

Creating Document Structures and Curriculum Map Templates

2 Hours

Description

Maintaining your district's curriculum using curriculum maps, and keeping the information in each curriculum map consistent, is important in providing students with the comprehensive education they need to succeed. In Aspen IMS, document structures (i.e., templates) are the foundation on which you build curriculum maps. Each document structure contains the elements of information that a map using that structure will have, such as Essential Questions, Activities, Assessment, etc.

In Aspen IMS, curriculum maps are built using three types of document structures: map header document structures, map topic (unit) document structures, and lesson plan document structures.

Upon completion of this lesson, you will create document structures that include all of the necessary elements that your curriculum designers need to provide content in curriculum maps.

Prerequisites

Be sure you have completed the following lesson plan:

- Finding Your Way Around Aspen IMS

Materials Checklist

Each participant should bring the following to this class:

- A copy of an existing curriculum map used in your district
- A copy of an existing exemplar lesson plan used in your district

Participant Objectives

- Configure a document structure based on district and school formatting policies for curriculum map headers, curriculum map topics (units), and lesson plans.

- Form a plan or list of document structures that will be needed to support various grade levels and subject departments in your district.
- Create curriculum map templates with the necessary document structures for curriculum designers to use to create content.

Activities

- Create a curriculum map header document structure.
- Create a map topic (unit) document structure.
- Create a lesson plan document structure.
- Create curriculum map templates.

Resources

For more information on this lesson and to complete the *Plan* and *Apply* sections, refer to the resource listed below. This is available in Aspen from the **Help** menu, **Videos**. You can also access online Help from the **Help** menu.

Quick Reference Guides:

- Document Structures and Curriculum Map Templates

Plan

Use the space provided to record your answers to the following questions.

1. For which grade levels and content areas do we need to create curriculum maps?
2. Who should be responsible for maintaining/updating the document structures?
3. Do we have exemplar formats for curriculum map headers (overviews), map topics (units) or lesson plans I can use in Aspen?

Note: If exemplar formats exist for curriculum maps, map topics (units), AND lesson plans, skip questions 4 - 7. If no exemplar format/structure exists, answer the rest of the questions in this section.

4. The map header document structure provides the overall description, method, and theory for the map. What elements do we want for curriculum map header document structures? For example, a curriculum map header might contain an overview/description, chapters, and themes/big questions elements.

Map Header Elements:

5. What elements do we need to create for map unit topics? For example, does every map topic (unit) contain a title, essential questions, essential skills, resources and materials, assessment opportunities, themes, etc.? Do these elements differ by grade level or content area/subject?

Map Topic (Unit) Elements:

Specific Grade Level Map Topic (Unit) Element Needs:

Specific Content Area Map Topic (Unit) Element Needs:

6. What elements do we need to define for lesson plans? For example, do our lesson plans contain standards, objectives, materials, instruction, assessments differentiation? Does grade level or content area affect the lesson plan elements we need? If so, how?

For example, does your English department use *Understanding by Design* lesson plans but your Science department follows the *Madeline Hunter Direct Instruction* format? List your lesson plan element needs here by grade levels/content areas:

Lesson Plan Elements:

Specific Grade Level Lesson Plan Element Needs:

Specific Content Area Lesson Plan Element Needs:

7. Will several curriculum designers be creating and adding content to curriculum maps? If so, you can create curriculum maps that will serve as templates that designers can copy and edit.

For example, if your department heads will be using Aspen IMS to develop curriculum maps for their own departments, you might create a curriculum map template for each department, such as a template named *HS Science Department Map Template*. Then, the Science department head can copy that template for each map he or she needs to create. This gives curriculum designers by the document structures they need so that they can jump right in and add content to a map.

If this workflow applies to your district, list the curriculum map templates you can create here:

Apply

Now that you've taken an in-depth look at creating document structures and curriculum map templates, complete the following in the order listed:

- 1. If you answered **Yes** to question 3 above, use your district's existing exemplar curriculum map headers (overviews), map topics (units), and lesson plans to create document structures for curriculum map headers (overviews), map topics (units) and lesson plans in Aspen IMS.
- 2. If you answered **No**, use the group's answers to questions 4 through 6 to help you create document structures for curriculum map headers (overviews), map topics (units), and lesson plans in Aspen IMS.
- 3. If you answered **Yes** to question 7, create the curriculum map templates your district's curriculum designers can use to copy to create their own maps to add content to.

Assess

Staff Name: _____ Date: _____

Creating Document Structures and Curriculum Map Templates

Use the following table to confirm that you successfully completed each task, and to make any notes:

I can...	Do this in Aspen...
	Create document structures for all necessary map headers (overviews), including all of the elements.
	Create document structures for all necessary map topics (units), including all of the elements.
	Create document structures for all necessary lesson plans, including all of the elements.
	Create curriculum map templates for curriculum designers to copy and use to add their content.
Notes: 	

Aspen IMS for Curriculum Directors

Your district can create curriculum maps in Aspen IMS. Curriculum maps help districts and teachers form a timeline of what is being taught and when to help analyze, communicate, and plan curriculum in your schools.

Curriculum maps help ensure that content:

- Is not repeated
- Is taught in the right sequence
- Is consistent among teachers

A district might define curriculum maps for each subject for each grade in your district. For example, you might create 12 English/Language Arts curriculum maps in your district for grades K-12. Or, your district might create one curriculum map for each of the high school sciences (HS Chemistry, HS Biology, HS Physics, etc.)

Within those curriculum maps in Aspen, districts can include lesson plans, and can align each unit, topic, and lesson plan to district and state standards. Aspen is automatically subscribed to *Academic Benchmarks*, the preferred standards data services provider to K–12 education.

Creating Curriculum Maps in Aspen

English 9 Curriculum Map

Overview:

Students in Grade 9 English will continue to sharpening their expository writing skills, literature analysis, and grammar skills, focusing on the **Essential Question: How do our relationships foster our lives?**

Unit	Essential Questions	Activities	Assessment
Unit 1: Friendships	<p>How do our friendships enhance our lives?</p> <p>Can friends alter our lives for the better or worse or both? How?</p> <p>Is it better to have lots of friends, or just one good friend?</p> <p>How far should we go in helping our friends? Is there such a thing as too much help?</p> <p>How do our friendships enhance our lives?</p>	<ul style="list-style-type: none"> → Great Depression overview: (Dorothea Lange photographs, research, group powerpoint presentations) → Group discussions: (socratic seminar, debate topics/essential questions) → Read newspaper articles about current friendships and compare and contrast to Lenny → Peer edits for essays 	<p>Nightly reading journal with prompts</p> <p>chapter quizzes in class</p> <p>5 paragraph essay</p> <p>character portraits</p>

Pages District School Student Staff Grades **Assessment** Schedule Global Tools Admin

Options Reports Help

Curriculum Maps :: English 9

Unit 1: Friendship

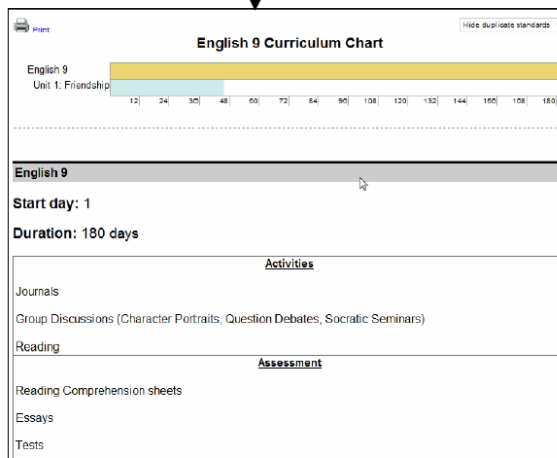
Details	Activities	Assessment	Essential Questions	Unit	Standards
English 9 Start Day: 1 Duration: 180		Reading Comprehension sheets Essays Tests Quizzes Memory Boards Written PowerPoint Presentations	How do our relationships foster our lives?		Common Core [CC.1.3.1.a Common Core [CC.1.3.1.b Common Core [CC.1.3.1.c Common Core [CC.1.3.1.d Common Core [CC.1.3.1.e Common Core [CC.1.3.1.f Common Core [CC.1.3.1.g Common Core [CC.1.3.1.h Common Core [CC.1.3.1.i

Map Topics for "English 9"

Details	Activities	Assessment	Essential Questions	Unit	Standards
Unit 1: Friendship Start Day: 1 Duration: 45	<p>Great Depression overview: (Dorothea Lange photographs, research, group powerpoint presentations)</p> <p>Group discussions: (socratic seminar, debate topics/essential questions)</p> <p>Read newspaper articles about current friendships and compare and contrast to Lenny</p>	<ul style="list-style-type: none"> Nightly reading journal with prompts chapter quizzes in class 5 paragraph essay character portraits 	How do our friendships enhance our lives? Can friends alter our lives for the better or worse or both? How? Is it better to have lots of friends, or just one good friend? How far should we go in helping our friends? Is there such a thing as too much help?	Of Mice and Men	Common Core [CC.1.3.1.a Common Core [CC.1.3.1.b Common Core [CC.1.3.1.c Common Core [CC.1.3.1.d Common Core [CC.1.3.1.e Common Core [CC.1.3.1.f Common Core [CC.1.3.1.g Common Core [CC.1.3.1.h Common Core [CC.1.3.1.i

Lesson Plans for "English 9"

Details	Activities	Assessment	Essential Questions	Unit	Standards
New Lesson Plan Start Day: 1 Duration: 1	<p>Introductions</p> <p>Scavenger Hunt in groups to talk about units we will cover this year</p>	Paragraph about who you are, and what do you hope to learn this year	How can we work together to make this a great year?		



Teachers can view curriculum maps in the Staff view. On the **Planner** tab, they can view the curriculum map topics and any lesson plans on each day that it is defined to be covered. They can also drag and drop topics and lesson plans to different dates on their calendars to reflect their actual day-to-day schedules.

Note: If teachers make edits to the dates a topic is covered, those dates are not overridden by district date changes.

To create curriculum maps, align them to standards, and make them available to teachers in Aspen:

1. [Define the document structures](#), or formats of curriculum maps and lesson plans that your district uses. This is what determines the elements that appear on the [curriculum map chart](#).
2. Define the [details of the curriculum map](#), including the number of days the map will cover.
3. [Design the curriculum map chart](#), including adding topics and lesson plans and aligning them to standards.
4. [Assign curriculum maps to district courses](#).
5. [Activate approved curriculum maps](#).
6. Teachers can [view the curriculum maps linked to their assigned sections in the Staff view](#).

Define Document Structures

Defining document structures is the first step in building your district's curriculum maps in Aspen IMS.

Aspen IMS document structures are the templates or formats your district creates to determine the information that should be included on curriculum maps.

Within each document structure, you define the elements it contains. For example, you might create a document structure named **HS English Lesson Plan Structure**. For this structure, you might add the following elements:

- Title
- Essential Questions
- Objectives and Learning Expectations
- Lesson and Instruction
- Assignment(s)
- Resource Materials

When this document structure is applied to the **HS English Grade 9** curriculum map, the writer of the map fills content into each of those elements for each lesson plan within that map.

For each curriculum map, your district must create the **three** following document structures:

1. A **map header structure**, which is used for the information that explains the overview of the map (with elements such as a *Mission Statement* and *Summary*):

1 Astronomy				Show Content
Details	Mission Statement	Summary	Standards	
1 Astronomy Start day: 1 Meetings: 100	Follett Public Schools is committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative, welcoming schools. We partner with the community, families, and students to develop in every learner the knowledge, skill, and character to excel in college, career, and life.	This course examines the composition of various substances and the changes they can go through. It also shows you how chemistry touches our lives almost everywhere and everyday, in medicine, the clothes we wear, the games we play, as well as the industries that make the things we use. The periodic table and simple compounds are covered as well as the basics of Chemistry. This is a complete up-to-date course on	California [ELA&L 3 L] 1.1 Massachusetts [S&TE C] 1.7.1 California [ELA&L 3 L] 1.1 Massachusetts [S&TE C] 1.3.1	

2. A **map topic structure**, which is used for the information that explains what is included in each map topic (unit) within the map (with elements such as *Title & Terms*, *Essential Questions*, *Essential skills*, and *Assessment Opportunities*):

Details	Title & Terms	Essential Questions	Essential Skills	Assessment Opportunities	Standards
The Size of the Universe Start day: 1 Meetings: 10	<ul style="list-style-type: none"> Safety Standards Forms Safety Organizations Safety Contracts Chemical Hazards Chemical Storage Safety Links Safety Scavenger Hunt 	<ol style="list-style-type: none"> You have accidentally broken a test tube and spilled a chemical on the table. Which of the following best explains what you should do? You should wear safety goggles during every science block. Right when you get to class, it is important to get started on the lab even if your teacher hasn't given 	Lab Safety represent an essential part of effective science teaching. Written materials and pictures can convey an enormous amount of information, but students more fully understand the concepts related to science when they participate in or observe learning activities involving laboratory experiments and demonstrations. In addition, those activities allow students to	<ul style="list-style-type: none"> Unit Quiz Oral Presentation 	Massachusetts [S&TE C] 1.3.1 Massachusetts [S&TE C] 1.2.1

3. A **lesson plan structure**, which is used for the information to include on a lesson plan (with elements such as *Title*, *Essential Questions*, *Objectives and Learning*, *Daily Lesson and Instruction*, etc.):

What is Matter?								Show Content
Details	Title	Essential Questions	Objectives and Learning	Daily Lesson & Instruction	Assignments	Resource Materials	Standards	
What is Matter? Start day: 1 Meetings: 3	Classification of Matter Students are introduced to the concept of different kinds of matter. Students create models of different substances to learn to identify the differences between elements, compounds, and mixtures.	Students will be able to answer: <ul style="list-style-type: none"> What are the different characteristics between elements, compounds, and mixtures? How does composition of materials determine 	Students will be able to: <ul style="list-style-type: none"> Distinguish between elements, compounds, and mixtures. Explain how composition of materials determines their classification as 	<ul style="list-style-type: none"> Whole group discussion of matter (review definition—matter is anything that has mass and takes up space). Brainstorm—students name different things that are examples of 	<ul style="list-style-type: none"> Lab Report 1.2 (scoring rubric given to students) Lab discussion and analysis to be done collaboratively with Google Doc (groups of 3) Quiz (in class after 	<ul style="list-style-type: none"> Transparencies with key definitions (see critical vocabulary section) Samples (enough for demonstration by teacher) of elements, compounds, and mixtures, such as 	Massachusetts [S&TE C] 1.1.1 Massachusetts [S&TE C] 1.2.1	

To create a document structure:

1. Log on to the District view.
2. Click the **Assessment** tab.
3. Click the **Document Structures** side-tab.

Pages	District	School	Student	Staff	Grades	Assessment	Schedule	Global	Tools	Admin
Options Reports Help										
Document Structures										
0 of 9 selected 🗑️ All Records										
Assessment Definition	<input type="checkbox"/>	Name	Description							
Assessment History	<input type="checkbox"/>	Crow Point Unit Curriculum Planning Document	Students will reinforce their prior knowledge and ...							
Rubric Library	<input type="checkbox"/>	Document Structure Ex 1	DS 1							
Rubric Rating Scales	<input type="checkbox"/>	Document Structure Ex 2	DS 2							
Learning Standards	<input type="checkbox"/>	English 9 CMap Structure	This is the structure of the Grade 9 English curri...							
Curriculum Maps	<input type="checkbox"/>	Lesson Plan FSC Format								
	<input type="checkbox"/>	Middle School ELA Overview Grade 6-8								
	<input type="checkbox"/>	Oswayo								
	<input type="checkbox"/>	Unit Headings								
	<input type="checkbox"/>	Vigo Sample								
Document Structures	Details									
Question Bank										

4. On the **Options** menu, click **Add**. The New Curriculum Document Structure page appears:

Name	Description	Required
<input type="checkbox"/> Unit	Which unit are you covering?	Y
<input type="checkbox"/> Skills	What are the skills students will have upon completion?	Y
<input type="checkbox"/> Chapters	Which chapters of the text will be covered?	Y
<input type="checkbox"/> Concepts	What are the concepts of the unit?	Y
<input type="checkbox"/> Assessments	How will knowledge and understanding be assessed?	Y
<input checked="" type="checkbox"/> Labs/Activities	Name the labs and activities used	

- In the **Name** field, type the name for the new document structure.

Note: Follett recommends you include the structure type in the name you define. For example, if you are creating a map topic structure that will be used in the high school Science department curriculum maps, you might enter **HS Science Map Topic Structure**. This way, when one of the high school Science curriculum maps is created, it is easy to find the document structure to be used.

- In the **Description** field, type a description of the document structure.

Then, add the elements to the document structure. These might be any of the following:

- Measurements of instruction time, such as unit names
- Content
- Skills
- Activities
- Assessments

To add an element to the document structure:

- Click the **Add** button on the bottom right corner of the page. The page displays an empty field.
- In the **Name** field, enter a name for the element.
- In the **Description** field, enter a description for the element.
- If you want to require users to enter information for that element, select the **Required** checkbox.
- Click **OK**.

Warning: To delete a specific element, you must click **Elements** on the **Document Structures** side-tab. The page displays only a list of elements.

Select the checkbox to the left of the element you want to delete. On the **Options** menu, click **Delete**. If you do this on the Document Structures Detail page, the entire document structure you created will be deleted.

Define the Details of a Curriculum Map




After you create the [document structures](#) (format or templates) for your curriculum maps, you can create curriculum maps in Aspen IMS. First, you define the details of the map.

Note: [You can also copy an existing curriculum map that might mirror what you need to create.](#)

Follett recommends creating curriculum maps that act as templates. For example, you might create a curriculum map named *HS English Map Template*, with the applicable document structures defined. This way, the designer of the HS English curriculum maps can quickly make copies of this template, and jump right into adding content in the elements.

To create a curriculum map:

1. Log on to the District view.
2. Click the **Assessment** tab.
3. Click the **Curriculum Maps** side-tab. A list of any curriculum maps already created in your district appears.
4. On the **Options** menu, click **Add**. The New Curriculum Map page appears.
5. Use the following table to enter information in the fields:

Field	Description
Title	Type the name of the curriculum map.
Duration (Days)	Type the number of days the curriculum map covers. For example, if a school has a 180-day school year, a semester would be 90 days and a full year 180.
Header Structure Name	Click  to open the Curriculum Document Structure Pick List. The structure you select determines the fields and columns users have to enter information in when adding the header to this curriculum map. Select a document structure, and click OK .
Topics Structure Name	Click  to open the Curriculum Document Structure Pick List. The structure you select determines the fields and columns users have to enter information in when adding topics to this curriculum map. Select a document structure, and click OK .
Lessons Structure Name	Click  to open the Curriculum Document Structure Pick List. The structure you select determines the fields and columns users have to enter information in when adding lesson plans to this curriculum map. Select a document structure, and click OK .
Active	Select this checkbox if you want this curriculum map to be available for use in the Staff view.
Use standards	Select this checkbox to align standards to this map.

6. Click **Save**.

Copy a Curriculum Map

You can copy a curriculum map you create. For example, assume your Honors Chemistry map is very similar to your Chemistry map. You can create the curriculum map for Chemistry, then copy and enhance it for Honors Chemistry.

Or, you might create a curriculum map template for each department, such as *HS Science Department Map*, *HS English Department Map*, *HS Math Department Map*, etc. Then, to create a map for a specific course, select and copy the appropriate department map. Rename and use the copy to create content for the course.

To copy a curriculum map:

1. Log on to the District view.
2. Click the **Assessments** tab.

3. Click the **Curriculum Maps** side-tab.
4. Select the curriculum map you want to copy, and click **Details** on the **Curriculum Maps** side-tab.
5. On the **Options** menu, click **Copy**. The system creates a copy of the entire map, including all map topics, lesson plans, and aligned standards.

Note: The system also copies the course number associated with the map. If you are copying this for another course, be sure to change the course at the **Course Number** field on the [Curriculum Map Details page](#).