



Curriculum Mapper® 2010: Critical Components

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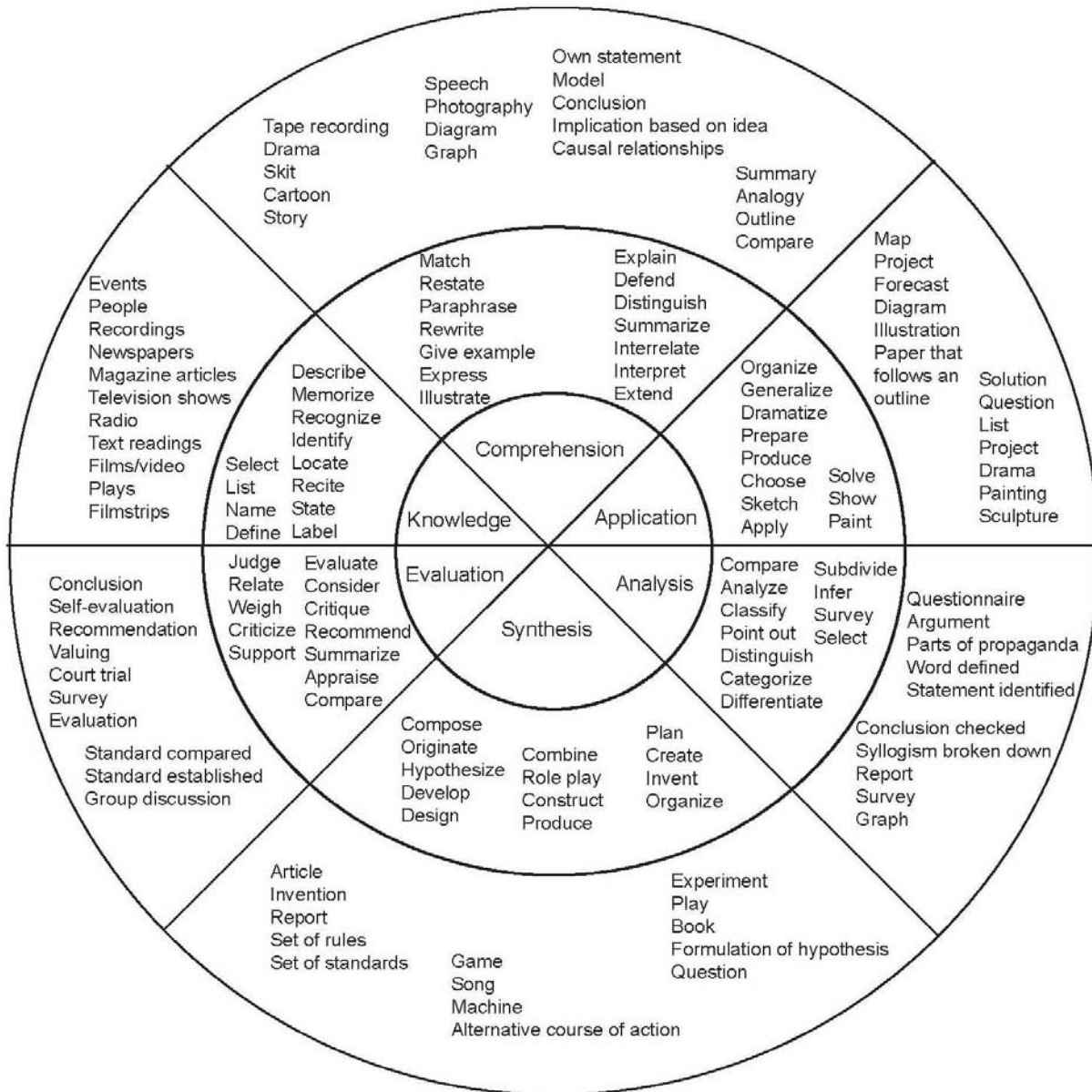
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Guidelines for Writing Content, Skills, and Assessment

Content	Skills	Assessment
<ul style="list-style-type: none"> - Express as descriptive nouns or noun phrases - Write in phrases rather than sentences - Avoid use of chapter headings, page numbers, acronyms, and abbreviations - Use enough detail to inform others; yet limit to two outline levels 	<ul style="list-style-type: none"> - Express as seeable and measurable verbs (Bloom's Taxonomy) - Use precise and exhibit active demonstrations of learning - Focus on the skills students learn rather than activities - Write in the language of skills, not a restatement of the standards 	<ul style="list-style-type: none"> - Express as defined nouns that clearly describe the assessment tool: product or performance - Write in measurable and recordable terms - Include the tools used to provide evidence of learning - Format to match skills

September 2009		
Content	Skills	Assessment
A. Tammany Hall	A. Tammany Hall 1. identify and explain the reasons behind political corruption from 1870-1900	A-C. Retrieval Chart
B. Railroads, Steel and Oil	2. analyze the effects of political corruption	
C. Anti-Trust Movement	B. Railroads, Steel and Oil 1. discuss the impact of the railroad, steel and oil industry on the United States 2. analyze the positive and negative effect of major industry on American people from 1865-1910 C. Anti-Trust Movement 1. explain the reasons for the anti-trust movement 2. analyze the effects of the Sherman Anti-trust Act	
Content	Skills	Assessment
A. Conditions within factories	A. Conditions within factories 1. compare and contrast working conditions during the 19th century	A-B. Retrieval Chart
B. Pay and Work Day	B. Pay and Work Day 1. compare and contrast pay and the work day of the 19th century	
October 2009		
Content	Skills	Assessment
A. Conditions within factories	A. Conditions within factories	A-B. Analysis of The Jungle

Bloom's Taxonomy



My Account: Logging In for First Time

New Users:

1. Navigate to the Collaborative Learning home page: www.clihome.com.
2. At the top of the page, click **Log In**.
3. Enter the User ID (Universal ID) and Password provided.
Note: All passwords are case sensitive.
4. Click **Enter**.
5. Enter primary e-mail address, either school or personal.
6. **Change Password.** (All passwords are case sensitive, must be 6-12 characters in length, and include only letters and numbers.)
7. An e-mail will be sent requiring confirmation within 72 hours for authentication. Should confirmation not occur in that timeframe, steps 3-6 must be repeated.
8. *For future logins, the Universal ID or primary e-mail may serve as the username.**

Current Users:

1. Navigate to the Collaborative Learning home page: www.clihome.com.
2. At the top of the page, click **Log In**.
3. Enter current User ID and password.
4. Enter current e-mail address and password.
5. An e-mail will be sent requiring confirmation within 72 hours for authentication. Should confirmation not occur in that timeframe, steps 3-4 must be repeated.
6. *For future logins, the Universal ID or primary e-mail may serve as the username.**

* Note: Confirmation of the e-mail address must occur in order to use it as the username. Until confirmation occurs, the User ID (Universal ID) may be used.

Login

Exciting News! Collaborative Learning has moved to a single login. Simply log in with your current username and password. For Curriculum Mapper demo accounts or StandardsScore Summer School login, see below.

[Bookmark Page](#)

Username:

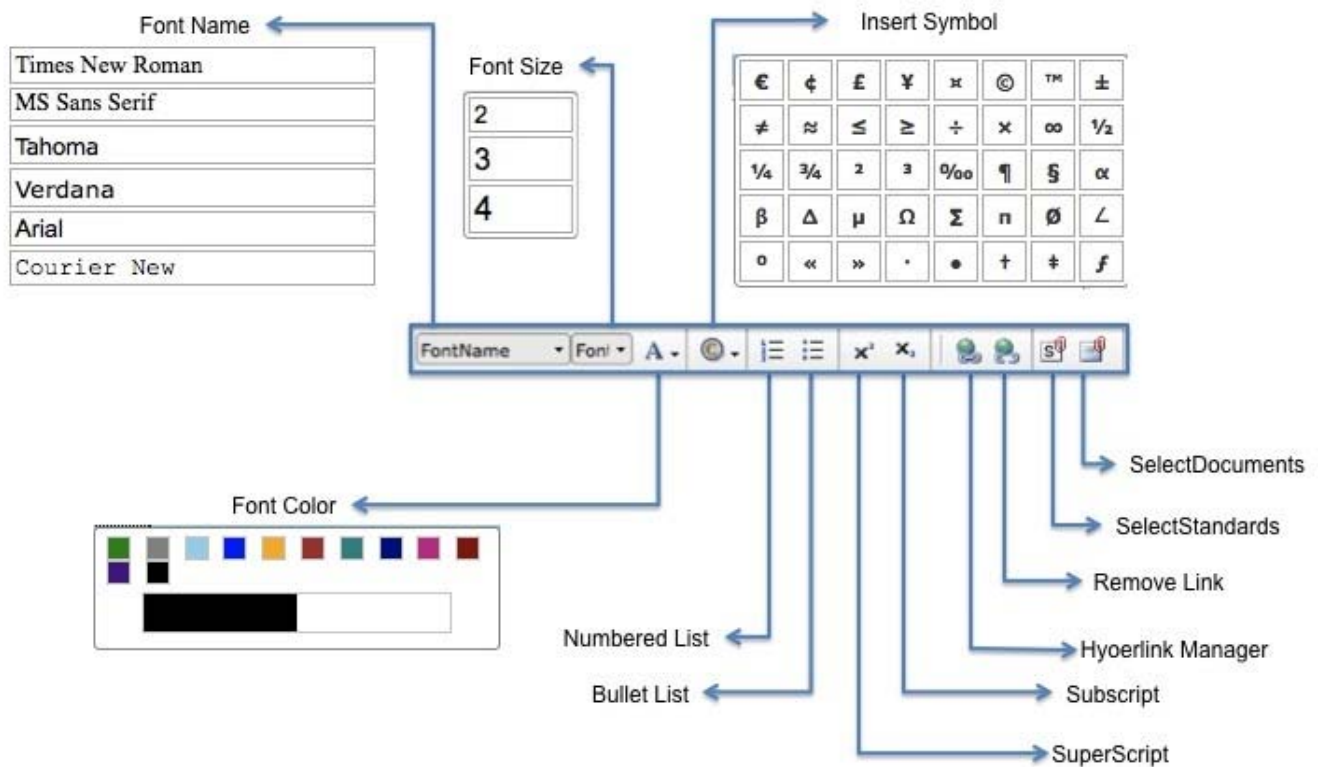
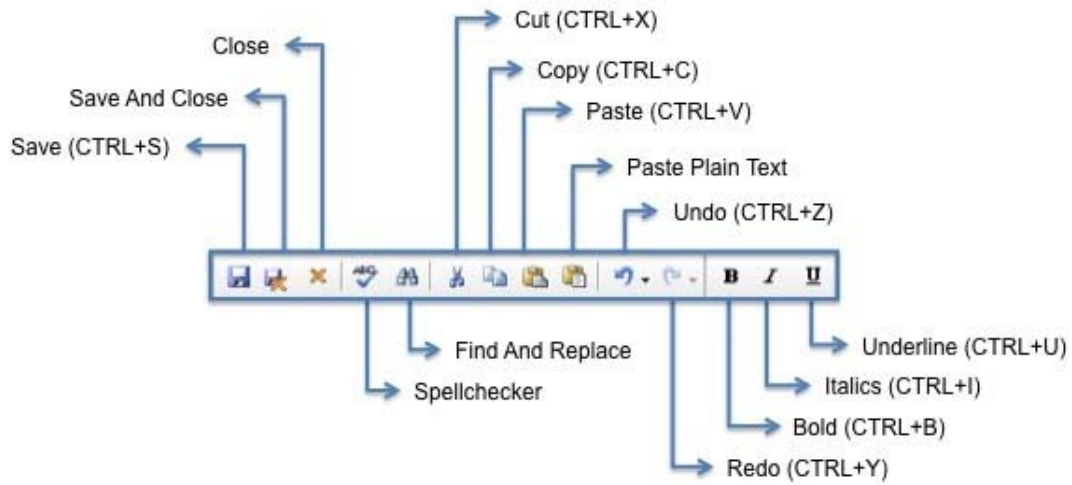
Password:

(Note: Passwords are case sensitive.)

[Log In](#)

Forgot your password? [Click here](#)

Toolbar in Edit Mode



Add New Map

1. Under the **Maps** tab, select **My Maps**.
2. Click **Add New Map** link on right.
3. Select **course, month, and year**. Click **OK**.
4. The school name, teacher, e-mail, course #, and grade level will be listed under the course name of the map. The month created will appear below.
5. Click **Add New Block** on right to begin entering map data. Each month of a curriculum map will contain at least one block. A block with a **green** perimeter is in active Edit mode.
6. Title the block, if desired.
7. Refer to Page 7 for tool bar functionality.
8. Enter information into desired columns.
9. Click **Save** often to prevent data loss. Click **Save and Close** to exit block.
10. Click **Back to Maps List** to return to listing of personal maps. Click **Change Map** to use dropdown list to select Course, Month, and Year of another map.



Add New Map | Copy Map | Help

Course: Algebra I
 Month: January
 Year: 2009-2010

Cancel Or Ok

August 2009

Title: _____ Edit | Hide | Delete

Content	Skills	Assessment

Title: _____ Edit | Hide | Delete

Content	Skills	Assessment

Important Considerations

The content taught, the skills students learned, and the assessments used to determine mastery of the skills should all be entered within blocks under the headings of Content, Skills, and Assessment. Blocks are used to segment instruction, identify areas of emphasis, or place instruction within a specific timeframe. Data can be placed within one block or any number of blocks, depending on preference. Blocks can be named for easy reference. For example, a unit on the American Revolution might have one block on **Causes**, another on **Events**, and another on **Effects**. In Language Arts, blocks can be used to separate **Reading, Writing, Listening, and Speaking**. Blocks simply help organize thinking and teaching.

Activity:

1. Add a new block to a month.
2. Give the block a title that will help organize the data within the curriculum map.
3. Enter content associated with the title of the block, three skills, and a corresponding assessment.
4. Delete the block, if desired.

Check for Understanding:

1. Is information within the newly created block easy for another teacher to read and understand? Would another reader be able to explain which content is associated with which skills, and which assessments are associated with which skills? Why or why not?

2. Why is it important that all teachers/administrators be able to read and understand blocks within other maps?

Edit Map

1. Under the **Maps** tab, select **My Maps**.
2. Click the month name to edit (example below, "Aug" in Grade 7 Social Studies).

Course	School Year	Months	MasterMap
Grade 7 Social Studies	2009-2010	Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul	
United States History	2009-2010	Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul	

3. The screen will refresh and display data in the current month, by block.
4. Click **Edit** to add information to desired block. A block with a **green** perimeter is in active Edit mode.
5. Click **Add New Block** on right for additional blocks. Title the block, if desired.
6. Refer to Page 7 for tool bar functionality.
7. Click **Save** often to prevent data loss. Click **Save and Close** to exit block.

Notes:

Important Considerations

Text entered into the Content, Skills, and Assessment columns will need to be formatted in order to maintain consistency and ensure that columns align. Thought must be given to the outline structure. Assessments are typically grouped to match the skills being assessed. The optional 4th and 5th columns may also need to be formatted in order to align information for consistency and readability.

Activity:

1. Click **Edit** for any block.
2. If your school/district has additional columns, enter information into those columns and format for readability or according to school or district guidelines.

Check for Understanding:


1. Is the information placed in the optional 4th and 5th columns easy for a colleague to understand?

2. Why is it important that other teachers/administrators be able to read and understand the block(s) within your map?

Standards

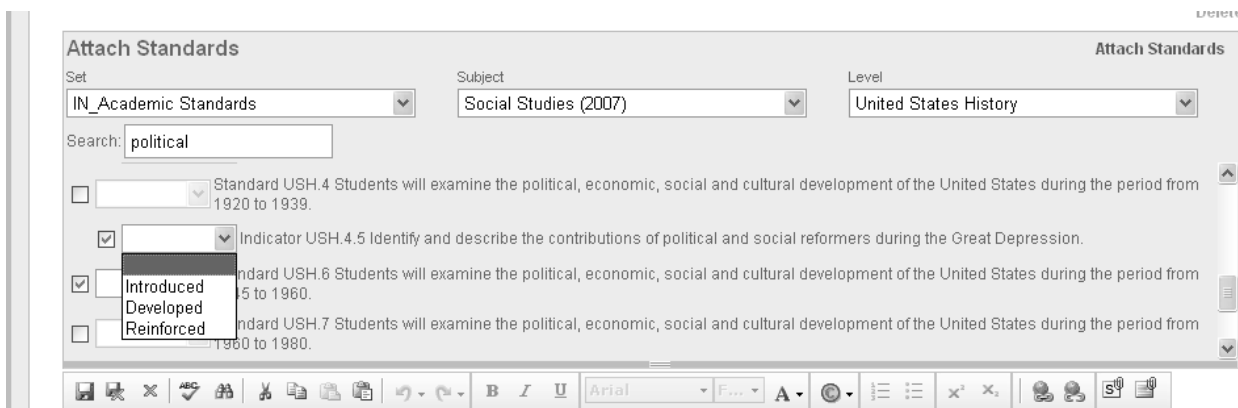
Inserting Standards



Standards are inserted directly into curriculum maps through the **Edit** mode of a map. Standards can be indicated as *introduced*, *developed*, or *reinforced* in maps.

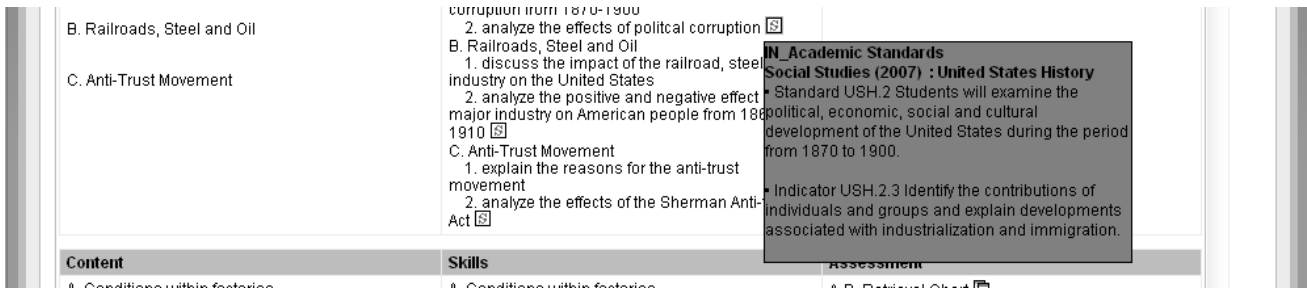
1. Click **Edit** for the block in which standards will be entered.
2. Place cursor where the standard is to be attached.
3. Click **Select Standards**. 
4. Select the **Set**, **Subject**, and **Level** from the dropdown menus.
5. Use **Search** to isolate standards containing a word or word part (example below, "political").




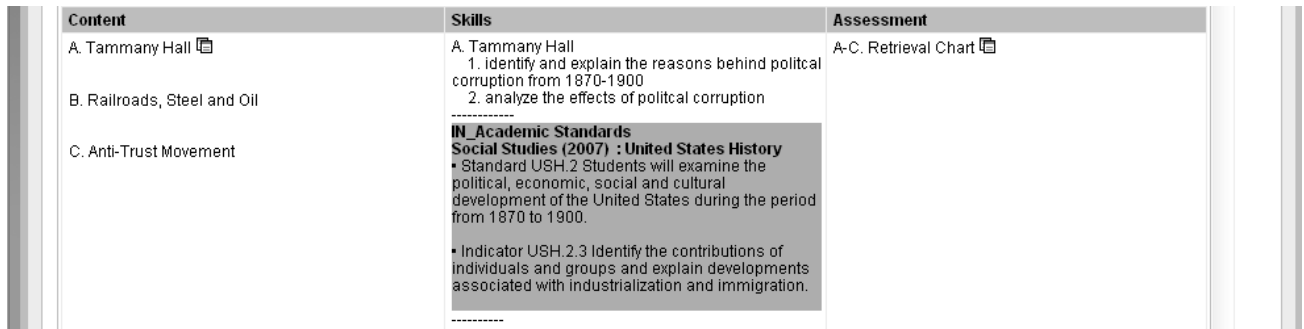
6. Place a check in the box(es) next to the desired standard(s).
7. From the dropdown menu to the right of the box, select **Introduced**, **Developed**, or **Reinforced** to qualify where each standard currently lies on path towards mastery.
8. Repeat steps 5-7 until all desired standards are selected.



9. Click **Attach Standards**. The **Standards icon**  will be placed in the map where the cursor was flashing.
10. Click **Select Standards**  to close the Attach Standards window.
11. When another teacher views a curriculum map and places the cursor on a **Standards icon**, he or she will see an overview of how many items are included from a Standard Set. By clicking on the **Standards Icon**, a window will appear showing the text of the standards.






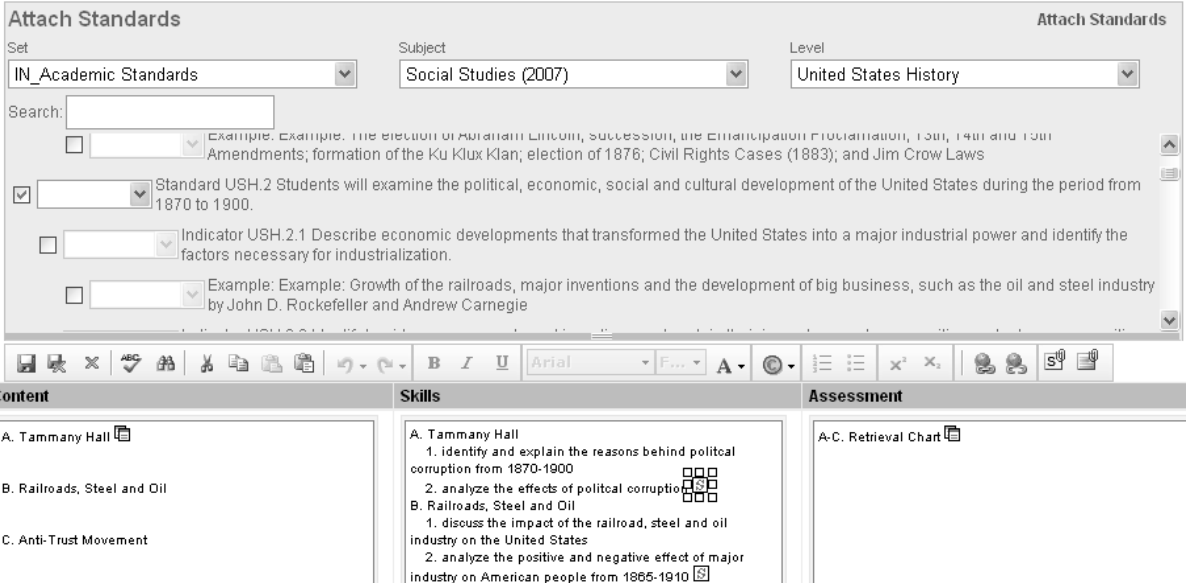
12. By choosing **Show Standard**, the text of all standards associated with the standards icons  will appear in the block.



Notes:

Editing Standards

1. Click **Edit** for the block in which standards will be edited.
2. Click the **Standards Icon** to highlight.  Eight white boxes will surround the icon.
3. Click **Select Standards**.
4. Locate the standard(s) to be added or deleted.
5. Place a check in the box(es) to add or remove the desired standard(s).
6. From the dropdown menu to the right of the box, select **Introduced**, **Developed**, or **Reinforced** to qualify where each standard currently lies on path towards mastery.
7. Repeat steps 4-6 until all desired standards are selected.
8. Click **Attach Standards**. The **Standards Icon**  will contain the most recently selected standards.
9. Click **Select Standards**  to close the Attach Standards window.
10. **Save** the map.



Attach Standards Attach Standards

Set: Subject: Level:

Search:

Example: Example: the election of Abraham Lincoln, succession, the Emancipation Proclamation, 13th, 14th and 15th Amendments; formation of the Ku Klux Klan; election of 1876; Civil Rights Cases (1883); and Jim Crow Laws

Standard USH.2 Students will examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

Indicator USH.2.1 Describe economic developments that transformed the United States into a major industrial power and identify the factors necessary for industrialization.

Example: Example: Growth of the railroads, major inventions and the development of big business, such as the oil and steel industry by John D. Rockefeller and Andrew Carnegie

Content **Skills** **Assessment**

A. Tammany Hall

B. Railroads, Steel and Oil

C. Anti-Trust Movement

A. Tammany Hall

1. identify and explain the reasons behind political corruption from 1870-1900

2. analyze the effects of political corruption

B. Railroads, Steel and Oil

1. discuss the impact of the railroad, steel and oil industry on the United States

2. analyze the positive and negative effect of major industry on American people from 1865-1910

A-C. Retrieval Chart

Important Considerations

The goal of standards is to set priorities on what students need to know and be able to do. Maps should be developed with the standards in mind. Standards from multiple grade levels and/or subject areas can be added to any block. Standards can be attached to the Content, Skills, and/or Assessment Column.

Standards can be attached to every Content or Skill statement, or can be attached to the last statement in a series, in which case it can be assumed that the standard is associated with all Content or Skills statements above.

Activity:



1. Click **Edit** in any block.
2. Place your cursor in the column where standards are to be entered.
3. Follow the directions for entering standards.
4. Save the block associated with the standards.
5. Edit those standards by choosing an additional standard.

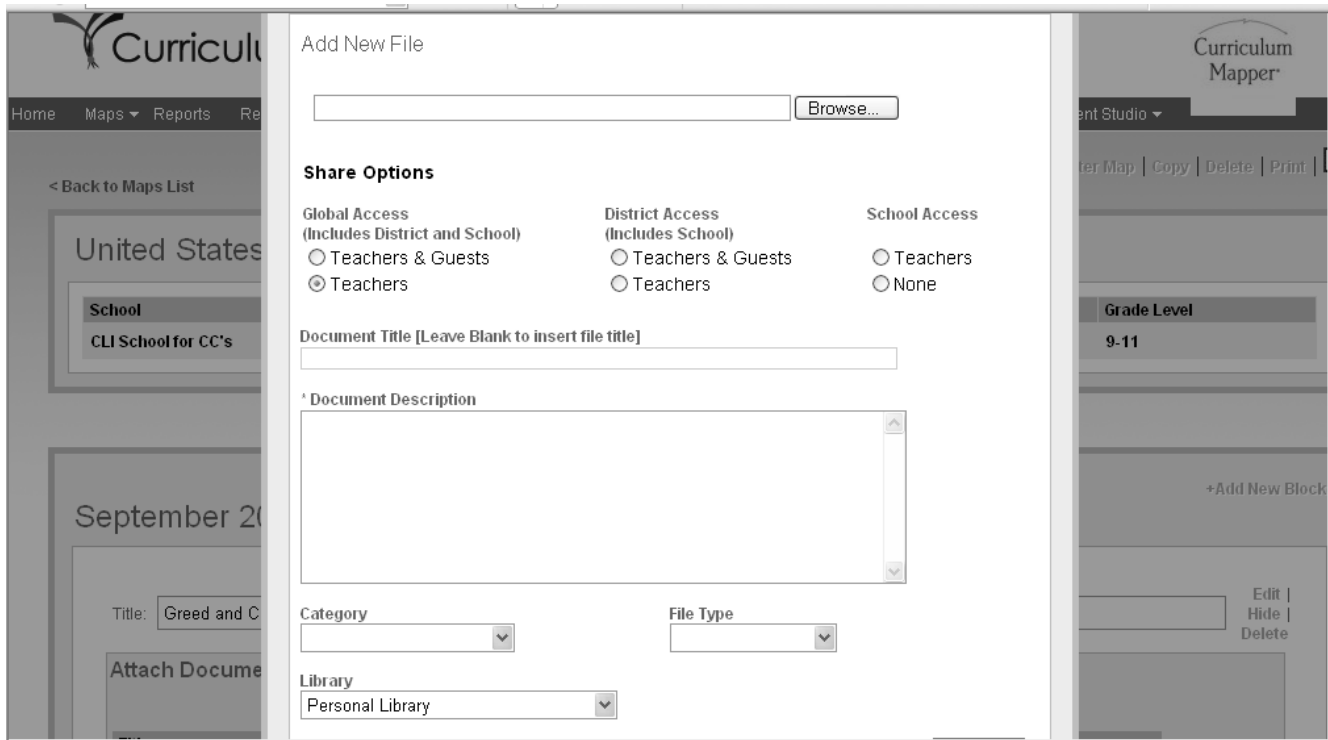
Check for Understanding:

1. What are some possible consequences of attaching standards that do not relate to the block?

2. Why might standards be attached to more than one column?

Document Library

1. Click **Select Documents.**  Follow steps 2-6 to upload files to the Document Library, and steps 7-8 to attach to the map.
2. Click **Upload** to add a new file to the Document Library.
3. Click **Browse** to locate the file.
4. Choose **Share Option.** (Remember: *Global Access is free space.*)
5. Enter Document Title and Description, and select **Category, File Type,** and **Library.**
6. Click **Add File.**
7. Click in the desired column. Document(s) will attach where the cursor has been placed.
8. Click **Attach** to attach the desired document.
9. To close the Document section, click **Select Documents.** 
10. **Save.**



To edit Document Library

1. Under the **Resources** tab, select **Document Library.**
2. Both folders and files may be added or deleted. If there are a number of files to be uploaded, it is a good idea to create folders for organization.

Important Considerations

Documents, images, and other types of files can be attached to maps in any column, making them useful as a repository for items used to teach, reinforce, or assess. Documents help to provide explicit criteria on assessments such as projects, labs, writing rubrics, formative assessments, and much more. Resources such as videos, PowerPoints, and multi-media presentations can become a part of a curriculum map, providing easy access to teaching materials as well as a wealth of information for teachers new to the school/district.

Activity:

1. If a file for upload is not readily available, create a simple word document; save to the desktop then upload to Document Library.
2. Following the directions for attaching documents, attach this document to one of the columns in your curriculum map.
3. Click on your document and then download.
4. If the document opens successfully, delete it in the edit window of the map, then go into **Resources, Document Library** and delete the document from the Document Library. If the document does not open, go through the process again.


Check for Understanding:

1. How can attaching documents improve communication among teachers and administrators?

2. How can personal maps be clarified for colleagues by attaching documents to map?


Hyperlinks

Adding a Hyperlink

1. Click **Hyperlink Manager**. 
2. In the Hyperlink Manager window, type or paste the URL of the desired website.
Example: <http://www.si.edu>
3. In the **Link Text** box, type in the word or words to be associated with this link in the map. Text highlighted before clicking **Hyperlink Manager** will appear in the **Link Text** line.
4. In the **Target** dropdown, select how the new website should open.
5. Click **OK**.
6. **Save**.



Removing a Hyperlink

1. Highlight the hyperlinked text.
2. Click **Remove Link**. 
3. The text remains but the link to the website has been removed.
4. **Save**.

Important Considerations

Hyperlinks are an excellent way to share with other teachers/administrators websites utilized with students, or accessed while planning instruction. This sharing often leads to other teachers using the same websites, as well as searching for and adding websites of their own.

Activity:

1. Click on **Edit** in any block.
2. Place the cursor in the column where the hyperlink will be added.
3. Follow the directions for attaching a hyperlink.
4. Save and close the block.
5. Under the **Maps** tab select **My Maps**.
6. Click the course name and test the hyperlink.
7. If the hyperlink opens successfully, follow the directions for removing the link.
8. If the hyperlink does not open successfully, remove the link and attach once more taking care that the website has been entered correctly in the URL box.

Check for Understanding:


1. What considerations are necessary when deciding which column a hyperlink will be placed?

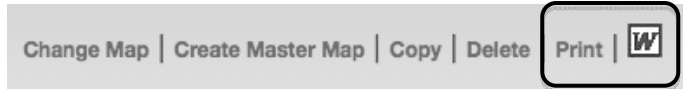
2. What are the advantages to attaching hyperlinks in map(s)?

Printing Maps


The webpage view of personal maps may be printed for one month or all months. Maps may also be exported to Microsoft Word for printing.

To print one month of a personal map:

1. Under the **Maps** tab, select **My Maps**.
2. Click the month name.
3. If desired, select **Show Standards** from the **Show Icon** dropdown to display the text of the standards in the map in place of the standards icon. Displaying the standards will increase the length of the document.
4. In the web browser, select **File, Page Setup** to change from Portrait to Landscape.
5. Click **Print** for the webpage view.
6. To export the map to **Microsoft Word**, click the  icon in top right corner. A dialog box will appear.
7. Select **Open** to open the map in Microsoft Word. Select **Save** to save map and then open in Microsoft Word.
8. Select **Print** within Microsoft Word to print the map.



To print all months of a personal map:

1. Under the **Maps** tab, select **My Maps**.
2. Click the course name. The map will appear in a popup window; maximize the window.
3. If desired, select **Show Standards** from the **Show Icon** dropdown to display the text of the standards in the map in place of the standards icon. Displaying the standards will increase the length of the document.
4. In the web browser, select **File, Page Setup** to change from Portrait to Landscape.
5. Click **Print** for the webpage view.
6. To export the map to **Microsoft Word**, click the  icon in top right corner. A dialog box will appear.
7. Select **Open** to open the map in Microsoft Word. Select **Save** to save map and then open in Microsoft Word.
8. Select **Print** within Microsoft Word to print the map.
9. Click Close to return to **My Maps**.

NOTE: If the vertical lines separating columns do not print, a browser setting may need to be changed. In Internet Explorer, select **Tools, Internet Options**, and click the **Advanced** tab. Scroll to locate the **Printing** choice and click the box next to **Print Background Colors and Images**. Many schools have security settings and this feature in Internet Explorer may be disabled.

Viewing School Maps

The **School Maps** page shows every curriculum map from every course and teacher in the school or district.

1. Under the **Maps** tab, select **School Maps**.
2. To view the curriculum map for a particular course and teacher, click the **Course** name.
3. Maps can be sorted on this page by clicking on a column heading.
4. Switch between schools in the district by choosing the desired school in the dropdown list at the top of the page.

Curriculum Mapper™

Home Maps Reports Resources Search Support Admin Curriculum Improvement Studio

School Maps

School: CLI School for CC's School Year: 2009-2010

Show Master Maps Only

Name	Course	Subject Area	Grade Level	Master Map	Last Revised
Noonan,Leslie	Algebra I	Math	8,9		07/14/2009
Synatschk,Debra	Grade 7 Social Studies	Social Studies History	7		07/14/2009
Synatschk,Debra	United States History	Social Studies History	9,A,B		07/09/2009

5. To print, follow steps 2-7 on page 20 for printing all months of a personal map.

School Maps allows for transparency in the curriculum. Any teacher or administrator has access to the curriculum map data for any class.

Global Search for Maps and Documents

Maps

The **Global Search** function searches all subscribing schools of *Curriculum Mapper*® according to particular criteria entered by the users.

1. Under the **Search** tab, select **Global Search**.
2. Choose the criteria for the search.
3. Click **Search**.
4. If the search is for a particular course, click the box **in course title only**.

Curriculum Mapper™

Home Maps Reports Resources Search Support Admin

Global Search

Search for: in course title only

Subject Area:

School Year:

Grade:

School Type:

Search

CO
CT
DC
DE
DO
FL
GA
GB
HI
IA
ID
IL
IN
KS
KY
LA
MA
MB
MD
ME
MI
MN

My Account (Debra Synatschik / CLI School for CC's) | Log Off

Curriculum Mapper

Curriculum Improvement Studio

Hide Additional Criteria

Documents

Global Search for documents allows searches for documents from all subscribing schools of *Curriculum Mapper*® according to particular criteria entered by the user.

1. Under the **Search** tab, select **Document Search**.
2. Choose the criteria for the search.
3. Global Search is used to search for documents throughout the system.
4. Results of Document Search will display the document in red in the map.

Curriculum Mapper™

Home Maps Reports Resources Search Support Admin

Document Search

Search for: Local Search Global Search

Subject Area:

School Year:

Grade:

Category:

File Type:

School Type:

Search

My Account (Debra Synatschik / CLI School for CC's) | Log Off

Curriculum Mapper

Curriculum Improvement Studio

Hide Additional Criteria

DC
DE
DO
FL
GA
GB
HI
IA
ID
IL
IN
KS
KY
LA
MA
MB
MD
ME
MI
MN
MO
AK

Important Considerations

Curriculum Mapper® houses a wealth of curriculum data and resources that teachers share with other teachers. We teach our students, beginning in Kindergarten, the importance of sharing. As professional educators, sharing should be our mantra as well. Teaching is a rewarding but challenging profession and the more we can do to assist each other, the more productive our profession.

Activity #1:

1. Select a **Global Search** topic.
2. Click **Show Additional Criteria**.
3. Select criteria to narrow search.
4. Review the results of search.
5. Alter search to select a Course.
6. Be sure to click **in course title only**.
7. Review the results of search.

Activity #2

1. Select a **Document Search** topic.
2. Choose **Global Search**.
3. Click **Show Additional Criteria**.
4. Choose criteria for search.
5. Review the results of search.

Check for Understanding:

1. What are the advantages to accessing other maps and documents?

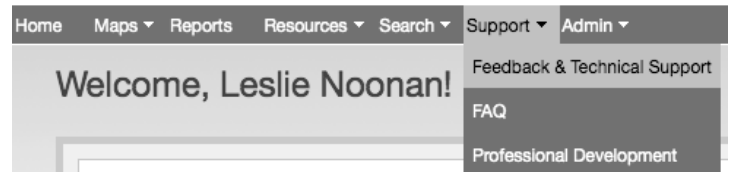
2. What type of files will be most beneficial?

Support

Feedback and Technical Support

To submit comment:

1. Under the **Support** tab, select **Feedback & Technical Support**.
2. Select type of comment from dropdown:
Question, Comment, Suggestion, Problem
3. Enter text in **Comments**.
4. Click **Submit Feedback**.



For immediate assistance:

Call Support at 800-455-7060. Support is available at no cost to all registered users from 7:00 AM CST until 9:00 PM CST Monday - Friday.

FAQs

For answers to frequently asked questions:













1. Under the **Support** tab select **FAQ**.
2. Click one of the frequently asked questions.
3. Click Back to Top to return to list.

Grade 3 Math



Teacher: Rosa Ramirez

October 2010

Fractions

Content	Skills	Assessment
A. Common Fractions B. Models of Fractions C. Equivalent Fractions	A. Common Fractions 1. Recognize halves, thirds, fourths, and tenths (Unit Objective B)   B. Models of Fractions 1. Construct models of fractions by dividing regions into equal parts (Unit Objective B)   2. Write a fraction to name a part (Unit Objective B)   C. Equivalent Fractions 1. Recognize equivalent fractions (Unit Objective D)   2. Construct models of equivalent fractions for fraction parts of whole objects (Unit Objective D)  	A-B. Fractions Problem Solving Test   A-D. Fractions Test

Decimals

Content	Skills	Assessment
A. Place Value C. Ordering	A. Place Value 1. Represent decimals using correct place value (Unit Objective C)  C. Ordering 1. Compare decimals involving tenths and hundredths using concrete models (Unit Objective F) 	A-C. Fraction and Decimal Test

Problem Solving

Content	Skills	Assessment
A. Lesson 1-1 Estimating with Whole Numbers B. Lesson 1-2 Exponents	A. Lesson 1-1 Estimating with Whole Numbers 1. Estimate with whole numbers B. Lesson 1-2 Exponents 1. Represent numbers by using exponents	A-B Quiz 1 p. 14

Tips for Deconstructing Standards

Analyze the wording of the standards to determine key concepts and key skills.

- Read through the standards
- Circle verbs to identify key skills
- Underline nouns and noun phrases to identify key concepts

Example:

Create grade-appropriate real-world problems involving any of the four operations using multiple strategies, explain the reasoning used, and justify the procedures selected when presenting solutions.

Learning Target Verbs

The following chart helps identify the type of target associated with the terms in a standard.

Knowledge	Reasoning	Performance	Product
Explain	Predict	Observe	Design
Describe	Infer	Perform	Produce
Identify	Classify	Compose	Make
Define	Compare	Conduct	Write
Recall	Summarize	Speak	Draw
Recognize	Analyze	Operate	Represent
Select	Evaluate	Investigate	Display
List	Generalize	Collect	Model

Skills Checklist		
	+	△
Do the skills clearly describe and define the expected knowledge and abilities of the learners?		
Are the skills simply stated?		
Is it possible to collect accurate and reliable data for each learning target?		
Are the skills distinctive and specific to the standard?		
Are the skills stated so that it is possible to use a single method to measure learning, where applicable?		
Are the skills stated so that learning requiring different assessment methods are not bundled into one statement?		
Are the skills stated to accommodate alternate assessment methods, where applicable?		
Does each learning target begin with an action verb to specify definite, observable skills?		
Does the language of each learning target describe student rather than teacher behaviors?		
Does each learning target describe a learning outcome, not a process or activity?		
Comments:		