



Texas Skyward User Group Conference

Curriculum Mapping Overview

Suzanne Smithwick



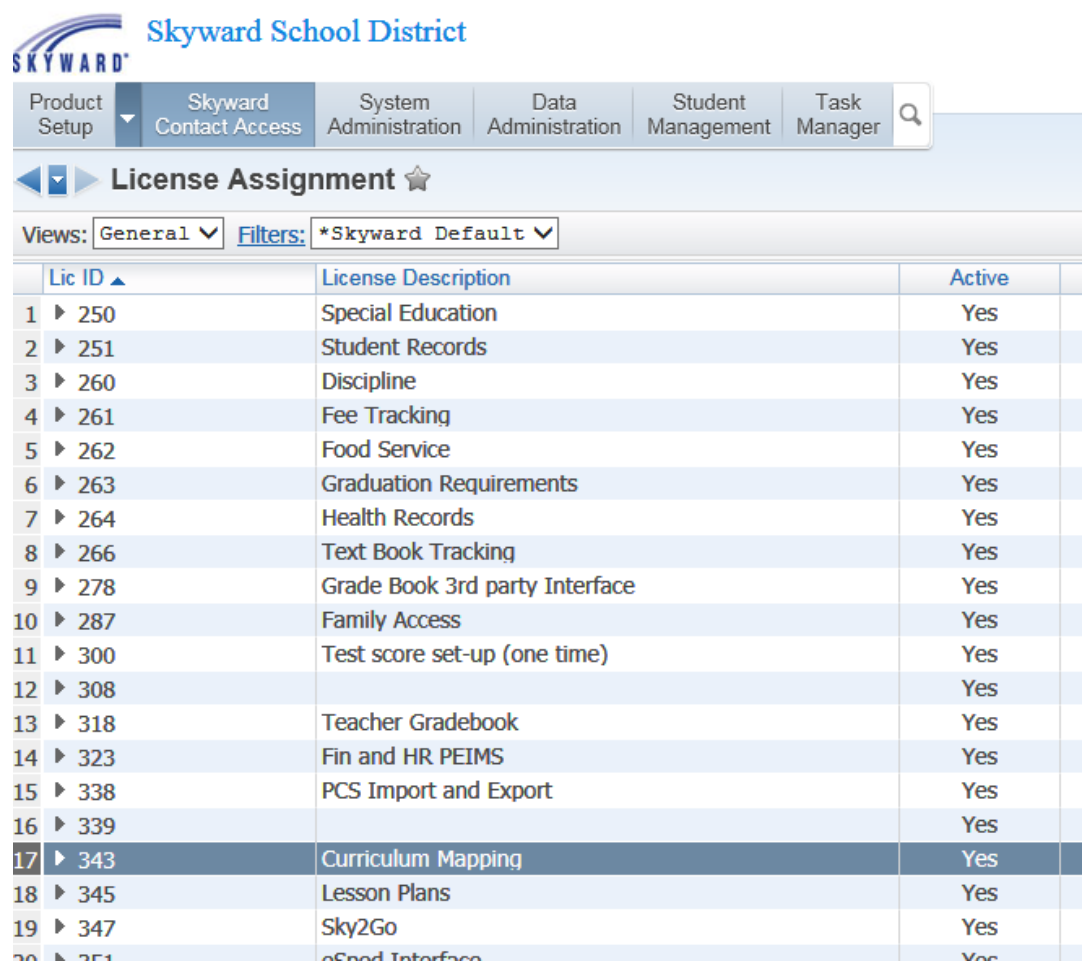
Curriculum Mapping Overview



This session will focus on various aspects of Curriculum Mapping.

- How to Activate Curriculum Mapping
- Security groups recommended for Curriculum Mapping
- How to Set up Curriculum Maps
- Adding Standards to Curriculum Maps
- Creating Reports from Curriculum Maps

License 343 has to be activated to use Curriculum Mapping.



The screenshot shows the Skyward School District interface for License Assignment. The navigation menu includes Product Setup, Skyward Contact Access, System Administration, Data Administration, Student Management, and Task Manager. The current view is 'License Assignment' with filters set to '*Skyward Default'. A table lists 20 licenses, with license 343 (Curriculum Mapping) highlighted.

Lic ID	License Description	Active
1 ▶ 250	Special Education	Yes
2 ▶ 251	Student Records	Yes
3 ▶ 260	Discipline	Yes
4 ▶ 261	Fee Tracking	Yes
5 ▶ 262	Food Service	Yes
6 ▶ 263	Graduation Requirements	Yes
7 ▶ 264	Health Records	Yes
8 ▶ 266	Text Book Tracking	Yes
9 ▶ 278	Grade Book 3rd party Interface	Yes
10 ▶ 287	Family Access	Yes
11 ▶ 300	Test score set-up (one time)	Yes
12 ▶ 308		Yes
13 ▶ 318	Teacher Gradebook	Yes
14 ▶ 323	Fin and HR PEIMS	Yes
15 ▶ 338	PCS Import and Export	Yes
16 ▶ 339		Yes
17 ▶ 343	Curriculum Mapping	Yes
18 ▶ 345	Lesson Plans	Yes
19 ▶ 347	Sky2Go	Yes
20 ▶ 351	eSpeed Interface	Yes

Security should be setup for both the office staff as well as the teachers.

WS - Web Student Management

Office - *Office Sort: Menu Display Order Alphabetical Order Show: All Items Items With Assigned Security


WSIOF - Menu Items	Menu Path	Assigned vs Available	Minimum Security Level	Security Access Level	Security Lookup Level
<input type="checkbox"/> CA - Curriculum & Assessment	WS\IOF\CA	8/93			
<input type="checkbox"/> AS - Academic Standards	WS\IOF\CA\AS	0/10			
<input type="checkbox"/> GR - Graduation Requirements	WS\IOF\CA\GR	0/25			
<input type="checkbox"/> TS - Test Scores	WS\IOF\CA\TS	0/24			
<input type="checkbox"/> CU - Curriculum Mapping	WS\IOF\CA\CU	8/8			
<input type="checkbox"/> PS - Product Setup	WS\IOF\CA\CU\PS	6/6			
<input type="checkbox"/> CO - Codes	WS\IOF\CA\CU\PS\CO	3/3			
<input type="checkbox"/> CF - Configuration	WS\IOF\CA\CU\PS\CF	3/3			
<input type="checkbox"/> CM - Curriculum Mapping	WS\IOF\CA\CU\CM			5	1
<input type="checkbox"/> RE - Reports	WS\IOF\CA\CU\RE	1/1			
<input type="checkbox"/> CR - Curriculum Map Report	WS\IOF\CA\CU\RE\CR			5	1
<input type="checkbox"/> SU - Survey	WS\IOF\CA\SU				

WA - *Web Applications Sort: Menu Display Order Alphabetical Order Show: All Items Items With Assigned Security

WSIWA - Menu Items	Menu Path	Assigned vs Available	Minimum Security Level	Security Access Level	Security Lookup Level
<input type="checkbox"/> WA - Web Applications	WS\WA	282/415			
<input type="checkbox"/> EP - Educator Access Plus	WS\WA\EP	282/407			
<input type="checkbox"/> TA - Teacher Access	WS\WA\EP\TA	276/288			
<input type="checkbox"/> MG - My Gradebook	WS\WA\EP\TA\MG			5	1
<input type="checkbox"/> MS - My Students	WS\WA\EP\TA\MS	35/38			
<input type="checkbox"/> MC - My Classes	WS\WA\EP\TA\MC	18/18			
<input type="checkbox"/> AT - Attendance	WS\WA\EP\TA\MC\AT			3	1
<input type="checkbox"/> DI - Discipline	WS\WA\EP\TA\MC\DI	2/2			
<input type="checkbox"/> SU - Survey	WS\WA\EP\TA\MC\SU			3	1
<input type="checkbox"/> FS - Food Service	WS\WA\EP\TA\MC\FS			3	1
<input type="checkbox"/> TE - Test Scores	WS\WA\EP\TA\MC\TE			3	1
<input type="checkbox"/> CR - Course Recommendations	WS\WA\EP\TA\MC\CR			3	1
<input type="checkbox"/> RP - Report Card Posting	WS\WA\EP\TA\MC\RP			3	1
<input type="checkbox"/> MS - Class Messages	WS\WA\EP\TA\MC\MS			3	1
<input checked="" type="checkbox"/> CM - Curriculum Map	WS\WA\EP\TA\MC\CM			3	1
<input type="checkbox"/> AP - Athletic Eligibility Posting	WS\WA\EP\TA\MC\AP			3	1
<input type="checkbox"/> TS - Assian Textbooks to Students	WS\WA\EP\TA\MC\TS		2	3	1

Codes can be setup for
Mastery Levels, Time Frames
and Resource Type Codes.

WS\OF\CA\CU\PS\CO - 8630 - Codes - Entity 411 - 05.16.02.00.08 - Internet Explorer

 **Normandale Middle High School (411)** ▼

Student Management ▼ Students Families Staff Student Services Food Service **Office** Administration Educational Access

◀ ▶ **Codes** ★

- Go to Curriculum Mapping Configuration - CF
- Codes - CO
 - Mastery Level Codes - ML
 - Time Frame Codes - TF
 - Resource Type Codes - RT**

Teachers can use the Curriculum Maps.

Curriculum Map Maintenance

Curriculum Map: Super History **Unit:** Early Explorers (Weeks 01 to 06) **Show:** Descriptions | Explanations

Standard(s)

Learning Area: **Social Studies** Level: **High School** Content: **World History Studies**

113.HS.079.01 Understand traditional historical points of reference in world history

Student Goals(s):

- 2. identify changes that resulted from important turning points in world history such as the development of farming; the Mongol invasions; the development of cities; the European age of exploration and colonization; the scientific and industrial revolutions; the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century (07Beyond Grade)

HIS. Historical Points of Reference-Students will understand historical points of reference and how they contribute to superstitions of explorers. (02 Beginning)

113.HS.079.02 Understand how the present relates to the past

Student Goals(s):

- 2. describe variables in a contemporary situation that could result in different outcomes (02 Beginning)

P/P. Relating the Present to the Past-Students understand that the past directly relates to the present and superstitions that come from these beliefs. (02 Beginning)

113.HS.079.05 Understand causes and effects of European expansion beginning in the 16th century

Student Goals(s):

- EUR. European influence in our superstitions-Students will understand how European influences relate to our current day superstitions. (02 Beginning)

113.HS.079.07 Understand the impact of political and economic imperialism throughout history

Learning Area: **Economics** Level: **High School** Content: **Economics Knowledge And Skills**

118.HS.120.01 Understand the rights and responsibilities of consumers in the U.S. free enterprise system

Student Goals(s):

- 1. analyze the economic rights and responsibilities of individuals as consumers (01 Introducing)

General Student Goals(s)

- Col. Colonists-Superstitions related to colonial days (03 Practicing)
- STL. Settlements-How did early settlements effect the early day economics? (02 Beginning)
- Sup. Learn common misconceptions and how they relate to our superstitions we have today. (02 Beginning)

Main Idea(s)	Practice(s)(s)	Assessment(s)	Resources(s)
01. Early explorers misconceptions lead to modern day superstitions.	01. Read books relating to Early Explorers	01. Graded assignments 02. Oral Reports	01. Library for reading 02. computer for Google Searches
02. understand how the economy is affected by superstitions.	02. Student Reports-using the computer to research and write reports based on the superstitions found when	03. Group Projects	03. tape recorder 04. community resources

Parents can see the Standards mapped to the curriculum through Family Access.

Class Info ✖

Superstitious History (Period 3) [SUZANNE SMITHWICKSCR](#) [Edline](#) | [Lesson Plans](#) | [Curriculum Maps](#)

Normandale Middle High School		Dept: History
Alphakey / Section: 131313 / 01		Subj: History
Course Length: SEMESTER 2		Credits: 1.000
Curriculum: "Super" History		Course Grades: 10 - 12
Explanation: Superstitious History		

Meeting Times

Teacher: SUZANNE SMITHWICKSCR	Period: 3
Start Date: Tue Mar 1, 2016	Time: 9:55 AM - 10:40 AM
End Date: Tue Aug 30, 2016	Room: 111

Curriculum Maps

(Superstitious History) (Period 3) [SUZANNE SMITHWICKSCR](#)

Map: Super History Unit **Early Explorers** (Weeks 01 to 06) [Print Map Unit](#)

Standards:

Learning Area: Economics Level: High School Content: Economics Knowledge And Skills

- **118.HS.120.01** Understand the rights and responsibilities of consumers in the U.S. free enterprise system

Student Goals:

1. analyze the economic rights and responsibilities of individuals as consumers (01 Introducing)

Learning Area: Social Studies Level: High School Content: World History Studies

- **113.HS.079.01** Understand traditional historical points of reference in world history

Student Goals:

2. identify changes that resulted from important turning points in world history such as the development of farming; the Mongol invasions; the development of cities; the European age of exploration and colonization; the scientific and industrial revolutions; the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century (07 Beyond Grade)

HIS. Historical Points of Reference-Students will understand historical points of reference and how they contribute to superstitions of explorers. (02 Beginning)

- **113.HS.079.02** Understand how the present relates to the past

Student Goals:

2. describe variables in a contemporary situation that could result in different outcomes (02 Beginning)

PIP. Relating the Present to the Past-Students understand that the past directly relates to the present and superstitions that come from these beliefs. (02 Beginning)

- **113.HS.079.05** Understand causes and effects of European expansion beginning in the 16th century

Student Goals:

EUR. European influence in our superstitions-Students will understand how European influences relate to our current day superstitions. (02 Beginning)

- **113.HS.079.07** Understand the impact of political and economic imperialism throughout history

<p>General Student Goals:</p> <p>Col. Colonists-Superstitions related to colonial days (03 Practicing)</p> <p>STL. Settlements-How did early settlements effect the early day economics? (02 Beginning)</p> <p>Sup. Learn common misconceptions and how they relate to our superstitions we have today. (02 Beginning)</p>	<p>Main Ideas:</p> <ol style="list-style-type: none"> 1. Early explorers misconceptions lead to modern day superstitions. 2. understand how the economy is affected by superstitions. 3. Colonists shaped our through today with their superstitions 	<p>Practice(s):</p> <ol style="list-style-type: none"> 1. Read books relating to Early Explorers Read books relating to Early Explorers 2. Student Reports Student Reports-using the computer to research and write reports based on the superstitions found when using Google search.
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<p>Resources:</p> <ol style="list-style-type: none"> 1. Library for reading 2. computer for Google Searches 3. tape recorder 4. community resources-people in the community
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THANK YOU FOR ATTENDING!

