

Introduction

Hollywood played an instrumental role in fueling my passion for teaching. While eating popcorn and watching films that mesmerized me, such as *To Sir With Love*, *Stand and Deliver*, and *The Sound of Music*, I imagined myself in the protagonists' roles imparting youth with knowledge and serving as their catalyst for positive growth. Additionally, at 16, my mother—co-owner of a private career counseling business—administered a computer-generated test that included a possibility from among several hundred vocational options. My future targeted direction result: ENGLISH TEACHER.

After a detour from graduation to advertising on Madison Avenue, I could not deny my innate calling to help inspire young minds. A decade after the test-taking, I traded the promising advertising career for another stint at college to earn a teaching credential and later a master's degree. It was with this newfound career that I learned the true definition of having a passion for work. To that point, I had not understood the advertising man's yen for pulling late nights at the office or catching the subway to work before I was fully awake. Once I was teaching classes and volunteering in the classroom, though, the passion struck me and fueled my desire to grow professionally each month, each year, even now.

When I secured my first teaching position in early summer, I left the principal's office laden with textbooks for subjects I would teach. (Even though I was weighted down by the voluminous texts, I had an energetic bounce in my step.) I spent that summer planning lessons to prepare myself for the school year. With a bent for lesson planning, I filled several file cabinet drawers and felt amply prepared to begin with my newfound calling.

Reflecting upon my first year teaching, though, I realized it was lacking an overarching organizational structure. I did not receive standards to guide my instruction, and I sometimes felt anxious about what my next unit of instruction would be. I felt that most lessons I taught were meaningful and student achievement increased, but I knew viscerally that there was a way I could service my student-clients much better. It was later in my career that I learned to use standards to help guide my teaching as one significant step to being a better teacher.

After teaching for many years, I transitioned into consulting. As a consultant, I provide various curriculum and instruction workshops, coaching, and support to various audiences (i.e., conference attendees, districts, school site staffs, grade level groups, individual teachers) on a number of topics. I am continually working to meet the needs of my teacher-clients, which gave rise to my work with what I call a Curriculum Year Overview (CYO). Long ago, I thought about what I could provide to assist teachers and move them ahead along the

professional continuum. I collaborated with teachers to create standards-based units, facilitate scoring writing assessments, and offer other professional materials and services, but what I came to realize was that something was needed to tie all the pieces together. The curriculum and instructional support were not meant to be used in isolation; they demanded a thread to provide cohesion. It was then that I thought my clients might benefit from a document that shows connections between and continuity among the standards-based units of study and augmented by assessments, skills, guiding questions, resources, and teacher instructional notes to personalize standards and outline units of study. I then collaborated with teachers to create an overarching, year-long plan that I have always called a CYO.

It was not until later that I discovered the work of Heidi Hayes Jacobs and realized that a CYO actually *was* a curriculum map. In her book *Getting Results with Curriculum Mapping*, Jacobs (2004) defines curriculum mapping as “a procedure for collecting data about the operational curriculum in a school or district referenced directly to the calendar.” The aim of this book is to guide teachers to develop what is included in the actual maps: *unit guiding questions, standards, skills, resources, and assessments*. The distinction between this book and others on curriculum mapping rests largely on the procedure of creating the finished map. Therefore, I use the terms CYO and curriculum mapping interchangeably. So, if you are already familiar with curriculum mapping, this book will elaborate upon the process and enhance what you have already been doing in this area. If you are new to curriculum mapping, this book offers you a detailed step-by-step approach to create this kind of document.

I well know that what I present to you in this book rests on the work of giants in the field of education, including Heidi Hayes Jacobs, Lynn Erickson, Jay McTighe, and Grant Wiggins. Heidi Hayes Jacobs is especially noteworthy, as she has been at the forefront of curriculum mapping. Her book *Getting Results with Curriculum Mapping* will provide further insight for those embarking upon curriculum mapping projects. It would also behoove those serious about curriculum mapping to read her earlier book *Mapping the Big Picture: Integrating Curriculum & Assessment K–12* (1997), as well as *Keys to Curriculum Mapping: Strategies and Tools to Make It Work* by Susan Udelhofen (2005).

Lynn Erickson has helped me think deeply about concept-based learning and designing a curriculum that is not fact and activity driven. My copy of her book *Concept-Based Curriculum and Instruction* is dog-eared and slightly battered after much use, as I refer to it often when designing meaningful curriculum for students. It will allow you, as facilitator, to supplement the discussion of concepts, standards, skills, and more with what you have learned from Lynn Erickson. Authors Jay McTighe and Grant Wiggins (2005) have played a pivotal role in the world of education and have contributed to my knowledge base as well. Their book *Understanding by Design* provides teachers with a framework and design process from which they can plan units that elicit more understanding from students.

All those mentioned have made significant contributions to the thoughtful work of providing a rationale, and defining and developing essential questions. I have gleaned much from the work of these authors as they have further

enhanced my growth as a professional and will no doubt for you, too, as you supplement your learning. If you want to do additional reading, I strongly encourage you to peruse the Bibliography section and obtain books written by these and other authors listed.

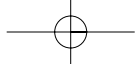
This book is intended to guide facilitators in assisting teachers to map out their school year with an articulated game plan to follow as they meticulously educate and steer students. In this book, I will:

- Define in detail a Curriculum Year Overview (CYO)—or curriculum map.
- List the purposes.
- Delineate what one can include.
- Explain the step-by-step process for creating a Curriculum Year Overview.
- Share suggestions for articulation.
- Provide numerous sample CYOs.

Think of a menu as a metaphor for educational design: the *Curriculum Year Overview* is the basic meal of a protein, a starch, and a vegetable that is the starting point for chefs as they build menus. It is essentially the fundamental outline or framework of any balanced meal, as it provides direction but is not replete with details. The *units referenced in the CYO* represent specific menu items based on the balanced meals, for example, steak and chicken (protein), potato and pasta (starch), plus asparagus and broccoli (vegetable). *Articulation* is reflective in the other menu items added, such as wine, appetizers, and desserts. Finally, the *specific comprehensive units* with detailed lessons are the recipes for the complete meal: beef tenderloin with cabernet sauce; roasted garlic potatoes with rosemary; grilled asparagus with parmesan cheese. It is a chef's job to prepare a full-course meal, knowing that balance is important and using the menu as a guidepost.

I see the work of this curriculum map as the overall balance of a well-rounded menu, which represents the framework and first step. Once food groups are decided, teachers can then determine the types of menu items and specific recipes; i.e., identify curriculum units, articulate across grade levels, and create comprehensive units. These units of instruction are referenced on the curriculum map along with standards, guiding questions, skills, resources, assessments, and teachers' notes so there is a detailed meal plan for finding recipes and cooking. When it is time to begin donning an apron—by creating specific units of study—you will ensure that each unit is planned and prepared properly with objectives, lesson explanations, detailed assessments, and so forth to give it the depth and dimension for teaching and learning.

I believe that teachers' year-long educational programs will be more cohesive—and their teaching more effective—once units are thoughtfully laid out in the overarching CYO, so there is a sound reason for what is taught and when. Once this is complete, then educators can expand to other courses like appetizers, dessert, and wine and eventually focus on a polished compendium of tested recipes. Expanding to these other course offerings is analogous to working toward articulation and consistency from grade to grade at a school site and district. This will inevitably contribute to successful learning. The more carefully the chef plans a well-rounded menu in which items complement

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one another, the more satisfied the diners will be because of variety, care in preparation, and optimal taste sensation. All committed professionals evaluate and revise their work accordingly. A chef might add new menu items and delete others based on customer satisfaction or dissatisfaction and availability of ingredients. So is true of a teacher who revisits the CYO and makes changes and revisions based on a variety of factors. Therefore, at various times, you will probably revise menu items and add new recipes along the way.

When considering the audience for this book, I naturally think of teachers as the end-users. But it is more likely that the audience for this text is the educational consultant, district curriculum coordinator, facilitator, or someone in the position of leading a group of teachers on their journey to create curriculum overviews. If you are an individual teacher wanting to write a CYO alone, though, this book will also serve as an exceptional guide to the curriculum mapping process.

