

Teacher Instructions for Curriculum Mapping

A. Creating a Map

1. In the upper right hand corner of Aspen **Change View** to **District**.
2. Navigate to **Assessment** top-tab/**Curriculum Map** side-tab.

Note: This screen shows a list of all district curriculum maps. A key, “Walpole Map Key” has been created to assist you in determining what content should be included in the maps. To view the key, click on its name in the list view and then click on **Chart** under the **Curriculum Map** side-tab.

The screenshot shows the Aspen Assessment interface for Hull Public Schools 2012-2013. The 'Assessment' top-tab is selected, and the 'Curriculum Maps' side-tab is active. The main area displays a table of curriculum maps. The '6-12 Key' and 'PK-5 Key' entries are circled in red, and a red arrow points from a 'Note' label to them. The 'Curriculum Maps' side-tab is also highlighted with a red '2'.

Title	CurriculumDocStructure > Name	Duration	Course > CrsNo	Course > Description	Active
4th Grade Literacy	PK-5 Header/Course Overview	180			N
6-12 Key	6-12 Header/Course Overview	180			N
Algebra I	6-12 Header/Course Overview	171			N
English 12	6-12 Header/Course Overview	180	167	English 12	N
Exceptional Populations in Schools & Society	6-12 Header/Course Overview	90	475	ExInScSo	N
FSC test map - add	6-12 Header/Course Overview	180	351	Fresh.Math	N
FSC test map - add copy	6-12 Header/Course Overview	180	351	Fresh.Math	N
FSC test map - copy	6-12 Header/Course Overview	180	305	Geometry	N
FSC test map - General	6-12 Header/Course Overview	180	313	Math Topic	N
Math Test	6-12 Header/Course Overview	180			Y
PK-5 Key	PK-5 Header/Course Overview	180			N
Presidential Election	6-12 Header/Course Overview	10			N
Presidential Election	6-12 Header/Course Overview	180			N
Science 6 Practice Map	6-12 Header/Course Overview	180	MM406	Science 6	N
Test PK-5	PK-5 Header/Course Overview	180			N

Note: If you clicked on **Chart** in step 2, click on **Curriculum Map** side-tab first.

3. Click **Options** in the upper left-hand corner; choose **Add** to bring up the New Map screen.

The screenshot shows the Aspen Assessment interface for Hull Public Schools 2012-2013. The 'Assessment' top-tab is selected, and the 'Curriculum Maps' side-tab is active. The 'Options' menu is open, and the 'Add' option is circled in red. A red '3' is next to the 'Options' menu.

4. Enter the **Title** of the course for which you are creating the map.
5. Enter the course **Duration** (this is the number of meeting days)
 - Tip:** A map should be created for an entire course. Most often these will be full-year, 180 day courses. Exceptions might be Health or half-year (90 day) electives.
6. Select a **Header Structure**.
 - Note:** Use "Walpole Course Overview"
7. Select a **Topic Structure**.
 - Note:** Use "UBD Topic Template".
8. Select **Lesson Plan Structure**.
 - Note:** Use "UBD Lesson Plan"
9. Select the Course to which your document will be tied from the course list.
10. Do not check the **Active** checkbox at this time.
11. Click **Save**.

The screenshot shows the 'New Curriculum Map' form in the Aspen Assessment system. The form is titled 'Curriculum Maps :: New Curriculum Map' and includes a 'Default Template' dropdown menu. The form fields are as follows:

- Title ***: A text input field with a red '4' next to it.
- Duration ***: A numeric input field with a red '5' next to it.
- Header Structure > Name ***: A dropdown menu with a search icon and a red '6' next to it.
- Topics Structure > Name ***: A dropdown menu with a search icon and a red '7' next to it.
- Lessons Structure > Name ***: A dropdown menu with a search icon and a red '8' next to it.
- Course > Number**: A dropdown menu with a search icon and a red '9' next to it.
- Course > Description**: A text input field.
- Active**: A checkbox with a red '10' next to it.

At the bottom of the form, there are 'Save' and 'Cancel' buttons, with a red '11' next to the 'Save' button. The sidebar on the left contains the following categories: Assessment Definition, Assessment History, Rubric Library, Rubric Rating Scales, Learning Standards, Curriculum Maps (with sub-items 'Details' and 'Chart'), Document Structures, and Question Bank. The top navigation bar includes 'Pages', 'District', 'Student', 'Staff', 'Attendance', 'Conduct', 'Grades', 'Assessment', 'Schedule', 'Global', 'Tools', and 'Admin'. The top right corner has 'Change View', 'Set Preferences', and 'Log Off' options.

12. Click on **Chart** under the **Curriculum Map** side-tab.

Note: There are two views to the **Chart** screen. At the top is your **Gantt** view, at the bottom is the **Grid** view. The grid view is meant to give you a quick look at the map as a whole and easily identify components that have yet to be filled in.

13. Initially after creating a map you will only see the gold bar that represents the course as a whole.

14. To add a section to the map make sure the gold bar is selected and the click the **Add** button and choose **Add Map Topic**.

The screenshot shows the Aspen Assessment interface for Hull Public Schools 2012-2013. The main navigation bar includes Pages, District, Student, Staff, Attendance, Conduct, Grades, Assessment, Schedule, Global, Tools, and Admin. The current view is 'Curriculum Maps :: 6-12 Key'. A Gantt chart shows a gold bar for 'Unit 1' from day 1 to 180. Below the chart is a table for '6-12 Key' with columns for Details, Mission Statement, Summary, and Standards. The Mission Statement is: 'Hull High School is committed to academic excellence, personal responsibility, and the development of life-long learners within the global community.' Below this is a table for 'Map Topics for "6-12 Key"' with columns for Introduction, Essential, Understanding, Knowledge, Skills, Assessments, Resources, Learning, and Standards.

Details	Mission Statement	Summary	Standards
6-12 Key Start day: 1 Duration: 180	Hull High School is committed to academic excellence, personal responsibility, and the development of life-long learners within the global community.		

Details	INTRODUCTION /	ESSENTIAL	UNDERSTANDING:	KNOWLEDGE:	SKILLS: Students	ASSESSMENTS:	RESOURCES	LEARNING	Standards
Unit 1 Start day: 1 Duration: 11	Select at least one of the following:	Essential Questions: <ul style="list-style-type: none"> are important to argue about are at the heart 	What are the concepts and ideas that students should be able to discuss at the end of this unit?	What factual content and informations should a student know at the end of this unit?	What should a student be able to do and/or demonstrate at the end of this unit?	How will I know that the student has acquired the essential understanding, knowledge and skills of this unit?	What resources will I use for teacher and learning during this unit?	Which of the school's 21st Century Learning Expectations are addressed during this unit?	

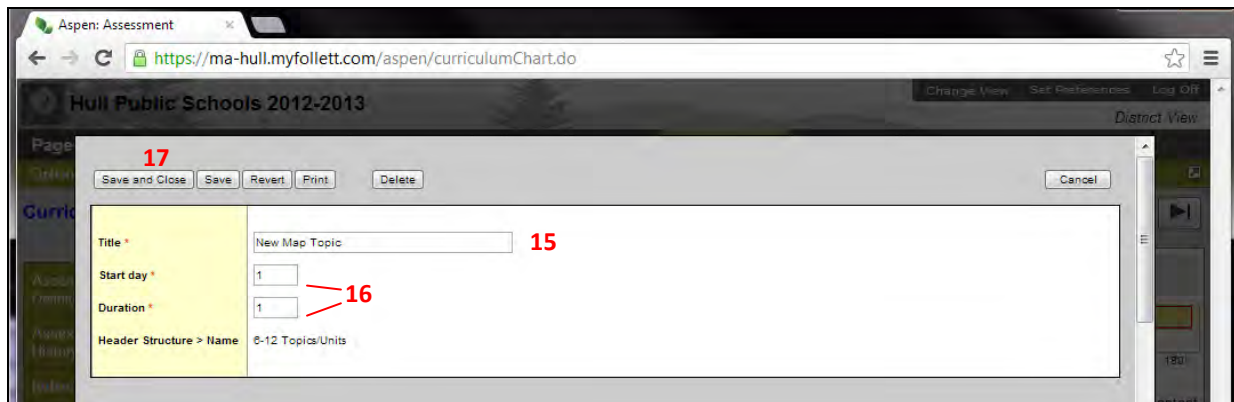
15. In the **Topic Details** window, name the **Topic**.

Note: This might be a Unit, Section or Month (i.e. 4th Grade Literacy might include units on Poetry, Immigration, Genre Review; 12th grade English might be broken into sections by reading assignment, and some courses might be broken down by textbook unit)

16. Enter the **Start Date** (this will be the day of class this topic will begin) and duration of the unit

17. Click **Save and Close**.

Note: If you are unsure of the start date and duration, enter your closest guess. Topics can easily be adjusting by dragging in the **Gantt chart**.



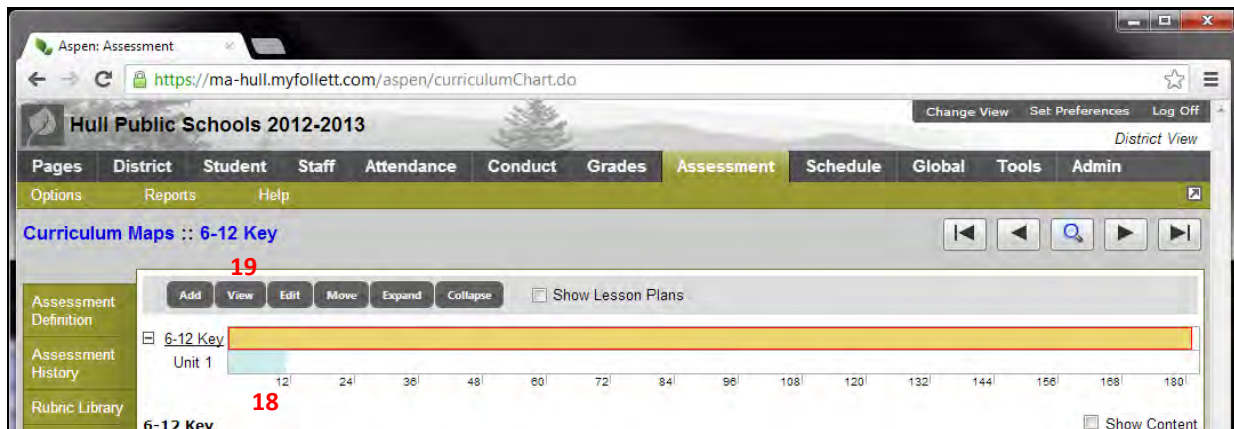
18. The new section will appear in light blue under the gold bar

19. Repeat the process for additional units.

Note: Topics can be broken down further into sub-topics (chapters, sections or weeks) following the same process, but selecting the blue bar representing the unit instead of the gold bar representing the course.

Tip: It will be beneficial to complete the pacing of the course before starting to add content. In other words, create and schedule your topics and subtopics first.

20. To view the map in printable format, click on the **View** button above the **Gantt chart**.

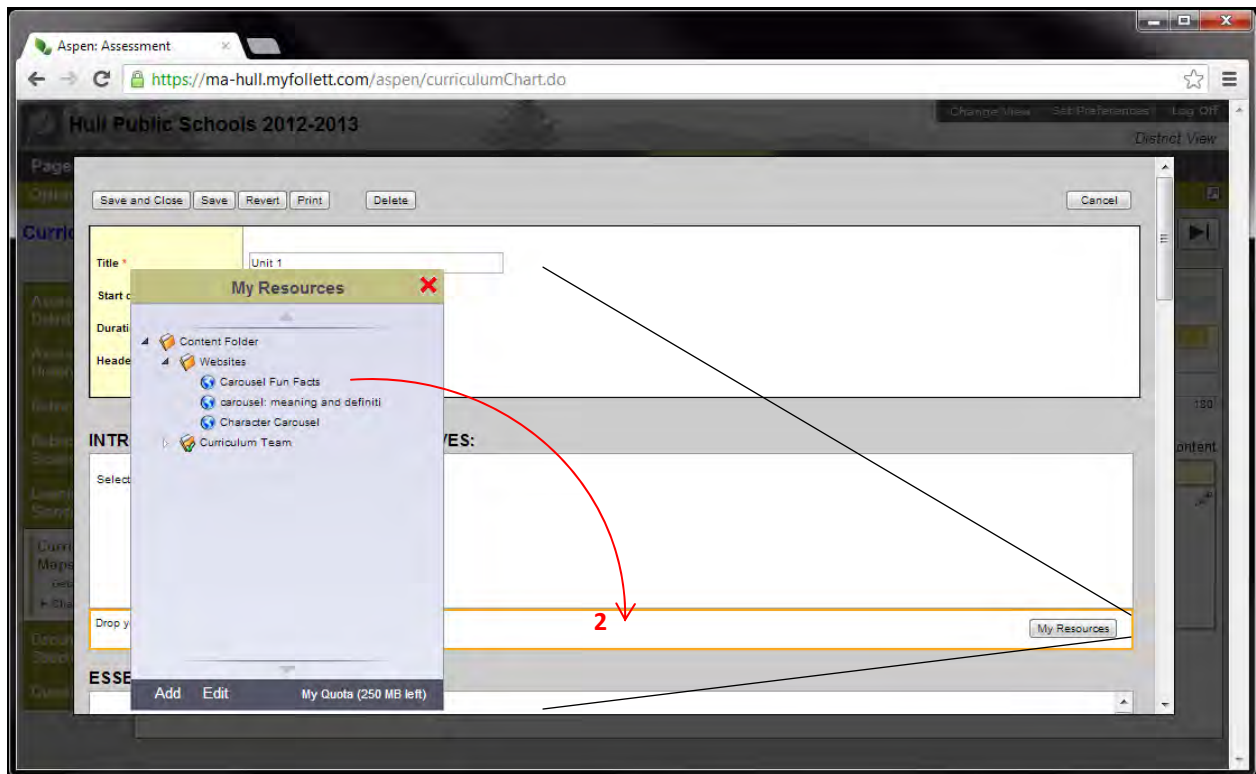


B. Adding Content a Map

1. To add content to the map, double-click the corresponding bar on the **Gantt chart**. A window will pop-up containing all the different sections to be completed.

Note: Remember that your district has provided two keys to assist you in determining what should be added to each section.

2. You can add **Resources** to any component of the map by opening **My Resources** and dragging content from the **My Resources Repository** onto the section highlighted in **Gold**.

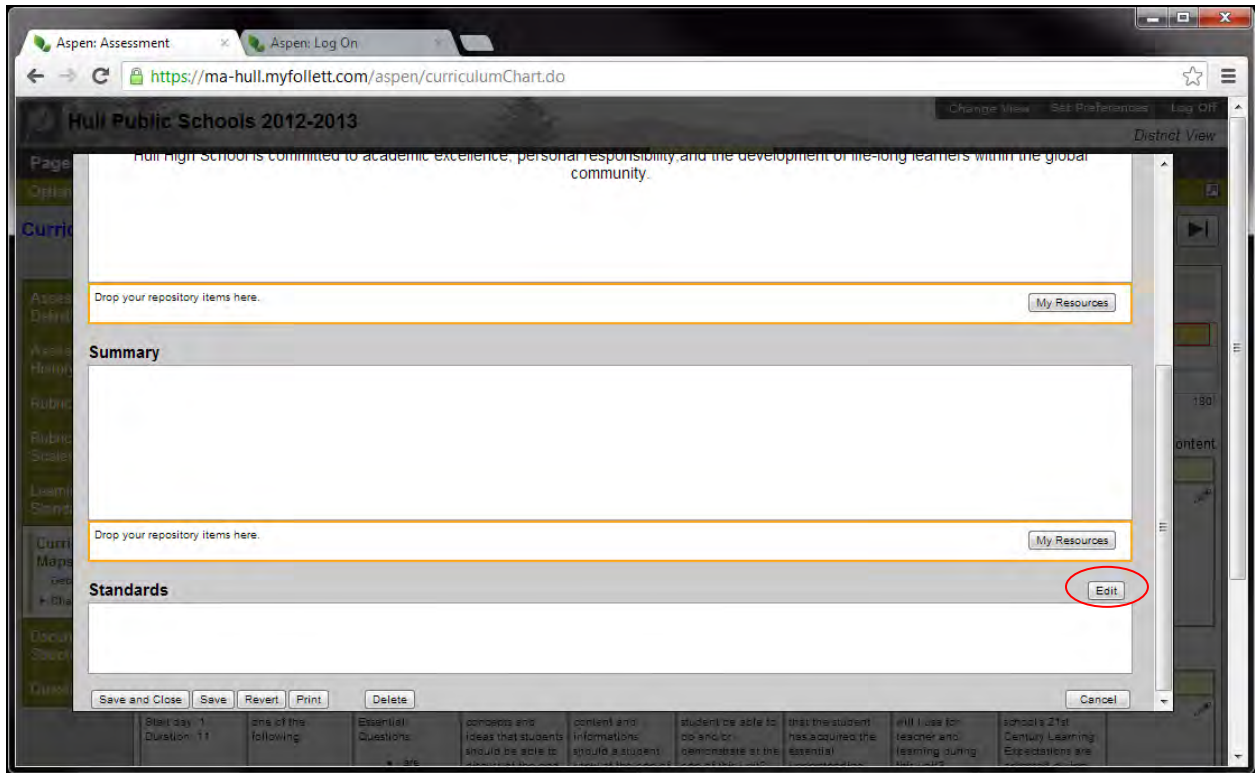


3. You can also add content to the map by double-clicking on a section in the **Chart view**. To view or add resources to the chart view, click on the **Show Resources** checkbox in the upper right-hand corner of the chart view.

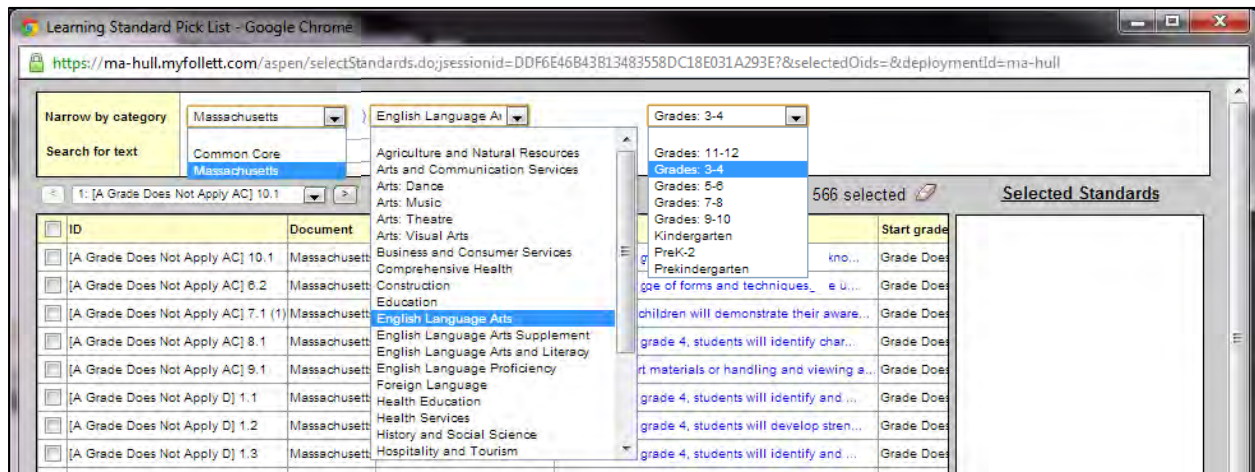
Tip: Use the chart view as a way of quickly identifying components of the map that are not yet completed.

C. Adding Standards to a Map

1. First add **Standards** to the course as a whole. Double-click on the gold **Course bar** in the **Gantt chart**. Scroll down to the **Standards** section; click on the **Edit** button at the top of that section. The **Standards Selection Window** will pop up. (You can also access the standards selection window by clicking on the **pencil icon** in each standards box in the grid view.)



2. Use the drop down menus to drill down to the standards that apply to the course.



- Once you have the relevant **Standards** isolated, click the **Checkboxes** to add them to the **Selected Standards** box on the right. To select the entire page, click the checkbox at the very top. (**You might need to page forward to select multiple pages)

Tip: You can see the full text of a standard by clicking on it in the search table or in the Selected Standards box.

- To remove a **Standard** that is in the **Selected Standards** box click the **Red X** next to it.
- When you are finished, click the **Okay** button at the bottom.

3

ID	Document	Categorization	Standard	Start grade	End grade
<input checked="" type="checkbox"/>	[ELA 3-4 C] 19.10	Massachusetts	English Language Arts > "Grade...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 19.10	Massachusetts	English Language Arts > "Grade... Write short poems that contain simple sense detail...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 19.11	Massachusetts	English Language Arts > "Grade... Write brief summaries of information gathered thro...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 19.12	Massachusetts	English Language Arts > "Grade... Write a brief interpretation or explanation of a l...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 19.13	Massachusetts	English Language Arts > "Grade... Write an account based on personal experience that...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 19.9	Massachusetts	English Language Arts > "Grade... Write stories that have a beginning, middle, and e...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 20.2	Massachusetts	English Language Arts > "Grade... Use appropriate language for different audiences (...)	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 21.2	Massachusetts	English Language Arts > "Grade... Revise writing to improve level of detail after de...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 21.3	Massachusetts	English Language Arts > "Grade... Improve word choice by using dictionaries.	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 22.3	Massachusetts	English Language Arts > "Grade... Write legibly in cursive, leaving space between le...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 22.4	Massachusetts	English Language Arts > "Grade... Use knowledge of correct mechanics (end marks, com...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 22.5	Massachusetts	English Language Arts > "Grade... Use knowledge of letter sounds, word parts, word s...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 22.6	Massachusetts	English Language Arts > "Grade... Spell most commonly used homophones correctly in t...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 23.3	Massachusetts	English Language Arts > "Grade... Organize plot events of a story in an order that l...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 23.4	Massachusetts	English Language Arts > "Grade... Organize ideas for a brief response to a reading.	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 23.5	Massachusetts	English Language Arts > "Grade... Organize ideas for an account of personal experien...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 24.2 (1)	Massachusetts	English Language Arts > "Grade... Define the need for information and formulate open...	03	04
<input checked="" type="checkbox"/>	[ELA 3-4 C] 24.2 (2)	Massachusetts	English Language Arts > "Grade... Initiate a plan for searching for information. The...	03	04

- To add **Standards** to a map **Topic**, click on the **Topic bar** on the **Gantt chart**, scroll down to the **Standards Section**; click on the **Edit** button at the top of that section. The **Standards Selection Window** will pop up.
- Select the **Standards** that apply to the **Topic**

Note: At the topic level the standards are filtered to show only the standards that have been selected for the course
- To add a **Standard** that was not associated with the **Course** (in the case that the unit it question has a cross-disciplinary component), click on the **Show All** checkbox at the top. This will allow you to drill down into other disciplines/grade levels.
- When you are finished, click the **Okay** button at the bottom.
- To identify standards that have not yet been aligned to a map topic, click the **View** button above the **Gantt chart**.
- Unaligned Standards** are listed in the first section.