Define the Details of a Curriculum Map

After you create the <u>document structures</u> (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 Sto 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 Q 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 Sto 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**.

Assign a Curriculum Map to a Course

After you create a curriculum map, assign it to the appropriate course. This way, when a teacher adds a class for that course in the Staff view, the curriculum map appears on the **Classes** tab, **Curriculum Map** side-tab.

To assign a curriculum map to a course:

- 1. Log on to the District view.
- 2. Click the **Schedule** tab.
- 3. On the Courses side-tab, select a course and click Details.
- 4. At the **Curriculum Map** field, click \bigcirc to select the appropriate map.
- 5. Click Save.

Design and View a Curriculum Map Chart

On the Curriculum Maps side-tab, click the Chart link to build the map.

To design and view 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 curriculum maps already created in your district appears:



Pages Di	strict School	Student	Staff	Grades	Assessment	Schedule	Global	Tools	Admin	inen hassistenseen				
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Curriculum I	Maps													
	-						7							
Assessment					0	of 13 selected 🥻							A	I Recor
Definition	Title		Curriculum	DocStructure > I	lame		Duration	Course > Crsl	No	Course > De	scription			Active
Assessment	Algebra I		Crow Point	Unit Curriculum	Planning Document		180							N
History	Biology		Unit Headir	ngs			90	SCI11301		Biology 9 (W	0			Y
Rubric Library	English 10		Unit Headir	ngs			180	ENG20301		Sophomore	English			Y
Rubric Rating	English 7		Middle Sch	nool ELA Overvie	w Grade 6-8		180	INT11302		Advisory (Hig	dvisory (High School)			
	English 9		English 9 C	Map Structure			180							Y
Learning	Grade 6 Social S	itudies	Unit Headir	ngs			180	220MS		Social Studi	es 6 (DW)			Y
Standards	Health		Unit Headir	ngs			45	842MS		Phys Ed-Hea	alth 8			N
Curriculum	Honors Geometry	,	Unit Headin	ngs			180	MTH21302		Geometry				Y
Maps	Honors HS Chem	istry	Unit Headin	ngs			180	SCI36303		Honors Cher	nistry			Y
Details	HS Chemistry		Unit Headir	ngs			180	SCI31304		Chemistry				Y
Ginart	Oswayo Test Cur	riculum	Oswayo				90	SCI12101		Science 9 S	C Sem 1			N
Document Structures	Sample		Unit Headir	ngs			180	104MS		Language A	rts 6 (NK)			N
	Vigo Map 1		Vigo Samp	1-			100	SCI11001		Biology Coll				N

- 4. Do one of the following:
 - To view and edit an existing curriculum map's details, select the curriculum map, and click **Details** on the **Curriculum Maps** side-tab.
 - To view and design an existing curriculum map, select the curriculum map, and click **Chart** on the **Curriculum Maps** side-tab. The curriculum map appears:

Pages Options	District Reports	School	Studen	t Staff	Grades	Assessmer	t Schedule	Global	Tools	Admin					2
Curriculun	n Maps ::	Chemis	stry												ÞI
Assessment Definition	Ad	d View	Edit Mo	ve Expand	Collapse	Show Less	on Plans								
Assessment History	⊟ <u>Cher</u> ⊞ LS Uni	& CM ►													
Rubric Librar	ry ⊞ Uni ⊞ Uni	t3►													
Rubric Ratin Scales	9 ⊞ Uni ⊞ Uni	t5►													
Learning Standards	⊞ Uni	· · ·	10	20	30	40 50	60	70 4	81 91	10	1 111	121	131	141	151
Curriculum Maps Details	n Chemis	try												Show Co	nten
Chart	Details			Title & Terms		Essential Qu	estions	Essential Ski	lls	Ass	essment Opportuni	ties	Standards		
Courses Document Structures Question Ba	Chemistr Start day Meetings	ć 1		composition substances they can go t shows you h touches our	and the change hrough. It also ow chemistry lives almost and everyday, in	es con wor • How clas	v do you safely duct laboratory k? v is matter ssified? at SI units should be wn for chemistry	Rev Use repo Den Refe	e taking skills iew sheets of exemplars orts nonstrations erence to rubri vidual grading	cs	 Journal Writingiven to stud Laboratory R Rubric given Projects: Rut student Quizzes base 	ent eports: to student bric given to	3 L] 1.a Common Core 3 L] 1.b	[C&CRS&KELA [C&CRS&KELA	
				medicine, the	e clothes we w	ear, etu		etue	Innt work with		voluoe		Common Core	C&CRS&KELA	÷
	Map To	pics for '	"Chemistry"	medicine, the	e clothes we w			etur	lant work with		valuee		Common Core	[C&CRS&KELA	

Now, you can do the following:

- Use the Chart side-tab and its timeline to view and edit topics on the curriculum map .
- Enter information in the map topic header of the curriculum map.
- Add a topic to the curriculum map.
- Add a lesson plan to the curriculum map.





- Align curriculum map topics and lesson plans to standards.
- Initialize lesson plans.

Using the Curriculum Map Chart and Timeline

The curriculum map chart and timeline is a tool to view, edit, and add to curriculum maps. There are several ways to move around and use the page.

The Chart page contains two views of the map:

• At the top of the page, a timeline represents the unit topics and their start dates and duration. It shows the days on which topics are covered and lessons are taught:



• The bottom of the page displays the topic you select on the timeline and any topics or lesson plans within it in a grid format:

⊟ Matter ►										
What is Matter? Matter									Show Cor	ntor
										incen
Details	Title & Terms	Essential	Questions	Essential Skills		Assessment Opportur	nities	Standards		
Matter Stard day, 11 Meetings, 15 Lesson Plans for "Matter"	Classification of Math • Collision • Liquids • Gases • Elements • Compounds	• S A ir • T 9 • H	will understand: Schnoe appreciates the four visitobalian elements - organic and The differences between pure ubstances and microse tempogenous mixtures leterogeneous mixtures	Students will be able to: I dentify and distinguish b atomic ions and molecul Create chemical substan through a variety of know techniques Translate colloids into co bonds	arions ces m	collection, int reporting Presentation	periements - data erpretation, and - public speaking (scoring rubric ne, in-class			
Details Title	,	Essential Questions	Objectives and Learning	Daily Lesson & Instruction	Assignme	nts	Resource Materials		Standards	
Meetings: 3 Stu oon mai of d to ii bet	Classification of Matter Students are introduced to the concept of different short odds of different subtances to learn to idently students, compounds between elements, compounds and the differences are the students of the differences between elements, compounds		ts will be able to What are the different what are the different and mixtures? and mixtures? Students will be able to: Usinguish between elements, compound, and mixtures? Composition of How does composition		Lab Report 1.2 (scori rubric given to studer Lab discussion and analysis to be done collaboratively with Google Doc (groups 3) Quiz (in class after		 Transparencies with key definitions (see critical vocabulary section) Samples (enough for demonstration by teacher) of elements, compounds, and mixtures, such as 			ð

The grid format displays the elements defined within the document structures assigned to this map.

Note: Teachers view only the timeline in the Staff view; they do not see the grid format.

To use the curriculum map timeline and grid:

Add View I	Edit Move Exp	and Collapse
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1. Use the buttons at the top of the Chart page to do the following:





- Click Add to add a new map topic or a lesson plan. To create a secondary map topic (a topic nested within a primary topic), click the topic you want to create the secondary topic for before you click Add. For example, within the *Cells* Chemistry unit, you might include a smaller *Using a Microscope* unit to be covered.
- Click **View** to view the entire curriculum map or the specific map topic or lesson plan you select in a printable format. This format is a view teachers have to use the map. Print if desired:

Honors HS Chemistry
Start day: 1
Duration: 180 days
Title & Terms
Chemistry SCI31402
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 Chemistry.
Essential Questions
How do you safely conduct laboratory work? How is matter classified? What SL units should be known for chemistry study? Using dimensional analysis how is a problem set up for conversions? Atomic structure is important to know for the formation of what? Knowledge of atomic radii, ionization energy and electro negativity is important for the formation and identification of what type of compounds? Metals, nonmetals, metalloids and noble gases chemical and physical properties are important for what knowledge? How is the writing of ionic and covalent compound manes and formulas different? How do ionic, non polar covalent, polar covalent and metallic bonds differ?
Essential Skills
Note taking skills Review sheets Use of exemplars for lab reports Demonstrations Reference to rubrics Individual grading of student work with comments for improvements Outline skills Concept mapping
Assessment Opportunities
Journal Writings: Rubric given to student Laboratory Reports: Rubric given to student Projects: Rubric given to student Cuzzes based on point values

- Select a map topic on the timeline, and click Edit to edit the topic details or element content.
- Select a map topic on the timeline, and click **Move** to move it to a different primary topic. For example, if you want to move a unit into a different unit topic, click the unit you want to move, and click **Move**. Then, click the unit topic you want to move it to.
- Click **Expand** to display all topics and their nested secondary topics within the timeline at the top of the Chart page:







Note: You can also click 🖪 next to each map topic on the timeline to expand the topics.

- Click **Collapse** to close all expanded map topics on the timeline.
- 2. Hover over the blue bars that represent map topics and the light blue bars that represent secondary map topics to view the start day and duration information for a map topic:

Curriculum M	Aps :: Chemistry	
Assessment Definition	Add View Edit Move Expand Collapse Show Lesson Plans	
	E Chemistry	
	⊞ LS & CM ►	
History	Unit 2	
Rubric Library	⊞ Unit 3 ►	
D.L.S.D.K	Unit 2 Unit 4 ► Unit 2 Start day: 11 Meetings: 20 Meeting Days: 11-30	
Rubric Rating Scales	Unit 5 ► Start day: 11 Weetings: 20 Weeting Days: 11-30	
	⊞ Unit 6 ►	
Learning	E Unit 7 ►	
Standards	10 20 30 40 50 60 70 81 91 101	1 111 121 131 141 15

Drag and drop the bars to change the start and end days for the map topic.

3. Click a map topic name to display the information for that map topic in the grid below the timeline:





4. Select the **Show Lesson Plans** checkbox to show lesson plans associated with map topics. For each lesson plan, the timeline displays a green bar. Hover over each green bar to view the lesson plan's start date and duration:

Pages	District	School	Student	Staff C	Grades	Assessment	Schedule	Global	Tools	Admin	
Options	Reports	s He	lp								2
Curriculu	m Maps ::	Chemistr	Y								
Assessmer Definition	nt Ada	d View	Edit Move	Expand Co	ollapse	Show Lesson F	Plans				
Assessmer History		nistry & CM ► ib Safety									
Rubric Libra Rubric Rati Scales	na	assification (What is Mat States of Ma	ter?								
Learning Standards	🗉 Uni										
Curriculu Maps _{Details}	m L	esson 3.3 esson 2.6 esson 2.10									
Chart Courses Document	🖯 Uni										
Structures Question B		mensions ► Cups, Gallor Units are Yo	ns, Hectares, ur Friend	Oh My!		- 5					
	E At	International omic Structu Lesson 3.5	System of Un µre ►	its							
		Lessoll 3.5					_				

5. Select the **Show Content** checkbox above the map topics to display any resources (document files, web searches, etc.) that are associated with a map topic:





		School	Student	Staff	Grades	Asses	sment	Schedule	Glob	oal Too	ols Ad	min							_
Options	Reports	s	Help																
urriculu	m Maps ::	Chemis	try														•	Q, 🕨	
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History	• ⊞ LS : Unit	& CM ►																	
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	🗄 Unit	t6 ►																	
earning	171 A. A. A.																		
	🗄 Unit		10	20	30	40	50	60	7	0	81	91	101	111	121	1	31	141	151
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Standards Curriculur		t7►	10	20	30	40	50	00	7	0	81	91	101	111	121	1 My Res		141	
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Standards Curriculur Maps Details Chart Courses Document	n Chemis Details Chemistry Start day Meetings	t7► try	10	Title & Terms This cours compositi substance can go thre how chem almost eve in medicin	e examines th on of various is and the chai ough. It also st istry touches c arywhere and e e, the clothes	nges they hows you bur lives everyday, we wear,	Essential Q • Ho lat • Ho • Wi kn stu • Us	westions by do you safel obratory work? by is matter cla hat SI units sho own for chemis Jdy?	y conduct ssified? uld be try al	Essential Sk Not Rev Uso rep Det Rev Iso Rev Det Iso Rev Det Iso Rev Det Iso Rev Rev Rev Rev Iso Rev Iso Rev Iso Rev Iso Rev Iso Rev Iso Rev Iso Rev Iso Rev Iso Rev Iso Rev Iso Rev Rev Rev Rev Iso Rev Rev Rev Rev Rev Rev Rev Rev	ills e taking ski view sheets e of exempl orts monstration erence to re- wroual grad	ills ars for lab is ing of	Assessm	Journal Wri given to stu Laboratory I given to stu Projects: Ru Student Quizzes bas	nities tings: Rubr dent Reports: Ri dent ubric given	My Res Stanc ic Con ubric L] 1 to Con L] 1	amon Core (amon Core (b	Cacrsakela	Content
Standards Curriculur Maps Details • Chart Courses Document Structures	n Chemis Details Chemistry Start day Meetings	t7► try	10	Title & Terms This cours composition substance can go thre how chem almost eve in medicin the games	e examines th on of various is and the chai ough. It also si istry touches c arywhere and e	nges they hows you bur lives everyday, we wear,	Essential Q Ho lat Ho Wi kn stu - Us	uestions bw do you safel boratory work? w is matter cla hat SI units sho own for chemi: udy?	y conduct ssified? uld be try al	Essential Sk Not Rev Uso rep Del Rev Rev Locations	ills te taking ski view sheets e of exempl orts monstration 'erence to er	ills ars for lab is storics ing of	Assessm	Journal Wri given to stu Laboratory given to stu Projects: Ri student Quizzes bas values	nities tings: Rubr dent Reports: Ri dent ubric given	My Res Stanc ic Con ubric L] 1 to Con L] 1	annon Core (annon Core (b	Show	Content

Note: Any information you edit or add to a curriculum map is automatically saved.

To continue to develop a curriculum map using the chart, do the following:

- Add content to the elements of the map topic header.
- Add a map topic.
- Add a lesson plan to the map.
- Align map topics and lesson plans to standards.
- Initialize lesson plans.

Add Content to the Header of a Curriculum Map

The first item on a curriculum map is the header topic. It is the topic that provides the highest level of information for the map, such as the course information:







To add content to the header topic of 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 have not added any topics to yet, and click **Chart** on the **Curriculum Maps** side-tab.
- 5. On the timeline, select the map header topic, and click **Edit**. A dialog box containing the elements of the map topic header document structure appears.
- 6. Use the following table to enter information into the fields in the box at the top of the dialog box:

Field	Description
Title	Type a name for the header topic. This is the highest level topic in the map that might provide an overview of the map.
	Type the number of the school day that a teacher should begin to teach this map topic.
Start day	Note: This is the number of instruction days (days on which the course is scheduled).
	For example, if a teacher should begin a topic on the first day of school, type 1 . The next unit might start on day 21.
Duration (Days)	Type the number of days this topic should be covered. For example, if this curriculum map covers an entire school year, you might enter 180 for the duration of the course.
Header Structure Name	The header structure name you selected when you <u>defined the details of</u> the curriculum map appears.

The remainder of the dialog box contains the elements that were defined when the document structure for this curriculum map was created.

7. For each element, you can click **My Resources** to access your personal resources and any shared resources you want to add to a topic:



Follett Aspen™ Instructional Management System

Start day *	1				
Duration (Days) *	180				
				My Resources	٢
Header Structure > Nam	Unit Headings			ing resources	-
				Content Folder	
			1	Acceptable Use Policy.pdf	
Title & Terms				Camp Granada - Information.docx	
Chemistry SCI314	102			Chemistry 31304.docx	
,		aux substances and the shanges they can as through it also sh	wa way haw abamistry tayah	Community Service Contract.pdf	icine the clothes
wear, the games we p		ous substances and the changes they can go through. It also sho stries that make the things we use. The periodic table and simple		Kar Crow Point High School Kar Crow Point High School	-to-date course o
Chemistry.				Family and Student Portal Information.doc	
l .				www Google Search	
				Home	
Chemistry 31304.docx	×	Academic Policies.docx		Kennedy Middle School Madison Elementary School	My Resource
Chemistry 3 (304.000x	*	Academic Poinces.000x		C Outside Reading Form.docx	- my resource
				Parent Appreciation Night.docx	
Essential Questio				Periodic Table of Elements.pdf	
 How do you sa How is matter 	afely conduct laboratory classified?	work?		Professional Development.pdf	
 What SI units 	should be known for che	emistry study?		v	
		problem set up for conversions? for the formation of what?		Add Edit My Quota (247 MB left)	
 Knowledge of 	atomic radii, ionization e	energy and electro negativity is important for the formation and ic		ounds?	
		ble gases chemical and physical properties are important for wha nt compound names and formulas different?	t knowledge?		
 How do ionic, 	non polar covalent, pola	ar covalent and metallic bonds differ?			
Google Search		٦			My Resource
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Note: A	Ithough vo	u can click, drag and drop an	v items from M	ly Resources to this	header to
	•••	u can click, drag and drop an	•	•	
	•••	u can click, drag and drop an re not available to teachers ir	•	•	
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these re you add At the bo	sources ar resources ttom of the	re not available to teachers in to map topics other than the dialog box, you can <u>align thi</u>	the Staff view map topic hea s map topic he	. Therefore, Follett reder.	ecommer
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9. Click **Save and Close** at the top of the page to save the information for the topic:

Save and Close Save	Revet Print Deles
Title *	HS Chemistry
Start day *	Ho Unemary
Duration (Days) *	180
Header Structure > Name	Unit Headings
Title & Terms	
Chemistry SCI31402	
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, 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
Chemistry 31304.docx	X Academic Policies docx X My Resources

10. At the top of the page, you can also do the following:



- Click Save to save the information you enter without closing the dialog box.
- Click Revert to return to the information you had the last time the map topic was saved.
- Click **Print** to print the map topic.
- Click **Delete** to delete the map topic.

Add a Topic to a Curriculum Map

Add topics to a curriculum map to fill out the content for the duration of the map. For example, your topics might be months, content units, or marking periods.

Topics can be nested within other topics. For example, you might create a topic called *Unit 1* that lasts for 30 school days. Within *Unit 1*, you might create topics for each chapter, *Chapters 1–4*, each lasting 6 days. So, Chapter 1 might have a start day of 1 and a duration of 6 days. Chapter 2 would have a start day of 7 and a duration of 6 days, etc.

To add topics to 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 have not added any topics to yet, and click **Chart** on the **Curriculum Maps** side-tab.
- 5. Click Add. Two options appear:

Options	Reports		
Curriculum M	aps :: Che	mistry	
Assessment Definition Assessment	Add Nap To Add Land Land		

6. Click Add Map Topic. The New Map Topic dialog box appears:





Surt day * I Duration (Days) * IB Header Structure > Name Unit Heasings Title & Terms Laboratory Safety, Classification of Matter, and Standard International Units - Alom - Endothermic - Alom - Endothermic - Element - Law of Conservation of Energy - Compound endots moture - Law of Conservation of Matter - Heterogeneous moture - Onemical properties - Solids - Specific heat Acceptable Use Policy polf Image: Specific heat Students will understand that: . - Safety stressed in all lab work. 2. Numbers without units are meaningless. - There are differences - Solids - There are differences - Solid and a gas.	Title *	Unit 1		
Header Structure > Name Unit Headings Title & Terms Laboratory Safety, Classification of Matter, and Standard International Units - Atom - Endothermic - Element - Law of Conservation of Energy - Vetrogeneous mixture - Physical properties - Solids - Specific heat Accessful Questions Students will understand that: 1. Safety stressed in all lab work. - Numbers without units are meaningless. 2. Numbers without units are meaningless. - Specific heat	Start day *	1		
Header Structure > Name Unit Headings Title & Terms Laboratory Safety, Classification of Matter, and Standard International Units - Atom	Duration (Days) *	18		
Title & Terms Laboratory Safety, Classification of Matter, and Standard International Units Atom Endothermic Compound Law of Conservation of Energy Compound Law of Conservation of Energy Heterogeneous mixture Physical properties Solids Specific heat My Resour My Resour Essential Questions Students will understand that: Safety stressed in all lab work. Numbers without units are meaningless. There are differences Studences				
Laboratory Safety, Classification of Matter, and Standard International Units	Header Structure > Name	Unit Headings		
Laboratory Safety, Classification of Matter, and Standard International Units				
	Title & Terms			
Element Compound	Laboratory Safety, Cla	ssification of Matter, and Standard International	Units	
Element Compound C				
Compound Compound Compound Homogeneous mixture Heterogeneous mixture Solids Chemical properties Solids Specific heat				
		Compound Homogonoous mixture	Law of Conservation of Matter Bhysical properties	
Acceptable Use Policy pdf X My Resour		 Heterogeneous mixture 	Chemical properties	
Essential Questions Students will understand that: Safety stressed in all lab work. Numbers without units are meaningless. There are differences		Solids	Specific heat	
Students will understand that: 1. Safety stressed in all lab work. 2. Numbers without units are meaningless. 3. There are differences	Acceptable Use Policy.pdf	×		My Resource
Students will understand that: 1. Safety stressed in all lab work. 2. Numbers without units are meaningless. 3. There are differences				
Safety stressed in all lab work. Numbers without units are meaningless. There are differences				
Safety stressed in all lab work. Numbers without units are meaningless. There are differences	Essential Questions	2		
Numbers without units are meaningless. There are differences		-		
3. There are differences	Students will understa	nd that:		
	Students will understa 1. Safety stressed i	nd that: in all lab work.		
	Students will understa 1. Safety stressed i 2. Numbers without	n d that: in all lab work. t units are meaningless.		

7. Use the following table to enter information into the fields in the box at the top of the dialog box:

Field	Description						
Title	Type a name for topic.						
Start day	Type the number of the school day that a teacher should begin to teach this map topic. For example, if a teacher should begin a topic on the first day of school, type 1 . The next unit might start on day 21.						
Duration (Days)	Type the number of days this topic should be covered. Note: This is the number of instruction days (days on which the course is scheduled).						
	For example, if this curriculum map covers an entire school year, you might enter 180 for the duration of the course. If this topic covers a grade term, it might be 45 .						
Header Structure Name	The topic structure name you selected when you <u>defined the details of</u> the curriculum map appears.						

The remainder of the dialog box contains the fields or columns that were created when the document structure for this curriculum map was created.

8. For each field, click **My Resources** to access your personal resources and any shared resources you want to add to a topic:



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Title *	HS Chemistry								
Start day *	1								
Duration (Days) *	180								_
Header Structure > Name	Unit Headings					N	ly Resources	×	
							A		
L						4 🗁 Content Fol			
Title & Terms						<u></u>	ible Use Policy.pdf Sranada - Information.docx		
						Chemis	try 31304.docx		
Chemistry SCI3140						-	nity Service Contract.pdf		
This course examines the wear, the games we play						Crow P Kaculty	oint High School		icine, the clothes we -to-date course on
Chemistry.							and Student Portal Informat	tion.doc	
						www Google	Search		
						Image: Book State Sta	y Middle School		
Chemistry 31304.docx	X	Academic Policies.docx	1	L		Madisor	n Elementary School		My Resources
<u></u>							Reading Form.docx Appreciation Night.docx		
Essential Question	5						Table of Elements.pdf		
How do you safe How is matter cla	ely conduct laboratory w	/ork?					ional Development.pdf		
 What SI units sh 	ould be known for cher						~		
		oblem set up for conversi r the formation of what?				Add Edit	My Quota (24	7 MB left)	
 Knowledge of at 	omic radii, ionization er	ergy and electro negative gases chemical and ph	ity is important for th			npounds?			-
 How is the writin 	g of ionic and covalent	compound names and fo	ormulas different?	important for what know	vieuge?				
 How do ionic no 	n polar covalent, polar	covalent and metallic bo	nds differ?						

- 9. Click, drag and drop any items from My Resources to the topic you want them to be available for.
- 10. At the bottom of the dialog box, you can align this topic to standards.
- 11. Click Save and Close at the top of the page to save the information for the topic:

Save and Close Save	Revert Print Delete
Title *	HS Chemistry
Start day *	1
Duration (Days) *	180
Header Structure > Name	Unit Headings
Title & Terms	
Chemistry SCI3140	2
This course examines th	e 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 , 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
Chemistry 31304.docx	X Academic Policies.docx X

- 12. At the top of the page, you can also do the following:
 - Click Save to save the information you enter without closing the dialog box.
 - Click Revert to return to the information you had the last time the map topic was saved.
 - Click **Print** to print the map topic.
 - Click **Delete** to delete the map topic.

Add a Lesson Plan to a Curriculum Map

Add exemplar lesson plans to map topics you create. These lesson plans become available in the gradebook and on the Planners of teachers who are assigned to the course associated with the map. This



way, teachers can share and use the same plans and any attached handouts.

Note: You can initialize a lesson plan for every day of a topic.

To add lesson plans to a curriculum map topic:

- 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 have not added any topics to yet, and click **Chart** on the **Curriculum Maps** side-tab.
- 5. On the timeline, select the map topic you want to add a lesson plan to:



The system underlines the map topic name, and outlines its bar on the timeline in red:



6. Click Add. Two options appear:





7. Click Add Lesson Plan. The New Lesson Plan dialog box appears:

Save and Close Save	Revert Print Delete	Cancel
Title *	Lab Safety	
litte *	Lao Sarety	
Start day *	1	
Meeting days *	4	
Header Structure > Name	Unit Headings	
Title & Terms		
 Safety Standards Forms Safety Organization Safety Contracts Chemical Hazards Chemical Storage Safety Links 	s	
 Safety Scavenger H 	unt	
Drop your repository items he	re,	My Resources
Essential Questions	i	
 You should wear saf Right when you get 	ily broken a test tube and spilled a chemical on the table. Which of the following best explains what you should do? By goggle during every science block to class, it is important to get stande on the lab even if your teacher hasn't given you instructions yet. remember while you are using heat?	

8. Use the following table to enter information into the fields at the top of the dialog box:

Field	Description				
Title	Type a title for the lesson plan.				
Start day	Type the number that represents the school day that the teacher assigned to the course assigned to this map should begin this lesson plan. For example, if a teacher should begin the lesson on the first day of school, type 1 . The next unit might start on day 21.				
Meeting days	Type the number of days this lesson plan should be covered. Note: This is the number of instruction days (days on which the course is scheduled).				
	For example, a lesson plan for a chapter map topic might cover 4 instruction days.				
Curriculum Document Structure Name	The lesson plan structure name you selected when you <u>defined the</u> <u>details of the curriculum map</u> appears.				

The remainder of the dialog box contains the fields or columns that were created when the <u>document</u> structure for lesson plans was created.

9. For each field, click **My Resources** to access your personal resources and any shared resources you want to add to the lesson plan:





Title *	Lab Safety	My Resources 🔀
	1	
Start day *		A
Meeting days *	4	Group Folder
Header Structure > Name	Unit Headings	4 G Uploads b G FLG31320 Italian 3
	с. 	4 6 SCI31304 Chemistry
L		UpdatedSpecs.docx
		b 😵 SCI3630S bn Chem
Title & Terms		G Fire Safety at Home
 Safety Standards 		G Google Search
Forms		Mayflower Song Mayf
 Safety Organizatio Safety Contracts 	ns	Periodic Table of Elements.pdf
Chemical Hazards Chemical Storage		Sample Size Calculator
 Safety Links 		Cience Fair Format.ppt
 Safety Scavenger 	Hunt	Stoichiometry Objectives.docx
(X	Stoichometry Worksheet.docx
UpdatedSpecs.docx	X	Syllabus - Term 1.pdf My Resource
Essential Question		Add Edit My Quota (231 MB left)

- 10. Click, drag and drop any items from My Resources to the field you want them to be available for.
- 11. At the bottom of the dialog box, you can align this lesson plan to standards.
- 12. Click Save and Close at the top of the page to save the information for the lesson plan:

Save and Close Save Revert F	Save and Close Save Revert Print Delete								
Title *	What is Matter?								
Start day *	1								
Duration *	2								
Curriculum Document Structure > Name	Lesson Plan FSC Format								
Title Classification of Matter Students are introduced to the conce	pt of different kinds of matter. Students create models of different substances to learn to identify the differences between elements, compounds, and mixtures.								
PowerPoint - Template.pptx	X Chapter 7 Guessions doc X Lab Report Template doc X States of Matter BP X My Resources								

- 13. At the top of the page, you can also do the following:
 - Click Save to save the information you enter without closing the dialog box.
 - Click Revert to return to the information you had the last time the lesson plan was saved.
 - Click Print to print the lesson plan.
 - Click **Delete** to delete the lesson plan.

Initialize Lesson Plans for a Curriculum Map

If you need to make a lesson plan for every day of a curriculum map topic, you can initialize lesson plans to automatically create a space for each lesson plan on the curriculum map. Then, you can fill in the fields for each plan.



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For example, map topic *Unit 2* has a duration of 35 days. When you initialize lesson plans, the system adds 35 empty lesson plan headers on your curriculum map for you to fill in:

Details		Title & Terms		Essential Q	Questions	Essential Skills		Assessment Opportur	ities	Standards		
Atomic Structure Start day: 1 Duration: 18		Atomic Structure Nucleus Proton Neutron Electron configuration		1.a) Ri ar im st	will understand that:) The scientists Bohr, utherford, Chadwick Dalton, d Thompson played an nportant role in atomic ructure.) The structural make up of	Students will be able to: 1. a) Identify the contribu- various scientists b) Identify the properti- particles of atoms c) Write the electron configurations, orbital and quantum number:	es and notations	Laboratory rubric Quizzes po quiz Journal writ grading	ic and grading report format and int values given on ing rubric given for values given on test			.54
Dimensions Start day: 19 Duration: 6		Orbital Dimensional Analysis SI Units Conversions Scientific Nota		• W cc ar • W sh	Then do students need to onvert from one unit to nother? That conversion factors hould students be able to use be successful in Chemistry?	Students will be able to: Convert to and from S Calculate through a va dimesional analysis pr	I units ariety	Homework	cs - Collaboration			1
Lesson Plans for "Unit 2 Details	Title	E	ssential Questions		Objectives and Learning	Daily Lesson & Instruction	Assignme	nts	Resource Materials		Standards	
New Lesson Plan 1 Start day: 1 Duration: 1												S.
New Lesson Plan 2 Start day: 2 Duration: 1												S

Note: If you show lesson plans on the <u>timeline</u> of the map, a green line appears for each lesson plan within the topic and displays the **Meeting days**.

To initialize lesson plans for a map topic on 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 work with, and click **Chart** on the **Curriculum Maps** side-tab.
- 5. On the timeline, select the map topic you want to initialize lesson plans for:



The system underlines the map topic name, and outlines its bar on the timeline in red:







- 6. On the **Options** menu, click **Initialize Lesson Plans.** The system asks if you are sure, and informs you that this will not delete any existing lesson plans you have created for the map topic.
- 7. Click **Yes.** A green line represents each lesson plan for each day of the map topic in the timeline, as well as a header for each below the timeline.
- 8. To fill in the fields for a specific lesson plan, find the lesson plan header, and click inside the **Details** box:

Lesson Plans for "Unit 2							
Details	Title	Essential Questions	Objectives and Learning	Daily Lesson & Instruction	Assignments	Resource Materials	Standards
New Lesson Plan 1 Start day: 1 Ouration: 1							1
New Lesson Plan 2 Start day: 2 Duration: 1							J.
New Lesson Plan 3							de la companya

The lesson plan dialog box appears.

- 9. To fill in information for one field only, click the box for that field. For example, to add a list of study aids, click inside the Study Topics box.
- 10. Click in the **Standards** box to <u>align a lesson plan to standards</u>.

Align Curriculum Maps, Map Topics, Lesson Plans, and Assignments to Standards

Aspen IMS supports standards-based instruction by providing districts with Common Core, state, and district-created standards.

Aspen IMS is automatically subscribed to *Academic Benchmarks*, the preferred standards data services provider to K-12 education.

You can align your curriculum maps, each map topic within a map, and each lesson plan within a map topic to any of these standards. This helps teachers plan to teach appropriate topics and use the right methods to ensure they are meeting the demands their students' education requires.

Note: Teachers can also align lesson plans to standards in the Staff view.





You can also align several curriculum maps to the same standards at one time. For example, you might select all Science department curriculum maps and apply Science & Engineering standards to them at the same time.

To align curriculum maps, map topics, and lesson plans to standards:

- 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 add standards to, and click **Chart** on the **Curriculum Maps** side-tab. The curriculum map appears:



- 5. Do one of the following:
 - To align the entire curriculum map with standards, select the map topic header, and click *lime* in the *Standards* box:





- To align a specific topic to standards, select the topic, and click in the **Standards** box.
- To align a lesson plan to standards, select the lesson plan, and click *in the Standards* box.

The Standards dialog box appears:

row by category Irch for text	▼ Search		
·	0 of 4 selected	0	Selected Standards
Hide details			
Technology res	KA-12 TJ 5 (2) search tools technology tools to process data and report results. National Standards NETS Technology Foundation Standards for All Students > Grades: K-12 > Technology research tools KA 12	•	
used to classif Identify and ex	chemical properties reflect the nature of the interactions between molecules or atoms and can be fy and describe matter. splain physical properties (such as density, melting point, boiling point, conductivity, and malleability properties (such as the ability to form new substances). Distinguish between chemical and physica Massachusetts Science and Technology / Engineering > Grades: 9-12 > Chemistry > Content Standards > Physical and chemical properties reflect the nature of the interactions between molecules or atoms and can be used to classify and describe matter.		
used to classif Explain the dif heterogeneous Document	chemical properties reflect the nature of the interactions between molecules or atoms and can be fy and describe matter. Ference between pure substances (elements and compounds) and mixtures. Differentiate between and homogeneous mixtures. Messachusetts	Ŧ	

Note: If standards were aligned to the map topic header (course overview), the categories you are limited to for all other map topics in this map appear next to the **Narrow by category** drop-down; you cannot select standards that reside in other categories for a map topic.

- 6. Click the **Narrow by category** drop-down to select one of the following categories of standards you want to add to your topic or lesson plan:
 - Common Core
 - State
 - NEASC 21st Century

The category you selected appears with a new drop-down next to it, and the standards within the category appear in a list:



21





7. To further filter the list of standards available, select a sub-category within the category you first selected:





Narrow by catego	y Commo	n Core (Remove)					
Search for text			College- and Career-Readi College- and Career-Readi	ness Standards and K-12 En ness Standards and K-12 Ma			
< 1: [CC 1 G] 1.0	9.1	▼ >			0 of 1602 selected 4	🥖 🔄	Selected Standard
D	Document	Categorization		Standard		<u>^</u>	
CC 1 G] 1.G.1	Common Core	"College- and Care	er-Readiness Standards and	Distinguish between defir	ning attributes (e.g., tri		
CC 1 G] 1.G.2	Common Core	"College- and Care	er-Readiness Standards and	Compose two-dimensions	al shapes (rectangles, square	2.	
CC 1 G] 1.G.3	Common Core	"College- and Care	er-Readiness Standards and	Partition circles and recta	ngles into two and four		
CC 1 L] 1.a	Common Core	"College- and Care	er-Readiness Standards and	Print all upper- and lower	case letters.		
CC 1 L] 1.b	Common Core	"College- and Care	er-Readiness Standards and	Use common, proper, and	d possessive nouns.		
CC 1 L] 1.c	Common Core	"College- and Care	er-Readiness Standards and	Use singular and plural n	ouns with matching verbs		
CC 1 L] 1.d	Common Core	"College- and Care	er-Readiness Standards and	Use personal, possessive,	and indefinite pronouns		
CC 1 L] 1.e	Common Core	"College- and Care	er-Readiness Standards and	Use verbs to convey a ser	ise of past, present, and		
CC 1 L] 1.f	Common Core	"College- and Care	er-Readiness Standards and	Use frequently occurring a	adjectives.		
CC 1 L] 1.g	Common Core	"College- and Care	er-Readiness Standards and	Use frequently occurring	conjunctions (e.g., and,	=	
CC 1 L] 1.h	Common Core	"College- and Care	er-Readiness Standards and	Use determiners (e.g., art	icles, demonstratives).		
🔲 [CC 1 L] 1.i	Common Core	"College- and Care	er-Readiness Standards and	Use frequently occurring	prepositions (e.g., durin		
🔲 [CC 1 L] 1.j	Common Core	"College- and Care	er-Readiness Standards and	Produce and expand con	plete simple and compoun	d	
CC 1 L] 2.a	Common Core	"College- and Care	er-Readiness Standards and	Capitalize dates and nam	nes of people.		
CC 1 L] 2.b	Common Core	"College- and Care	er-Readiness Standards and	Use end punctuation for s	entences.		
CC 1 L] 2.c	Common Core	"College- and Care	er-Readiness Standards and	Use commas in dates and	to separate single words i		
CC 1 L] 2.d	Common Core	"College- and Care	er-Readiness Standards and	Use conventional spelling	g for words with common sp.		
CC 1 L] 2.e	Common Core	"College- and Care	er-Readiness Standards and	Spell untaught words pho	netically, drawing on phon.		
🔲 [CC 1 L] 3	Common Core	"College- and Care	er-Readiness Standards and	(Begins in grade 2)			
CC 1 L] 4.a	Common Core	"College- and Care	er-Readiness Standards and	Use sentence-level conte	xt as a clue to the meanin	-	
•			III		•		

- 8. After you select that filter, another drop-down menu appears. You can continue to filter the list of standards by selecting categories from the drop-down menus provided.
- 9. Click **Show details** to show the details of each standard in the list. Then, click **Hide details** to hide them.
- 10. Select the standards you want to align to the topic or lesson plan, and click **OK**. The standards appear on the curriculum map in the *Standards* box.

Note: To remove a standard, click the X next to the standard ID in the Selected Standards box.

11. To view a specific standard aligned to a topic or lesson plan, click the standard ID in the **Standards** box:







The standard description appears:

	· · · · · · · · · · · · · · · · · · ·			
nistry				
& CM ►				
2				
3►				
4 ►				
5 ►	_			
6 ►		Massachusetts [S&TE C] I.1.1		
7 ►	10 20	Science and Technology / Engineering > Grades: 9-12 > Chemistry > Content Standards > Physical and chemical properties reflect the nature of the interactions between molecules or atoms and can be used to classify and describe	121 131	
cation o	f Matter	matter.		
	Title & Te	and chemical properties (such as the ability to form new substances). Distinguish between chemical and physical	nities	Standa
tion of Mat 5	tter Classif	changes.	experiements -	
6		OK	tion, interpretation,	Massa
	• Ga	ises and inorganic molecular ions • Presentations	n - public speaking	Massa

Note: In addition, you can enter and edit standards when you create or edit an <u>entire topic</u> or <u>lesson plan</u>. Standards also appear in the printed version of the curriculum map.

Teachers can view the standards aligned to a curriculum map topic or lesson plan in the Staff view.

To align several curriculum maps to the same standards at one time:

Occasionally, your district might want to quickly align several curriculum maps to the same standards.

- 1. Log on to the District view.
- 2. Click the Assessments tab.
- 3. Click the Curriculum Maps side-tab.
- 4. Select the curriculum maps you want to add the same standards to, and click **Show Selected** on the **Options** menu. Only the curriculum maps you want to define the same standards for should appear.
- 5. On the **Options** menu, click **Add Standards**. The Standards dialog box appears.

Note: If standards have already been defined for all of the maps you selected, those standards appear already highlighted and selected in the Standards dialog box.





Activate an Approved Curriculum Map

After you create a curriculum map, complete the content, and have it approved, you need to activate it for the map to be accessible in the Staff view.

Note: If a map is active and associated with a course, it is accessible in the Staff view on the **Classes** tab.

For the map to appear on the **Planner** tab in the Staff view, the class must have a schedule expression.

To activate an approved curriculum map:

- 1. Log on to the District view.
- 2. Click the Assessment tab.
- Click the Curriculum Maps side-tab. A list of any curriculum maps already created in your district appears.
- 4. Select the curriculum map you want to activate, and click Details on the Curriculum Maps side-tab.
- 5. Select the Active checkbox.
- 6. Click Save.

