

Mapping to the Core

Dr. Ann Johnson

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Guiding Questions:

- ✓What is Mapping?
- ✓Why Mapping?
- ✓What are the critical elements in unit design?
- ✓How can we integrate the standards in our units?
- ✓What coaching strategies can help us develop high quality units?



Curriculum Mapping

Curriculum is ...



A path or course of small steps...

What is Mapping?

- Calendar based curriculum mapping is a **process for collecting data representative of the operational (real) curriculum** in a school and/or district – *in “real” time*
- Curriculum maps provide the basis for the authentic examination and analysis of the data base (real curriculum)

Heidi Hayes Jacobs

Curriculum Mapping is a verb.

Creating the maps themselves

...And then

Using them to make **instructional decisions**

[illegible]



Types of Maps

Core Maps

- ✓ Collaborative Maps
- ✓ Consensus Maps
- ✓ Essential Maps
- ✓ District Maps

Individual Maps

- ✓ Diary Maps
- ✓ Projection Map



Unit: Data Analyzing Data
Grade or Subject: 5th Grade

Essential Questions	Concept/Content	Skills	District Benchmark Assessments	Standards
How can the collection, organization, interpretation, and display of data be used to answer questions?	<p>Concept: The message conveyed by the data depends on how the data is collected, represented, and summarized.</p> <ul style="list-style-type: none"> Types of Data Displays <ul style="list-style-type: none"> Line graphs Tables Charts Diagrams Bar and line graphs Venn diagrams Mean, median, range, minimum, maximum, and mode Methods to solve problems - make a picture or diagram Justification of Arguments <p>Specialized terms: justify, logical, support, interpret, analyze, calculate, line graphs, median</p>	<ul style="list-style-type: none"> Designs an investigation to collect data Organizes or displays data using either bar graphs, tables, charts, or diagrams using a scale appropriate to the data up to 50 Identifies correct display of a given data set Calculates the mode, median, or range for a set of numbers Interprets information from tables, bar graphs, line graphs, circle graphs, or Venn diagrams to analyze data Uses specialized terms to explain their process and findings 	<ul style="list-style-type: none"> Data Collection Design Task Displays Data in two formats Accurate calculations Written analysis of interpretation Correct employment of specialized terms 	<ul style="list-style-type: none"> Designing an investigation and collecting, organizing, or displaying, using appropriate scale, data in real-world problems using bar graphs, tables, charts, diagrams, or line graphs with whole numbers up to 50. Using information from a variety of displays. Using mode, median, or range with up to 10 pieces of data with a value of 10 or less each.

Unit: Writing: Multiple Paragraph Essays

Grade or Subject: 8th Grade

Essential Questions	Content	Skills	Benchmark or Cornerstone Assessments	Standards
<p>What strategies can I use to help me be a more effective writer?</p> <p>Why do writers pick a particular structure for writing?</p>	<p>Concept: Writers use a variety of strategies to enhance their message and engage the reader.</p> <ul style="list-style-type: none"> Thesis statement Introductory paragraph Main idea 3-5 paragraph essay Relevant details and supporting evidence Logical organization of ideas (e.g., order by 	<ul style="list-style-type: none"> Integrates a focused thesis statement into an introductory paragraph as part of a 3-5 paragraph essay Writes a 3-5 paragraph essay with a clear thesis statement, main idea, a focused introductory paragraph, relevant details, and supporting evidence Uses a graphic organizer to brainstorm supporting details Maintains composition unity using an organizing rubric Uses a variety of transitional words and phrases to link ideas within and between paragraphs Incorporates relevant supporting information from a variety of sources Uses a variety of sentence structures to enhance meaning (e.g., short, simple, compound, complex, compound-complex) Uses a variety of sentences to create a certain effect in your writing Uses the criteria and levels of performance on the writing rubric to assess your writing. 	<p>5 paragraph issue-based essay</p> <p>Multiple paragraph essay using two different structures: sequence of ideas and comparison/contrast</p> <p>Self-assessment using essay rubric</p> <p>Essay revision task focusing on improving transitions and sentence structure</p>	<p>Write using specific strategies for specific formats.</p> <ul style="list-style-type: none"> Incorporating the thesis statement which identifies the focus or controlling idea for the entire composition, into an introductory paragraph. Writing paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement. Organizing ideas using appropriate structures (e.g., order by chronology, importance...) to maintain the unity of

Four Critical Phases to the Mapping Process



- I. Laying the Foundation
- II. Launching the Process
- III. Sustaining and Integrating the Process: Informing Curriculum with Assessment Data
- IV. Advanced Mapping Tasks

Four Phase: MAPPING TO THE CORE- Implementation Process

I. Laying the Core Foundation

- Core: The Purpose of Standards
- Core: Unpacking the Standards
- Core: Crosswalks- Ensuring Precision and Quality

II. Launching The Mapping Process

- Core: Mapping Curriculum K-12
- Core: Unit Design
- Core: The Big Picture - Consensus Maps

III. Sustaining the Core Mapping Process: Informing Curriculum with Assessment Data

- Core: Informing the Maps through the Review of Data
- Core: Developing Benchmark Assessments
- Core: Integrating Literacy Strategies into the Maps
- Core: Five Alignment Perspectives to the Common Core

IV. Advancing the Work: 21st Century Upgrades

- Core: Upgrades for Student Engagement
- Core: New Standards on Route

H. H. Jacobs. (to be released, 2011). *Mapping to the Core: Integrating the Common Core Standards into Your Local School Curriculum*. School Improvement Network Publications: SLC, Utah.

The Challenge We Face...

"We are currently preparing students for **jobs** that do not exist and teaching them to use **technologies** that haven't been invented, in order to solve **problems** that we do not know are problems yet. We are living in exponential times. With changes whirling all around us, the American school has remained remarkably **stagnant.**" (Shift Happens)

Class of 2024



Class of 2027

Factors Influencing Our Reality

- **State, Federal, Local Mandates**
- Societal Changes
- **Different Types of Learners**
- Advancements and Innovations
- **Standards**
- Data
- **Research**
- Others????



*... What **innovations, discoveries, and/or inventions** have occurred in the past 5 years that have had or will have an impact on the curriculum...???*



The Standards Problem

- 160 national, state-level, and local standards documents (more than 2000 pages)
- Plus factor in the **Common Core** and international standards
- A synthesis yielded 255 standards and 3,968 benchmarks
- Require an additional 15,465 hours for students to learn them all
- **9+ more years** of education



What We Know About Effective Schools

A “guaranteed and viable curriculum is the **#1** school-level factor impacting student achievement.”



—Marzano, What Works in Schools

*...So what does a 21st Century curriculum look like and how do we “**upgrade**” or rethink our curriculum to better prepare our students for their futures?*



The Challenge We Face....

- *What do we keep?*
- *What do we delete?*
- *What do we create?*



Heidi Hayes Jacobs

I. Laying the Foundation

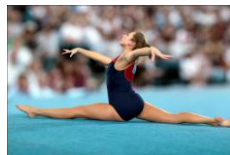
- Definition and Purpose of Core Standards
- Unpacking the Standards
- Crosswalk with Other Standards



Standards

Definition – *Level of quality accepted as norm*

- Types of Standards
 - State Standards
 - **Common Core**
 - College Readiness (ACT)
 - National Organizations
 - International (AERO)



Why Standards?

- Establish a “**staircase**” of increasing complexity in content and skills across the grades and subjects
- Provide **building blocks** for successful classrooms
- Ensure a **consistent core curriculum** for all students



Common Core Standards -Basics

- Standards are **proficiency targets not curriculum**.
- Standards do not suggest best practice.
- The CC standards potentially can **raise practice**.
- Examining standards by **organizational headers** in a vertical review is critical.
- Unwrapping standards for CURRICULAR translation creates a **common language**
- Effective “**cross-walking**” will sharpen alignment and precision.



Mathematics

Common Core Grades 1-5

Operations and Algebraic Thinking

- Addition, subtraction, multiplication, division
- Patterns and expressions
- Numerical expressions
- Whole numbers

Numbers and Operations in Base Ten

- PLACE VALUE
- Counting Sequence
- Properties and Operations
- Multi-Digit Arithmetic

Numbers and Operations – Fractions (Grades 3-5)

- Fractions as numbers
- Fraction equivalents
- Decimal notations
- Add and Subtract Fractions

Measurement and Data

- Measurable attributes
- Classification and Categorization
- Time
- Length units
- Represent and interpret data
- Geometric measurements

Geometry

- Shapes and their attributes
- Classification
- Graphing

ELA Common Core

Informational Text

- Key Ideas and Details
- Craft and Structure
- Integration of knowledge and Ideas
- Range of Reading and Text

Writing

- Text Types and Purpose
- Production and Distribution of Writing
- Research to Build Knowledge
- Range of Writing

CC Reading Standards – 1st Grade

Key Ideas and Details

- Ask and answer questions about key information and events in a text.
- Identify the main topic, main ideas, and key details of a text.
- Describe the connection between key events or ideas in a text.

CC Reading Standards – 1st Grade

Key Ideas and Details

- **Ask and answer questions** about key information and events in a text.
- **Identify** the **main topic, main ideas, and key details** of a text.
- **Describe** the **connection** between key events or ideas in a text.

Perform operations with multi-digit whole numbers and with decimals to hundredths – CC 5th grade

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Perform operations with multi-digit whole numbers and with decimals to hundredths

5. **Fluently multiply multi-digit whole numbers** using the standard **algorithm**.
6. Find whole-number **quotients** of whole numbers with up to **four-digit dividends** and **two-digit divisors**, using strategies based on **place value**, the **properties of operations**, and/or the relationship between **multiplication and division**. **Illustrate** and **explain** the **calculation** by using **equations, rectangular arrays**, and/or **area models**.
7. **Add, subtract, multiply, and divide decimals to hundredths**, using **concrete models** or **drawings** and strategies based on **place value**, **properties of operations**, and/or the **relationship between addition and subtraction**; **relate** the strategy to a written method and **explain the reasoning** used.

Text Type and Purpose 8th Grade Common Core

Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

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CC Informational Text – 4th Grade Key Ideas and Details

- Draw on details and examples from a text to support statements about the text.
- Determine the main ideas and supporting details of a text; summarize the text.
- Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in the text.

CC Informational Text – 4th Grade Key Ideas and Details

- Draw on details and examples from a text to support statements about the text.
- Determine the main ideas and supporting details of a text; summarize the text.
- Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in the text.

"Unpacking the Standards" Informational Text Example 8th Grade

Big Idea(s)/Major Concept(s)	Core Content	Skills	Evidence
Key Ideas and Details	Text analysis Inferences Connections through comparison, analogies, and/or categories Bias and Propaganda Purpose, structure, and elements of informational text	<ul style="list-style-type: none"> • Cites evidence that supports the analysis of the text • Cites evidence that supports inferences drawn from the text • Analyzes the development of the central idea in the text • Uses comparisons, analogies, and categories to analyze connections in the text • Differentiates between bias and propaganda in newspapers, magazines, on-line texts, and other informational texts. • Reads critically by identifying, analyzing, and applying knowledge of purpose, structure, 	

Skills/Learning Target

WHAT STUDENTS NEED TO *KNOW OR BE ABLE TO DO* IN ORDER TO DEMONSTRATE MASTERY OR UNDERSTANDING OF THE CONTENT

- Are **specific, observable** and **measurable**
- Include benchmark skills, critical skills, and 21st century skills
- Begin with **action verbs....**



Precision is Critical to a Successful Performance

Consider the precise skills needed for any performance:

- Basketball
- A Musical
- Skating
- Medicine



Core Map Template
Strand: _____

Big Idea(s)/Major Concept(s)	Essential Questions	Core Content	Skills	Evidence

Big Idea or Enduring Understandings

Declarative statement that describes concepts that transcends grade levels and courses.

- Serve as an umbrella concept
- May be thought of as a **linchpin/organizer**
- Holds the main idea
- Goes to the **heart of the subject**
- Serves as a **conceptual anchor** for making facts more understandable and useful



Sample Big Ideas/Enduring Understandings

- ✓ Writing is a recursive process that **conveys ideas, thoughts and feelings**.
- ✓ Systems and Communities are comprised of **interdependent components**.
- ✓ Geography is used to **explain the past**, interpret the present, and **plan for the future**.
- ✓ There are Role Models from the past and present who can help define the **qualities of effective leaders**.
- ✓ Writers use supporting details to justify their opinion and support their point of view.

Informational Text Example 4th Grade

Big Idea(s)/Major Concept(s)	Core Content	Skills	Evidence
Identifying the key ideas and details in the text can help students determine the author's purpose.	Key Ideas and Details Supporting details Examples Main idea Sequence of events Drawing conclusions Cause and Effect Fact and Opinion Summarization	<ul style="list-style-type: none"> • Supports statements about the text using specific details and examples • Explains how the supporting details support the main idea • Identifies and Summarizes central ideas in the text • Orders and Explains the sequence of events in the text • Cites evidence from the text to support conclusions • Distinguishes cause and effect, fact and opinion, main idea and supporting details in informational text 	
	Craft and Structure		

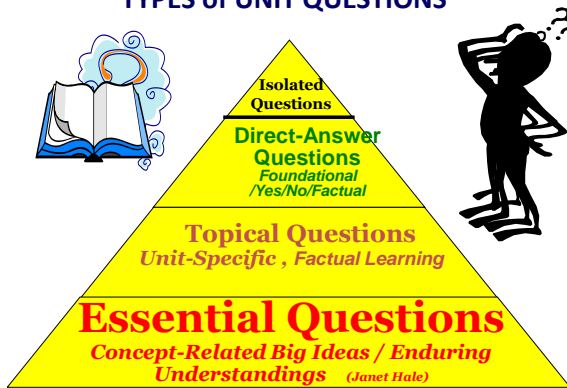
Essential Questions

Over-arching interrogatives that provide focus and engage students

- Organizers to **sharpen focus**
- Higher-level thinking
- "Mental Velcro"**
- Connections** beyond content being studied
- "So why is this important"...?



TYPES of UNIT QUESTIONS



Essential Questions

- How do systems work together?
- Where do we find cells?
- Why are the Greeks and Romans considered classical?
- How is tolerance taught?
- What is Egypt's legacy?
- How can we learn from the past?
- Can any civilization be original?



Core Map Template

Strand: _____

Big Idea(s)/Major Concept(s)	Essential Questions	Core Content	Skills	Evidence

What would we accept as evidence of learning?

...In pairs or triads, brainstorm possible assessments that would allow the students to demonstrate their understanding...

Steps in the Process...

- Determine the **Anchor Headings/Strand**
- Identify your **Big Idea/Major Concept**
- Develop your **Essential Questions** (reword your Big Idea/major concept, others?)
- **“Unpack the Core Content”**
- Include corresponding **precise skills** for each piece of content (cross check with standards)
- Check **level of understanding** for alignment with standards
- Identify the **assessments** that would allow students to demonstrate understanding

...Do you and your colleagues have a clear understanding of the nonnegotiables in the standards?



...What might be the next steps?

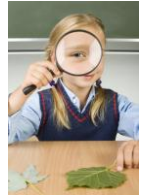
II. Launching the Process

- Unit Maps
- Core Mapping Overview K-12
- Developing Consensus Core Maps



Elements on a Unit Map

- Essential Questions
- Major Concept(s)/Big Idea(s)
- Core content
- Precise Skills – content and integrated
- Terms/Specialized Vocabulary
- Assessments
- Activities
- Materials and Resources



Unit Title: _____ Subject/Course: _____
Grade: _____ Length of Unit: _____

Essential Questions	Big Idea(s)/Major Concept(s)	Content	Skills	Assessments
		Key Terms:		

Data Entry

- Essential Questions – Question form
- Big Ideas – Statement/Sentence
- Content – Nouns
- Specialized Vocabulary - Terms
- Skills – Begin with Action Verbs
- Assessments – Written as Nouns

Unit Title: _____ Length of Unit: _____

Unit Title:

Essential Questions:

Major Concept/Big Idea:

Content Topics and Key Information:

Naming the Unit...

Once you have determined the focus of the unit, work with the title to clarify the purpose...

- The American Political System: **The Roots of Our Foundation**
- Photosynthesis and Cell Reproduction: **Producing Energy for Life**
- Research: **Organizing the Information**
- Poetry: **Rhythm and Rhyme**

Unit: Data Analysis: Making Sense of the Data (5th)

Essential Questions:

Major Concept/Big Idea:	Content Topics/Key Information:

Multiple Paragraph Essays: Getting to the Point (8th Grade)

Essential Questions:

Major Concept/Big Idea:	Content Topics/Key Information:

Big Idea or Major Concept

Declarative statement that describes concepts that transcends grade levels and courses.

- Serve as an umbrella concept
- May be thought of as a **linchpin/organizer**
- Holds the main idea
- Goes to the **heart of the subject**
- Serves as a **conceptual anchor** for making facts more understandable and useful



Sample Big Ideas/Main Concepts

- Writing is a recursive process that **conveys ideas, thoughts and feelings**.
- Systems and Communities are comprised of **interdependent components**.
- Geography is used to **explain the past**, interpret the present, and **plan for the future**.
- There are Role Models from the past and present who can help define the **qualities of effective leaders**.
- Writers use supporting details to justify their opinion and support their point of view.

Unit: Data Analysis: Making Sense of the Data (5th)

Essential Questions:

Major Concept:	Content Topics/Key Information:
The message conveyed by the data depends on how the data is collected, represented, and summarized.	

Multiple Paragraph Essays: Getting to the Point (8th Grade)

Essential Questions:

Major Concept:	Content Topics/Key Information:
Writers use a variety of strategies to organize and focus their message to engage the reader.	

Unit Title - Mapping Basics: Defining Mapping

Essential Questions:



Major Concept:

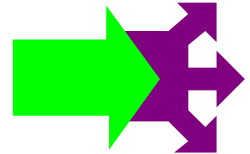
Mapping is a verb – the map itself and then using it to make instructional decisions.

Content / Key Information:

- Definition
- Components
- Types of Maps
- Sample Maps
- Link to standards
- Step-by-step process

Terms: curriculum mapping, individual maps, consensus maps, essential questions,...

Essential questions should align with our key curriculum elements:

➤ **CONTENT**➤ **Major Concepts**➤ **ASSESSMENT**➤ **SKILLS**

Why do we need essential questions?

- Potpourri problem
- Lack of **focus**
- Long term recall
- Communication between teachers
- Communication between student and teacher
- **Clarifying purpose**
- Framing **connections** between content, skill, and assessment choices



Heidi Hayes Jacobs

Essential Questions are a form of mental Velcro...

A literacy tool
 An instructional focus
 An aid for knowledge retention
 Organizers to **sharpen focus**
Over-arching interrogatives that provide focus and engage students



Heidi Hayes Jacobs

Unit: Data Analysis: Making Sense of the Data (5th)

Essential Questions:

How can the collection, organization, interpretation, and display of data impact how data is interpreted?

Major Concept:

Content Topics/Key Information:

- Types of Data Displays:
 - Line graphs
 - Tables
 - Charts
 - Diagrams
 - Bar and line graphs
 - Venn diagrams
- Methods to solve problems - make a picture or diagram
- Conjectures/Interpretation of Data
- Terms: Mean, median, range, minimum, maximum, and mode

Multiple Paragraph Essays: Getting to the Point (8th Grade)

Essential Questions:

What strategies can I use to help me be a more effective writer?
 Why do writers pick a particular structure for writing?

Major Concept:

Content Topics/Key Information:

- Thesis statement
- Introductory paragraph
- 3-5 paragraph essay
- Relevant details supporting evidence
- Logical organization of ideas (e.g., order by chronology, importance,)
- Main idea
- Unity
- Transitions
- Sentence variety

Terms: organizational structures, compound-complex, personal style, controlled organization, unity

Unit Title - Mapping Basics: Defining Mapping Basics

Essential Questions:

What is mapping?

How is mapping a verb?



Major Concept:	Content / Key Information: <ul style="list-style-type: none"> •Definition •Components •Types of Maps •Sample Maps •Link to standards •Step-by-step process Terms: curriculum mapping, individual maps, consensus maps, essential questions,...
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Content/ Knowledge



THE "WHAT" THAT IS TO BE TAUGHT

- Content Topics
- Targeted facts and key information
- Additional content relevant to that grade or subject
- Written in **noun form**

Specialized Terms



Identify the key new vocabulary that students need to master in a specific unit.

Unit: Data Analysis: Making Sense of the Data (5th)

Essential Questions: How can the collection, organization, interpretation, and display of data impact how data is interpreted?

Concept:	Content Topics/Key Information:
The message conveyed by the data depends on how the data is collected, represented, and summarized.	<ul style="list-style-type: none"> •Types of Data Displays: <ul style="list-style-type: none"> -Line graphs -Tables -Charts -Diagrams -Bar and line graphs -Venn diagrams •Methods to solve problems - make a picture or diagram •Conjectures/Interpretation of Data Terms: Mean, median, range, minimum, maximum, and mode

Multiple Paragraph Essays: Getting to the Point (8th Grade)

Essential Questions:

What strategies can I use to help me be a more effective writer?

Why do writers pick a particular structure for writing?

Concept:	Content Topics/Key Information:
Writers use a variety of strategies to organize and focus their message to engage the reader.	<ul style="list-style-type: none"> •Thesis statement •Introductory paragraph •3-5 paragraph essay •Relevant details supporting evidence •Logical organization of ideas (e.g., order by chronology, importance,) •Main idea •Unity •Transitions •Sentence variety Terms: organizational structures, compound-complex, personal style, controlled organization, unity

Unit Title - Mapping Basics: Defining Mapping

Essential Questions:

What is mapping?

How is mapping a verb?



Major Concept:	Content / Key Information:
Mapping is a verb – the map itself and then using it to make instructional decisions.	<ul style="list-style-type: none"> •Definition •Components •Types of Maps •Sample Maps •Link to standards •Step-by-step process Terms: curriculum mapping, individual maps, consensus maps, essential questions,...

Unit Map

Unit Title: _____ Subject/Course: _____
 Grade: _____ Length of Unit: _____

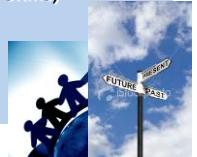
Essential Questions	Big Idea(s)/Major Concept(s)	Content	Skills	Assessments
		Key Terms:		

Skills/Learning Target

WHAT STUDENTS NEED TO *KNOW OR BE ABLE TO DO* IN ORDER TO DEMONSTRATE MASTERY OR UNDERSTANDING OF THE CONTENT

- Are **specific, observable** and **measurable**
- Include benchmark skills, critical skills, and 21st century skills

- Begin with **action verbs....**



Precision is Critical to a Successful Performance

Consider the precise skills needed for any performance:

- Basketball
- A Musical
- Skating
- Medicine



Examples of Precise Skills

- **Find** the main idea and supporting details
- **Estimate** sums and differences using rounding techniques to the nearest 1000.
- **Alphabetize** to the second letter
- **Interpret** data represented in a bar graph
- **Identify** root words, suffixes and prefixes
- **Label** the parts of an informative speech
- **Explain** the difference between fact and opinion
- **Locate** and **Identify** parts of a book: title page, table of contents, index and glossary
- **Compare and contrast** the benefits and limitations of a hybrid car and SUV
- **Define** the hypothesis and conclusion of an "if-then" statement
- **Analyze** four primary documents written by John F. Kennedy
- **Tell** time to the minute

Skills or Activity?

- Compare and contrast different types of cells.
- Interview a local politician about his or her political contributions
- Create a poster that categorizes vertebrates and invertebrates
- Categorize insects into groups of vertebrates and invertebrates
- Read and take notes from non-fiction chapter
- Explain the steps in the problem solving process.
- List major events on a timeline of US History
- Develop a podcast that summarizes the key points in the text.
- Keep a fitness log to keep track of aerobic activities
- Summarize plot by describing the story problem, main events, and the resolution
- Compute the perimeter of simple geometric figures with unknown side lengths.

21st Century Skills

- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy



Big Ideas	Essential Questions
	<ul style="list-style-type: none"> Can any civilization be original? Why are the Greeks and Romans considered classical? How were they different from us and each other? What is the legacy of the Greeks and Romans through history to the present?
Content	Skills
<p>Ancient Athens- city-states Rise of Sparta Contributions in Golden Age science- medical- artistic government- democracy- Pericles -Pellicles- beauty- arts -Sparta- the three great dramatics (philosophy- Socrates- Plato)</p> <p>Roman Republic Formation of the Republic Contributions- (see Twelve Tables), architecture, literature, roads, bridges Roman Empire- Factors leading to growth (engineering, empire building, trade); Contributions - Causes of decline Role of migrating nomadic groups from Central Asia Pax Romana Causes of Rome's fall Primary and secondary sources Textual Evidence TERCES: empire, roman, classical, antiquities</p> <p>Resources for Rome and Greece 7. 180 Roman Empire resources</p>	<ul style="list-style-type: none"> Place key historical events and people in historical areas using timelines. Construct timelines of the events occurring during major eras. Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. Explain how the present is connected to the past. Explain how major events are related to one another in time. Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. Use textual evidence to support the analysis of primary and secondary sources. Summarize the key details in primary and secondary sources. Evaluate various explanations for actions and events and determine best supports the text.
Key Terms / Vocabulary	

Assessments

- Demonstrations of learning**
- Tangible products, projects, or observable performances**
- Multiple types of assessment to give a more complete picture of learning**



SELECTED RESPONSE:

Multiple Choice 50-Q M.C. Quiz



European Exploration Final Exam	
Multiple Choice Section:	
1. This is the great Spanish conquistador who, with a couple hundred Spaniards conquered the Aztec Empire in Mexico:	
a. Hernan Cortes b. Hernando de Soto c. Francisco Pizarro d. Robert La Salle	
2. This spice comes from the bark of a tree, either in sticks or powder, and is rusty-brown in color, found in South Asia and the southeast Asian islands, and is used for a variety of medicinal purposes:	
a. pepper b. cloves c. ginger d. cinnamon	
3. During the Renaissance period the Europeans began to build bigger and better ships that could sail out into the oceans, tacking into the wind and carrying three masts filled with sails, called:	
a. Clipper Ships b. Tireme Galleys c. Spanish Galleons d. Viking Long Ships	
4. The Treaty of Tordesillas was an agreement between which two nations that divided the world into their separate spheres of trade and exploitation based on their discoveries and explorations?	
a. Spain and Italy b. Spain and Portugal c. Portugal and France d. England and Holland	
5. One of the great trading centers of Central Asia, a way station on the Great Silk Road out of China, was the city of:	
a. Calicut b. Constantinople c. Samarkand d. Baghdad	

Constructed Response Assessment



12th Grade Reading Constructed Response

Discuss the relationship between the two cases, *Plessy v. Ferguson* (1896) and *Brown v. The Board of Education of Topeka* (1953). Be sure to review the similarities and differences between the cases and emphasize the relationship between the two. Give specific examples from both readings and draw from outside sources and/or personal experiences to support your answer.

Performance-Based Assessment

Third Grade Problem Solving Task

Your favorite job is a window washer hanging on the side of a building to clean windows. On a weekend trip with your family, you see three motels in a row. You notice that the Holiday Inn is 4 floors and each floor has a total of 7 windows. The Best Western has 6 floors and each floor has a total of 9 windows. The Comfort Inn has 8 floors and each floor has a total of 5 windows.

If you were to wash the windows of the Holiday Inn, how many windows would you wash?

Please solve this problem in more than one way. You must show your solution visually and with a number sentence. Materials will be provided if you would like to use them.

Assessments: Tangible Products Evidence of Student Learning



- Documentaries
- Surveys
- Diagrams
- Web 2.0 applications
- Persuasive speech
- Create models
- Legal Briefs
- Blogs
- Web page

- Hypothesis testing
- Grant proposals
- Video Conference
- Podcasts
- Media Criticism
- Captions
- Original plays
- Graphic organizers
- Digital Storytelling

Consensus Map

Unit: Writing: Multiple Paragraph Essays

Grade or Subject: 8th Grade

Essential Questions	Content	Skills	Benchmark or Cornerstone Assessments	Standards
<p>What strategies can I use to help me be a more effective writer?</p> <p>Why do writers pick a particular structure for writing?</p>	<p>Concept: Good writers use a variety of strategies to enhance their message and engage the reader.</p> <ul style="list-style-type: none"> Thesis statement Introductory paragraph Main idea 3-5 paragraph essay Relevant details and supporting evidence Logical organization of ideas (e.g., order by chronology, importance...) Unity Transitions Supportive and 	<ul style="list-style-type: none"> Integrates a focused thesis statement into an introductory paragraph as part of a 3-5 paragraph essay Writes a 3-5 paragraph essay with a clear thesis statement, main idea, a focused introductory paragraph, relevant details, and supporting evidence Uses a graphic organizer to brainstorm supporting details Maintains composition unity using an organizing rubric Uses a variety of transitional words and phrases to link ideas within and between paragraphs Incorporates relevant supporting information from a variety of sources Uses a variety of sentence structures to enhance meaning (e.g., short, simple, compound, complex, compound-complex) Uses a variety of sentences to create a certain effect in your writing Uses the criteria and levels of 	<p>3 paragraph issue-based essay</p> <p>Multiple paragraph essay using two different structures: sequence of ideas and comparison/contrast</p> <p>Self-assessment using essay rubric</p> <p>Essay revision task focusing on improving transitions and sentence structure</p>	<p>Write using specific strategies for specific formats.</p> <ul style="list-style-type: none"> Incorporating the thesis statement which identifies the focus or controlling idea for the entire composition, into an introductory paragraph. Writing paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement. Organizing ideas using appropriate structures (e.g., order by chronology, importance...) maintain the unity of

Essential Questions

- ✓ Why did the nation grow apart?
- ✓ What were the causes of the Civil War? Is it still going on today?
- ✓ How did slaves communicate their story?

Concept /Content

A number of factors caused the Civil War and divided a nation.

- The economic and social differences between the North and South
- State rights vs. Nation rights
- Maryland's position as a border state
- Underground Railroad
- Key people (Abraham Lincoln, Harriet Tubman, Fredrick Douglass, Harriet Beecher Stowe...)

Skills

- Explain the economic and social impact as a factor in the Civil War
- Differentiate between state and national rights and explain how it was a factor in the Civil War
- Describe life in Maryland as a border state as compared to the north and southern states
- Compare and contrast the attitudes and laws in border states versus nonborder states
- Identify main ideas using stick'em strategy
- Define the concept of the Underground Railroad
- Describe the life of a slave in Maryland and Montgomery County

Map Template

MODULE 12- Example of Upgraded Curriculum Unit Map

Grade 9- Legacies from Civilizations: Greece to Rome to the Present

Essential Questions	Content	Skills	Assessments	Resources
<p>Can a civilization be original?</p> <p>What is the legacy of Classical Civilizations on our times?</p>	<p>BIG IDEA: Civilizations are influenced by those that preceded by both imitation and variation.</p> <p>Formation of the Roman Republic</p> <p>Contributions Evident in Contemporary Time</p> <p>Law: Twelve Tables, architecture, literature, roads, bridges</p> <p>Roman Empire</p> <p>Factors leading to growth: engineering, empire building, trade</p> <p>Causes of decline</p> <p>Role of migrating nomadic groups from Central Asia</p> <p>Rise of Islam</p> <p>Rome's fall and the Barbarians at the Gate</p> <p>TELEBIDS: empire, nomad, classical, antiquities</p>	<ul style="list-style-type: none"> Explain the influence of key factors in history whose decisions have impacted the legacy. Explain the relevance of key historical events Create a broad thesis statement which encompasses Select and compare relevant information in writing. Cite sources using appropriate format Integrate the use of a variety of media sources to communicate ideas Generate a comparative essay using digital tools in a coherent and logical manner 	<p>Video Podcast: Documentary created by teams of two comparing classical architecture to contemporary architecture</p> <p>Electronic interview transcript with scholars in Athens and Rome via SKYPE regarding the "State" of antiquities.</p> <p>Facebook pages for Heracles and Julius Caesar with links to key events, biographical details, social geography, with commentary.</p> <p>Animated time line using open source software to demonstrate influence of Greeks on Romans; Romans on the USA.</p>	<p>http://www.cctv.com/ - film making open source site</p> <p>Video podcast tools - RCA Little Wonders and/or Flip Cameraz</p> <p>http://www.slopes.com - open source to interact with laptop camera</p> <p>http://www.globalnews.org - Global Gateway to find e-pal</p> <p>http://www.dpa.europa.org/romans/index.html - dynamic site from PBS on Rome</p> <p>http://www.facebook.com</p> <p>http://www.timequest.com/ - Web 2.0 timeline tool</p>

Activities:

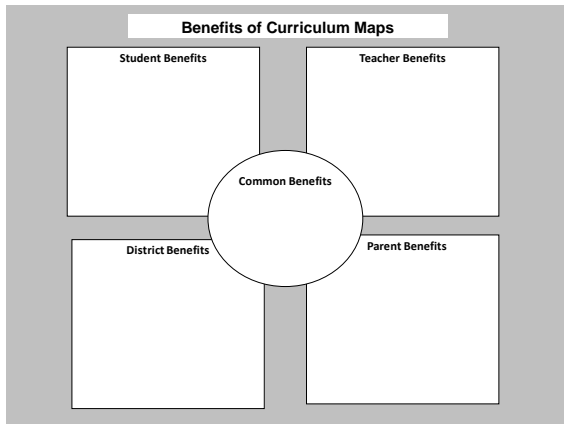
Align directly with the skills and provide the opportunity for students to practice and become proficient at a specific skill



Steps in the Process...

- Identify your **unit topic and subtitle**
- Identify your **Big Idea/major concept**
- Develop your **Essential Questions** (reword your Big Idea/major concept, others?)
- **Unpack the content** you need to teach (check standards) so students can demonstrate an understanding of the Big Idea

- Include corresponding **precise skills** for each piece of content (cross check with standards)
- Check **level of understanding** for alignment with standards
- Incorporate **CC Standards**
- Consider possible **assessments** that would allow students to demonstrate understanding
- Include **activities** that allow students to practice the skills
- Include **resources** that support the unit and engage students in the learning process



Curriculum Mapping Provides

- **Data** for professional learning communities
- **Vertical and horizontal articulation**
- **Guaranteed** curriculum for all students
- **Data for transitions** between schools
- **Targeted instruction**
- A 21st Century **communication** tool

...What do you see as possible next steps as you think about mapping in your school?

Questions...????

