

LAKEVILLE AREA SCHOOLS

# CURRICULUM MAPPING

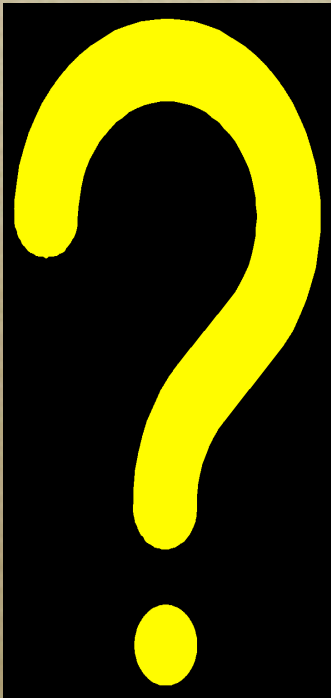
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- Why Curriculum Mapping?
- What Does it Look Like?
- When is Mapping Finished?

# WHY ARE WE MAPPING? A GOOD QUESTION...

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A meta-analysis of 35 years of educational research indicates “a guaranteed and viable curriculum” is the school level factor with the most impact on student achievement.

Marzano, *“What Works in Schools: Translating Research into Action.”*

# A GUARANTEED AND VIABLE CURRICULUM

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**Guaranteed** = the development of content area Essential Learnings

**Viable** = the process of Curriculum Mapping



# THE PROCESS OF **DIARY MAPPING**...

...uses the **school-year calendar** as its organizer. By considering what each teacher has taught (and what students have actually done), we can discover and discuss gaps, repetitions, and/or other concerns within our curricula.





# THE NUTS N' BOLTS OF MAPPING...

## DIARY MAP (DONE MONTHLY)

A personalized map written at the end of the month by each teacher that contains what **REALLY** took place in the classroom during the past month

*September*

Content	Skills	Assessment

A large, thick purple arrow with a black outline, pointing from left to right across the bottom row of the table. The arrow starts in the 'Content' column, passes through the 'Skills' column, and ends in the 'Assessment' column.

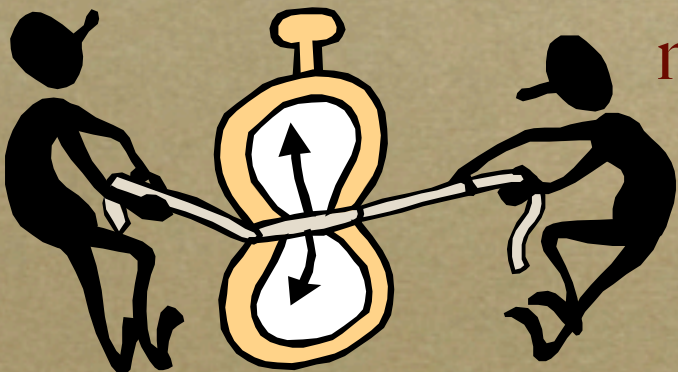
# DIARY MAP

COURSE/SUBJECT: MATH	MONTH: SEPTEMBER	TEACHER: VANBEEK
<p><b>CONTENT/ESSENTIAL QUESTIONS</b>            Descriptive Nouns, <a href="#">Think Table of Contents</a>            Resources—Text, materials, guest speakers, field trips, etc</p>	<p><b>SKILLS/ESSENTIAL LEARNINGS</b>            Seeable or Measurable Verbs; Descriptors whenever possible;            Use <b>–ed</b> or <b>past-tense</b> endings; Verbs to avoid: Understood,            Knew, Demonstrated, Used...these are NOT measurable.</p>	<p><b>ASSESSMENTS</b>            Defined Noun; If an abstract/complex assessment, you will            need to include the evaluation process and tool (i.e. rubric,            points scale, ect..)</p>
<p><b>A. Basic Colors</b>            Resources</p> <ul style="list-style-type: none"> <li>• Crayon Person Art Project</li> <li>• In My Room Booklet</li> <li>• Color Farm Song - Dr. Jean Sing to Learn CD</li> <li>• Color Dominoes</li> <li>• Cat's Colors by Jane Cabrera</li> </ul> <p><b>B. Numbers 1 - 12</b>            Resources</p> <ul style="list-style-type: none"> <li>• Math Book of Numbers packet</li> <li>• Houghton Mifflin Textbook - Chapter 1</li> <li>• Counting Penguins - by Betsey Chessen</li> </ul> <p><b>C. Money</b>            Resources</p> <ul style="list-style-type: none"> <li>• Houghton Mifflin Textbook - Chapter 1</li> </ul>	<p>A1. Identified 7 basic colors in visual &amp; written form            A2. Differentiated between the 7 basic colors through the identification of objects.            A3. Recited the spelling of the 7 basic colors through music.</p> <p>B1. Compared numbers numerically, in written form, and matching objects to show relationships.            B2. Compared numbers and objects focusing on fewer and more.            B3. Distinguished numbers in sequential order.</p> <p>C1. Identified the value of a penny.            C2. Compared the value of pennies to priced objects and identified if there was enough money to purchase objects.</p>	<p>A1. Design a construction paper crayon person with the coordinating color name identified.            A2. 12-page booklet identifying colors with coordinating name.            A3. Singing Color Farm Song</p> <p>B1 - B2. 10 page booklet identifying number words, corresponding amounts, and the numerical number.            B1 - B2. Chapter 1 test</p> <p>C1 - C2. Chapter 1 test            C1 - C2. Worksheet pages from Houghton Mifflin Text</p>

# WHAT'S NEXT?

**TIME** is an issue, which is why a **technology-based** system is the most efficient way to aid our mapping journey!

The Curriculum Mapper™ is a web-based software that provides a data base of maps created by all teachers in our school district



...IN THE CURRICULUM MAPPER™, INDIVIDUAL TEACHER **DIARY MAPS** ARE LISTED IN PURPLISH-BLUE AND **MASTER MAPS** ARE LISTED IN RED IN THE **SCHOOL OVERVIEW**.

Teacher Name	Map Title	Date
Kimbrough, Phillip	<a href="#">ADV GRAPHIC COMMUN 11</a>	9/26/2003
Dober, Dennis	<a href="#">Advanced Algebra With Trigonometry</a>	10/3/2003
Maloney, Tanya	<a href="#">Advanced Algebra With Trigonometry</a>	10/2/2003
Perkins, Deberah	<a href="#">Advanced Algebra With Trigonometry</a>	10/28/2003
Marchman, Lorraine	<a href="#">Afro American History</a>	10/2/2003
owusu, carolyn	<a href="#">Afro American History</a>	10/1/2003
Roberts, Odessey	<a href="#">Afro American History</a>	8/11/2003
huff, jacqueline	<a href="#">Algebra</a>	10/2/2003
hunt, edna	<a href="#">Algebra</a>	10/2/2003
Perkins, Deberah	<a href="#">Algebra</a>	10/28/2003
Perkins, Deberah	<a href="#">Algebra</a>	10/3/2003
Roberts, Odessey	<a href="#">Algebra</a>	8/7/2003
SMIT, MARGARETHA	<a href="#">Algebra</a>	10/2/2003
sylva, shirley	<a href="#">Algebra</a>	10/2/2003
Weaver, Benjamin	<a href="#">Algebra</a>	10/3/2003
Williams, Patricia	<a href="#">Algebra</a>	10/2/2003
Wyatt, Barbara	<a href="#">Algebra</a>	10/2/2003
Perkins, Deberah	<a href="#">ALGEBRA (HON)</a>	8/23/2003
BENOIT, E	<a href="#">American Literature</a>	10/3/2003
Lewis, Bobbie	<a href="#">American Literature</a>	10/31/2003
Powell, Delores	<a href="#">American Literature</a>	10/20/2003

# Individual's Diary Map

Complete Curriculum Map



## ALGEBRA



School: [Paul Robeson High School](#)

Course #: 42310

Teacher: huff, jacqueline

Email: (withheld)

Grade Level: 9

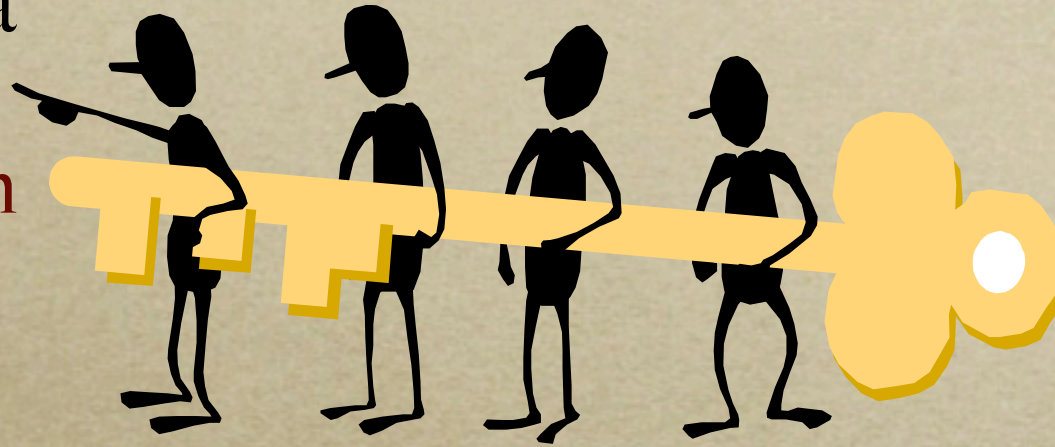
MONTH/YEAR	CONTENT AND ESSENTIAL QUESTIONS	SKILLS	ASSESSMENT	READING STRATEGIES	MODIFICATIONS
September	4. Real Numbers				

# DURING THE NEXT 3-5 YEARS, LAKEVILLE EDUCATORS WILL:

- ✓ Learn the Diary Mapping Process
- Learn to use The Curriculum Mapper software
- Participate in conversations at the building & district levels
- Identify gaps and redundancies within the curriculum
- Determine time needed for teaching and learning
- Learn to analyze assessment data
- Determine areas in the curriculum that will require long-term research and development
- Modify the curriculum based on student needs
- Develop a fully-aligned K-12 curriculum

The mapping process will become our organizational structure for curriculum conversations within buildings and across the district.

The **key** to improving student achievement is the identification of a **guaranteed and viable curriculum** for all students.



Curriculum Mapping is the **structure** that involves all educators in this ongoing **process**.