Curriculum Map Template Examples

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I. BACKGROUND CONTEXT FOR UNITS AND LESSON SEGMENTS

In general, instructors tend to design in a nested hierarchy, with an *Instructional Unit* being the umbrella concept for a contained learning series. Units are then generally broken into *Learning Segments*, which are chunks of learning that are made-up of a sequence of *Lessons*. A sample of this hierarchy can be seen in the image below. It should be noted that lesson segments may take as long as 1-2 weeks, or they can be as short as 2-3 days.

Instructional Unit															
Lesson Segment #1				Lesson Segment #2				Lesson Segment #3				Lesson Segment #4			
L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15	L16

For **single subject teachers**, the year is traditionally broken into multiple instructional units. Most often single subject teachers will teach somewhere between 6-10 units in the course of a year, or 3-5 units in a semester/trimester.

For **self-contained multiple subject teachers**, instructional design is still often done in units, but instructors will be managing multiple units at the same time for various subjects (i.e. ELA time could be creative writing, Math could be fractions, Science could be weather, History-Social Studies could be communities, Health could be looking at safety, and VAPA could be working on painting). Because of this multiple subject teachers often look at the year more as 1-2 week or month long chunks. Some multiple subject teachers might also have times in the year where they complete a thematic integrated unit in 2-3 weeks, while still allowing for some isolated subject area time for ELA and Math.

II. SOLUTIONARY SEMESTER/TRIMESTER CURRICULUM MAP TEMPLATE OVERVIEW

A solutionary curriculum map for a semester/trimester demonstrates how a teacher integrates solutionary activities into their curriculum and instruction by including environmental/climate literacy, social justice, and/or systems thinking into their already existing units OR as a special focus topic over the course of a semester or unit. This document includes two different templates that teachers can use for mapping solutionary practices into their curriculum:

- **Curriculum Map Option 1 - Integrating solutionary practices into already existing units:** In this template example, teachers integrate solutionary practices into already existing units. This may extend an already existing unit by 1-2 lessons, or teachers may find they can substitute or remove a part of the unit that is no longer necessary.
- **Curriculum Map Option 2 - Separate solutionary focus area topic/theme**: In this template example, solutionary activities are an “add-on” that students do either weekly, bi-monthly, or monthly across a semester or trimester.

Curriculum Map Option 1: Solutionary Practices Integration into Multiple Units

Overview: In this template example, the teacher designing the curriculum will provide high level details about each unit in the semester/trimester as they currently teach it. Then they will design how to integrate sustainability, systems thinking, and solutionary activities into the unit.

→ ***Note:*** *The template table below includes a template for only ONE unit - in order to complete a curriculum map for a semester/trimester, the teacher will copy and fill out this unit template for as many units as they have in one semester or trimester.*

Unit Title	
Length of Unit	
Purpose and Core Objectives *Briefly describe the purpose of this unit in 2-3 sentences, and bullet point the core objectives (and/or essential questions and enduring understandings)*	
Lesson Sequence Outline: Provide a brief overview to the lesson segments in this unit so that someone could easily understand the flow of lessons and activities in this unit	
Formative and Summative Assessments	
Integration of Solutionary Teaching Practices Provide details of how solutionary teaching strategies (i.e. environmental and climate topics, systems thinking, nature connection time, solutionary design challenges, etc.) will be integrated.	
OPTIONAL Explain if there is an opportunity for connections with community based partners	
OPTIONAL Explain connections to career education	

Curriculum Map Option 2: Separate Focus Area Semester/Trimester Theme

In this method, solutionary activities are truly more of an “add-on” as opposed to integrated into an already existing curriculum. In this style, instructors will consider how their year is designed into chunks of time - the most common method is *weekly, every two weeks, or monthly*. Then teachers design the semester/trimester to integrate a series of environmental/climate literacy, systems thinking, and solutionary activities that will culminate into a clear learning outcome for students.

→ ***Note:*** *The template table below includes a template for one week/month - in order to complete a curriculum map for a semester/trimester, the teacher will copy and fill out the template for as many focus area lessons as they would have in one semester or trimester.*

Week(s) or Month	
Sustainability or Systems Concept and/or Solutionary Activity Identify what sustainability concept, systems thinking skill, or solutionary skill that students will be doing this week/month	
Purpose and Objective Describe in 2-3 sentences what the main goals and outcomes are for students	
Description of Activities Provide a high level overview to the types of activities students will do	
Formative or Summative Assessment of Learning	
Connection to previous and next concept Explain how this session connects back to the previous and next session on environmental topics	