

This handbook is intended to be a resource for you to use as you work your way through the TechPaths: A Curriculum Mapping System®.

Where you begin the mapping process is your choice. The sequence in the Table of Contents may not reflect the way you are going to use the application. Use this handbook as a reference when you are working with the mapping software.

You may also use the Help section in the application. Help will also provide you with mapping tips.

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Created by Franz Wolff for Technology Pathways International

Getting Started

This application is web based, which means you may use it anywhere that you can sign on to the Web using Internet Explorer.

STEP 1 – Open Internet Explorer.

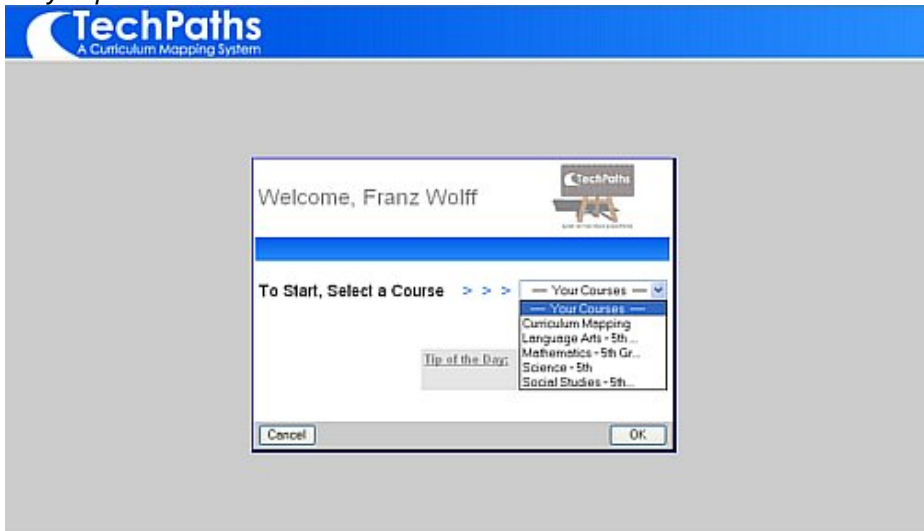
STEP 2 – Type in your address. (Do not use www - all you need is http:// and the user name for your school or district (see your administrator, if you do not know this) followed by techpaths.com. Example: http://friscocounty.ca.techpaths.com

A box will open asking you for your user name and password.



STEP 3 – Type in your username and password remembering that they are Case Sensitive.

The home page will appear. It will contain a welcome message, your name, a Tip of the Day, and any important announcements from TechPaths.



STEP 3 – Use the drop down and select the course in which you wish to map.

STEP 4 - Click the OK button.

The window will refresh and your map for the year will appear.

You are now ready to begin the mapping process.

Overview

Overview

The map below contains some pointers that are helpful to keep in mind as you begin the mapping process using TechPaths: A Curriculum Mapping System®

| TechPaths Franz Wolff | | | | | | |
|--|---|---|---|---|--|---|
| Social Studies - 5th... | | <input checked="" type="checkbox"/> Show Full Text | | | | |
| Messages Reports Rollover My Maps Help | | | | | | |
| | Unit Name | Essential Questions | Content | Skills | Assessments | Lessons |
| August | <p>Some pointers to help you start mapping.</p> | <p>If you wish to only view one month at a time on the screen, click on the blue line that the name of the Month is in. If you want to view all the months, click on the blue line again.</p> <p>Use small arrows in strip to either create new item or search for your or colleagues items.</p> <p>Always add one item at a time when adding new EQ's, Content, or Skills.</p> <p>To edit or remove items from Unit, move mouse over item until it is underlined, than click. An Edit box will open allowing you to edit it and/or remove from it from the Unit into the Bank.</p> | <p>Always add one item at a time when adding new EQ's, Content, or Skills.</p> <p>Use small arrows to the left of item to move it up or down in the column, or to Align item with other elements in the Unit.</p> | <p>Always add one item at a time when adding new EQ's, Content, or Skills.</p> <p>When you remove an item from the Map, it moves into the Bank. If you wish to remove permanently, search for it and delete it from the Bank.</p> | <p>Edit or Print by moving mouse over item until underlined, than click. - 000 1/1-1/1</p> <p>When working in Assessments/Lessons, you do not need to Add to Unit until you have completed all the entries in the Add box. - 000 1/1-1/1</p> | <p>Choosing to print Assessments and Lessons, when in the edit mode, allows you to produce an Adobe Acrobat report that can be printed or mailed. - 000 1/1-1/1</p> |

However you choose to begin the mapping process, there is a sequence to keep in mind.

1. Create a Unit
2. Add Essential Questions, Content, Skills, Assessments, and Lessons in any sequence.
3. Align elements to one another.
4. Use Reports to foster dialogue.

Creating Units

You have two options for creating units. You may start from scratch by creating a new unit or you may search for units that have already been made by either you or others.

Creating a new unit:

STEP 1 -Click on the small arrow in the line under Unit Name

| | Unit Name | Essential Questions | Content | Skills | Assessments | Lessons |
|-----------|------------------------|---------------------|---|---|--|--|
| September | ▼ Illinois Development | | ▼ Selected reading from US Constitution | ▼ Compose a definition for a "national government." | ▼ Analysis of Three Branches of Federal Government - 000 9/30-9/30 | ▼ Study of Different Levels of Governments - 000 2/3-2/3 |

A drop down box opens.

| | Unit Name | Essential Questions |
|-----------|-------------------|---------------------|
| September | ▼ New ▼ Search | |

STEP 2 –Click New

A Create New Unit box opens.



STEP 3 - Click on the Course/Section for this unit.

STEP 4 – Choose the Month for this unit.

STEP 5 – Click in the empty UNIT DESCRIPTION: box.
A typing cursor will appear in the box.

STEP 6 – Type in the name of the Unit.

STEP 7 - Click the Save tab.

The screen will refresh and the Unit will appear in the month you selected.

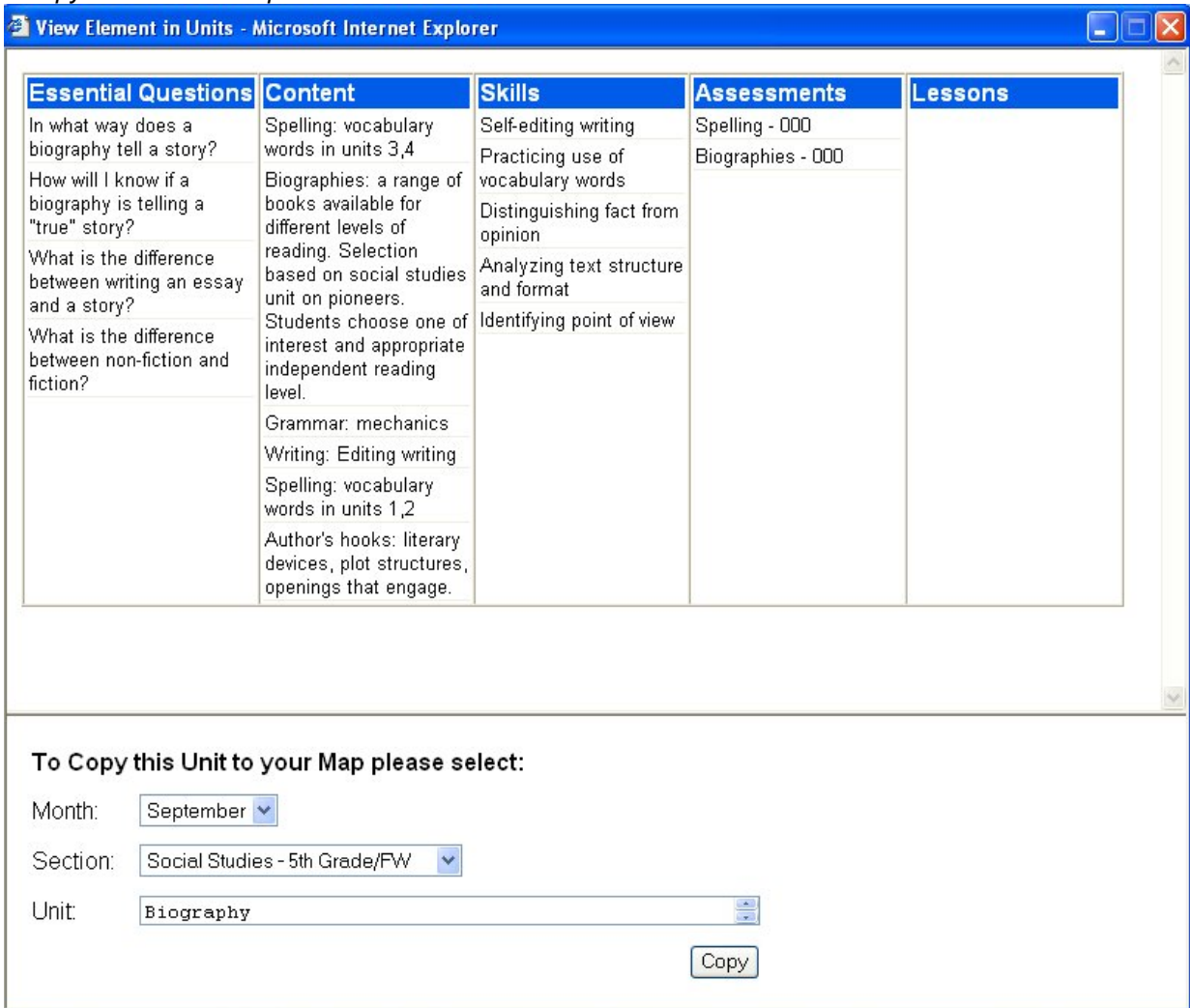
Creating Units

To copy a unit found from a search:

STEP 1 - Conduct a search. (see pages 15-16)

STEP 2 - Move mouse over name of selected unit, when underline appears, click.

A copy of the unit will open.



| Essential Questions | Content | Skills | Assessments | Lessons |
|--|--|-------------------------------------|-------------------|---------|
| In what way does a biography tell a story? | Spelling: vocabulary words in units 3,4 | Self-editing writing | Spelling - 000 | |
| How will I know if a biography is telling a "true" story? | Biographies: a range of books available for different levels of reading. Selection based on social studies unit on pioneers. | Practicing use of vocabulary words | Biographies - 000 | |
| What is the difference between writing an essay and a story? | Students choose one of interest and appropriate independent reading level. | Distinguishing fact from opinion | | |
| What is the difference between non-fiction and fiction? | Grammar: mechanics | Analyzing text structure and format | | |
| | Writing: Editing writing | Identifying point of view | | |
| | Spelling: vocabulary words in units 1,2 | | | |
| | Author's hooks: literary devices, plot structures, openings that engage. | | | |

To Copy this Unit to your Map please select:

Month:

Section:

Unit:

To copy this Unit.

STEP 2 - Enter Month, Section, and Unit name.

STEP 3 - Click on Copy.

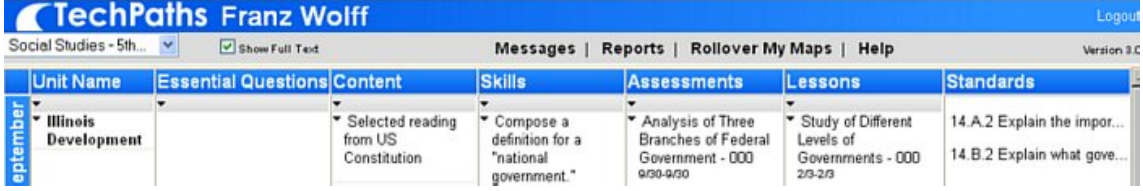
The unit will appear in your map.

Adding Essential Questions (EQ), Content, and Skills

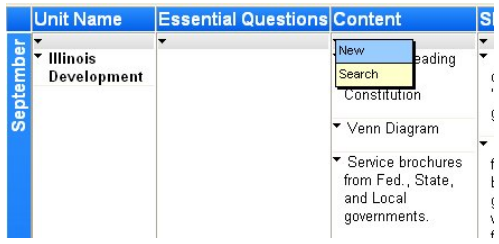
You have two options for creating mapping elements (EQ, etc... You may start from scratch by creating a new element or you may search for elements that have already been made by either yourself or others.

Creating a new element:

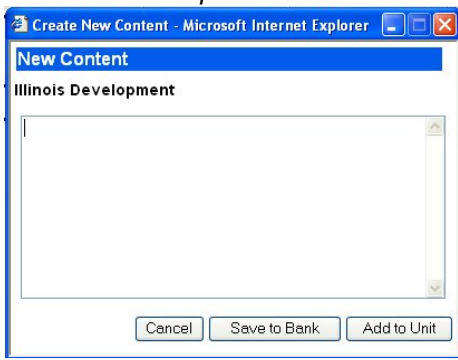
STEP 1 -Click on the small arrow in the line under the element you wish to create.



A drop down box opens.
STEP 2 –Click New



A New box will open.



STEP 3 – Type (or cut and paste your element) into the box. Hit on Return/Enter key.

The element goes into map.
Note: Enter each element individually. Do not group them.

Note: If you want to save the element to the Bank of Elements click on Save to Bank. You may also opt to click Add to Map instead of using the Return/Enter key.

Note: Information put into the Bank is not part of a Unit until you move it into a Unit.

STEP 4 – Click Add to Unit or Save to Bank.

STEP 5 - Repeat Steps 3 and 4 for each element.

STEP 6 - Close the New Element Box by clicking on the small square in the upper left hand corner of the box.

Adding Essential Questions (EQ), Content, and Skills

To copy an elements found from a search:

STEP 1 - Conduct an element search. (See Search, page 15-16)

The Search Bank of Elements window opens.



To add individual element:

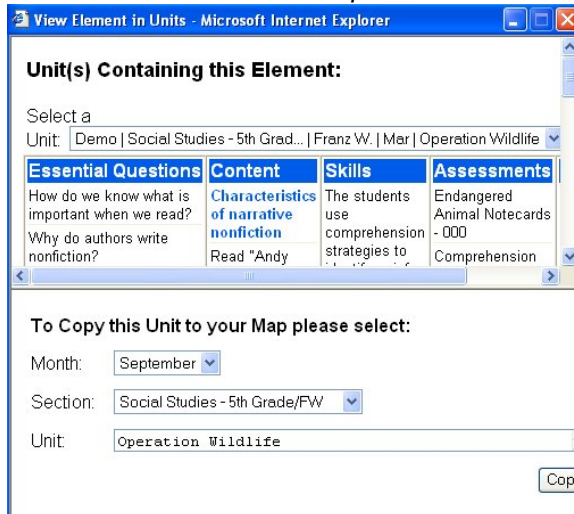
STEP 2 - Click on the blue arrow to the right of the element.

The element will move into your Unit.

To add the Unit in which the element resides:

STEP 3 - Click on the blue globe to the left of the element.

A View Element in Unit box opens.



To copy this Unit.

STEP 3 - Enter Month, Section, and Unit name.

STEP 4 - Click Copy.

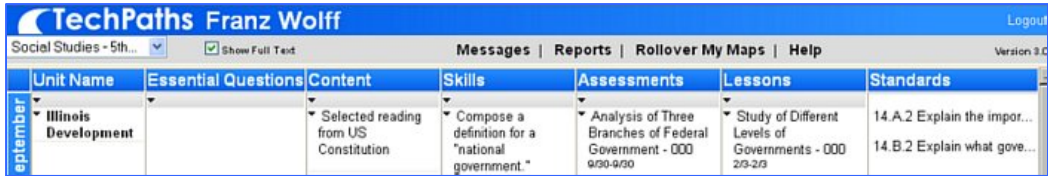
The entire unit will appear in your map.

Adding/Editing Assessments

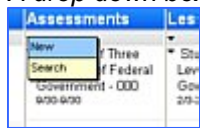
You may add assessments either by creating a new one or searching for an existing one.

To create a new assessment:

STEP 1 - Click on the arrow in the gray strip under the Assessment column.



A drop down box will open.



STEP 2 - Click New.

An Add Assessment box will open.

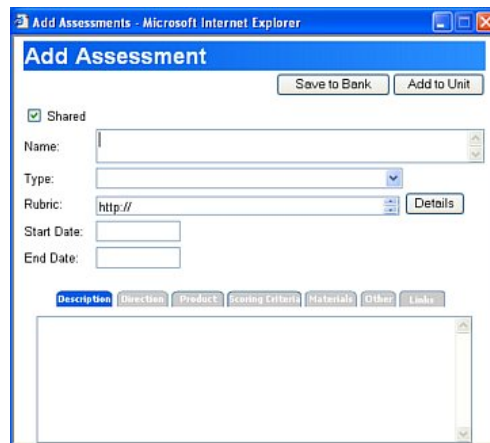
STEP 3 – Enter the name for this assessment in the text line to the right of Name.

STEP 4 – Choose the type of assessment in the drop down box next to Type.

STEP 5 - Set a Start Date and an End Date in the drop down box.

STEP 6 – Click in the box Description tab. Enter your description of the assessment.

STEP 7 – Click in the next tab (the tabs will turn blue indicating they are active).



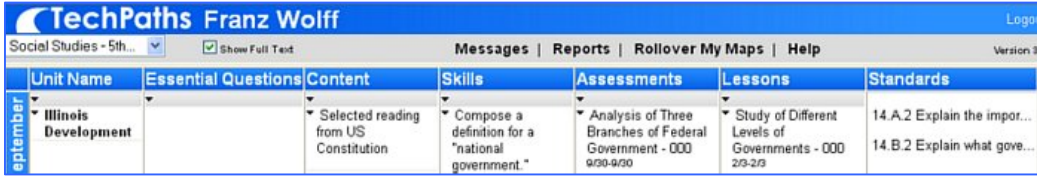
STEP 8 – Repeat the procedure in Step 6 and Step 7 for the remaining tabs.

STEP 9 – Click Save to Bank or Add to Map.

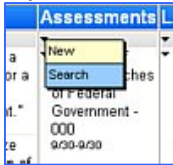
Adding/Editing Assessments

To Search for an Assessment:

STEP 1 - Click on the small arrow in the strip under Assessments.

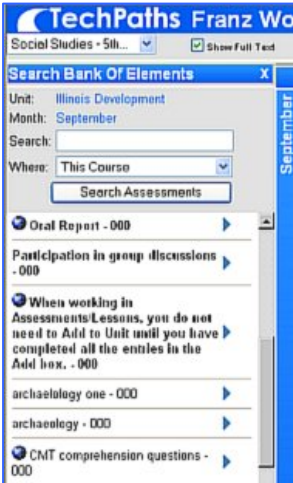


A pull down box opens.



STEP 2 - Click on Search.

A Search Bank of Elements opens.



STEP 3 - Use the combo box for Where to choose where you wish to search. You do not need a keyword for This Course or All My Courses, but you do for all other searches.

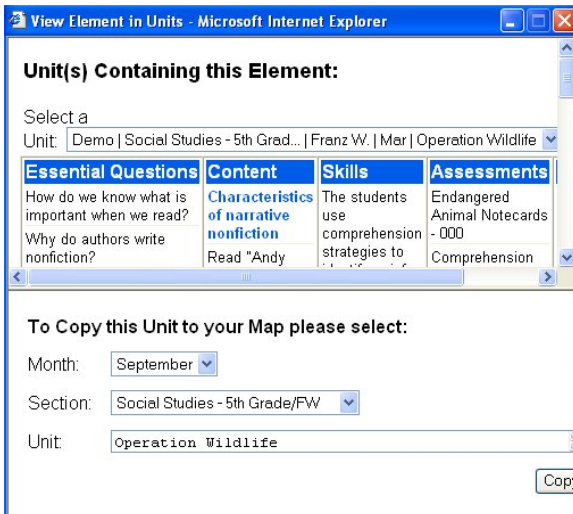
STEP 4 - Click on Search Assessments.

To add individual Assessment:

STEP 5 - Click on the blue arrow to the right of the element.

The element will move into your Unit.

To add the Unit in which the Assessment resides:



STEP 6 - Click on the blue globe to the left of the element.

A View Element in Unit box opens.

To copy this Unit.

STEP 7 - Enter Month, Section, and Unit name.

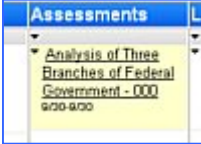
STEP 8 - Click on Copy.

The entire unit will appear in your map.

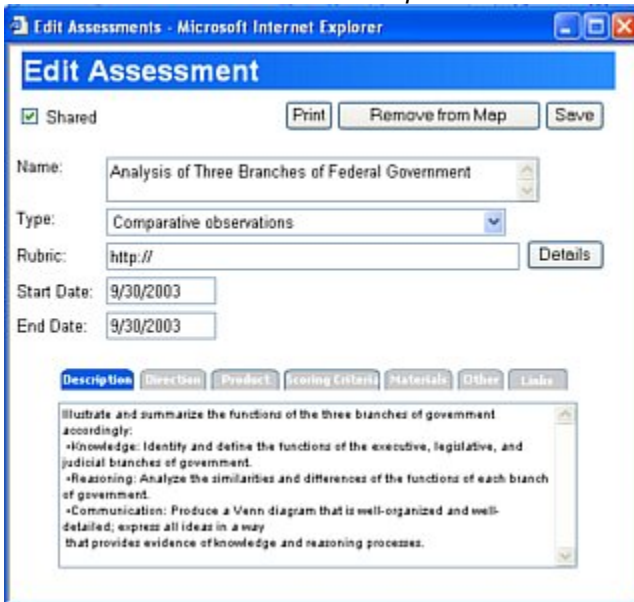
Adding/Editing Assessments

To view or edit an assessment:

STEP 1 – Move mouse over item you wish to edit, when underline appears, click.



An Edit Assessment window will open.

A screenshot of a web browser window titled 'Edit Assessments - Microsoft Internet Explorer'. The main content area is titled 'Edit Assessment'. It features a 'Shared' checkbox (checked), and buttons for 'Print', 'Remove from Map', and 'Save'. The form includes fields for 'Name' (Analysis of Three Branches of Federal Government), 'Type' (Comparative observations), 'Rubric' (http://), 'Start Date' (9/30/2003), and 'End Date' (9/30/2003). There is a 'Details' button next to the Rubric field. Below the form are several tabs: 'Description', 'Direction', 'Product', 'Scoring Criteria', 'Materials', 'Other', and 'Links'. The 'Description' tab is active, showing a text area with the following content: 'Illustrate and summarize the functions of the three branches of government accordingly: -Knowledge: Identify and define the functions of the executive, legislative, and judicial branches of government. -Reasoning: Analyze the similarities and differences of the functions of each branch of government. -Communication: Produce a Venn diagram that is well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.'

You may now edit the Assessment or you can print the Assessment.

To print the Assessment:

STEP 2 - Click on Print button.

To Save changes:

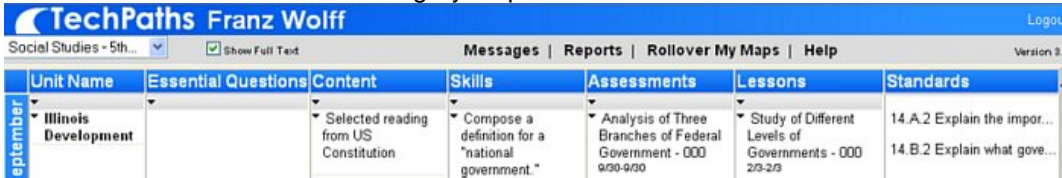
STEP 3 - Click on either Save or Save to Bank

Adding/Editing Lessons

You may add lessons either by creating a new one or searching for an existing one.

To create a new lesson:

STEP 1 - Click on the arrow in the gray strip under the Lesson column.



A drop down box will open.



STEP 2 - Click New.

An Add Lesson box will open.



STEP 3 – Type the name of the lesson.

STEP 4 – In the drop down box next to TIME choose the length of time you think the lesson will take.

STEP 5 – Set a Start Date: and an End Date: In the drop down box.

The Objectives tab defaults to blue to indicate it is active.

STEP 6 – Click in the box below the Objective tab. A typing cursor appears.

STEP 7 – Type or cut and paste your objectives.

STEP 8 – Click on Activities it will turn blue indicating it is active.

STEP 9 – Repeat steps 6, 7, and 8 for the remaining tabs.

STEP 10 - Click Save to Bank or Save to Map.

STEP 11 – Align the Lesson to other elements and standards.

Adding/Editing Lessons

To Search for a Lesson:

STEP 1 - Click on the small arrow in the strip under Lessons.

A pull down box opens.



STEP 2 - Click on Search.

The Search Bank of Elements window opens.



STEP 3 – Click on Search Lessons

A Search Bank of Elements opens.

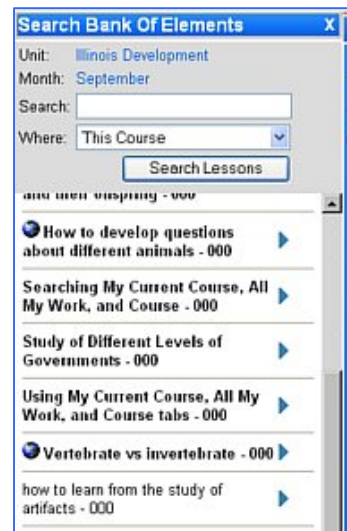
To add individual element:

STEP 2 - Click on the blue arrow to the right of the element.

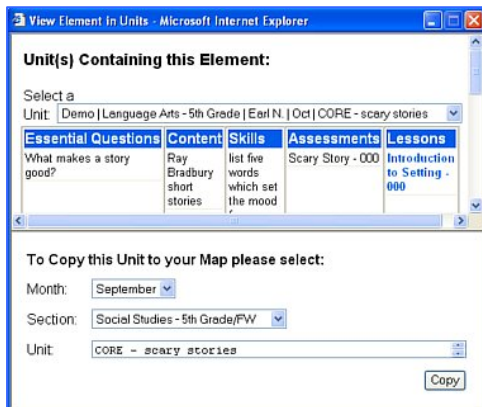
The element will move into your Unit.

To add the Unit in which the element resides:

STEP 3 - Click on the blue globe to the left of the element.



A View Lesson in Unit box opens.



To copy this Unit.

STEP 3 - Enter Month, Section, and Unit name.

STEP 4 - Click on Copy.

The entire unit will appear in your map.

STEP 3 – Align the Lesson to other elements and standards.

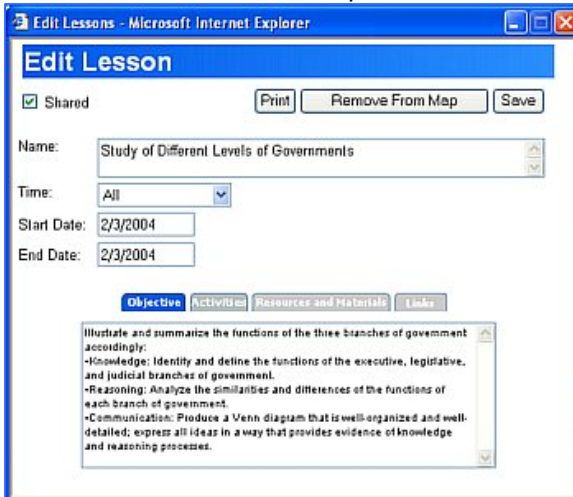
Adding/Editing Lessons

To view or edit a Lesson:

STEP 1 – Move mouse over name of Lesson, when underlined, click.

| ents | Lessons | Sta |
|------|--------------------|-----|
| f | <u>Study of</u> | 14. |
| ches | <u>Different</u> | |
| t - | <u>Levels of</u> | 14. |
| | <u>Governments</u> | |
| | - 000 | |
| | 2/3-2/3 | |

An Edit Lesson window will open.



You may now edit the Lesson and/or print the Lesson.

To print the Lesson:
STEP 2 - Click on Print button.

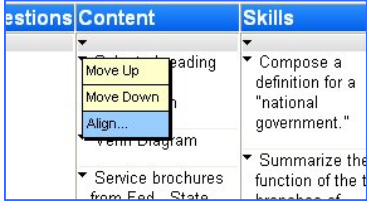
To Save changes:
STEP 3 - Click on either Save or Save to Bank

Aligning

"Align" means to line up elements so that they make sense in a coherent and consistent way. The elements of your map should be aligned so that you have organized the standards, essential questions, content and skills in a coherent manner for learning.

Aligning Essential Questions, Content, Skills, Assessments, and Lessons:

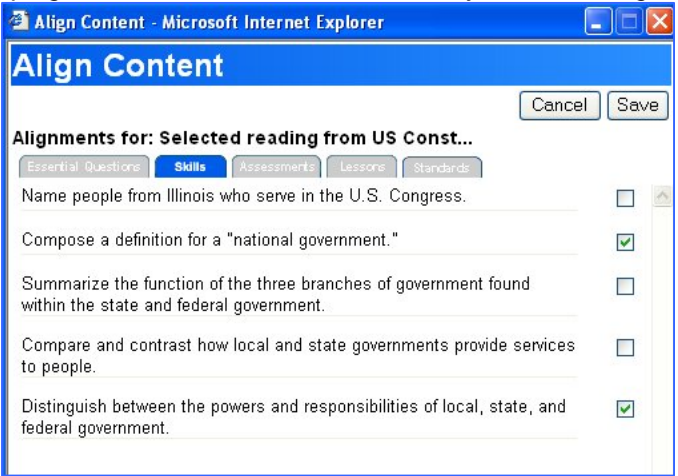
STEP 1 – Click the arrow next to the element you wish to align.
A drop down window open.



STEP 2 – Click on Align.

An Align Element window opens. At the top, it tells you the element you are going to align. Below is a set of tabs for each of the mapping elements and standards to which you wish to align.

STEP 3 – Click the element tab you wish to align.
Each of the elements that you have entered in the unit will appear under the tab.



STEP 4 – Click the small box to the right of the elements that you align with the identified element at the top of the box.

STEP 5 – Click the next element tab.

STEP 6 – Repeat steps 4 and 5 until all elements/standards are aligned.

STEP 7 – Click SAVE in upper right corner of alignment box.

The ALIGN box disappears. The screen will refresh and you will see the Standards that you aligned to list in the Unit.

Conducting a Search

Searching allows you to view your and your colleagues work in a number of locations. The results of a search will appear in the Bank that opens on the left of your screen. Once you have completed a search, you may copy both individual elements and entire Units into your Map.



Below are listed where you may conduct your search. The locations will appear in the Where: combo box.

The first two choices do not require a keyword entry:

This Course: Shows all the elements from your colleagues, as well as the ones that you have entered for this course. Your elements will be in bold.

All My Courses: Shows all of the work in all of the courses that you teach. The value of seeing all of your work is that you may find the curriculum you have entered in one course also can be integrated or reviewed in another course. It will also show all elements for your set of courses that your colleagues have entered. Your elements will be in bold.

The following locations require that you use a keyword:

Department for this Course: Will show the work of all the teachers in the department in which the course you are currently working with resides.

Building for this Course: This will show the elements for all the teachers in your building, regardless of their course.

My District: Will show the work of all of the teachers across the entire district regardless of their course.

International: Allows you to search across the many districts, both national and international that are in the community of users of TechPaths: A Curriculum Mapping System®.

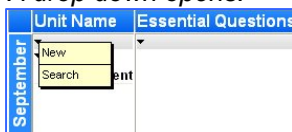
Conducting a Search:

| | Unit Name | Essential Questions | Content | Skills | Assessments | Lessons |
|-----------|------------------------|---------------------|---|---|--|--|
| September | ▼ Illinois Development | | ▼ Selected reading from US Constitution | ▼ Compose a definition for a "national government." | ▼ Analysis of Three Branches of Federal Government - 000 9/30-9/30 | ▼ Study of Different Levels of Governments - 000 2/3-2/3 |

STEP 1 – Click on the arrow in the gray strip under the item you wish to search.

For example, if you are searching for a unit, click on the arrow under unit and choose search. If you are searching for content, click on the arrow under content and choose search.

A drop down opens.



STEP 2 - Click on Search.

Conducting a Search

A Search window opens.



STEP 3 - Use the pull down box for Where to choose where you wish to search.

You do not need a keyword for This Course or All My Courses, but you do for all other searches.

STEP 4 - Click on Search. (In this case, Search Lessons)

The Search Bank of Elements fills. Those in bold belong to you and those in the lighter type belong to colleagues.

You may now either add the element or view the Unit in which the element is found.

To add individual element:

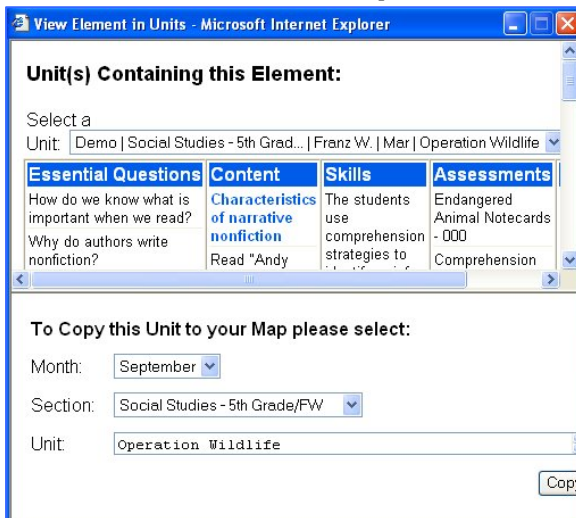
STEP 5 – Click on the blue arrow to move the element into your Unit.



To copy entire Unit:

STEP 6 – Click on the blue globe to view the entire Unit in which the element resides.

A View Element in Units box will open.



STEP 7 – Choose Month.

STEP 8 – Choose Section.

STEP 9 – Change name of Unit or leave as it is.

STEP 10 – Click on Copy

The Unit will appear in your map.

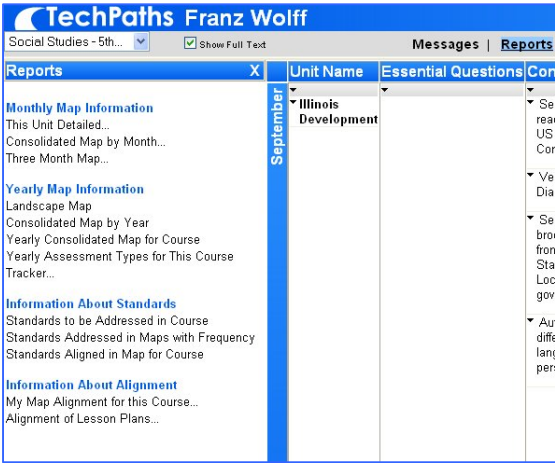
Reports

TechPaths: A Curriculum Mapping System® provides a variety of reports designed to help in the mapping process, as well as, provide a basis for dialogue regarding the Curriculum as it relates to Assessments, Lessons, and Standards.

To view reports:

STEP 1 - Click on Reports in top of the map.

A list of Reports appears on the left side of the screen.



STEP 2 - Put cursor on name of report. When the name is underlined, Click.

The report will open as an Adobe Acrobat. A Summary of Reports follows:

Monthly Map Information

This Unit Detailed

This report provides a complete picture, in an ordered and aligned form, of the plan for the Unit. This is a report that teachers often will print and/or make available to their administrator. It is inclusive, in detail, of all elements in the unit with complete information from assessment and lesson template.

Consolidated Map By Month

This shows the consolidated look at a given month. Again, useful for conversations about what is taught in a given month.

Three Month Map

This report is a way to chunk out three months at a time. It can be useful to see this report from the perspective of a quarter or a semester.

Yearly Map Information

Landscape Map

The Landscape Map provides an overview of a year's curriculum. This map is used when having a conversation with colleagues about the sequence of a year's curriculum.

Consolidated Map By Year

This is a consolidated report for the individual teacher. It gives a consolidated view of what the scope of her curriculum has been. This report might be useful when the teacher enters a conversation about what the scope of curriculum should be as colleagues build consensus maps. Although this is on the landscape map, the vertical form for consolidation is more useful for a conversation with colleagues.

Yearly Consolidated Report by Course

This is a very useful report for a conversation with colleagues. It is an easier way to see what the scope of curriculum is for all of the teachers. This is a better report for curriculum analysis than is the landscape map if you are trying to understand scope and not sequence. The report includes a frequency count for each element. This report helps to build a consensus as well as a common language for content and skills.

Reports

Yearly Assessment Types for this Course

This is a report that shows the assessment types that have been used by an individual teacher. The distribution of these types is significant. The assumption is that teachers should be providing a variety of assessments for students. In addition, performance assessments serve as an indicator that the assessment is asking for a higher level of application of knowledge from students. The types should also, at some point, show the distinction between formative and summative assessments.

Tracker

This is an advanced search feature. In this search, you can identify content or skills that were tested either in state or standardized tests. Use this search to track where (which teachers, which courses, which buildings) and when (which month or months) the content or skill was addressed. Tracking these elements will provide a richer picture of the frequency of when the elements appeared in maps as well as the specific months they were addressed in classrooms. This information provides another lens for curriculum revision based on student performance.

Information About Standards

Standards To Be Addressed In Course

This report provides an overview of the standards to be addressed in the course. It is used for planning purposes.

Standards Addressed In Maps with Frequency

This provides a way for teachers to analyze how many of the standards she has addressed. In addition, there is a frequency count here, so that she knows how frequently the standard has been addressed. The assumption is that frequency is required in order for skills to build. Therefore, frequency should account for better student performance on standards based tests.

Standards Aligned in Map For Course

This report provides an integrity check for teachers. The teacher can look to see the complete standard laid out and then see whether the content, skills, assessments, and lessons make a good and clear match to the standard. This is a way to check the alignments that have been made for quality.

Information About Standards

My Map Alignment for this Course

This provides the teacher with a way to check the alignments they have been made in the course.

Alignment of Lesson Plans

This is a way for teacher show alignments in lesson plans. This is most frequently used by teachers who are required to submit lesson plans to administrators.

Creating Core/Consensus Units

Many of you will want to create core or consensus Units. These are Units that the district has determined should be taught by all teachers. They are best created in separate log-in accounts. Those people designated to enter Core or Consensus Units are given appropriate sign-on user name and password. You must sign-on with the Core or Consensus user name and password.

CREATING A NEW CORE/CONSENSUS UNIT:

| | Unit Name | Essential Questions | Content | Skills | Assessments | Lessons |
|-----------|------------------------|---------------------|---|---|--|--|
| September | ▼ Illinois Development | | ▼ Selected reading from US Constitution | ▼ Compose a definition for a "national government." | ▼ Analysis of Three Branches of Federal Government - 000 9/30-9/30 | ▼ Study of Different Levels of Governments - 000 2/3-2/3 |

STEP 1 -Click on the small arrow in the line under Unit Name

A drop down box opens.

| | Unit Name | Essential Questions |
|-----------|-----------------|---------------------|
| September | ▼ New Search | ent |

STEP 2 –Click New

A Create New Unit box opens.

STEP 3 - The Course/Section for this unit should default to a Core or Consensus Course/Section.

STEP 4 – Choose the Month for this unit.

STEP 5 – Click in the empty UNIT DESCRIPTION: box.

A typing cursor will appear in the box.

STEP 6 – Type in the name of the Unit.

Tip - It is important to name the Unit as a Core or Consensus Unit. For Example, Core 5 - Math, or Consensus 4 - Reading.

STEP 7 - Click the Save tab.

The screen will refresh and the Unit will appear in the month you selected.

TIP - If other teachers have already copied this unit, the changes you are about to make will not occur in their copied units.

TIP - If your district chooses to develop Core or Consensus Units, you need to establish some rules for when and how changes will occur in those units. And when changes are made, there needs to be an established process for informing other staff members of updates and or modifications.

Copying a Core/Consensus Unit

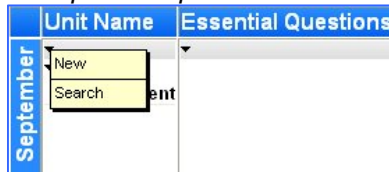
Copying a Core or Consensus Map is a process that allows teachers to locate and copy into their own accounts maps that the district has determined as basic to all students.

Conducting a Search:

| | Unit Name | Essential Questions | Content | Skills | Assessments | Lessons |
|-----------|------------------------|---------------------|---|---|--|--|
| September | ▼ Illinois Development | | ▼ Selected reading from US Constitution | ▼ Compose a definition for a "national government." | ▼ Analysis of Three Branches of Federal Government - 000 9/30-9/30 | ▼ Study of Different Levels of Governments - 000 2/3-2/3 |

STEP 1 – Click on the arrow in the gray strip under Unit Name.

A drop down opens.



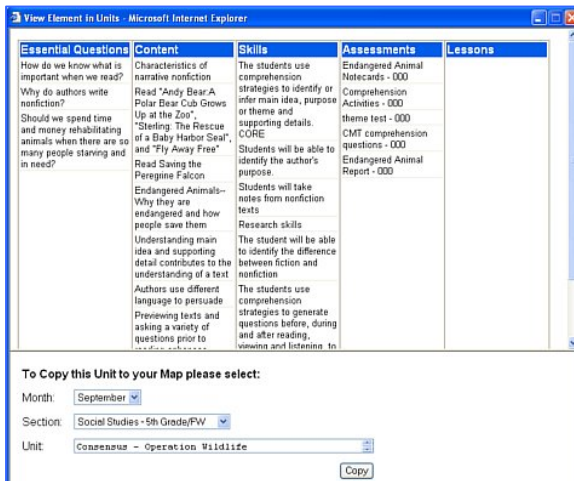
STEP 2 - Click on Search.

A Search window opens.



To copy a unit found from a search:

STEP 3 - Move mouse over name of selected unit, when underline appears, click.



A copy of the unit will open.

To copy this Unit.

STEP 2 - Enter Month, Section, and Unit name.

STEP 3 - Click on Copy.

The unit will appear in the teacher's account.