledge related to the Genre, Enduring Understandings, Essential Questions and Student Learning Outcomes. **Diagnostic:** Diagnostic assessments help to determine what students already know and are able to do prior to instruction. o Lexile Level o Running Records **Formative:** Formative assessments are ongoing checks for understanding throughout the learning process. o Reader Response Journals o Observation/ Discussion o Student Conference ***Interim:*** *K-1 F&P Benchmark and SFUSD Common Learning Assessments (CLAs) aligned ot the SFUSD ELA PK-12 Scope and Sequence* **Summative:** • Summative assessments are administered after a specific period of instruction to measure understanding of a subject o Culminating writing task that will show students' independent writing level	**Purpose of Column 3:** **Student Learning Outcomes** from the the Scope and Sequence **Student Learning Outcomes** are selected for the following strands: • Reading • Writing • Speaking and Listening • Language Functions	**Purpose of Column 4:** To identify the most effective strategies and best practices that: • Allow a diverse group of students to grasp the skills and concepts related to the genre • Relate to the Enduring Understandings and Essential Questions	**Purpose of Column 5:** The information in this column identifies the most effective resources that will be used with a diverse group of students to: • Provide the appropriate support to allow for multiple opportunities to grasp the skills and concepts related to the genre, Enduring Understandings, Essential Questions and Student Learning Outcomes • Have access to a range of different text types and complexities aligned to their grade band ◦ Articles ◦ Film ◦ Novels ◦ Short Stories ◦ Guest Speakers ◦ Kits, Games ◦ Posters/Charts ◦ Audio ◦ Internet sites ◦ Textbooks & Teacher manuals

CURRICULUM MAP GRADE _____ SPIRAL _____

Genre/Theme, Enduring Understandings & Essential Questions for this Spiral/Unit	How Students Will Demonstrate Their Understanding in the Strands (Reading, Writing, Speaking & Listening, and Language)	Student Learning Outcomes (Standards-based) Essential Skills and Concepts to be Explicitly Taught and Modeled Throughout the Unit/Spiral (Reading, Writing, Speaking & Listening, and Language)	Strategies/Best Practices Used to Explicitly Teach the Skills and Concepts in the Strands (Reading, Writing, Speaking & Listening, and Language)	Resources for Spiral/Unit (Reading, Writing, Speaking & Listening, and Language)
Genre/Theme: **Enduring Understandings:** **Essential Question(s):**	**Diagnostic:** **Formative Assessment:** **Interim Assessment:** **Summative Assessment:**	**NOTE: <u>FOUNDATIONAL SKILLS for Grades K-5 should be embedded in individual lesson plans.</u>** **READING** **WRITING** **SPEAKING AND LISTENING:** **LANGUAGE:**	**Best Practices included:** **Additional Best Practices for Differentiation:** **Considerations for English Language Development:**	

Concept Organizer / Frayer Model

New Concept: ***Enduring Understanding*** **(noun)**

Example Sentence: An **Enduring Understanding** gets at the bigger picture and provides a framework for making learning meaningful and memorable.

Definition:

An **Enduring Understanding** is a statement that summarizes important ideas and core processes that are central to a discipline and have lasting value beyond the classroom.

Key Characteristics:

1. are directly linked to what you are teaching and the student learning outcomes for that spiral
2. have lasting value beyond the classroom
3. are best acquired by "uncovering" and "doing" the subject
4. can be connected to other works that students have read and will read and are not text-specific
5. can be connected to the lives of students, teachers and people around the world

Examples:

1. Stories, fables, and fairytales reflect the beliefs and thinking of societies around the world.

Non-Examples:

1. *Cinderella* and *Snow White* are both examples of classic folktales.
2. *Cinderella* teaches us that good things happen to good people.
3. The movie, *Karate Kid*, is an example of how bullies can easily be outwitted and overpowered.
4. The lessons learned in the fable, *The Tortoise and the Hare*, can transcend time.

Concept Organizer / Frayer Model

New Concept: ***Essential Question*** **(noun)**

Example Sentence: As a teacher begins planning the school year for a course, s/he should consider the **Essential Questions** that give meaning, relevance, and definition to the course.

Definition:

An **Essential Question** is an over-arching question that provides focus and engages students.

Key Characteristics:

1. have no one obvious "right" answer
2. lead to other essential questions
3. are not just a rewrite of a teaching objective
4. center on major issues, problems, concerns, interests, or themes
5. require students to evaluate, synthesize, or analyze (require higher level thinking)
6. focus on "So why is this important?"
7. are a great way to check deep comprehension at the end of a lesson or unit

Examples:

1. How can the stories, fables and folktales help me gain a larger view of the world and the people in it?

Non-Examples:

1. Why is the hare in *The Tortoise and the Hare* successful?
2. How is the message of *Cinderella* similar to the message of *The Rough Face Girl*?
3. What lesson can you learn from the story *The Three Little Pigs*?
4. What motivated the stepmother in *Cinderella* to treat Cinderella so poorly?

SFUSD Curriculum Map Revision Tool

	Probing Questions	Thoughts and Reflections	Revisions/Next Steps
Best Practices Used to Explicitly Teach the Skills and Concepts	• What specific strategies/best practices promote rigor/higher order thinking? • What specific strategies/best practices will best develop the skills addressed in the student learning outcomes? • Do strategies allow for differentiation for all learners including English learners and students with IEPs? • Do the strategies include opportunities for all students to expand and practice academic language and vocabulary? • Are there opportunities for students to **read complex texts closely** to build knowledge **through literary texts** and **content-rich nonfiction?** • Are there opportunities for students to read, write, and speak grounded in **evidence from text** (both literary and informational)? • Are there opportunities for practice with **complex text?** • Have **academic conversations** been embedded for the purpose of providing students the opportunity to deeply understand the concepts and skills related to reading and writing?		
Resources for Map	• Are the resources rigorous/appropriately complex for the grade level? • Are nonfiction/informational texts included where appropriate? • Can other content areas be integrated with the spiral? What are they and what would they look like?		
Other	• Is the map clear enough to be understood without the writer present? If not, what do you need to add or supplement?		

SFUSD Curriculum Map Revision Tool

	Probing Questions	Thoughts and Reflections	Revisions/Next Steps
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Resources for Map	• Are the resources rigorous/appropriately complex for the grade level? • Are nonfiction/informational texts included where appropriate? • Can other content areas be integrated with the spiral? What are they and what would they look like?		
Other	• Is the map clear enough to be understood without the writer present? If not, what do you need to add or supplement?		

SFUSD ELA PK-12 Core Curriculum
Steps in the Unit Planning Process for ELA and ELD[1]

Materials you will need:

- ☐ *Completed* SFUSD ELA PK-12 Curriculum Map
- ☐ SFUSD ELA PK-12 Unit Overview Template
- ☐ **Resources: Go to** Humanities Home Page

Before unit planning, all Language Arts teachers use the SFUSD ELA PK-12 Scope & Sequence to plan curriculum maps that are broad ideas for 6-8 week units of instruction. Follow the steps outlined in the SFUSD Curriculum Mapping Process Page.

Use the SFUSD ELA PK-12 Unit Overview Template to arrange all the big ideas outlined in the curriculum map into a week-by-week plan. Identify each week's major learning experiences and instructional sequences. As specified in the ELA/ELD Framework for California Public Schools (draft), all teachers must provide English Learners with high quality instruction in the core content area with integrated specialized support to ensure full access to the content; in addition, English Learners must *also* be provided with instruction to ensure that their linguistic and academic needs are fully met. Use the SFUSD ELA PK-12 Scope and Sequence (*with embedded CA Common Core State Standards*) in tandem with the CA ELD Standards and ELA/ELD Framework for California Public Schools (draft) as road maps for designing units of instruction.

STEP 1: Locate the **SFUSD ELA PK-12 Curriculum Map you created with colleagues** for your grade level.

STEP 2: **Write the Enduring Understanding(s)** from your curriculum map (linked to your student learning outcomes) onto your Unit Overview. Consider what instructional experiences will lead students to uncover these understandings.

STEP 3: **Identify when the summative assessment(s) will be given and write them in the appropriate week(s).** What will students be able to do at the end of the unit? Plan backward from your summative assessment(s), keeping in mind what students will need to be successful.

STEP 4: **Identify when the diagnostic assessment(s) will be given.** Diagnostic assessments should occur early in the unit, are linked to the student learning outcomes and provide evidence of what students already know in order to plan instruction. Refer to column 2 of your curriculum map.

STEP 5: **Design** formative assessments to identify students' current level of learning and to adjust instruction to help students meet desired learning outcomes. Record these in the final column of your unit plan week by week.

STEP 6: **Identify and sequence the daily and/or weekly instructional experiences and best practices** that will allow students to meet the student learning outcomes independently. Refer to column 4 of your curriculum map when considering differentiation and best practices for all students.

Additional Considerations for English Language Development (ELD)

The student learning outcomes outlined in the **SFUSD ELA PK-12 Scope and Sequence** are for **all** students. The 2012 CA ELD Standards correspond to the CCSS in ELA.

- Well-planned instruction in English Language Arts begins with knowledge of the correspondence between the CCSS ELA and CA ELD standards.
- SFUSD has created ELA Rubrics that correspond to several ELD standards for the K-5 CCSS-Based Report Card.

What is ELD?

The term ELD refers to a variety of settings in which English Learners receive specialized instruction. All ELs require differentiated support that is integrated into core content areas throughout the school day; some ELs also require additional instruction in the form of a dedicated ELD block.

Integrated ELA/ELD throughout day	Dedicated ELD block (*where applicable*)
Teachers design unit and lesson plans that reflect explicit instruction to support English Learners to meet student learning outcomes.	ELD is a bridge to ELA independent of any published program or script. Therefore, teachers need to make sure that ELD instruction flows and aligns seamlessly with the SFUSD ELA PK-12 Core Curriculum.

[1] ELD refers both to a dedicated ELD block and to integrated instruction for English Language Development in content area classes, including ELA.

SFUSD ELA PK-12 Core Curriculum Unit Planning Template for ELA and ELD

Grade ____ Spiral ____

During the curriculum mapping process, you identified enduring understandings and essential questions and determined how students would demonstrate their understandings at the end of the spiral. Use this template to identify each week's major learning experiences and instructional sequences. Use the SFUSD ELA PK-12 Scope and Sequence (*with embedded CA Common Core State Standards*) in tandem with the CA ELD Standards and ELA/ELD Framework for California Public Schools (draft) as road maps for designing units of instruction.

Enduring Understandings:_____

Learning Experiences and Instructional Sequences	Student Learning Outcomes
Week 1	By the end of this week, students should know and/or be able to... as demonstrated by...
Week 2	By the end of this week, students should know and/or be able to... as demonstrated by...
Week 3	By the end of this week, students should know and/or be able to... as demonstrated by...

Consider:

1. How should I teach, how should I coach, and how should I facilitate student "discovery"?
2. In order to truly meet the learning outcomes, what should students be able to do *independently* (transfer)?
3. What should I be doing to make them more independent and able to transfer? *(adapted from Wiggins, Grand & McTighe, 1998)*

SFUSD

SFUSD ELA PK-12 Core Curriculum Unit Planning Template for ELA and ELD

Grade ____ Spiral ____

During the curriculum mapping process, you identified enduring understandings and essential questions and determined how students would demonstrate their understandings at the end of the spiral. Use this template to identify each week's major learning experiences and instructional sequences. Use the SFUSD ELA PK-12 Scope and Sequence (*with embedded CA Common Core State Standards*) in tandem with the CA ELD Standards and ELA/ELD Framework for California Public Schools (draft) as road maps for designing units of instruction.

Enduring Understandings:_____

Learning Experiences and Instructional Sequences	Student Learning Outcomes
Week 7	By the end of this week, students should know and/or be able to... as demonstrated by...
Week 8	By the end of this week, students should know and/or be able to... as demonstrated by...

Consider:

1. How should I teach, how should I coach, and how should I facilitate student "discovery"?
2. In order to truly meet the learning outcomes, what should students be able to do *independently* (transfer)?
3. What should I be doing to make them more independent and able to transfer? *(adapted from Wiggins, Grand & McTighe, 1998)*

SFUSD

SFUSD ELA PK-12 Unit Plan Revision Tool for ELA and ELD

	Probing Questions	Thoughts and Reflections	Revisions/Next Steps
Diagnostic Assessment Data	❑ Was the diagnostic assessment(s) linked to the summative assessment(s) and essential questions for this unit? ❑ Which data from the diagnostic assessment(s) did I use to inform instruction? ❑ What changes did I make to my instructional plan after analyzing the data?		
Backward Planning & Sequencing	❑ How successful was I at planning backward from the summative assessment to create a well-sequenced learning progression? ❑ How successful was I at providing enough time for students to master the skills and concepts in this unit?		
Differentiation	❑ How did I use the CA ELD Standards and the ELA/ELD Framework in tandem with the SFUSD Scope and Sequence to design specialized instruction for English Learners within the core content area? ❑ What specific accommodations and/or modifications did I make in this unit for students with IEPs? ❑ What temporary scaffolds did I use to help students who need more support to access the curriculum? ❑ What data did I use to determine when to remove those temporary scaffolds?		

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SFUSD ELA PK-12 Unit Plan Revision Tool for ELA and ELD

	Probing Questions	Thoughts and Reflections	Revisions/Next Steps
Learning Progressions & Assessments	❑ How did the instructional activities allow students multiple opportunities to demonstrate understanding? ❑ How did I use this formative assessment data to inform my instruction? ❑ What can I learn from the summative assessment data to inform future instruction (in the next unit and beyond)? ❑ What student learning outcomes will I need to reteach in future units and for which students?		
Gradual Release of Responsibility	❑ When/how did I teach, when/how did I coach, and when/how did I facilitate student "discovery"? ❑ What could I have done to make students more independent and able to apply skills and knowledge?		
Instructional Shifts	❑ What opportunities were there for students to read complex texts closely to build knowledge (literary and informational)? ❑ What opportunities were there for students to read, write, and speak grounded in evidence from texts? ❑ What opportunities were there for regular practice with complex text and its academic language in conversation?		

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SFUSD ELA PK-12 Core Curriculum Lesson Plan

Subject: _____	**Grade**: _____	**Spiral**: _____	**Lesson #**: _____
Teacher: _____	**School**: _____		**Date**: _____

1. **Student Learning Outcome(s):** *What will students know and be able to do as a result of this lesson?*

2. **Language Objective(s):** *What are you asking students to do with language (i.e., argue, elaborate, explain, describe) when you ask them to articulate their understanding of the content task?*

3. **Common Core Learning Standard(s) Addressed:**

4. **Relevance/Rationale:** *Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?*

5. **Formative Assessment Criteria for Success:** *How will you and your students know if they have successfully met or are approaching the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?*

6. **Activities/Tasks:** *What learning experiences will students engage in? What opportunities will students have to engage in productive talk? How will you use these learning experiences or their student products as formative assessment opportunities?*

Levels of Thinking:	**Gradual Release of Responsibility:**
What higher order thinking skills will students use?	*What procedure(s) will be followed to ensure optimal student learning?*
• Remember • Understand • Apply • Analyze • Evaluate	• **I do** (Whole Group) • **We do** (Whole/Small Group/Individual) • **You do** (Individual/Small group) (**I observe**) • **You do** (On your own)

7. **Resources/Materials:** *What texts, digital resources and materials will be used in this lesson? What opportunities exist for interdisciplinary collaboration?*

8. **Access for All/Differentiation:** *How will you ensure that all students have access to and are able to engage appropriately in this lesson (ELL, special needs)? Consider all aspects of student diversity. What curriculum modifications and/or classroom accommodations will you make for students with special needs in your class? Be as specific as possible.*

Common Core Aligned Lesson: Reflection

1. Does this lesson reflect one of the "shifts" (close reading, writing from sources, increasing nonfiction, academic language) in instruction? If so, which shift is addressed and how?
2. What should I be doing to make students more independent and be able to transfer the knowledge/skill(s)?
3. How did this lesson reflect academic rigor?
4. How did this lesson cognitively engage students?
5. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

Notes: What worked? What didn't work? Now what?