

Glossary of Mapping Terms

Adapted from *Curriculum Mapping Planner* by Heidi Hayes Jacobs and Ann Johnson

Alignment: Agreement or coherence between the essential questions, content, skills, assessments, and standards adopted by the district. Maps allow us to see three types of alignment: internal alignment, external alignment to standards, and cumulative alignment K-12.

Assessments: Demonstrations of learning aligned to the benchmarks and standards that allow students to show you what they know. They are products and performances used as evidence of skill development and content understanding.

Assessment Type: The various kinds of assessments such as quiz, test, performance assessment, essay, etc., that allow students to demonstrate their learning.

Benchmarks: Specific developmental statements regarding performance-based standards. Benchmarks are usually defined in behavioral and observable terms.

Big Ideas: Important core concepts, understandings, or theories. Big ideas go beyond discrete skills and focus on larger concepts, processes, or themes.

Bi-Level Analysis: The examination of student work and performance data on two levels-the subject matter concepts and skills, and the requisite language capacity (e.g. linguistic patterns, three types of distinctive vocabulary, and editing and revising strategies).

Concept: A relational statement that provides the focus and basis for acquiring knowledge. It is synonymous with the enduring understanding or big idea.

Consensus/Core Maps/ Essential: Agreed-upon curriculum identified by teachers and administrators that determines which elements must be consistently taught by all teachers in a course or subject and where flexibility will be critical.

Diary Maps: A map where data are entered on an ongoing basis. Periodically, whether every few weeks or trimester, you will stop and reflect on your work with learners and make an entry.

Differentiation: The process of modifying or delineating some aspect of instruction: the content, process, or learning environment to address the needs of the learners.

Enduring Understanding: The important understandings that have lasting value beyond the classroom.

Individual Maps: Maps developed by individual teachers that reflect what they teach in their classes or subjects. They include essential questions, content, skills, and assessments.

Lessons: Organized instructional plans aligned to assessment targets. The concept of backwards design suggests that you start your design work with the assessment targets and tasks fully described. Once that is accomplished, you design your lessons so that students are fully instructed around the content and skills that will be called for in those assessments. It is a reverse of the model that asks for lesson

plans and then later for assessment designs. “Backward design” provides a clear lens for examining your instructional time to make certain that it is purposeful toward benchmarks and standards.

Like-Group Reviews: Read troughs that focus on a specific curricular area. For example, all of the teachers in the language arts department might read through the course maps for their department to look for gaps, repetitions, and the articulation of skills.

Map: A visual method for projecting yearly plans as well as monthly plans for the classroom based on a calendar sequence from month to month that describes the scope of what is taught. Maps include essential questions, content, skills and assessments.

Mixed-Group Reviews: Read-throughs of maps that involve teachers from different curricular areas. These types of reviews can help provide a better understanding of the curriculum across the school and district. They can also be used to identify where specific cross-curricular skills or specific school and district goals are included in the curriculum.

Nonnegotiables: The core elements that must be taught in the curriculum.

Power Standards: The most important standards.

Projected/Projection Map: A map that has been created prior to teaching a course or subject and then revised on an ongoing basis as the school year progresses.

Read Through Process: The process following the development of the maps in which the teachers become the editors for the maps for the entire building.

Skills: The targeted proficiencies; technical actions and strategies.

Standards: Statements that reflect the larger outcomes that we expect all student s to be able to demonstrate before they leave our school.

Unit: A curricular unit aligned to standards that encompass some of the major areas of focus in a given developmental period. It includes essential questions, content and skills that will be addressed, specific lessons that will be used, and assessment that will be required.

Unpacking Standards: Process of clearly defining the critical content and skills embedded in a standard that students need to know and be able to demonstrate to show mastery of the standard.