



Overview

What is a curriculum map?

A curriculum map is a plan for how a teacher will teach a specific course. Curriculum maps address the major ideas and projects that drive a class, in order to help a teacher plan out a basic schedule for units, activities and assessments. Curriculum maps are not meant to be an exhaustive list of every class topic, which would take a large amount of time and energy to complete. Rather, they are meant to be used to answer basic questions about sequencing, pacing, and unit planning which can then be used to plan lessons effectively and efficiently throughout the course.

Curriculum maps cover a wide range of important curricular activities. Typically, they attempt to:

- create a "snapshot" of the plan for educational activities of a specific course
- capture the content, skills, and assessments throughout the course
- organize information into an easily accessed visual that presents a timeline of instruction

Why use a curriculum map?

The purpose of creating and using curriculum maps is to help teachers pace the year to ensure all the standards within a course will be covered. Curriculum maps offer a sequence for delivering content and provide a clear scope for what *must* be taught to *all* students, based on course standards.

- Mapping curriculum enables teachers to ensure that they allocate sufficient time to cover each standard and objective.
- As teachers stand back and analyze a curriculum map, teaching strategies become clearer. The teacher is better able to create a balance between teacher-directed concepts and student-generated investigations. The teacher is also able to plan proactively for activities that might take advance notice (like scheduling a guest speaker or ordering laboratory materials) and allow preparation time for longer research projects.
- Curriculum mapping can also facilitate assessment planning. Periodic self-assessment and assessment using a rubric promotes awareness of strengths and areas for improvement. Students learn the language and process of setting, recording, and evaluating goals.

Curriculum Map Development

What is the process for creating a curriculum map?

The process for creating a curriculum map starts with identifying the knowledge and skills inherent within the course standards, grouping them into units of instruction, and setting objectives which will drive lesson plan development. Once concepts are organized in the curriculum map, teaching activities and assessments can be added. Let's take a look at an example from the course Medical Therapeutics. We can take the information we created in the *Knowledge and Skills: How to Unpack a Standard* worksheet, combine it with the information we created in the *Strong Objectives: How to Write Aligned, Specific and Measurable Statements* worksheet, and start to fill out the curriculum map tool.

Step One: Set-up Tool

Start by inserting the "Course Name" and appropriate "Grade" information for the course in the header of the curriculum map tool. You can then look at the [course description document](#) and scroll down the standards to find the thematic concepts which serve as headings for groups of standards. These group headers can serve as an initial



organization of units. Place these bolded titles into the “Unit Title” column to get started. Units can be tweaked later if necessary to better organize activities.

Medical Therapeutics

Therapeutic Statistics

- 23) Synthesize charts, statistics, and other health-related data to understand the distribution and determinants of disease in target populations as related to therapeutic services (such as heart disease in women), and communicate this knowledge to the public through role-plays, written materials, or other informational resources to improve the health of the community. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 7, 8, 9)
- 24) Evaluate research related to diseases, statistical information, and epidemiology to determine the unique needs of a target population as related to therapeutic services (such as cardiovascular rehabilitation services). Compare the incidence of a particular disease/disorder within this population to its prevalence on local, state, regional, and national levels. (TN CCSS Reading 2, 9)
- 25) Investigate the research and development of pharmaceutical agents, trends related to biotechnology and pharmaceuticals, immunizations, and pharmacogenomics. Conduct a long-term independent research project to craft an explanatory text narrating scientific procedures or technical processes (such as DNA-specific medications). Cite evidence from articles in scientific journals, defining the questions the author seeks to address. (TN CCSS Reading 1, 2, 6; TN CCSS Writing 2, 7, 8, 9)

Unit Title	Time/Length
Therapeutic Statistics	

Course Description Document: Standards

Curriculum Map Tool, First Column

Step Two: Transfer Course Content

The next step is to take the standards and the knowledge and skills within each standard you have broken down and input them into the appropriate columns in the curriculum map tool. Refer back to the *Knowledge and Skills: How to Unpack and Standard* worksheet for more information. Below is our example from unpacking standard 23 into knowledge and skills. Remember, knowledge is what a student should know and skills are what a student should be able to do.

Medical Therapeutics

Standard	Knowledge	Skills
Synthesize charts, statistics, and other health-related data to understand the distribution and determinants of disease in target populations as related to therapeutic services (such as heart disease in women), and communicate this knowledge to the public through role-plays, written materials, or other informational resources to improve the health of the community. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 7, 8, 9)	<p>Distribution of disease</p> <ul style="list-style-type: none"> Terminology Areas to be reviewed and evaluated <p>Determinants of disease</p> <ul style="list-style-type: none"> Causes of diseases Factors related to disease process <p>Disease in targeted populations</p> <ul style="list-style-type: none"> Identify and define targeted populations Pinpoint therapeutic careers <p>Health Improvement strategies</p> <ul style="list-style-type: none"> Resources available in community 	<p>Synthesize data from:</p> <ul style="list-style-type: none"> Charts Statistics Other health-related data <p>Understand</p> <ul style="list-style-type: none"> Distribution of disease Determinants of disease <p>Communicate</p> <ul style="list-style-type: none"> Develop communication piece Role-play Written materials Other informational resources

Course Content: Knowledge and Skills		
Standard(s)	Knowledge	Skills
Synthesize charts, statistics, and other health-related data to understand the distribution and determinants of disease in target populations as related to therapeutic services (such as heart disease in women), and communicate this knowledge to the public through role-plays, written materials, or other informational resources to improve the health of the community. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 7, 8, 9)	<p>Distribution of disease</p> <ul style="list-style-type: none"> Terminology Areas to be reviewed and evaluated <p>Determinants of disease</p> <ul style="list-style-type: none"> Causes of diseases Factors related to disease process <p>Disease in targeted populations</p> <ul style="list-style-type: none"> Identify and define targeted populations Pinpoint therapeutic careers <p>Health Improvement strategies</p> <ul style="list-style-type: none"> Resources available in community 	<p>Synthesize data from:</p> <ul style="list-style-type: none"> Charts Statistics Other health-related data <p>Understand</p> <ul style="list-style-type: none"> Distribution of disease Determinants of disease <p>Communicate</p> <ul style="list-style-type: none"> Develop communication piece Role-play Written materials Other informational resources

Knowledge and Skills Worksheet

Curriculum Map Tool, Third – Fourth – Fifth Columns



Step Three: Transfer Strong Objectives and Estimate Timing

The next step is to take the strong objective statements you crafted based on the knowledge and skills and input them into the appropriate column in the curriculum map tool. Refer back to the *Strong Objectives: How to Write Aligned, Specific and Measurable Statements* worksheet for more information. Continuing with our example based on the knowledge and skills for Medical Therapeutics, below is an example of objectives aligned to the standard. Based off of the objectives, fill in the second column (time/length). Since there are multiple strong objectives in our example, we are anticipating this instruction to take five days. *Important to note: the objectives provided are written for the standard, not for a single day of instruction. Some objectives may take several days of instruction to cover.* Based on your objectives, estimate the time you believe you will need to spend with your students.

Medical Therapeutics

Students will be able to (SWBAT)	Objective
SWBAT	<ul style="list-style-type: none"> Identify and define members of targeted populations in community using data obtained from local resources then provide an accurate summary of the data. Synthesize the central ideas and conclusions of data obtained from local, state and national resources related to diseases in local community. Include in the synthesis causes of disease, factors related to disease process and possible epidemiology Gather relevant information from credible sources and textbook to produce a writing assignment that identifies therapeutic services in the community that can assist each of the diseases or disorders. Conduct a community survey to determine knowledge of prevalent diseases/disorders and available resources. Translate the quantitative and quantitative information into visual form then synthesize results to develop a community teaching packet. Role-play or present community teaching packet in class, to school or a community partner gathering further data through feedback. Revise teaching packet as needed from feedback.

Time/Length	Course Content: Knowledge and Skills Objective(s)
5 days	<ul style="list-style-type: none"> Identify and define members of targeted populations in community using data obtained from local resources then provide an accurate summary of the data. Synthesize the central ideas and conclusions of data obtained from local, state and national resources related to diseases in local community. Include in the synthesis causes of disease, factors related to disease process and possible epidemiology Gather relevant information from credible sources and textbook to produce a writing assignment that identifies therapeutic services in the community that can assist each of the diseases or disorders. Conduct a community survey to determine knowledge of prevalent diseases/disorders and available resources. Translate the quantitative and quantitative information into visual form then synthesize results to develop a community teaching packet. Role-play or present community teaching packet in class, to school or a community partner gathering further data through feedback. Revise teaching packet as needed from feedback.

Strong Objectives Worksheet

Curriculum Map Tool, Second and Sixth Columns



Step Four: Plan Instructional Activities and Assessments

Once you have input your knowledge, skills, and objectives, you can start to plan for what instructional activities you will use to complete your objectives. If you’ve written strong objectives statements, many will already include aligned activities you should be using to increase student understanding. You can also review the reference standards (found at the end of the [course description document](#) in the *Standards Alignment Notes* section) for additional ideas for activities. Enter aligned activities into the appropriate column in the curriculum map tool. These do not have to be completed lessons, they will, however, give you a strong guide for developing individual lesson plans at a later date.

It is important to also think about how you will be assessing your students’ learning during this step. Formative assessments (activities to diagnose student understanding and inform ongoing instruction) should be included in the “Activities” column, as they will serve as important day-to-day actions with your students. Culminating summative assessment activities should be included in the “Assessments” column. Don’t be worried if you feel you have duplication. Good teachers often plan backwards and use similar authentic activities throughout their teaching to ensure students are prepared for the summative test.

In planning assessments for your “Assessment” column, make sure you are able to answer the question: “How will I know my students have mastered this material?” As you envision a proficient student, what should that student be able to know and do upon completion of the unit? Make sure the assessment is as authentic as possible. Sometimes a multiple-choice exam might be the easiest way to assess, but if you need to know if a student can physically demonstrate a technical skill, paper-and-pencil might not be the best option. See the example below for how our Health Science teacher planned out their activities.

Medical Therapeutics

Major Instructional Activities	Assessment(s)
<p>Think-Pair-Share during two separate times to identify the diseases in the community and what the targeted populations for diseases to be.</p> <p>Research, gather and synthesize disease prevalence data from CDC, HHS and state department of health websites</p> <p>Oral Questions during the class discussion promoting responses from research.</p> <p>Community Survey: Create a survey to share in community on perception of health.</p> <p>Exit Slip/One Minute Essay on how personal thoughts on reason for disease in a particular population.</p> <p>Choose a mode of communication and develop an informational packet to improve health of community.</p> <p>Student Self-Assessment after the completion of the communication packet assignment.</p>	<p>Teacher Created Summative Exam (multiple choice and essay)</p> <p>Oral Report on communication packet to include:</p> <ol style="list-style-type: none"> 1. Written report with at least three resources 2. Charts 3. Statistics and other health-related data 4. Written information for participants, either a brochure, flyer or Public Service Announcement <p>Presentation to community/school group of communication packet.</p>

Curriculum Map Tool, Seventh and Eighth Columns



Bridge to Practice

It's your turn!

Follow the four-step process outlined above with a course of your choosing using the curriculum map tool on the following pages.

- **Step 1:** Set up the tool by noting the name of the course and the current grade level in the header. Next, input names of basic units in the "Unit Title" column by transferring standard group headers from the course description document.
- **Step 2:** Transfer course content you created using the *Knowledge and Skills: How to Unpack and Standard* worksheet by completing the "Standards," "Knowledge," and "Skills" columns.
- **Step 3:** Transfer strong objectives you created using the *Strong Objectives: How to Write Aligned, Specific and Measurable Statements* worksheet into the "Objective(s)" column and then estimate how long it will take you to complete the objectives and enter that number into the "Time/Length" column.
- **Step 4:** Using the content already included, plan activities to deliver course content and meet objectives and assessments to measure student learning. Input lesson activities and formative assessment items into the "Major Instructional Activities" column and input summative assessments into the "Assessment" column.

Continue to add the rest of the standards and information into the map until you have finished inputting all of the content in your chosen course.

You're done!

The mapping is complete! This curriculum map will serve as your plan for teaching this course. From here, you can take this information and turn it into smaller lesson plans for your day-to-day teaching and/or pacing guides to work with other teachers in your program or district. This map should be correlated with your school calendar to plan effectively for instructional days across the semester or year (such as typical school-based interruptions, breaks, and testing windows).

Questions about this process or need assistance? Please contact CTE.Questions@tn.gov.

Curriculum Map

Course Name: _____

Grade: _____

Unit Title	Time/Length	Course Content: Knowledge and Skills			Major Instructional Activities	Assessment(s)
		Standard(s)	Knowledge	Skills	Objective(s)	

Curriculum Map

Course Name: _____

Grade: _____

Unit Title	Time/Length	Course Content: Knowledge and Skills			Major Instructional Activities	Assessment(s)
		Standard(s)	Knowledge	Skills	Objective(s)	

Curriculum Map

Course Name: _____

Grade: _____

Unit Title	Time/Length	Course Content: Knowledge and Skills			Major Instructional Activities	Assessment(s)
		Standard(s)	Knowledge	Skills	Objective(s)	

Curriculum Map

Course Name: _____

Grade: _____

Unit Title	Time/Length	Course Content: Knowledge and Skills			Major Instructional Activities	Assessment(s)
		Standard(s)	Knowledge	Skills	Objective(s)	

Curriculum Map

Course Name: _____

Grade: _____

Unit Title	Time/Length	Course Content: Knowledge and Skills			Major Instructional Activities	Assessment(s)
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