**Curriculum Mapping Steps**

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* ***Narrow Your Focus***
  + What are the state standards?
  + According to your state DOE, which standards are essential?
  + If your state doesn’t provide essential standards, determine which standards are important for success in future science courses and life.
  + Less = More; spending more time on less standards increases the depth of understanding and long term retention.
* ***Begin with the End in Mind***
  + Program goals--Identify program goals
  + Unpack Standards
    - What are the DOK levels?
    - What skills needed/learned?
    - Create learning objectives (student friendly I can statements) for your essential standards.
* ***How will we know the students have mastered the objective?***
  + Develop Summative Assessments
  + Tight-Loose-Tight
    - Objectives taught and the order and time spent on these should be tight
    - Learning activities/instruction (outside of common activities/labs) this the loose = the art of teaching
    - Summative Assessments--All teachers use the same assessments = tight
* ***Similar to Identical***
  + Determine time allotment per standard
  + Consider building in flex days for re-teach/enrichment
  + Determine common lessons, activities, etc.
  + Determine common instructional support materials
  + Determine common vocabulary
* ***Determine a mapping system for communication & alignment***
  + Paper format
  + Online format (ex. Rubicon Atlas, Curriculum Trak, etc.)
* ***Create a more specific pacing guide***
  + Map out topics for each week; more detailed path of map
    - Week 19 = I can compare and contrast photosynthesis and respiration
      * Monday- Photosynthesis/minilab
      * Tuesday- Respiration/minilab
      * Wednesday- Formative assessment; Venn diagram activity
      * Thursday- Reteach/enrich activities
      * Friday- Group sorting activity; Summative quiz
  + PLCs develop formative assessments aligned with DOK
    - Best place in instruction?
    - Mode?