



Module 3: Curriculum design

Guidance material	3.1 What is curriculum mapping?
What is the purpose of this material?	<ul style="list-style-type: none">This material explains what is meant by curriculum mapping, the different levels of curriculum maps, and the process for undertaking curriculum mapping.
When to use this material?	<ul style="list-style-type: none">This material should be read prior to starting curriculum mapping.
With whom to use this material?	<ul style="list-style-type: none">School Leaders and Heads of FacultyAll teachers and administrators who will be involved in the curriculum mapping process.
How to use this material?	<ul style="list-style-type: none">This material provides background information to develop an understanding of curriculum mapping. Read this material prior to starting curriculum mapping.
What resources or equipment are needed?	<ul style="list-style-type: none">Consider viewing these four videos of Heidi Hayes Jacobs as she sets out the four phases of curriculum mapping: http://www.curriculum21.com/pd/curriculum-mapping/four-phase-model/four-phase-videos/
What next?	<ul style="list-style-type: none">Start curriculum mapping and use the following curriculum mapping SCF guidance material:<ul style="list-style-type: none">3.2 How to map the UK curriculum (and UK curriculum exemplars)3.3 How to map the US (CCS) curriculum (and US (CCS) curriculum exemplars)3.4 How to map the Indian (CBSE) curriculum (and Indian (CBSE) curriculum exemplars)3.5 How to map the MoE curriculum (and MoE curriculum exemplars)3.6 Extra-curricular/Co-curricular mapping



3.1 What is curriculum mapping?

Introduction

Curriculum mapping is a process where teachers and school leaders collaboratively create a series of maps (planning documents) that outline the curriculum of the school. These maps are designed to provide evidence of what is planned to be taught across the school.

The concept of curriculum mapping originated in the 1980s with the work of Fenwick English (Udelhofen, 2005). Curriculum mapping has developed with the work of Heidi Hayes Jacobs and she has stated, “*curriculum maps have the potential to become the hub for making decisions about teaching and learning in a school*” (Heidi Hayes Jacobs, 2010).



[Heidi Hayes Jacobs Curriculum mapping videos](#)

A curriculum map is a document that outlines the alignment between unit topics, common core standards or key learning stages, the activities that will be covered, the formative and summative assessment tasks expected, and the focus value or competence for that unit of work.

Within each school there are six levels of curriculum maps:

- School map (the consensus map or master map)
- Summary maps
- Curriculum maps (which can be vertical maps or horizontal maps¹)
- Unit plan
- Lesson plans
- Extra-curricular maps

¹ In a **horizontal map** all teachers from the same **grade** level develop the same understandings and expectations of students' experiences and level of expertise at that grade level, particularly of the values and competences.

In a **vertical map** all teachers of the same **subject** area develop the understandings and expectations of students' abilities across all grade levels. In this way teachers develop an understanding of the essential standards that they need to ensure are covered at each grade level.



School Map

Summary maps

Summary maps

Summary maps

Curriculum maps

Unit Plans

Lesson Plans

Extra-curricular Map

The purpose of each of these maps is to:

- gain insights into gaps, absences, or repetitions in a school's curriculum and provide school wide alignment (school map)
- encourage the "spiralling" of essential skills in increasing complexity as students move through the grade levels (vertical curriculum maps)
- encourage cross-disciplinary connections and the opportunities for integrated units of work (horizontal curriculum maps)
- ensure that extra-curricular and co-curricular programmes provide a range of opportunities (extra-curricular maps)
- ensure that all teachers deliver the planned curriculum (unit plans and lesson plans).

Curriculum mapping is an essential step in implementing the ADEC Student Competence Framework (SCF) in each school. The mapping process will allow schools to identify current strengths in relation to the SCF competences and values and to identify gaps that need to be addressed.

For some schools this process will involve them in reviewing their existing curriculum maps and updating them by adding the competences and values. However for other schools this may be the first time they have created a curriculum map. In both instances the curriculum maps will be a valuable foundation that will guide the implementation of the ADEC Student Competence Framework (SCF) in that school.

How to undertake curriculum mapping?

Teachers and school leaders meet in team meetings. The team might be teachers from the same subject area but different grade levels (vertical mapping) or teachers who teach a certain grade level across different subject areas (horizontal mapping). Bringing the teachers together allows for them to clarify and record their "taught" curriculum. These team meetings provide an opportunity to review what is taught and suggest efficiency changes to the curriculum programme.

Using the school's year calendar as an organizer, teachers describe or "map" a year's curriculum in monthly or grading period chunks. It is best to start with the first unit, topic or assessment task of the year and then progressively work through the calendar until the end of the year. The



resulting document is a map of the content (topics, contexts), skills (standards) and assessments that describe what is planned to be taught in the classroom, and the competences and/or values that will be focused on.

Extra-curricular and/or co-curricular mapping

In each school the academic subject curriculum is only part of what students learn and experience. Therefore, in considering the development of values and competences it is important that the co-curricular (student council, assemblies etc.) and extra-curricular activities (clubs and sports teams) are also mapped. In this mapping process teachers are seeking to ensure that there is a wide coverage of the competences and values across the co-curricular activities.

Teachers are also ensuring that as the students' progress through the school, what is expected of them becomes progressively more complex within these activities. This provides an opportunity for each school to determine the degree to which every student participates in the extra-curricular and co-curricular activities of their school.

In conclusion

When working with Common Core Standards (US), or key stages of learning (UK), the development of a curriculum involves the unpacking or interpretation of these standards and then organizing them into relevant units of work. It is not a copy of the standards one by one. It is not a scope and sequence chart. A curriculum is a teaching tool that differentiates what will be taught to correspond to the needs and strengths of the learners at each grade level. A curriculum describes what students need to know and be able to do. A curriculum brings together a number of similar standards into a unit of work or authentic context for learning. The alignment of the competences and values are to this collection of standards, not each individual standard itself.

Curriculum mapping will see teachers on a learning curve. They need time to learn something new, and be supported through this process.

References

An excellent introduction to curriculum mapping can be retrieved from:

<http://curriculummapping101.com/curriculum-mapping-general>

Hale, J. A. (2008). *A guide to curriculum mapping: Planning, implementing, and sustaining the process*. Thousand Oaks, CA: Corwin Press.

Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum and assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development.

Jacobs, H.H. (2001). *Keynote address*. National Curriculum Mapping Institute. Park City, Utah.

Jacobs, H.H. (2002). *Keynote address*. National Curriculum Mapping Institute. Park City, Utah.

Jacobs, H .H. (2004). *Getting results with curriculum mapping*. Alexandria, VA: Association for Supervision and Curriculum Development.

Jacobs, H. H. (2006). *Active literacy across the curriculum: Strategies for reading, writing, speaking, and listening*, Larchmont, NY: Eye On Education.

Jacobs, H. H. (2008). *Keynote presentation*. Glendale, AZ: Regional Curriculum Mapping Conference.



مجلس أبوظبي للتعليم
Abu Dhabi Education Council

إطار الكفاءات الطلابية لمجلس أبوظبي للتعليم ADEC Student Competence Framework (SCF)



- Jacobs, H. H. & Johnson, A. J. (2009). *The curriculum mapping planner: Templates, tools, and resources for effective professional development*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Jacobs, H. H. & Johnson, A. J. (2009). *The curriculum mapping planner: Templates, tools, and resources for effective professional development*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lyle, V. (2006) Leadership for curriculum mapping. Unpublished Manuscript. Marion School District #2, Marion, Illinois.
- Sparks. D. (1996). Interview with Michael Fullan. *Journal of Staff Development*, Winter 2003 (Vol.24, No. 1).
- Udelofen, S. (2005). *Keys to curriculum mapping: strategies and tools to make it work*. Thousand Oaks, CA: Corwin Press.