PBS TeacherLine Course Syllabus

Title

Curriculum Mapping I

Target Audience

This course is intended for pre-service and in-service teachers of grades K-12.

Prerequisites

To successfully participate and complete the assignments in this course, the learner must:
- Have past experience using the classroom computer.
- Have past experience working with the Internet.
- Be familiar with taking an online course or have completed the PBS "Practice Learning Online with TeacherLine" course.
- Be familiar with elementary or middle school educational content.

Course Description

Curriculum mapping is an educational tool aimed at fine-tuning the scope and sequence of the curriculum that students encounter through their 13 years of schooling. Developed by mapping expert Dr. Heidi Hayes Jacobs with assistance from curriculum mapping consultant Dr. Susan Udelhofen, this course will teach learners how to use mapping in their school building and at the district level. As a final project for this course, learners will create their own curriculum map. They will also be asked to review the projects developed by two of their colleagues.

Instructor/Facilitator

See instructor/facilitator sheet.

Credits

To be determined by college or university.

Goals

In this course, learners will master the basics of curriculum mapping. They will learn about the history and purpose of curriculum mapping, the role an individual teacher plays in curriculum mapping, the types of maps, and the various data collected in the maps. Finally, learners will apply what they've learned in their own curriculum planning.
By the end of this course, learners will:
- Understand the history and purpose of curriculum mapping;
- Understand the role an individual teacher plays in curriculum mapping;
- Identify the different types of curriculum maps and the types of data they hold;
- Create their own curriculum map.

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Outline of Content and Assignments

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following six sessions, working through each session in order. Throughout the sessions, learners are asked to articulate their ideas in various forms: they are encouraged to reflect on their ideas and experiences in their online journal; the discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences. As a final project, learners create a slide show which answers an essential question from their curriculum, incorporate it into a lesson plan, and implement it in their classroom. They also design a multimedia project for their students in which they will answer an essential question in the curriculum. Finally, they will reflect on the lesson implementation.

This course is designed to address ISTE's *Educational Technology Standards and Performance Indicators for All Teachers*. These standards define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.
This course specifically addresses the following ISTE NETS*T:

I. **Technology Operations and Concepts**.
Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

> A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).

IV. **Assessment and Evaluation.**
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

> B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

V. **Productivity and Professional Practice**
Teachers use technology to enhance their productivity and professional practice. Teachers:

> C. apply technology to increase productivity.

> D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Visit cnets.iste.org for a full list of the ISTE's *Educational Technology Standards and Performance Indicators for All Teachers* and more information about these standards.

Session 1: Basic Concepts of Curriculum Mapping

What is curriculum mapping? Who creates and maintains curriculum maps? What are the ways to collect the curriculum mapping data? In this session, learners will consider these questions as they examine some of the basic concepts of curriculum mapping. First, they will get ready to learn by introducing themselves to fellow learners in the discussion forum and by setting some goals and questions to guide their learning in this course.

Learners will:
- Define their professional goals and expectations for this course in their online journal.
- Explain their prior knowledge about curriculum mapping.
- Describe how curriculum mapping can help students.
- Analyze the benefits of collaborating with colleagues to plan a curriculum.

Write in online journal
- Reflect on expectations for the course.
- Reflect on prior knowledge.
- Reflect on the following: "How do you believe the process of curriculum mapping will help your teaching practice? How would it help your students?"

Participate in an online discussion
- Introduce themselves to other learners.
- Describe current curriculum, considering the following questions. In what ways can curriculum mapping help improve existing model?
    - Is your current curriculum easily accessible to all teachers, students, administrators, and parents?
    - Is it easily modified on a timely basis?
    - Is it a tool that is easily used by new teachers?
    - Is it technology-based?
    - Is it clearly aligned to academic standards?

Complete activity
- Reflective Collaborative Process Interactive

Read
- "Making the Case for Curriculum Mapping"
- "Schools Use Technology to Map Their Curricula" (not required)

View video
- "Music and Mapping"

Session 2: History and Benefits of Curriculum Mapping

In this session, learners will look at the history of curriculum mapping and examine its benefits.

Learners will:
- Analyze how the process of curriculum mapping builds professional learning communities.
- Describe systems for curriculum planning currently in use.
- Evaluate how using a bottom-up process can benefit curriculum design within a school.

Read
- "The Need for Calendar-Based Curriculum Mapping"
- "Use of Curriculum Mapping to Build a Learning Community"
- "Contemporary Curriculum Circumstances" (not required)
- "Restructuring in the Classroom: Teaching, Learning, and School Organization" (not required)
- "Long Term Journey that Transformed a District" (not required)
- "Fundamental Curriculum Concepts" (not required)
- "Curriculum Mapping" (not required)

Write in online journal
- Reflect on how the process of curriculum mapping can build professional learning communities both within building and across districts.

View video
- "Science and Math"

Participate in an online discussion
- Discuss systems currently used for curriculum planning (as an individual or as part of a department, faculty or district).
- Discuss how using a bottom-up process can benefit curriculum design within a school.

Session 3: What's in a Curriculum Map?

In this session, learners will consider the specific data that goes into a curriculum map and begin to create their own maps.

Learners will:
- Evaluate the strengths and weaknesses of a sample curriculum map.
- Analyze how to balance changes in curriculum with meeting state standards and preparing children for high-stake tests.
- Map a course or content area for a school year through curriculum mapping.

Complete activity
- Curriculum Map Puzzle Interactive

Write in online journal
- Respond to the following questions to complete evaluation of sample map:
    - What curriculum map did you review?
    - What are the strengths of this particular map?
    - What are the areas that need revision?
    - What did you learn about your own mapping expertise as a result of examining these maps?
    - What questions would pose to the author of this map?

Complete assignment
- Begin work on Final Project Part 1: Curriculum Map.

Read
- "Creating a Timely Curriculum: A Conversation with Heidi Hayes Jacobs"

Participate in an online discussion
- Based on the reading, respond to the following: "Do you agree or disagree with Jacobs? Why? How can you balance changes in curriculum with meeting state standards and preparing children for high-stake tests?"

Session 4: Strategies for Working with Curriculum Maps

In this session, learners will continue their work on their final project. They will also look at strategies to keep in mind when working with curriculum maps.

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By the end of this session, learners will be able to:
- Discuss the effect of technology and the mapping process.
- Identify three benefits of using computer-based mapping templates.
- Consider how elements of a computer-based curriculum mapping template would affect their planning.

Participate in an online discussion
- While technology can make the curriculum mapping process easier for teachers, many teachers are intimidated by technology. Do you think this may make it more difficult to encourage teachers to participate in the mapping process?

Read
- "Connecting Curriculum Mapping and Technology"
- "Curriculum Mapping and Software" (not required)
- "Curriculum mapping as a hub" (not required)

Write in online journal
- List at least three benefits of using computer-base templates.
- List the elements of curriculum mapping that can be linked through a mapping template and reflect on how using a similar template would affect planning.

View video
- "The Computer Template"
- "The Mapping Network"

Session 5: Editing Curriculum Maps – An Introduction

In this session, learners will be introduced to editing a curriculum map on their own. It is intended to be a practice session preliminary to the PBS TeacherLine course Curriculum Mapping II, in which learners will explore how to work with mapping data in a group.

By the end of the session, learners will be able to:
- Identify how to resolve or avoid repetitions in your teaching.
- Review a curriculum map to find repetitions, gaps, areas for integration, standards alignment, timeliness, and coherence.
- Assess the advantages of looking at curriculum within the "big picture."

Read
- "Working with Mapping Data"
- "Curriculum Mapping as Professional Development"

View video
- "Gaps and Repetitions"

Write in online journal
- Reflect on the following: "How could the repetitions you have come across in your teaching be avoided or resolved?"

Complete assignment
- Peer review maps of colleagues.
- Mixed small group review

Participate in an online discussion
- Discuss some of the advantages of looking at curriculum within the "big picture".

Session 6: Concluding Thoughts and Ideas

This final session will provide learners with the opportunity to pull together all the concepts they have learned during the course through the completion of their Curriculum Map Project.

By the end of this session, learners will be able to:
- Synthesize their learning in this course by revising their curriculum maps.
- Evaluate how knowledge of curriculum mapping will change the way they plan curriculum.
- Construct an argument to convince colleagues in their school or district about the value of curriculum mapping.
- Assess their learning in this course by comparing prior knowledge and acquired knowledge in a journal activity.
- Analyze the learning experience in this course by reflecting about professional goals and expectations in the online journal.

Final Project
- Final Project Part 4: Reflection Paper

Write in online journal
- Reflect on the following: "How will your experience with curriculum mapping change the way you plan curriculum?"
- Acquired knowledge
- Professional goals and expectations

Participate in an online discussion
- Respond to the following: "Do you think your building principal will support your work with curriculum mapping? Will the other teachers in your school feel that it is worth the work involved?"
- Construct an argument on how to convince administrators and other teachers about the value of curriculum mapping.

Schedule

It will take about 30 hours to complete this course. Each session should take approximately 4-5 hours.

Requirements

Learners are expected to:
- Complete all assignments.
- Maintain an online journal.
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
- Be self-directed and self-motivated.
- Ask for assistance when they need it.

Materials (hardware, software, plug-ins)

PBS TeacherLine®

Technical Requirements
- Word processor
- Internet service provider
- E-mail

Academic Dishonesty Policy

To be inserted by university institution only