PBS TeacherLine Course Syllabus

Title

Curriculum Mapping II by Heidi Hayes Jacobs (formerly CURR125 and CURR130)

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.
- Have knowledge of the year-long curriculum for an elementary, middle school, or high school classroom.
- Have successfully completed the course "Curriculum Mapping I."
- Have access the to curriculum map created in "Curriculum Mapping I."

Course Description

Curriculum Mapping II is the second of two PBS TeacherLine courses on this subject. 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. Based on the work of Dr. Heidi Hayes Jacobs, and developed by Dr. Jacobs with assistance from curriculum mapping consultant Dr. Susan Udelhofen, this course will teach learners how to use mapping collaboratively in their school building and at the district level. As a final project for this course, learners will collaborate with colleagues to edit and revise the curriculum map they completed in Curriculum Mapping I.

Instructor/Facilitator

See instructor/facilitator sheet.

Credits

To be determined by college or university.

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Goals

This course will take learners through the steps required to analyze and refine mapping data so that it can be used as a tool for curriculum planning in a school building. They will learn advanced methods of working with curriculum mapping data that can facilitate reforms in curriculum design in school buildings and districts. Finally, learners will apply what they've learned in their own curriculum planning.

By the end of this course, learners will:

- Analyze and refine mapping data for coherency and developmental suitability;
- Recognize the role of curriculum mapping teams and sharing mapping data in school-wide curriculum planning;
- Identify the seven phases of review/revision that culminate in a school-wide curriculum map.
- Focus on the role of advanced curriculum mapping features (essential questions, developmentally appropriate assessments, precision skills, and benchmark assessments) in improving curriculum design and aligning curriculum with state and local standards;
- Consider how curriculum mapping data can be used to effect systemic reform;
- Learn the steps for spreading curriculum mapping beyond their individual schools.
- Understand the role technology plays in creating, storing and sharing curriculum mapping data.

Outline of Content and Assignments

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete 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 will participate in and reflect on a collaborative mapping process.

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.

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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: The Seven Phases of Curriculum Mapping

What steps does a curriculum mapping team take to develop a map that can be used building-wide? This session will take learners through the seven-phase process of collaboration that occurs after teachers have compiled content, skill and assessment data into individual curriculum maps. At this time we invite learners to take out the curriculum map they completed for Curriculum Mapping I. It will be a helpful reference as they learn about the phases of curriculum mapping data analysis in this session, and will be used throughout this course. 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.
- Discuss how they would get teachers to support a curriculum mapping initiative in their school or district.
- Evaluate the value of the seven-phase process of collaboration in enhancing and improving an individual teacher's curriculum map.

Read
- "Procedures for Curriculum Mapping"
- "Leadership Teams"
- "Benefits of Mapping"

View videos
- "Mapping Session"
- "First Read Through"
- "Getting It All Done"
- "Mapping Meeting"

Complete activities
- Explore "Mapping Team" interactive
- View Web sites: "The Freeport Public Schools" and "Curriculum Designers."

Write in online journal
- Reflect on expectations for the course.
- Reflect on prior knowledge.
- Reflect on the following: "How do you think working through the seven phase process with a team of colleagues from your school would enhance and improve the curriculum map you created in Curriculum Mapping 1?"

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Participate in an online discussion

- Introduce themselves to other learners.
- Discuss the following: “How do you think your colleagues might respond to a curriculum mapping initiative in your school or district?” Then, share some ideas about getting teachers to support the process of mapping.

Session 2: Essential Questions

Content, skills and assessments form the core of a curriculum map. One way to frame these components of a unit and focus student learning is through essential questions. In this session, learners will consider how essential questions can help them refine their goals for students and refocus their curriculum around what is essential to teach and learn.

Learners will:

- Develop and integrate essential questions into their curriculum maps.
- Assess when the curriculum mapping process should address essential questions and explain why.
- Evaluate how essential questions help increase student understanding.
- Describe how the use of essential questions would increase student understanding in their curricular area.

Read

- “What is a Matter of Understanding?”

View videos

- “Essential Questions 1”
- “Essential Questions 2”

Complete activity

- Play “Essential Question” game

Complete assignment

- Essential Questions Assignment: Final Project Part I - This part of your final project corresponds to Phase 1 of the mapping process: collecting data. Learners will expand on the data they collected in Curriculum Mapping I by adding essential questions to their maps.

Write in online journal

- Reflect on how essential questions can help increase student understanding and on an area in their teaching where an essential question could help develop better understanding.

Participate in an online discussion

- Discuss the following: “When do you believe essential questions should be addressed in the curriculum mapping process? Why do you think so?”

Session 3: Developing Assessments and Standards Alignment

When curriculum maps are edited, one area in which there is often needed room for improvement is in how student learning is assessed. Too often, we repeat the same assessment type (a written report, for example) throughout the grades rather than choosing more complex assessments as the content and skills students are learning become more advanced. In this session, learners will

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look at how curriculum mapping can help generate developmentally appropriate assessments. They will also consider how precision skills can improve curriculum and help students meet standards.

Learners will:

- Discuss how the backwards design process can be used in conjunction with curriculum mapping.
- Assess how the inclusion of precision skills in a curriculum facilitates the integration of standards.

Read

- "Thinking Like an Assessor"

View video

- "Developmental Assessment"

Write in online journal

- Reflect on the following: "How does including precision skills in your curriculum map facilitate the integration of standards?"

Participate in an online discussion

- Respond to the following: "Do you think that the backward design process regarding assessments can be used in conjunction with curriculum mapping? What effect do you think backward design has on the mapping process?"

Session 4: We've Got Our Maps, Now What?

Curriculum mapping is an ongoing, long-term process that begins when teachers map the content, skills and assessments for each unit they teach. Too often, the process does not continue beyond this initial cycle and the lasting benefits of curriculum mapping are not realized. In this session we will consider the necessary steps for implementing an action plan and spreading the mapping process throughout a school building and beyond to the district level.

Learners will:

- Analyze the benefits and challenges of the curriculum mapping process.
- Analyze the potential issues of implementing curriculum mapping throughout a district.
- Revise curriculum maps using a set of prescribed strategies.
- Share and compare observations with peers.

Read

- "Implementing the Action Plan and Beyond"
- Four Phases for Spreading Curriculum Mapping

Complete assignment

- Final Project Part II: Read-through and Sharing - This part of the final project corresponds with Phases 2 and 3 of the curriculum mapping process: first read-through and mixed group review session. Learners read through the curriculum maps of their peers and share their observations in small groups.

Write in online journal

- Reflect on the following: "What do you believe are going to be the most positive outcomes of this curriculum mapping process for you and your students? What do you foresee as the biggest challenge of this long-term, ongoing curriculum process?"

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Participate in an online discussion

- Discuss some of the issues that might arise when curriculum mapping is first introduced to a district,and ways these issues might be resolved.

Session 5: Consensus Maps - Developing Agreed Upon Skills and Benchmark Assessments

While curriculum mapping can enrich curricula and maximize student learning within an individual classroom, the most significant impact comes when the mapping process is aimed at fine-tuning the scope and sequence of the curriculum that students encounter throughout their 13 years of schooling. In this session, learners will look at aspects of the mapping process that, when used throughout a school building or an entire district, can facilitate reforms in curriculum design.

By the end of the session, learners will be able to:

- Evaluate the policy points Heidi Hayes Jacobs presents in “Development of a Consensus Map.”
- Assess the findings of small-group curriculum mapping teams, compile a master list and determine a plan for revision.
- Evaluate the ways in which integrating benchmarks into a building or district’s curriculum map can benefit both teachers and students.

Read

- “Development of a Consensus Map”
- “Curriculum Mapping and Software”
- “Creation of Benchmarks on the Building Map”

View video

- “Benchmarks”

Complete assignment

- Final Project Part III: Mapping Phases 4-6 - This assignment corresponds to Phases 4, 5 and 6 of the mapping process: large group review, determining which points can be revised immediately and determining which will require long-term research and development.

Write in online journal

- Reflect on the following question: “In what ways will integrating benchmarks into a building or district’s curriculum map benefit both you and your students?”

Participate in an online discussion

- Based on the experience and readings in this course, respond to the following: “Explain why you agree or disagree with the policy points Jacobs raises in her discussion of the various disciplines.”

Session 6: Connecting Curriculum Mapping to Other Initiatives

This final session will provide learners with strategies for connecting curriculum mapping to other initiatives in their school or district.

By the end of this session, learners will be able to:

- Discuss the connections between curriculum mapping and other building or district initiatives.

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- Compare and contrast connections between curriculum mapping and other curriculum-related initiatives.
- Apply immediate revisions to individual curriculum maps and propose steps for long-term planning and revision.
- 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 on professional goals and expectations in the online journal.

Read

- "Curriculum Mapping as a Hub: Integrating New Forms of Data, Decision-Making Structures and Staff Development."

Complete assignment

- Written Reflection: Final Project Part IV – Learners write a 1-2 page paper reflecting on the collaborative curriculum mapping process they just participated in, and discussing the steps they would take next if this were their school.

Write in online journal

- Reflect on the following: "The reading identifies key causes for fragmented decision-making and posits ways to rethink decision-making structures, integrate data, and create targeted staff development responses. Which, if any, were surprising perspectives you hadn't considered before? Which, if any, would you disagree with?"
- Acquired Knowledge
- Professional Goals and Expectations

Participate in an online discussion

- Discuss the following: "What connections do you see between curriculum mapping and other initiatives in your building or district? How might those initiatives be helped or harmed by curriculum mapping?"

Schedule

It will take about 30 hours to complete this course. Each session should take approximately 4-5 hours. If you find yourself spending several hours more than this in any given session, please contact your facilitator to make sure this is necessary to complete the given assignments.

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.

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Materials (hardware, software, plug-ins)

Technical Requirements

- Word processor
- Internet service provider
- E-mail

Academic Dishonesty Policy

To be inserted by university institution only

Evaluation

This course can be taken for graduate credit on a pass/fail basis, or for a letter grade and graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

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