



Baldwin-Whitehall School District

Curriculum Mapping & Understanding by Design

Revised 12/2014



Essential Questions for Today:

- What is curriculum mapping?
- What is the purpose of curriculum mapping?
- What is Understanding By Design?
- What are the 3 stages of Understanding By Design?



What is curriculum mapping?

It is defined as:

- a systematic process for collecting and maintaining data of the operational curriculum in a school district.
- a way to ensure that there is congruence among the written, taught, and tested subject matter, courses and content areas.
- a procedure for creating a culture of continuous learning and improvement of student achievement.

Why does mapping matter?

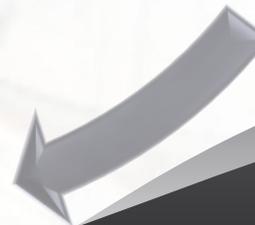
To develop.



To improve
student
performance.



To
communicate.

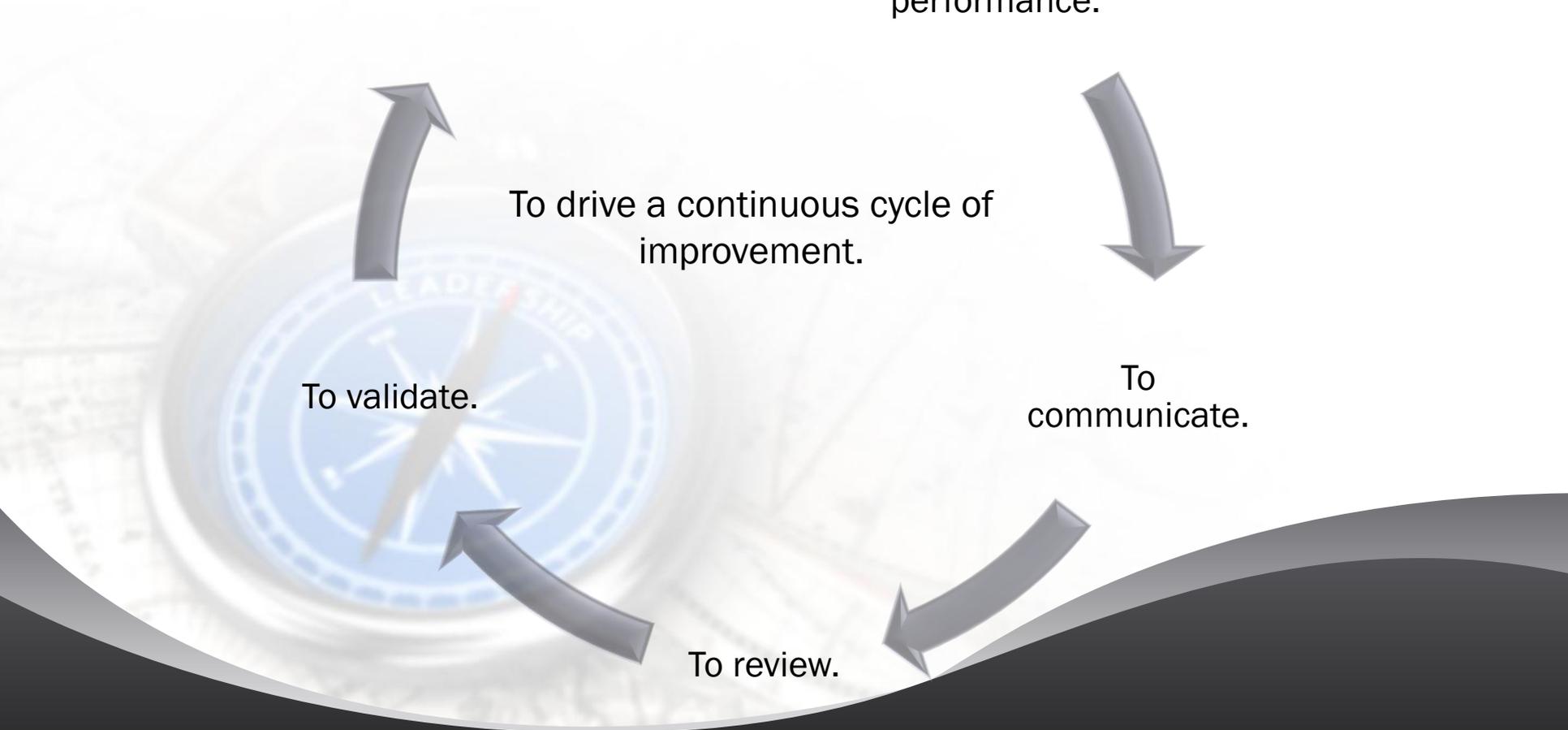


To review.



To validate.

To drive a continuous cycle of
improvement.



Purposes of Curriculum Mapping

- Accrues and maintains system-wide data across schools, grades, and subject areas.
- Guides teachers in identifying and analyzing instructional gaps.
- Defines the science of teaching, yet encourages the art of teaching.
- Integrates the natural connections between disciplines and classrooms.



Purposes of Curriculum Mapping

- Reveals duplication of effort and eliminates the waste of time and resources.
- Ensures consistency within grades and content areas.
- Provides for horizontal articulation and vertical alignment of courses.
- Aligns courses to the PA Core Standards and Eligible Content.



Purposes of Curriculum Mapping

- Addresses student learning outcomes and scholastic achievement.
- Organizes the knowledge and skills of experienced teachers.
- Creates a legacy and establishes a roadmap for newly hired teachers.



Purposes of Curriculum Mapping

- Establishes an overview and systemic plan for purchases of textbooks and materials.
- Increases professional conversations.
- Incorporates 21st Century Learning skills into teaching and learning.
- Includes appropriate use of technological applications and programs to enhance teacher productivity and student learning.



Overview of a Pre-K-12 Curriculum Map

4 Major Components

1. Course

2. Unit/Module

3. Core Lesson

4. Teacher Lesson Plans

Component #1

Course – The science (what) of teaching

- Non-negotiable
 - All teachers must teach it.
 - Each course may include up to 10 must teach units.
- 

Component #2

Unit/Module – The science (what) of teaching

- Non-negotiable
- All teachers must teach them.
- Each unit/module may include 5-10 must teach core lessons depending on the amount of content and length of course.

Component #3

Core Lesson – The science (what) of teaching

- **Non-negotiable**
- **All teachers must teach them.**
- **Each core lesson may include 5-20 must teach teacher lesson plans depending on the amount of content and length of course.**

Component #4

Teacher Lesson Plans – The art (how) of teaching

Understanding by Design

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.”

- *Stephen R. Covey (The Seven Habits of Highly Effective People)*



The 8 Big Ideas of UbD

1. UbD is a way of thinking purposefully about curricular planning and school reform. It offers a 3-stage design process, a set of helpful design tools, and design standards – not a rigid program or prescriptive recipe.
 2. The primary goal of UbD is student understanding: the ability to make meaning of “big ideas” and transfer their learning.
- 

The 8 Big Ideas of UbD

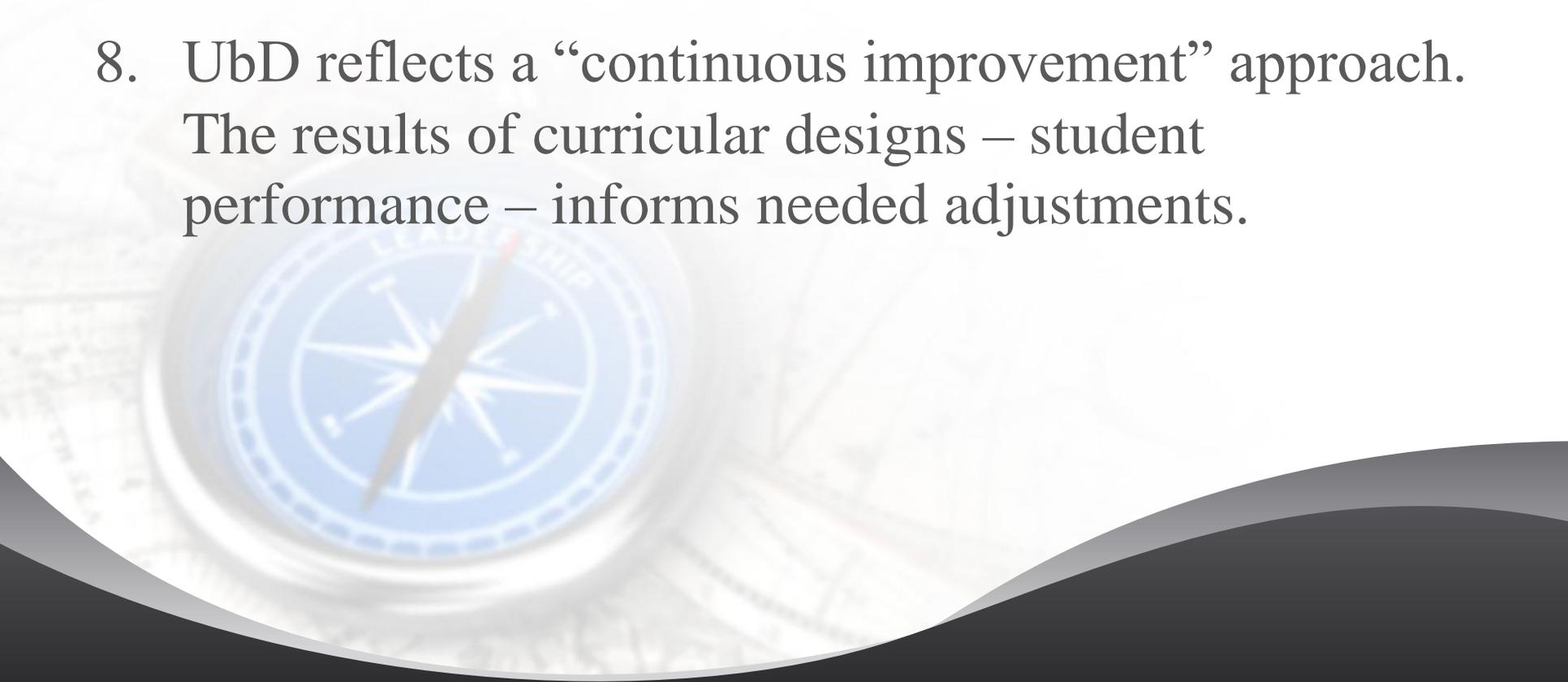
3. UbD “unpacks” and transforms Content Standards into the relevant Stage 1 elements and appropriate assessments in Stage 2.
 4. Understanding is revealed when students autonomously transfer their learning through authentic performance. Six facets of understanding – the capacity to *explain, interpret, apply, shift perspective, empathize, and self-assess* – serve as indicators of understanding.
- 

The 8 Big Ideas of UbD

5. Teachers are coaches of understanding, not mere purveyors of content or activity. They design for and support “meaning making” and “transfer” by the learner; and adjust to achieve intended results.
6. Planning is best done “backward” from the desired results and the transfer tasks that embody the goals. The 3 Stages (Desired Results, Evidence, Learning Plan) must align for the unit to be most effective.

The 8 Big Ideas of UbD

7. Regular reviews of curriculum against design standards enhance curricular quality and effectiveness.
8. UbD reflects a “continuous improvement” approach. The results of curricular designs – student performance – informs needed adjustments.



The 3 Stages of UbD

Stage 1

- Desired Results

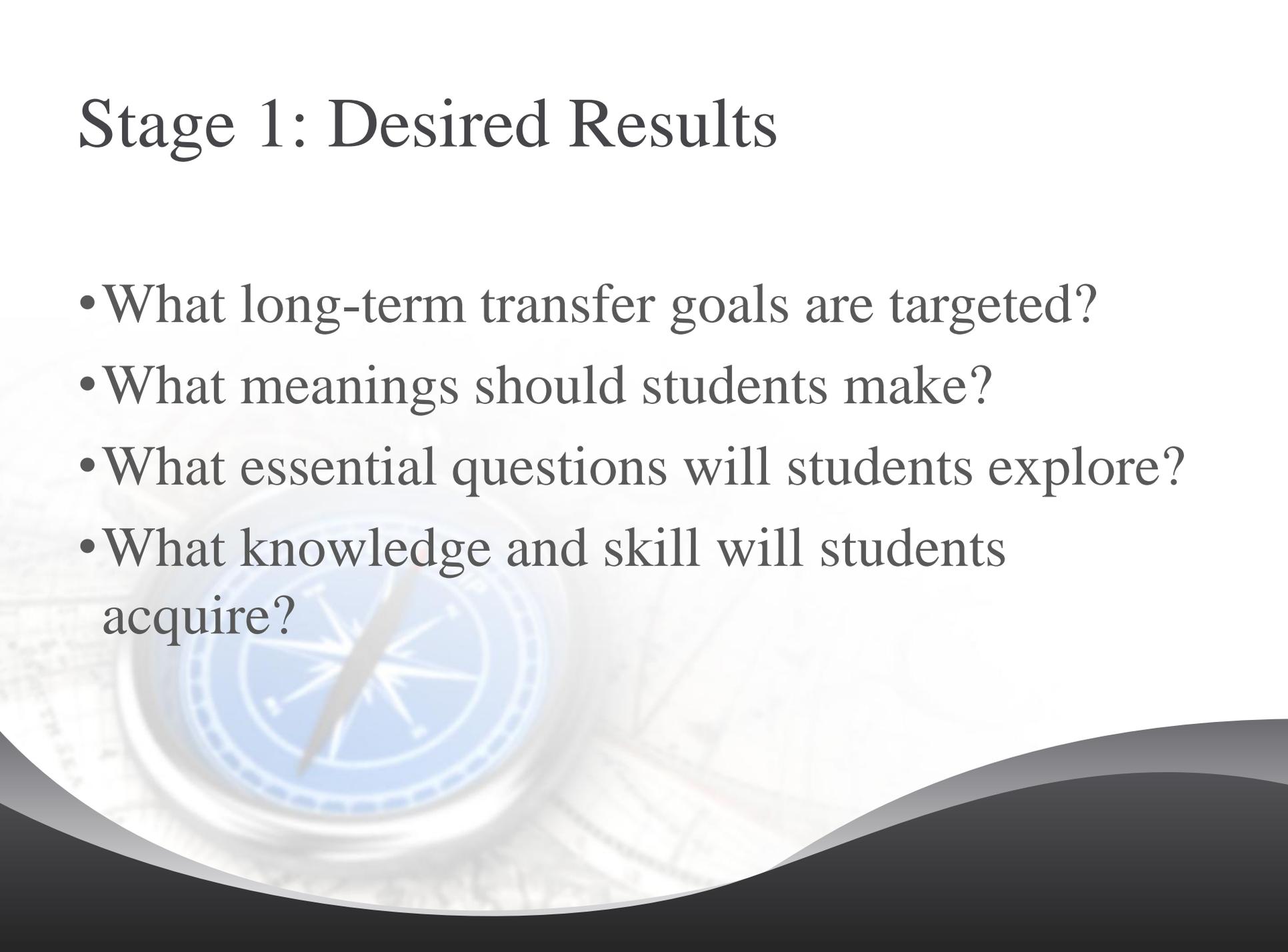
Stage 2

- Evidence

Stage 3

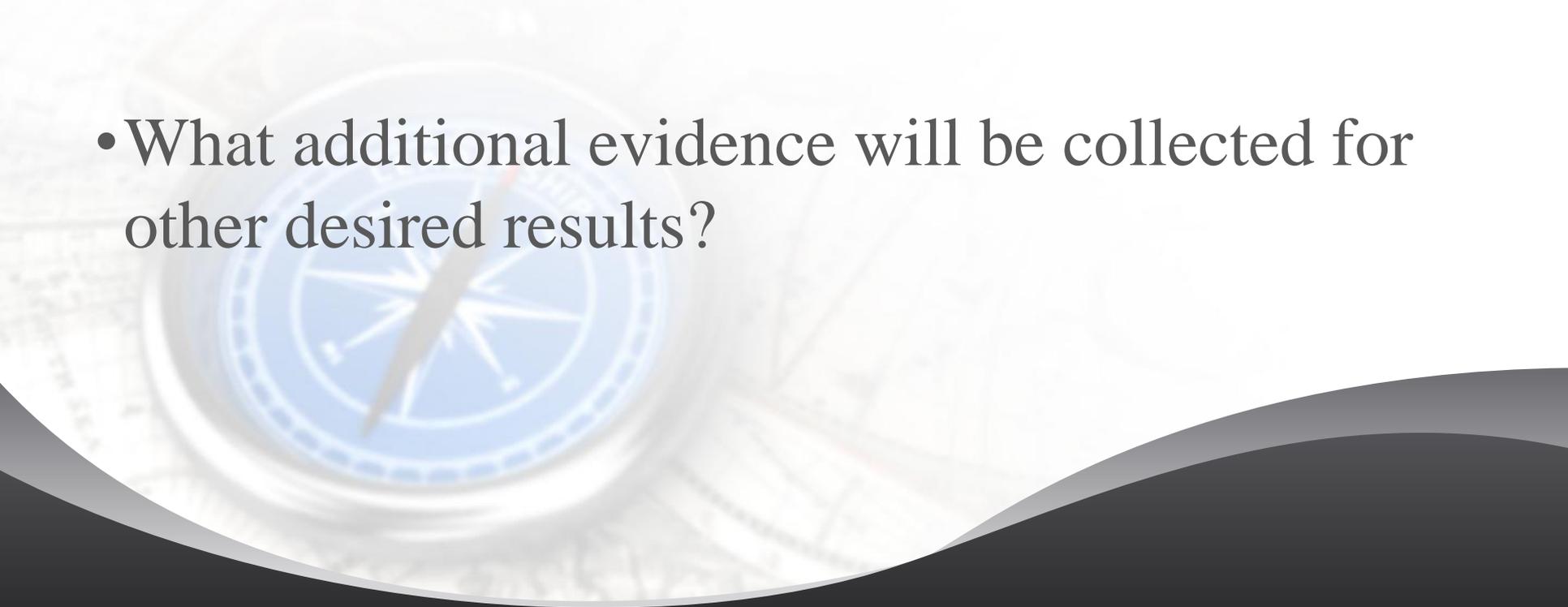
- Learning Plan

Stage 1: Desired Results

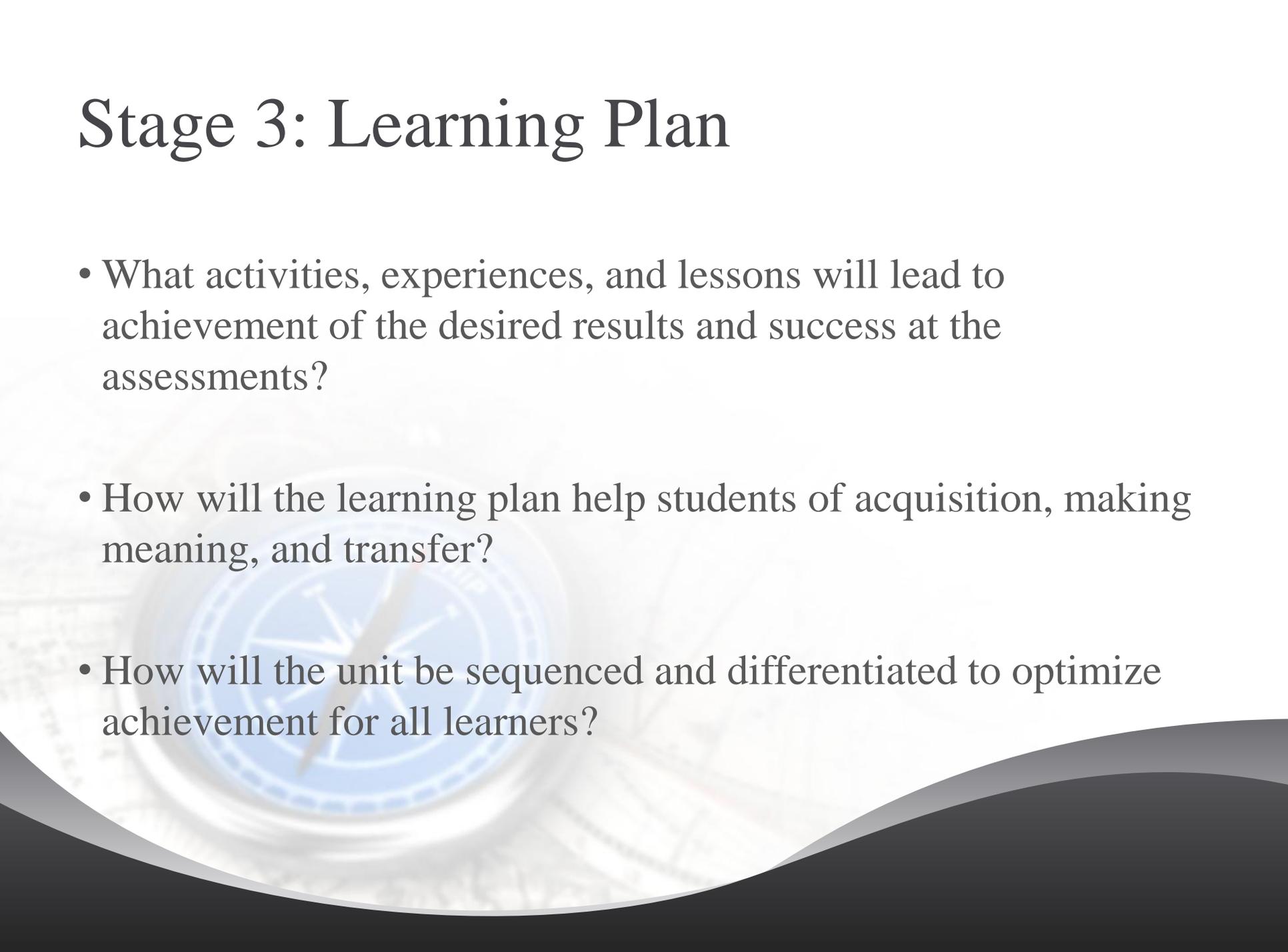
- What long-term transfer goals are targeted?
 - What meanings should students make?
 - What essential questions will students explore?
 - What knowledge and skill will students acquire?
- 

Stage 2: Evidence

- What performances and products will reveal evidence of meaning-making and transfer?
- What additional evidence will be collected for other desired results?



Stage 3: Learning Plan

- What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?
 - How will the learning plan help students of acquisition, making meaning, and transfer?
 - How will the unit be sequenced and differentiated to optimize achievement for all learners?
- 

Questions?

For more information, or links to today's resources go to:

<http://bwSDcurriculum.weebly.com>

