



## Alignment to the Common Core Standards Professional Development Plan for Curriculum Mapping for School Staff

<b>Dates</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Follow-up Web Session (Additional Option)</b>	<b>Follow-up Web Session (Additional Option)</b>	<b>Session 3</b>	<b>Follow-up Web Session (Additional Option)</b>
<b>Areas of Focus</b>	<p><b>Making Sense of the Common Core Standards, Implications for Curriculum and Instruction, Laying the Foundation for Curriculum Mapping, The Four Phases of Curriculum Mapping</b></p>	<p><b>Developing Quality Units: Crafting Essential Questions, Big Ideas/Major Concept(s), Content, Precision Skills, Assessments, Activities, and Resources</b></p>	<p><b>Developing Quality Maps: Revisiting the Elements and the Process</b></p>	<p><b>Determining the Big Ideas/Major Concepts and Crafting Quality Essential Questions</b></p>	<p><b>Coaching for Quality, Training in Master Mapping Strategies, Coaching Strategies and Protocols</b></p>	<p><b>Master Mapping: Sharpening the Alignment</b></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• How can mapping serve as a vehicle for 21st century curriculum design?</li> <li>• How can the mapping process be used as tool to align the curriculum to the Common Core Standards?</li> <li>• What are the basics tasks in mapping process and curriculum alignment?</li> </ul>	<ul style="list-style-type: none"> <li>• What strategies can be used to develop quality unit maps?</li> <li>• How can we ensure alignment between the standards and the elements on a unit map?</li> </ul>	<ul style="list-style-type: none"> <li>• What coaching strategies can be used to ensure high quality maps?</li> <li>• How can the mapping review process be used as tool to upgrade our maps?</li> </ul>
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**Concept/Content**

**Curriculum mapping is a systemic process for aligning the curriculum the Common Core Standards and integrating the skills students will need in the future.**

- Intended Outcomes, Rationale, Goals, Products to Be Produced
- Using Curriculum Mapping As a Launching Point for Designing 21<sup>st</sup> Curriculum
  - The Four Phases of Mapping
  - Definition of Mapping and Alignment
  - Mapping as a two-sided coin
  - Types of maps
  - Elements on a map
- The connection with standards
  - Definition of standards
  - Types of Standards
  - Purpose of Standards
  - Common Core Standards
- Review the Common Core and discuss organizational structure
- Unpacking Common Core Standards: Preparing to Map
- Translating Standards into user-friendly and precise language
- Crosswalk with quality filters to ensure quality and strengthen alignment
- Definition of Mapping

**Quality unit maps reflect the policy agreed upon by a staff and target those nonnegotiables in each discipline that are to be addressed with consistency and flexibility in a school or district.**

- Creating quality maps - getting started
- Types of maps and their functions
- Format and critical components
- Alignment of all elements on the map
- Integrating the Common Core Standards
- Essential questions
- The big ideas/major concept(s)
- The content
- Precision skills
- Determining appropriate assessments for the level of understanding or depth of knowledge (DOK)
- Supporting activities and resources
- Consistency and flexibility

**Teachers can employ Master Coaching Strategies to strengthen the alignment and enhance the quality of their maps.**

**Data collected during the Read Through Process can be used to strengthen the alignment in the curriculum thus impacting student achievement.**

- Master Mapping coaching strategies
- -quality criteria
- -coaching strategies
- Mapping protocols and rubric to ensure quality and alignment
- The Review Process
- Types of data: using curriculum data
- Data informed discussions
- Collection and analysis of data
- Benefits of the Review Process
- Purpose of the Review Process
- Reading Maps for Information
- Types of Read-throughs
- Sample protocols for targeted Read-throughs
- Protocols for using feedback from coaching sessions

**Steps in the Process/Skills**

- Review the common core and in cross level groups (ELA and Math) and discuss the organizational structure.
- Take one of the standards and unpack it across the grades
- Translate the language to make it more precise and user friendly
- Add additional content that may be critical for that grade or course
- Discuss where they would fit in a map.
- Define Mapping.
- Types of Maps – Connection of Unpacked Standards to Consensus Maps
- Distinguish between the different types of maps
- Review sample maps to determine consistent elements, possible information that can be gleaned from maps, and possible uses.
- Determine where they would fit in a map.
- Discuss the purpose and benefits of Mapping

- By grade level, identify possible consensus units that align and support the teaching of the Common Core
- Identify the current units that are being taught.
- Determine gaps and reach consensus on the units that should be taught
- Coach teams in developing unit maps. Begin by identifying the unit titles and Big Ideas/major concept(s) for each unit.
- Craft the essential questions.
- Identify the grade level content to be taught.
- Include any key terms/vocabulary
- Using feedback from coaching partners, make any needed edits/adjustments.
- Add skills and check skills for precision and level of understanding (DOK) and make any needed adjustments to clarify expectations
- Work in unit development teams and identify appropriate assessments for the units they are developing
- Identify and/or create assessments for alignment to the precise skills and standards
- Cross check the assessments by "unpacking" the skills needed for success
- Add activities and resources that support the teaching of the unit

- Work in unit development teams to use the protocols and master mapping strategies to revise their maps.
- Extract coaching questions from general session
- Apply strategies to edit your own unit map
- Continue to work on additional unit maps
- Coaching partners will practice coaching strategies and provide feedback to partner teams
- Continue to work on additional unit maps as time permits.
- Summarize the Seven Stage Curriculum Review Model.
- Distinguish between different types of Read-throughs.
- Use a protocol to implement the targeted Review Process.
- Read maps for specific data/areas of focus.
- Collect and analyze data to determine immediate priorities.
- Generate strategies to address priorities.
- Develop a timeline and determine next steps.
- Identify the benefits of the Read-through Process.

<b>Evidence/ Artifacts</b>	<ul style="list-style-type: none"> <li>• Examples of unpacked and translated Common Core Standards</li> </ul>	<ul style="list-style-type: none"> <li>• List of target units to be designed for each grade and/or course</li> <li>• Completed unit maps that align to the Common Core Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Revised unit maps</li> <li>• List of coaching questions to use in revision work</li> </ul>
<b>Assignment</b>	<p>Read chapter one in Jacobs, H. H., and Johnson, A. (2009). <u>The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development</u>. Alexandria, VA; Association for Supervision and Curriculum Development.</p> <p>Read chapter one in Martin-Kniep, G. (2000). <u>Becoming a Better Teacher</u>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>and Chapter 5 in McTighe, J. and Wiggins, G. (2005). <u>Understanding by Design</u>. Alexandria, VA: Association for Supervision and Curriculum Development as a background to essential questions.</p>	<p>Review coaching protocols and rubric provided in resources</p> <p>Read chapter six in Jacobs, H. H., and Johnson, A. (2009). <u>The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development</u>. Alexandria, VA; Association for Supervision and Curriculum Development.</p>	<p>Read chapter nine in Jacobs, H. H., and Johnson, A. (2009). <u>The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development</u>. Alexandria, VA; Association for Supervision and Curriculum Development.</p> <p>Read Jacobs, H.H. (2007). <u>Active Literacy Across the Curriculum</u>. Larchmont, NY: Eye on Education.</p>