



Style Guide

DRAFT: Feb. 24, 2004

Who is the reader of my map?

The reader is a new or current teacher who is generally familiar with your curriculum but is seeking to align his or her practice with yours or the district consensus map. The reader teaches subjects similar to yours at or near your grade-level.

The reader is not the general public, parents, or teachers completely unfamiliar with your grade-level or subject area.

What should I include on my map?

Help the reader see the forest. Remove unnecessary trees.

As a rule of thumb only include items:

- that you are **overtly teaching that you would consider your essential curriculum** (do not include passing references to content taught earlier or minor skills that you will never assess).
- the **first time you introduced the item**. You may want to differentiate when you introduced the element with an I and when you expect that the students should have mastered it with an M. (e.g. Although you might be working on “introductory paragraphs” the whole year, only record it on your map the first time you introduced it or provided lessons **UNLESS** you are teaching it again with a new twist (e.g. “Using quotes in introductory paragraphs”)
- that **students will recall** when asked: “what did you do in class last week?” As you record information onto your map ask yourself: “what did my students hear me say?”

Do **not** include items that are just a matter of **general teaching practice**.

- For example, most teachers do on-going review exercises; do not make an entry that reads, “review _____”, unless it is a major review unit (e.g. at the beginning of the year).
- Only make one entry for general practices that repeat with almost every unit (e.g. “vocab quiz” or “reading journal”); indicate that they repeat with each unit (e.g. “on-going”)
- Avoid multiple entries of general non-descriptive entries like: “quiz,” “pre-test” and “unit test.”

Special situations:

- *Alternative Assessments*—entries for creative assessments should include the assessment mode (e.g. instead of “cell quest” say “cell quest skit”)
- *Conceptual skills in Math*—put skills in the content column if the *concept* of the skill is being introduced for the first time (e.g. the first time you introduce graphing it may be a new concept. Thereafter, however, it becomes a skill).
- *Skills and content in foreign language*—teachers should use the content column to record cultural units (e.g. “Puerto Rico”), special groups of vocabulary (e.g. “food”), and grammatical concepts (e.g. “estar vs. ser”). Many other aspects of the curriculum are clearly skills (e.g. “conjugate,” “recite”, etc.)

When should I include attachments?

Use attachments to illustrate, not to explain. The map entry alone should suffice for the target readers (i.e. teachers generally familiar with your subject and/or grade level). That is, avoid forcing the reader open the attachment to understand the map entry; the map entry should stand alone (for the target readers).

Include attachments for **potential GLOs**. If you feel like an assessment entry is likely to be selected as a GLO, you may wish to attach rubrics, samples of student work, the assignment sheet, and even the lesson plan.

Nuts and Bolts

- Use sentence fragments and bullets; keep your entries down to less than 6-8 words
- Use a separate line for each entry
- Use a numbering system to denote connections between entries in different columns **OR** use the “unit organizer” (NAME?) feature of Rubicon.

Entering Standards (WORK ON THIS)

- If teacher is the audience then...
 - Just number?
- On consensus map we need full description, not just number

Use of units

- Agree on common unit labels within department