

## Curriculum Map Introduction and Description

### English Language Arts

These tools create a framework from the standards and model curriculum for planning units around big ideas/concepts, sequencing units to the school year, intra- and inter-disciplinary connections, diverse learner considerations, technology integration, assessment practices (formative, summative and performance-based) and resources.

*Please adhere to the following list of recommendations to guide this work.*

1. Use the ODE-developed (revised) Standards and Model Curriculum 2017.
2. Use the appropriate ODE-developed Resource Filter.
3. Refer to the content-specific directions below for nuances specific to each content area.
4. Collaborate with other grade-level teachers or content-specific teams to engage in professional conversations.

Across all content areas, designing curriculum involves matching instructional strategies and resources with appropriate assessment practices to provide the opportunity for all students to meet the expectations of the content standards. The following categories, along with any content specific considerations, are essential components of a cohesive, articulated curriculum:

- Standards and Model Curriculum
- Evidence of Understanding
- Assessment Practices
- Time Frame
- Instructional Strategies
- Technology Strategies
- Strategies for Diverse Learners
- Literacy Standards
- Content Considerations

These components are described fully in the context of the content area below.

**Curriculum Map** - The Curriculum Map represents a year in a glance. In a one-page chart, units are articulated including names, sequence, approximate time frames, evidence of understanding, content standards and assessment practices. Often times, the curriculum map guides the planning of instruction across common content area grades or courses for a district.

**Unit Organizer** - The Unit Organizer addresses all of the above components providing a framework from which lesson plans are developed. The information in the unit organizer should be a meaningful document for designing instruction that is applicable to the teaching and learning environments.

Templates for both the Curriculum Map and the Unit Organizer are provided in both Word and in Excel. Neither the format nor the software program used is as important as using the essential components to convey the intent of the instruction. Other formats that display the required information are acceptable.

- I. **Standards** – Defines what students should know and be able to do at the end of each grade level or grade band. The skills and content increase in complexity as students move from grade K to grade 12. This progression is designed to prepare today’s students to be college- and career-ready.
- II. **Evidence of Understanding** – This section addresses the question, *what are students expected to learn as a result of an activity implemented to instruct the standards?* Evidence of Understanding is the intended learning outcome of what students produce or demonstrate. It is not the exercise itself. This section transcends simply stating “I can...” before skills and procedures. The learning outcome should be deep and transferrable to novel situations. Evidence of Understanding should be reflected in the Assessment section.
- III. **Assessment Practices** – Specific ideas (projects, simulations, problems, writing prompts challenges) for using formative, summative, and performance-based assessment.
- IV. **Time Frame** – Sequencing and pacing required for implementation of curriculum.
- V. **Instructional Strategies** – Suggestions of research-based, instructional methods used to actively engage students with the content standards, topics, and the English Language Arts instructional shifts presented within the standards document; the strategies should promote intra- and inter-disciplinary connections and are based in real-world contexts when appropriate.
  - a. **Technology Strategies** – Targeted use of technology tools and resources to enhance the teaching and learning of intended learning outcomes.
  - b. **Strategies for Diverse Learners** – Evidence of how instruction will be differentiated (resources and strategies) to meet the diverse needs of students so that all students receive the same initial instruction, followed by appropriate support.
  - c. **Instructional Shifts**—Intentional planning of the instructional strategies and exercises that promote the instructional shifts that are implied, as well as explicitly embedded within the standard statements.