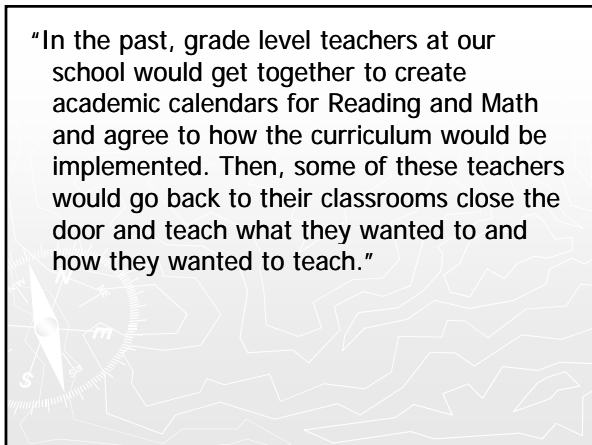
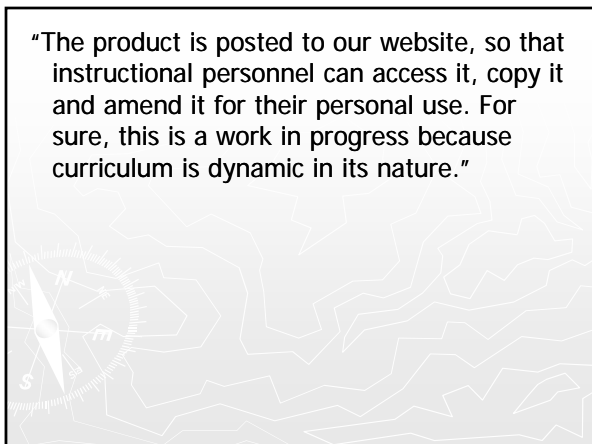


Curriculum Mapping

An Open Discussion



“In the past, grade level teachers at our school would get together to create academic calendars for Reading and Math and agree to how the curriculum would be implemented. Then, some of these teachers would go back to their classrooms close the door and teach what they wanted to and how they wanted to teach.”



“The product is posted to our website, so that instructional personnel can access it, copy it and amend it for their personal use. For sure, this is a work in progress because curriculum is dynamic in its nature.”

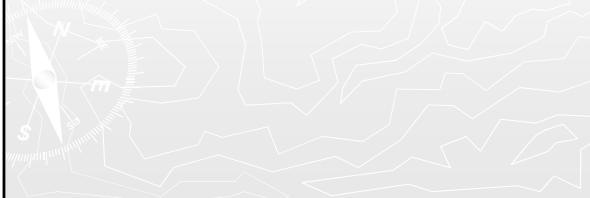
“My school does not use curriculum mapping in its conventional form. This was mostly due to poor training, poor implementation, and very unclear expectations. No one knew what to do. Instead of solving the problems, the format was blamed.”



“We have made several attempts to make curriculum maps living, breathing documents instead of something that sits on the shelf for years and years.”



“Regarding curriculum mapping, my first thought is “I hope that if and when our school district implements this program, they do it right,” The procedure that is continually stressed is that it takes time; upwards of 3 years, training (not a one day workshop) and committed leadership.”



"All of the "old-timers" kept saying it was just one more thing that the administration thought *up* but not *through*. They would wait awhile - maybe a year - and it would be gone and the powers that be would be onto another wonderful, foolproof program."



"It is my belief that curriculum mapping is becoming the new "fix it all" for school districts that are having trouble with the NCLB laws. Not to say that curriculum mapping is a bad idea. However, to expect a whole entire school district to be able to maintain the map throughout the years is utter nonsense."



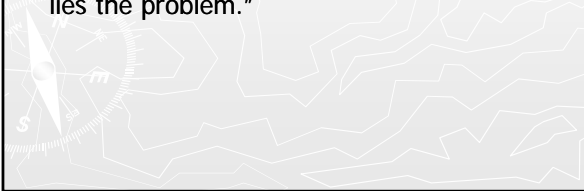
"We created district curriculum maps last year and just the problems that have risen up the first year of implementation necessitate a revamping of the whole idea of district wide curriculum mapping."



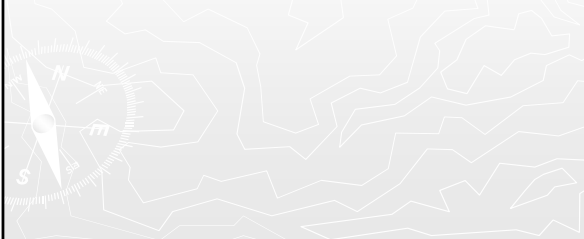
"I wish our school implemented curriculum mapping. As a second year teacher I have been overwhelmed with everything. It is nice to see what I will be teaching throughout the year and that way I may be more prepared for each day."



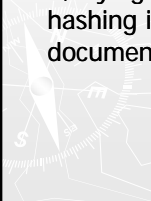
"Curriculum mapping is a wonderful program that will certainly solve a lot of problems if it is implemented the intended way with fidelity. However, virtually all the programs that have "come down the pipes" over the years could have solved a lot of problems if they'd been implemented correctly. Therein lies the problem."



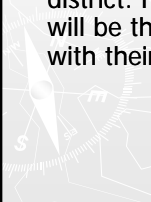
"In my district , we have a lot of kids that move around from one school to another school throughout the year. It's nice to know that, they should be close to what I'm teaching when they arrive."



“Curriculum mapping is dependent upon the acknowledgement that planning such as this is fluid and must be revisited in a consistent frequent manner. One cannot expect the curriculum map to be a stagnant tool. It is the flexibility of people collectively building it, trying it for at least a year and then re-hashing it again that enriches both the document and the people working on it.”



“Curriculum mapping is the best way for teachers to all teach the same skills as prescribed in their specific grade level. Since there are many transient students, the mapping process helps students who move to different neighborhoods fit in academically in classrooms across the district. For new teachers, having the maps will be their primary way to stay on track with their lessons.”



“My one hesitation about using curriculum maps is the pressure teachers feel to use only the textbooks and suggested activities in order to teach the standards. A teacher is free to use whatever source he/she feels will teach the standards, but that teacher must be ready to prove it. If a student has gaps in his knowledge, a teacher will be held accountable for going off the map.”



“Some of my best teachers strayed from the texts. My fear is that students will get bored with the same teaching tools and same format. When a student is bored, he or she is not engaged in learning!”



“The mistake we made was mapping the standards first, following the order in which they appeared. The order of content in the textbook was not considered. The order of the standards required a teacher to be in 3-4 chapters at once, with ideas having nothing to do with each other.”



“I originally thought mapping was to decide which standards were important and what topics a teacher feels strongly about kids learning. I had no idea it would be a total takeover.”



The previous quotes were observed on
ASCD's curriculum mapping survey. Some
were modified.

http://ascd.typepad.com/blog/2006/10/ascd_poll_curri.html