

*Common Language
for*

*Curriculum
Mapping*

Muscogee County School District



**Curriculum Mapping and Georgia Performance Standards
Common Language**

Terms	Definitions based on Dr. Janet Hale’s Work
1. Essential Maps	These curriculum maps and instructional materials are identified and/or designed at the District Level through collaborative efforts by content teachers. The MCSD Essential Maps are built on the GaDOE Frameworks. These are the baseline instructional maps for the District. (For more information visit Dr. Hale’s Site.)
2. Consensus Maps	These curriculum maps are built from the Essential Maps created at the District Level. Teachers, at the school level, collaborate to enhance the Essential Maps to address the specific needs of their students.
3. Projected/Diary Maps	These curriculum maps are built from the Essential/Consensus Maps. Teachers modify the Consensus Maps to address the specific needs of the students in the classroom based on the specific data of the students of the current year. These personal maps are the Projected/Diary Maps.
Terms	Definitions by GaDOE
1. Assessment	<p>All assessment and evaluation instruments to be included in the unit design are indicated or described in Stage 2 of the unit. Varied assessment tools provide students with diverse opportunities to demonstrate proficiency. Assessment results are utilized throughout the unit to modify instruction to meet the specific identified needs of the students before progressing further in the unit instruction. Specific instructional modifications are noted in Stage 3 of the unit design and in daily Learning Plans.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ Authentic Task (Stage 3) ▪ Essay Question ▪ Expository Writing Assignment ▪ Lab Assignment ▪ MAP (Muscookee County School District Assessment Performance) ▪ Multiple Choice Test ▪ Narrative Writing Assignment ▪ Peer-Editing ▪ Performance Assessment Task (Stage 2) ▪ Presentation, Auditory ▪ Presentation, Visual ▪ Portfolio ▪ Practice Computation Assignment ▪ Recital ▪ Project ▪ Report ▪ Rubric ▪ Short-Answer Test

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	<ul style="list-style-type: none"> ▪ Teacher Observation of Participation ▪ Term Paper ▪ Vocabulary Quiz
2. Authentic Task	All unit tasks (Stage 2 and Stage 3) are Authentic Tasks. Small tasks (Stage 3) serve as activities to build skills toward the unit Performance Assessment Task (Stage 2) and help students achieve the learning goals of the unit.
3. Big Idea	Key concepts, enduring understandings, principle, issues, or problems act as the overarching guide for the unit design.
4. Content	What are students expected to <i>know</i> at the end of a unit? Big Idea concepts and ideas guide the unit.
5. Core Knowledge	Content and knowledge that are presented in the context of real situations – comprise the foundation of effective learning.
6. Curriculum Map	Three basic types of information are provided: brief description of the content, description of skills and process, and assessment tools.
7. Enduring Understandings	Concepts are to be learned and remembered by the students. Brainstorming of specific ideas (nouns) and content to be addressed by the unit provide a map for the design of future learning experiences. The understandings are identified and recorded in the unit Stage 1.
8. Engaged Learner	Students engaged in the learning process produce quality work as they discover and apply knowledge and skills. Variables and Indicators for the Engaged Learner are provided by the North Central Regional Education Laboratory and <i>WOW</i> by Phillip Schlechty.
9. Essential Questions	Open-ended, thought-provoking questions guide instruction and motivate students to uncover the important ideas at the heart of the subject area. Essential Questions are not easily answered and may cause on-going discussions. Examples: Social Studies: How has the Civil War had an effect on my life? Science: Why is my car so much hotter in the summer-time? Mathematics: When does mathematics have a direct effect the quality of my life? English/Language Arts: Is 21 st Century music influenced by the poetry or language of the 19 th Century masters?
10. Graphic Organizer	A visual tool for collecting and organizing information guides student learning.
11. Integrated Standards	Standards are included in the unit design that relate or support the targeted Georgia Performance Standards. Examples: technology standards, process standards, other discipline standards
12. Learning Environment	Students learn in various environments and are not confined to the classroom. Examples: Classroom Media Center Out-Door Classroom

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<p>13. Learning Activities</p>	<p>Learning experiences which are designed to guide the students toward standards mastery are identified in Stage 3 of unit design. These experiences address: * Authentic Application of Content * Engaged Learners * Differentiated Instruction * Learning Modalities * and much more</p>
<p>14. Learning Plan or Lesson Plan</p>	<p>Learning plans (lesson plans) guide the daily learning experiences. The term Learning Plan directs the focus toward student-centered instruction more than the term Lesson Plan. Teachers may still need this daily guide for instruction. Teachers and administrators may want to revisit the use of Lesson Plans. <u>Questions to Consider:</u> * Should all teachers be required to submit Lesson Plans to administrators? * Do all plans need to be included in the curriculum map? * How are the plans used by administrators? * Are board configurations and Standards-Based Classroom Environment Processes and Procedures just as informative for instructional observations as lesson plans?</p>
<p>15. Performance Standard</p>	<p>Performance standards (PS) go into much greater depth than the content standards used in the previous curriculum. Performance standards provide clear expectations for assessment, instruction, and student work. PS define specific expectations of what students should know and be able to do. Four Parts of the Performance Standard: Standard Element Student Work Teacher Commentary</p>
<p>16. Performance Task</p>	<p>Stage 2: Culminating, authentic, tasks are designed to provide students with opportunities to apply skills to real-world situations. The application of higher-order thinking skills are addressed through an authentic scenario. This task is described in Stage 2 of the unit design. The Performance Task must correlate to the identified unit Georgia Performance Standards. Stage 3: The Performance Tasks included in Stage 3 are like those in Stage 2. The main difference is how the task is assessed. In Stage 3, students are practicing their new knowledge. In Stage 2, student knowledge is being assessed. The identification of performance tasks with Stage 2 or Stage 3 is determined by the teacher and the purpose for the task.</p>

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	(See definition for authentic task.)
17. Primary Standard	Key standards all students have the opportunity to meet.(Individual Work that is Assessed)
18. Process Standards	The process standards are correlated to the content standards to develop patterns of thought processes that lead to conceptual understanding and content literacy.
19. Resources	Instructional and learning aides enhance the learning process. Examples: Audio and Visual Materials Books Graphic Organizers Guest Speakers Handouts Manipulatives Resource Kits Software Text Books Web Sites
20. Scenario	The hook or real-world story introduces and describes an authentic task circumstances. This task introduction relates to the interests of the students and identifies their engagement. The task audience and role of the students are described to enhance the real-world connections.
21. Skills	What are students expected to <i>do</i> ? Unit objectives are correlated to actions (verbs) required of students are addressed in skills. The Verb-Lists correlated to Bloom’s Taxonomy are excellent resources to aid in the identification of unit skills. Focus on higher-order thinking skills to increase content rigor. (See secondaryinstruction.com/CMapping) Specific processes and procedures for what students will <i>do</i> are included the skill descriptions. Examples: Compare and contrast the heat from varied colored-paper sheets left in the sun. Create a timeline of events.
22. Stage 1	Identify standards and Essential Questions for the unit. “Unpack the standards.”
23. Stage 2	Varied assessment tools are listed in this unit section. The Performance Task scenario is presented. Links to details of the Performance Task are included. (formative, summative, formal, informal)
24. Stage 3	The learning activities are listed for Learning Plan designs.
25. Student Work	Examples of student work are included to identify specific skills that are needed to meet the standard.
26. Tasks	Authentic application of standards is student-centered. Students are actively engaged in the learning. See Performance Tasks.

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27. Title	The Unit Title may reflect the standard, the Big Idea or unit learning experiences.
28. Teacher Commentary	Communication between teacher and student, through an ongoing regular basis, guides improvement or enhances the learning.
29. Teacher Made Tests	Assessment instruments designed by the classroom teacher to specifically identify the content needs of the students.
30. Unit	<p>A plan incorporates all assessments, standards and learning activities for a selected theme. The unit design addresses the assessment of the standard before the teaching begins. Unit plans typically address more than one standard and last for several weeks.</p> <p>Learning Plans (lesson plans) are designed from the unit plan to meet the specific everyday needs of the students.</p>
31. Unit Objectives	Specific action goals are identified for student engagement. (verbs)