

FOUR GENERATIONS OF CURRICULUM MAPPING

Curriculum mapping is a process for ensuring a coherent and vertically aligned curriculum across grades (McTighe & Curtis, 2019). There have been four iterations of curriculum mapping over the past several decades. The first application of the concept in the late 1970s was for the purpose of revealing what teachers were teaching. It wasn't until 20 years later, though, that the practice caught on as a result of Heidi Hayes Jacobs' influential book, *Mapping the Big Picture* (1997). This first generation of curriculum mapping, often referred to as diary maps, focused on recording unit topics and skills in regard to what, when, and for how long particular content was taught.

The second generation of curriculum mapping came about in the 1990s as states and provinces developed standards which specify the knowledge and skills students are expected to learn. The intent was that groups of teachers, instead of individual teachers in the case of diary maps, review the standards and decide the scope and sequence for the curriculum.

McTighe and Curtis (2019) have proposed a third generation of mapping that involves mapping the curriculum backward from long-term transfer goals and the associated performances. The focus, then, is on long-term outcomes which ensures that these skills are fused with the teaching and assessment of academic standards. Applied to education in the SWUC, our long-term outcomes are identified as the 7Cs.

There is a fourth generation of curriculum mapping emerging simultaneously, led again by the work of Heidi Hayes Jacobs. She is proposing the idea of curriculum storyboards which share a view of a given course framed as a narrative or storyline. Curriculum written as narrative engages the learner (and parents) on a journey through a progression of related concepts.

The SWUC Office of Education thinks this is a useful way to view curriculum so are in the process of developing curriculum storyboards for the core subject areas. An example follows.

Grade 3 Math

Essential Questions

What does numerical reasoning involve and what does it demonstrate about God's world?
How do mathematical operations connect us to an infinite God?
What do the systems of measurement reveal about God's creation?
What does geometry reveal about God?

Numbers and Operations

References

- Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum and assessment K-12*. Alexandria, VA: ASCD.
- Jacobs, H. H., & Zmuda, A. (2023). *Streamlining the curriculum: Using the storyboard approach to frame compelling learning journeys*. Alexandria, VA: ASCD
- McTighe, J., & Curtis, G. (2019). *Leading modern learning: A blueprint for vision-driven schools*. Bloomington, IN: ASCD.