

# Tri-State Area School Study Council

*University of Pittsburgh  
Pittsburgh, PA*



## **Curriculum Mapping**

***A Simplified Step-By-Step Template in Developing a Teacher, Parent and Student Friendly Syllabi and Unit Curriculum Mapping Set of Documents***

Developed & Researched  
By  
*Dr. N. Bayat & Dr. T. Doran*

*Based on Curriculum Audit Research Reviews, Marzano Research Meta-Analysis Database of Instructional Strategies and Curriculum Mapping, PA Academic Standards and the PA Standards Aligned System (SAS)*

**University of Pittsburgh**  
*Tri-State Area School Study Council (TSASSC)*  
*School of Education*  
Administrative and Policy Studies

**Objectives:**

Curriculum and Instruction is the cornerstone of any successful educational program. Research indicates that student access to aligned curriculum, appropriate instructional materials, and grade level standards-based instruction taught by highly-qualified, effective teachers leads to increased student academic achievement. The “*Curriculum Mapping*” serves as the foundation for providing the evidence for the written, taught, reinforced and tested model of curriculum management.

**Basic Instructions & Resources for Completing the Curriculum Maps Part 1 & Part 2**

**Section 1 Instruction**

In both “*Part 1 & 2*” *Curriculum Map formats*, the instructor or team of teachers should have the following resources and documents:

1. Copy of all established or previous planned course guides, curriculum maps, etc.
2. Copy of approved textbook(s) adopted for the course
3. Copy of approved resource materials and reference texts used in delivering the instructions
4. Copy of any assistant technology utilized in the delivery of instructions, student activities, student assessments, etc.
5. The use of a laptop or other computer technology device to complete all the forms and documents.
6. The school system may use any format for documenting the information such as, Goggle Docs, Excel, Word Document, etc.
7. The University at this time will only provide a “Word Document” version of both Part 1 and Part 2 templates.
8. When possible, departments should work in teams of 2 or 3 members, as well as, working across curriculum departments and subject areas to reinforce continuous learning and skill development.

**Section 2 Instructions**

1. Teaching towards the academic standards is significant in enhancing and improving student achievement. As a result, please use the PA Standards Aligned System ([www.pdesas.org](http://www.pdesas.org)) or the other “National Academic Associations” connected with your subject areas such as:
  - NCTM – [www.nctm.org](http://www.nctm.org) National Council of Teachers of Mathematics
  - NCTE – [www.ncte.org](http://www.ncte.org) National Council of Teachers of English
  - NSTA – [www.nsta.org](http://www.nsta.org) National Science Teachers Association
  - NCTSS – [www.nctss.org](http://www.nctss.org) National Council of Teachers of Social Studies
  - ACTFL – [www.actfl.org](http://www.actfl.org) American Council of the Teaching of Foreign Language
  - [www.opened.io](http://www.opened.io)
  - Next Generation Science Standards, [www.learni.st](http://www.learni.st), [www.khanacademy.org](http://www.khanacademy.org), [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com), etc.

**Disclaimer:** This audit review format along with the curriculum-mapping template procedures were developed by the TSASSC research team and is strictly the property of the consultants of TSASSC. The data and information utilized in the various data collecting instruments is intended only for the individuals of the identified school system, or the authors of this review. If you are not the named addressee you should not disseminate, distribute or copy this report without permission. As a result, the auditors, consultants, Tri-State Area School Study Council (TSASSC) and the University of Pittsburgh do not accept liability for any errors or omissions in the contents of this report and/or recommendations. University of Pittsburgh, School of Education Administrative and Policy Studies, 4302 Wesley W. Posvar Hall, Pittsburgh, PA 15260. Office: 412-648-7175

# School Name

(School Logo)

**DRAFT COPY Template – See Sample**

## **Syllabus or TPS Curriculum Map Template – PART 1**

*A Teacher/Parent/Student-Friendly Curriculum Map Approach*

### **A Standards-Aligned Course Description**

*PA SAS Academic Standards, National Council of Teachers of Mathematics NCTM, National Science Teachers Association NCTA, National Council of Teachers of English and National Council of the Social Studies NCSS)*

### **Course Name**

### **Course Instructor & Professional Biography**

*(A brief overview of certifications and experiences)*

### **Course Description**

*(What does this course entail including general knowledge, unit names, resources, and cognitive skills acquired. See your “Course Description” found Course Catalog Booklet)*

### **Course Resources**

*(Include textbook, reading material, technology, etc.)*

### **End of Course Outcomes**

*(Describe at the end of this course, a successful student should be able to gain identified knowledge along with communication, computation, compare/contrast, analytical, problem-solving skills?)*

## Major Subject Area Academic Standards Addressed

*(Utilizing the PA SAS Academic Standards, NCTM, NCTE, NSTA and NCSS or others, identify selected academic standards that significantly impact the course outcomes outlined above.)*

## Course Units by Sequence with Short Description

*(Limit the number of units to major and key learning objectives and skill areas. General number of units can range from 6 to 8 units per semester if applicable.)*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Student Assessments

*(The assessments should only include the major unit tests, exams and identified projects, essays, research, readings, etc. However, do identify other periodic formative assessments such quizzes, exit cards, class participation, etc.)*

## Grading

*(Utilize the grading scale and procedures as outline in the school's Policy Manual and/or school Course Selection Catalog Booklet)*

## Contact Information

*School name*

*School Address*

*School Telephone Number*

*School E-Mail Address*

*School Website Information*

## Unit Curriculum Mapping – PART 2

*(NOTE: A "Unit Curriculum Map" needs to be completed for EACH UNIT described in the TPS Curriculum Map or Syllabus identified above.)*

<b>Course Name:</b>	<b>Unit Name:</b>	<b>Academic Year:</b>
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<b>Unit Title &amp; Description</b>
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<b>Major Academic Standards Addressed &amp; Essential Questions</b> <i>(Need to identify major standards aligned with unit title and learning objective and/or skills)</i>
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<b>Chapter or Resources Utilized &amp; Projected Number of Days for Completion</b> <i>(Note: Optional)</i>	<b>Content/Concept</b>	<b>Skills or Learning Objectives</b> (Need to be specific)	<b>Assessments or Tests</b> <i>(Needs to be specific and inline with the learning objectives &amp; skills (i.e. Multiple Choice unit test on cause of America Civil War 1860 to 1865; Research project on racial stereotyping in current media of 21 Century; Unit tests on System of Equation/Inequalities and Polynomial Expressions)</i>	<b>Additional Comments</b>

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## Sample of a TPS Curriculum Map or Syllabus Template – PART 1

**Note:** This Curriculum Map/Syllabus was created as an example and is NOT an actual Conemaugh Valley High School document. The developed curriculum map is fictitious and is used by permission of the Conemaugh Valley School District for University of Pittsburgh educational use only.

### (Sample #1)

#### School Name and Logo

#### Standards Aligned Course Description

**Course Name:** *World Cultures*

**Course Instructor:** *Dr. Fred Flintstone*

#### Instructor Professional Biography

*Dr. Flintstone graduated in 1968 from Rockville State College with a degree in Anthropology and a certification in Secondary Social Studies (7-12). Dr. Flintstone taught for six years at Stone Wheel high School before becoming a teacher at Conemaugh Valley High School. Dr. Flintstone has taught a variety of courses and grade levels during his time at Conemaugh Valley. Dr. Flintstone received his master's degree from the University of Pittsburgh and completed his doctorate in 2004. Dr. Flintstone lives with his wife, Betty and has three grown children, BamBam, Babs and Rocky.*

**Course Description:** (What does this course entail) *The World Cultures course will provide students with a comparison of cultures found throughout the world. The main emphasis will be on the changes taking place in the world due to the increased use of technology and the impact of industrialization on traditional cultures. We will investigate cultures found in South America, Asia, Africa and the Middle East and compare similarities and differences with western cultures.*

#### Course Resources

*World Cultures Alive: Contemporary Studies.* New York: TCI Publishing, 2014. Print

#### End of Course Outcomes

(At the end of this course, a successful student should be able to:)

- *Describe the selected cultures found in South America, Africa, Asia and the Middle East.*
- *Locate these cultures on a map of the world and define their locations in comparison to the other cultures studied in the course.*
- *Compare the history of each of the selected cultures.*
- *Critique the positive and negative impact of technology and industrialization on the selected cultures.*
- *Construct a prediction of the future of the cultures selected for the course investigation.*
- *Develop a project in collaboration with three other students that expressed the group and individual understanding of the present state of a student-selected culture.*

#### Major State/Subject Area Standards Addressed

(Be discriminating and select only those that truly impact course outcomes)

*CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.*

#### Materials & Resources

*CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.*

*CC.8.6.9-10.A: Write arguments focused on discipline-specific content. CC.8.6.9-10.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*



#### **Materials & Resources**

**CC.8.6.9-10.F:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### **Materials & Resources**

**CC.8.6.9-10.G:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Materials & Resources. CC.8.6.9-10.H:** Draw evidence from informational texts to support analysis, reflection, and research.

### **Course Units by sequence with short description**

1. *Course Overview and description of student expectations- 3 Days*
2. *Industrialization and Technology – Defined and described in the United States. We will work together to better understand how industrialization has impacted the United States in order to understand the impact of industrialization on the United States and to be able to compare this impact with impacts on the selected cultures – 20 Days*
3. *Area of Study – West Africa – We will study the Western section of Africa with an emphasis on the history, colonialization and creation of independent states and the current status of the West African countries of Nigeria, Liberia and Mali. – 20 days*
4. *Area of Study – Asia – 20 days*
5. *Area of Study – South America – 20 days*
6. *Mid-Year Assessments and Student projects – 7 Days*
7. *Area of Study – Middle East – 20 days*
8. *Area of Study – Comparison of traditional and Industrial societies – 20 days*
9. *Area of Study – The Impact of Technology and “modernization” on traditional, industrial and technological cultures – 25 days*
10. *Student Independent Study of a student selected culture – 10 Days*
11. *Student Presentations and final assessment*

### **Assessments**

*Students will be provided a listing of student objectives for each unit. These objectives will be the basis of the assessment for each unit. At the end of each area of study unit, the student will be given a knowledge level assessment in a multiple choice and short response format. The four knowledge-based assessments will account for 50% of the course grade.*

*Student independent research project and semester presentations will be the other 50% of the course grade. A student research project will be required at the finish of the 7<sup>th</sup> and 8<sup>th</sup> units of the course. Each project (3 to 5 pages) will be 10% of the course grade.*

*A major collaborative project will be required as a culminating project at the end of the school year. This project will be 20% of the course grade.*

*A final knowledge based assessment will be given at the end of the course. This assessment will be 10% of the course.*

*Grading: Student grades will be based upon the grade chart developed by the school district. The course final grade is not weighted as honors of AP course.*

**Contact Information** [Fflintstone@CVSD.org](mailto:Fflintstone@CVSD.org) or by phone at 814-535-5005. Dr. Flintstone will return all e-mails or phone calls within 24 hours of reception. Parents may request a conference at any time. Conferences must be scheduled before or after the school day.