Session 1: Why Mapping? An Overview

Session 1 Objectives:
- Explore the benefits curriculum mapping provides schools and educators.
- Discuss the role Curriculum Trak can play in a school's mapping efforts.

Session 1 Introduction:
In this session, Michael seeks to answer the questions of "Why Mapping?" and, "Why Curriculum Trak?" You will explore how the best practices embraced in curriculum mapping tie directly to your school's legacy.

Session 1 Video:

Insert "1Why Mapping Overview" here

Session 1: Questions to Consider

1. What is your current perspective of curriculum mapping?
   - Is it a practice that could energize your instructional efforts, or do you see mapping as something close to a "necessary evil"?
2. How would you describe your school's current status with articulating a school-wide curriculum and enhancing instructional clarity?
3. What would you hope to accomplish most in terms of school legacy as a result of enhanced curriculum mapping?

Recommended Resources:

Burns, Rebecca Crawford. "Curriculum Mapping." *Overview*, ASCD, 2001, www.ascd.org/publications/curriculum-handbook/421/chapters/Overview.aspx

Jacobs, Heidi Hayes. "What Is Curriculum Mapping?" *Curriculum21*, 2009, www.curriculum21.com/pd/curriculum-mapping/mapping-defined/..

CT Connection: While curriculum mapping is recognized as a current best practice for any school, Curriculum Trak seeks to provide a user-friendly, collaborative technology solution to support that practice. Find out more about Curriculum Trak here.

Session 2: Legacy

Session 2 Objectives:
- Define the legacy of a faith-based school and explain how that legacy is measured.
- List ways Curriculum Trak is designed to support the mission of a faith-based school.

Session 2 Introduction:
For educators, outcomes are important! In this session, Michael will focus on the ultimate outcomes of your school and how Curriculum Trak can support your efforts to reach those outcomes.

Session 2 Video:

Insert "2Legacy" here

Session 2: Questions to Consider

1. Review your school's mission statement. How does it point to your students as your school's legacy?
2. Consider your school's legacy:
   - What has happened in the past year that is worth celebrating?
   - What specifically do you hope will happen in the next year?
3. As you think about Paul's prayer in Colossians 2:2-3, what students come to mind for you? How do you see yourself promoting this prayer in the lives of those students?
4. Is there someone you could join with to thank God for what He has done and ask for His blessing as you seek to fulfill your mission into the future?

Recommended Resources:

- [Matthew 28:19-20](#)
- [Proverbs 27:17](#)
- [Romans 12:5](#)
- [Colossians 2:2-3](#)
- [1 Thessalonians 5:11](#)
- [2 Timothy 2:15](#)
- [Hebrews 10:24](#)

CT Connection: Curriculum Trak seeks to promote the legacy of a school in a variety of ways. Some of the specific tools we provide to help schools infuse their faith into their instruction are the following:
- **[Faith Learning Integration](#)** - this content can be searched, selected, and modified as teachers are planning for instruction.

- **School-Wide Outcomes** - this feature allows each school to define specific concepts they want to promote in their instruction and generate reports over how it is used.
- **Course Information** - Some schools decide to include philosophy statements or detailed course descriptions for each course to indicate how each one feeds into their ultimate mission.
- **Other Curriculum Area** - This feature allows any users to explore the mapping efforts of other Curriculum Trak schools to see how they have chosen to approach instruction.
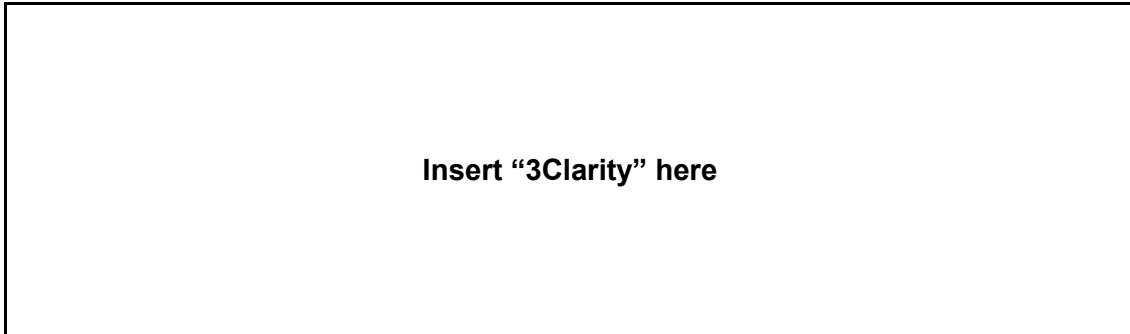
Session 3: Clarity

Session 3 Objectives:
- Explain the value of teacher clarity as it relates to your school's legacy.
- Explore how Curriculum Trak can support your efforts toward greater teacher clarity.

Session 3 Introduction:
Good instruction is clear instruction. In this session, Michael will attempt to connect the practice of teacher clarity to your school's mission.

Session 3 Video:

Insert "3Clarity" here

Session 3: Questions to Consider

1. Where have I seen teacher clarity and what were the results? What observations could I make about the students? What observations could I make about the teacher?
2. Where have I witnessed or experienced poor teacher clarity? What were some of the causes leading to poor clarity? What were the outcomes?
3. What specifically would I like to accomplish in terms of teacher clarity? Where do I need to grow and what resources might help me most?

Recommended Resource:

Almarode, John T., et al. "Teacher Clarity Is to Collective Teacher Efficacy As..." *Corwin Connect*, 17 Oct. 2017, corwin-connect.com/2017/10/teacher-clarity-collective-teacher-efficacy/.

"John Hattie." *VISIBLE LEARNING*, 2019, visible-learning.org/john-hattie/.

Killian, Shaun. "Teacher Clarity: A Potent Yet Misunderstood Teaching Strategy." *Evidence*, 25 Oct. 2019, www.evidencebasedteaching.org.au/teacher-clarity/.

CT Connection: Curriculum Trak provides several reports to explore the clarity component of your mapping efforts. Those listed below are worth exploring as content begins to take shape in your curriculum maps:
- **Curriculum Mapping Progress Report** - maximize your reviewing efforts by seeing where work is being completed
- **Keyword Search** - find specific concepts, ideas, strategies, etc. throughout your maps
- **View Curriculum by Template Field** - compare or review mapping content in specific fields
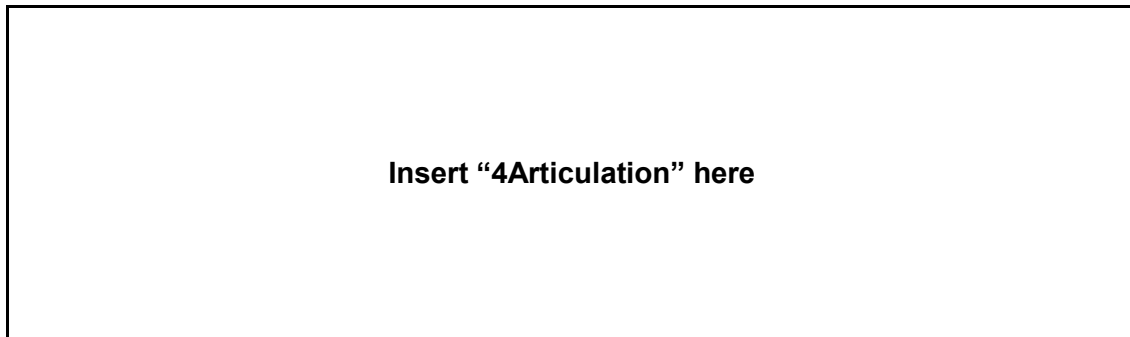
Session 4: Articulation

Session 4 Objectives:
- Define articulation and explain its importance to the instructional goals of your school.
- Express how Curriculum Trak can support your articulation efforts.

Session 4 Introduction:
One of the best gifts a teacher can be given is a clear picture of how they fit into the overall goals of the school. Michael provides an overview of how articulating your school-wide curriculum can serve the needs of the teacher and the student.

Session 4 Video:

Insert "4Articulation" here

Session 4: Questions to Consider

1. How would you describe the current articulation practices of your school? Where specifically would you like to see it improved? Why?
2. How much effort would it require for the courses you currently teach to become clearly articulated? What resources would you need? How long would it take?
3. After articulation, what specific areas of teacher clarity and school legacy could be further enhanced?

Recommended Resources:

Darrin. "Articulation and Curriculum." *Educational Research Techniques*, 20 July 2017, educationalresearchtechniques.com/2014/06/17/articulation-and-curriculum/.

Marzano, Robert. "Chapter 3. A Guaranteed and Viable Curriculum." *A Guaranteed and Viable Curriculum*, ASCD, 2019, www.ascd.org/publications/books/102271/chapters/A-Guaranteed-and-Viable-Curriculum.aspx.

CT Connection: Curriculum Trak provides several options for reviewing school-wide articulation:
- **Scope and Sequence Reporting** - to explore the course outlines of other courses in a grade or subject area (also available as a horizontal report).
- **Benchmark Reporting** - several alignment and gap analysis reporting options are available
- **Unit Timelines Reports** - This optional feature helps protect your viable curriculum
- **Outcomes Maps Reporting** - Connecting key course concepts with the intended over-

arching school outcomes is an important part of articulation.

Next Steps

Mapping is never done, and sometimes getting started can be the most difficult part of the journey. Consider exploring the following resources as you chart the next steps in your journey.

- **The Seven C's of Curriculum Mapping** - Go even deeper into the concepts of articulation, clarity, and legacy in this seven-session video course outlining the benefits of curriculum mapping.
- **Curriculum Trak Teacher Training** - Use these technical training resources to begin your efforts within Curriculum Trak
- **Taking Curriculum Trak to the Next Level -** Watch for this video series coming soon!