Curriculum Leadership Series:

Ongoing Renewal of the School Curriculum for

English Panel Chairpersons

Objectives

To enhance English Panel Chairpersons' understanding of their roles as curriculum leaders and their capacity to incorporate the major updates of the English Language Education Key Learning Area under the ongoing renewal of the school curriculum (*ELE KLACG*)(2017);

To provide suggestions on how to lead the English Panel to incorporate the major updates, in particular, promoting Language across the Curriculum (LaC) in the school English Language curriculum; and

To share strategies and experiences on planning and implementing LaC at the secondary level (by the Principal and LaC Coordinator from Methodist College)

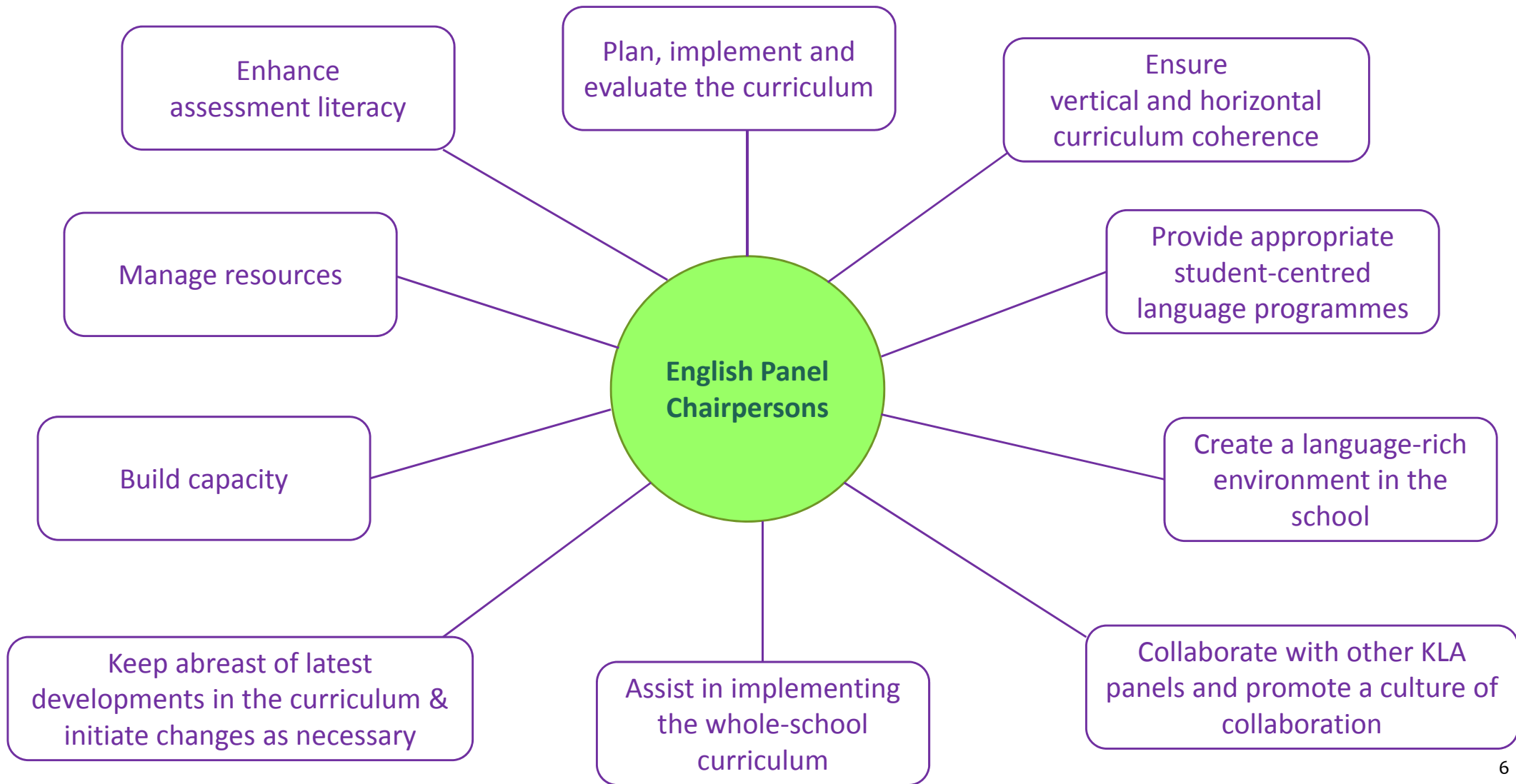# What is the role of the English Panel Chairperson?

Go to www.menti.com and use the code 44 54 14

Share with your group members:

-Three most important duties

-Three most time-consuming duties

The role of the English Panel Chairperson

English Panel Chairpersons

- Enhance assessment literacy
- Plan, implement and evaluate the curriculum
- Ensure vertical and horizontal curriculum coherence
- Manage resources
- Provide appropriate student-centred language programmes
- Build capacity
- Create a language-rich environment in the school
- Keep abreast of latest developments in the curriculum & initiate changes as necessary
- Assist in implementing the whole-school curriculum
- Collaborate with other KLA panels and promote a culture of collaboration

Curriculum Management and Leadership

Management

Leadership

> ➤ **staff and resources deployment**
>
> ➤ **implementing the school EL curriculum and other related initiatives**

> ➤ **adaptable to changes**
>
> ➤ **goal setting**
>
> ➤ **re-evaluating goals and modifying the school EL curriculum**

Maintenance

Development

Tasks for English Panel Chairpersons

Strategic direction and development of the subject

Managing learning and teaching

English Panel Chairpersons
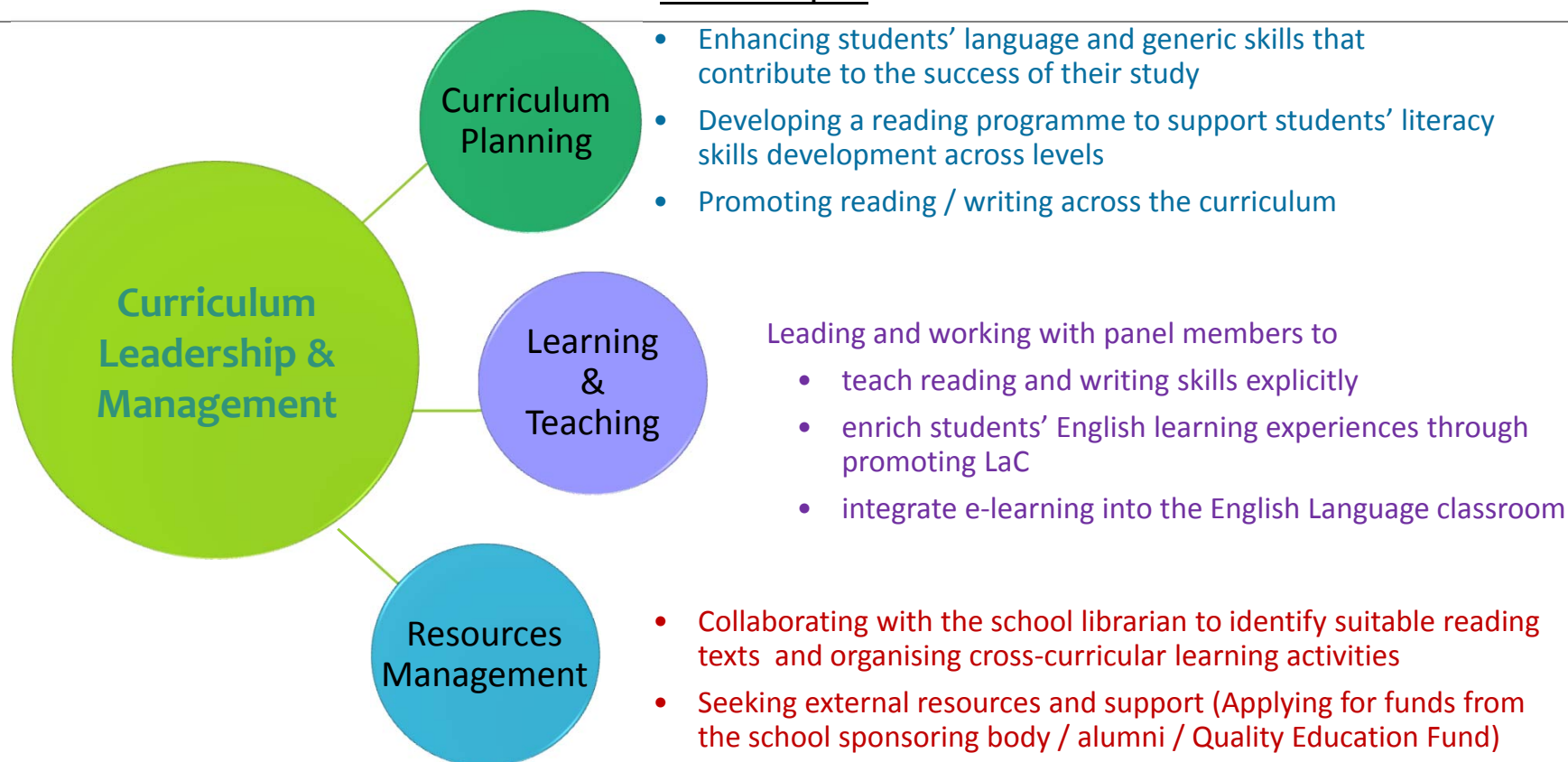
Leading and managing staff

Effective deployment of staff and resources
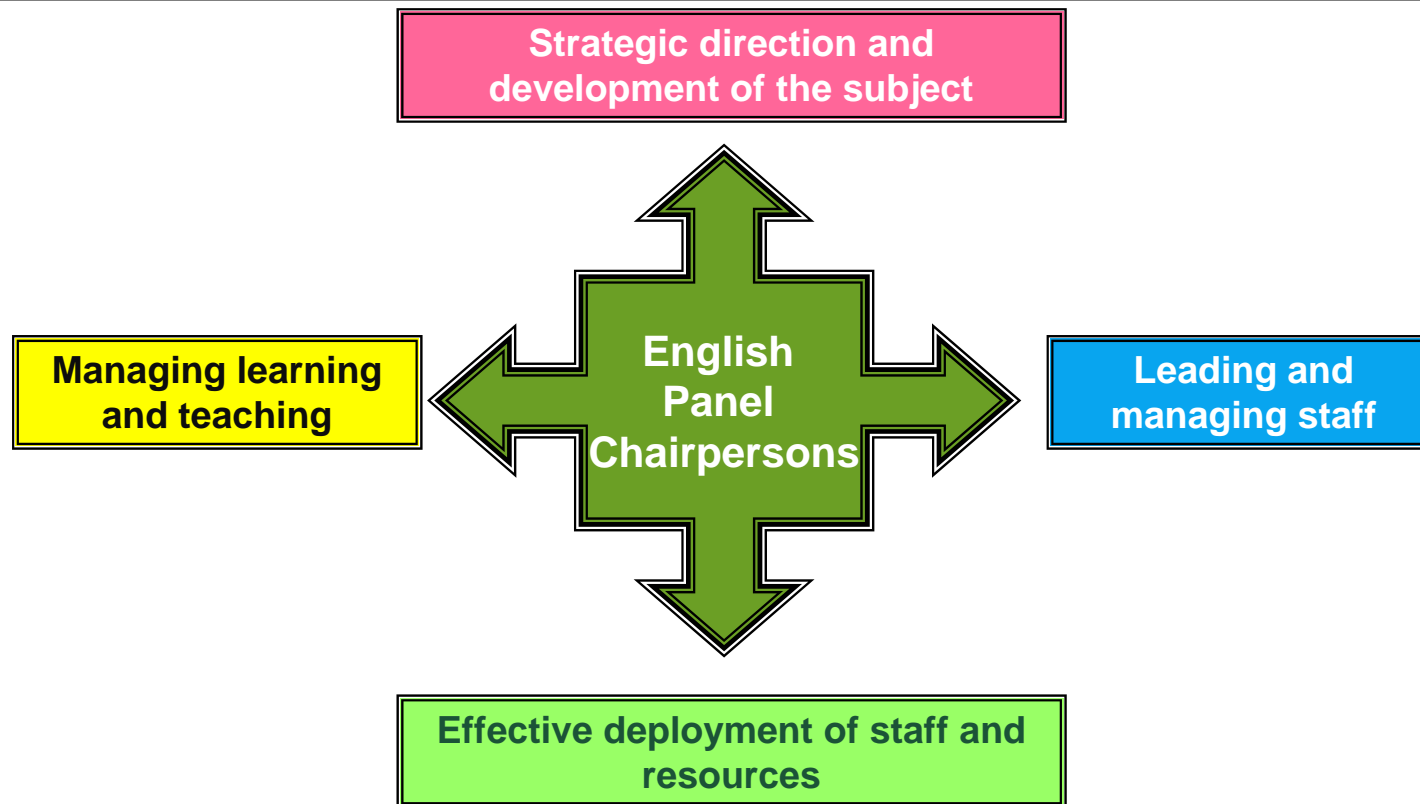
Source: Turner, C. (2005). *How to Run Your Department Successfully.* London: Continuum, p.6.

Curriculum Leadership and Management

For example:

Curriculum Planning

- Enhancing students' language and generic skills that contribute to the success of their study
- Developing a reading programme to support students' literacy skills development across levels
- Promoting reading / writing across the curriculum

Curriculum Leadership & Management

Learning & Teaching

Leading and working with panel members to

- teach reading and writing skills explicitly
- enrich students' English learning experiences through promoting LaC
- integrate e-learning into the English Language classroom

Resources Management

- Collaborating with the school librarian to identify suitable reading texts and organising cross-curricular learning activities
- Seeking external resources and support (Applying for funds from the school sponsoring body / alumni / Quality Education Fund)

Curriculum Planning

| **Horizontal coherence**	• teachers aligning what is taught, and discussing the progress of learning and conduct of assessments to ensure key concepts are covered in every classroom at the level
Vertical coherence	• learning logically sequenced across all levels so that students are building on what they have previously learnt and progress to more challenging, higher-level work
Subject-area coherence	• ensuring the curriculum is well-planned to facilitate learning in the subject, and enabling communication and collaboration among all teachers in the panel
Interdisciplinary coherence	• focusing on skills and habits that students need to succeed in their study, such as reading and writing skills
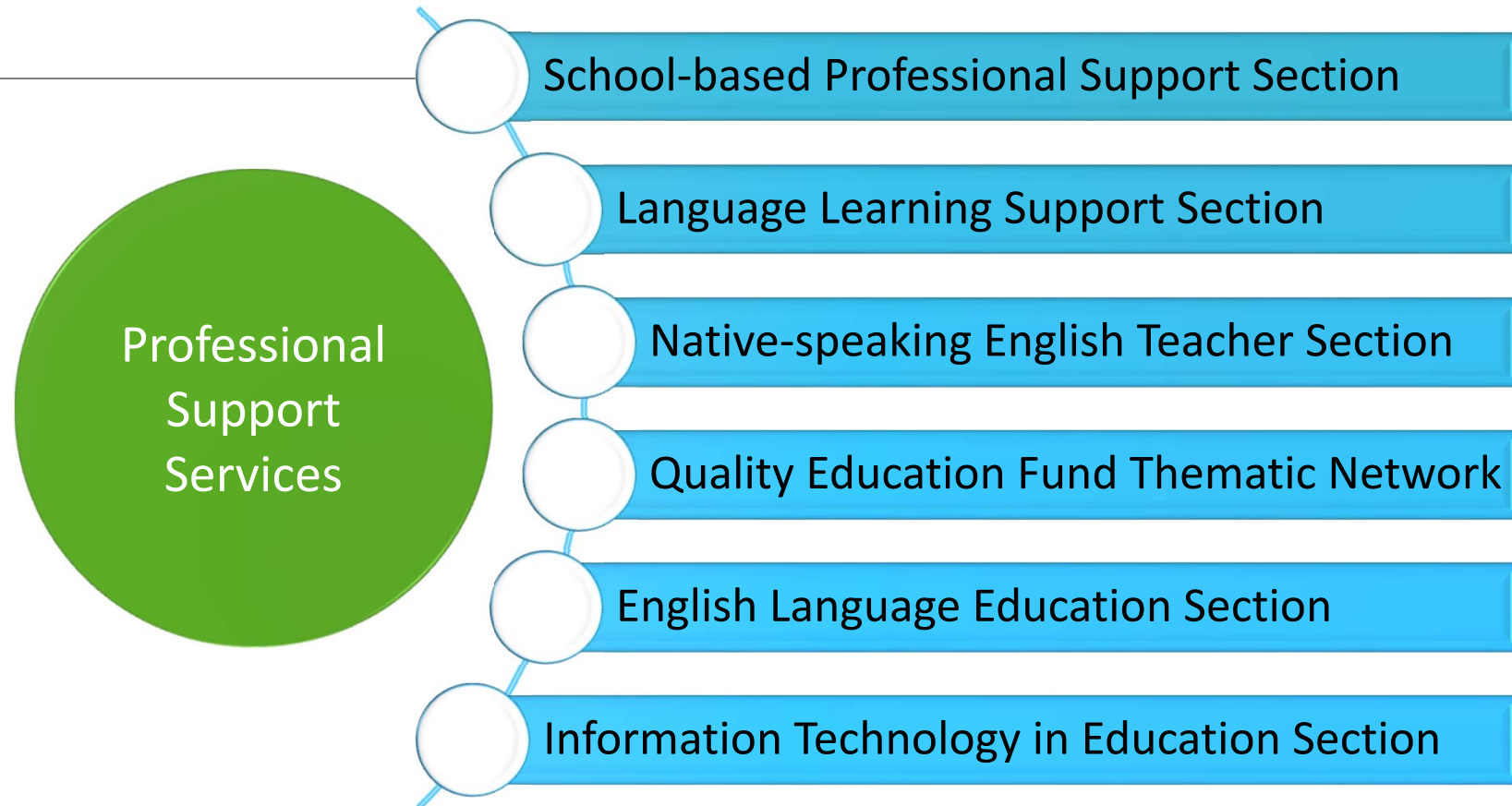
Resources

EDB
- One-stop Portal
- ETV
- English Language Education Learning and Teaching Resources
- Radio Programmes

Others
- Public Libraries
- Internet, e.g. YouTube, TED-Ed, BBC, British Council
- Application Software (e.g. tools for polling, organisation, collaboration and production)
- Lexile

Professional Development Programmes (2017/18)

http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/professional-development-programmes.html

Literacy Skills	• Enhancing the Interface: Developing Reading Skills of Secondary Students with Reference to the Learning Progression Framework
	• Enriching and Extending Students' Learning Experiences through Reading and Writing across the Curriculum at the Secondary Level
	• Developing Secondary Students' Writing Skills with Reference to the Learning Progression Framework
e-Learning	• e-Learning Series: Adopting e-Learning to Enhance Students' Grammar Knowledge and Promote Self-directed Learning
	• e-Learning Series: Effective Use of IT to Explore Literary Texts in the Junior Secondary English Classroom
	• e-Learning Series: Effective Use of e-Resources for Communication – Tapping into Students' Creativity, Critical Thinking and Problem-solving Abilities
	• e-Learning Series: Media Literacy in the Junior Secondary English Classroom – Enhancing Critical Thinking Skills through the Use of Digital Texts
Assessment Literacy	• Effective Assessment Practices in the English Language Curriculum

Professional Development Programmes (2017/18)

http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/professional-development-programmes.html

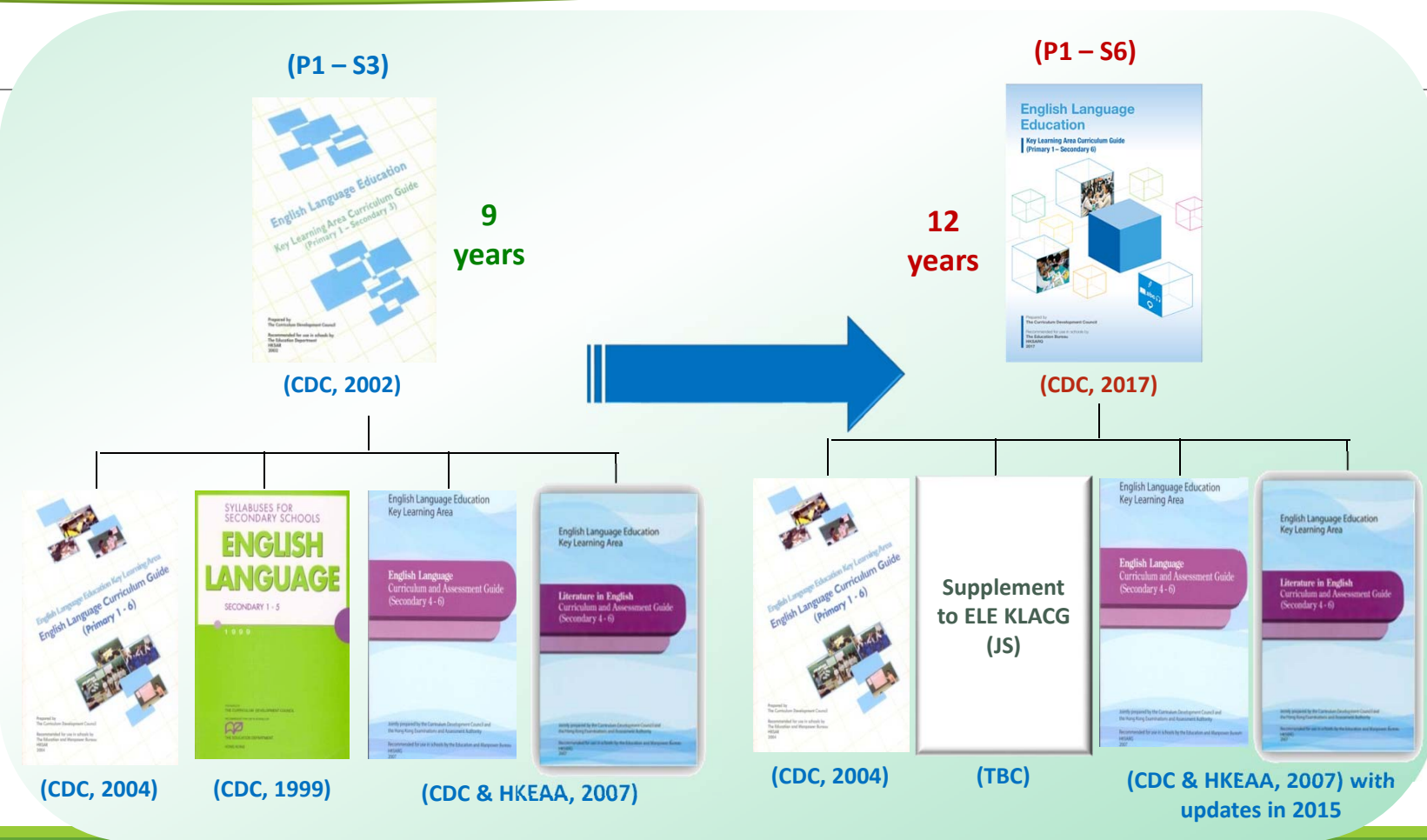|	
Catering for Learner Diversity	• Catering for Learner Diversity Series: Adopting e-Learning to Cater for Students with Special Educational Needs in the Junior Secondary English Classroom
	• Catering for Learner Diversity Series: Stretching the Potentials of Advanced Learners in the Secondary English Language Classroom
	• Catering for Learner Diversity Series: Effective Strategies for Accommodating Diverse Needs of Students in the Secondary English Classroom
Senior Secondary Studies	• Effective Learning and Application of Grammar Knowledge in the Senior Secondary English Language Classroom
	• Developing Students' Creativity and New Literacy Skills through Language Arts Elective Modules
	• Developing Students' Thinking Skills through the Non-language Arts Elective Modules
New Teachers	• Understanding and Interpreting the English Language Curriculum for New English Teachers

Useful Websites

Learning and teaching resources

➤ Curriculum Documents
   http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/curriculum-documents.html

➤ Resources developed by the English Language Education Section, CDI
   http://www.edb.gov.hk/index.aspx?nodeID=2773&langno=1

➤ Resources developed by the Native-speaking English Teacher Section, CDI
   http://www.edb.gov.hk/en/curriculum-development/resource-support/net/enet-resources.html

➤ Resources developed by the Language Learning Support Section, CDI
   http://cd1.edb.hkedcity.net/cd/languagesupport/resource/index_e.htm

➤ One-stop Portal for Learning and Teaching Resources
   http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html

➤ ETV Programmes
   http://etv.edb.gov.hk/home.aspx

➤ RTHK Teen Time Radio Programme
   http://app3.rthk.hk/special/teentime/mainpage.php

➤ HKedCity English Campus
   http://www.hkedcity.net/english

Useful Websites

➢ English Language Education Section, EDB
http://cd1.edb.hkedcity.net/cd/languagesupport/resource/index_e.htm
Central Resources by Curriculum Development Institute, EDB
http://www.edb.gov.hk/crc
➢ Standing Committee on Language Education and Research (SCOLAR)
http://www.language-education.com/eng/index.asp

Updating of the ELE KLACG

(P1 – S3)

(P1 – S6)

9 years

12 years

(CDC, 2002)

(CDC, 2017)

(CDC, 2004)

(CDC, 1999)

(CDC & HKEAA, 2007)

(CDC, 2004)

Supplement to ELE KLACG (JS)

(TBC)

(CDC & HKEAA, 2007) with updates in 2015

ELE KLACG (P1-S3) (2002)

English Language Education
Key Learning Area Curriculum Guide
(Primary 1 – Secondary 3)

Prepared by
The Curriculum Development Council
Recommended for use in schools by
The Education Department
HKSAR
2002
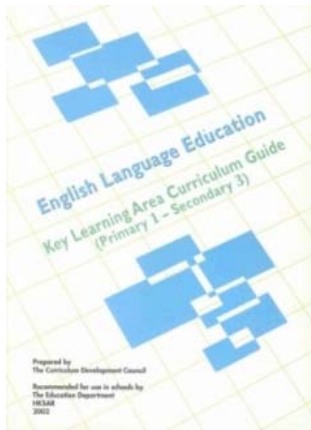
(P1-S3) 2002

- Grammar in Context
- Catering for Learner Diversity
- Promoting Assessment for Learning
- Generic Skills
- Reading to Learn
- IT for Interactive Learning
- Moral & Civic Education
- Project Learning

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Major Updates of the ELE KLACG (P1-S6) (2017)

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017
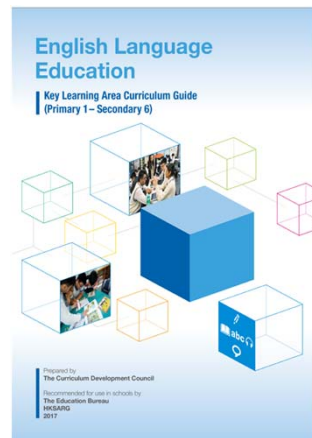
(P1-S6) 2017

- Learning and Teaching of Text Grammar
- Catering for the Needs of Students with SEN and Gifted Students in the Mainstream English Classroom
- Extending Formative Assessment from Assessment for Learning to Assessment as Learning
- Integrative Use of Generic Skills
- Literacy and Language across the Curriculum
- e-Learning & Information Literacy
- Values Education
- STEM Education (including Entrepreneurial Spirit)
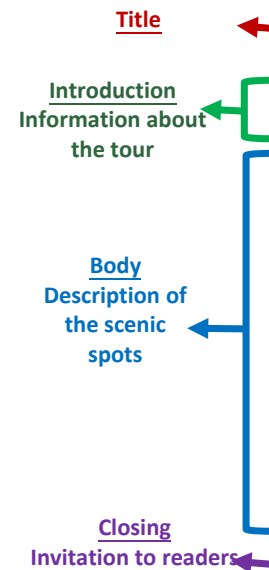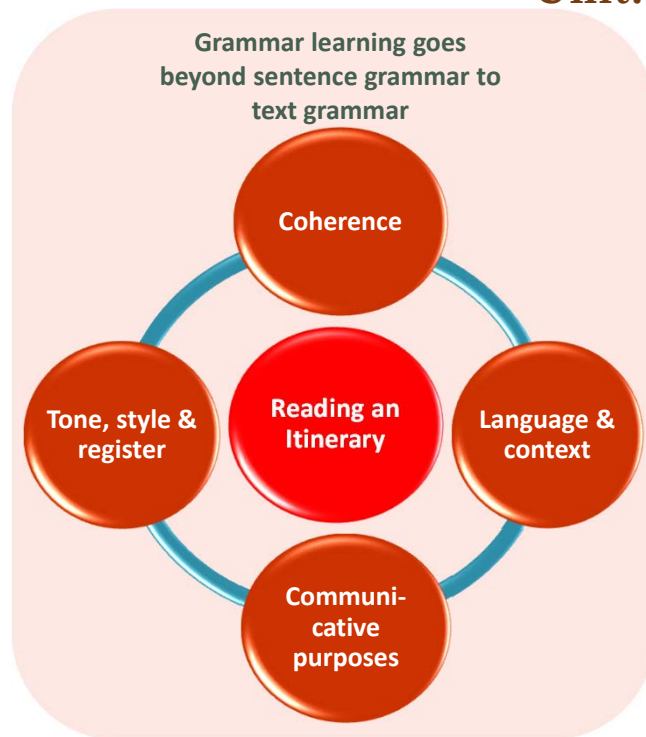
Grammar in Context or Text Grammar?

Grammar in Context ⟷ **Complementary Concepts** ⟷ **Text Grammar**

Grammar in Context

- the link between **form and function** and how grammar makes meaning and varies in different contexts
- how contexts shape the **choice** of language used

Text Grammar

- beyond the sentence level
- grammar items typical of a particular **text type**
- how grammar contributes to the **coherence & the structure of a text**
- how to apply grammar knowledge to create texts of **different text types**

Situation

Your teacher wants you to plan a tour and write an itinerary for the tour. Your class is learning about things to do in Hong Kong. Your teacher has given you some information about places to explore in Hong Kong, e.g. an itinerary.

Reading

Level: Junior secondary
Unit: Out and About

Grammar learning goes beyond sentence grammar to text grammar

- Coherence
- Tone, style & register
- Reading an Itinerary
- Language & context
- Communi-cative purposes

Title

Introduction
Information about the tour

Body
Description of the scenic spots

Closing
Invitation to readers

Text

Organising structure across paragraphs

Scenic spot
↓
Visiting time
↓
How to get there
↓
Activities

Writing

Grammar Learning goes **Beyond Sentence Grammar** to **Text Grammar**

Using repetitive structure across paragraphs

Using imperatives to make invitation

Writing an Itinerary

Using subheadings to organise the events

Using connectives to sequence events

Applying Grammar Knowledge in Context

Organisation across paragraphs

Scenic spot ➡ Visiting time ➡ How to get there ➡ Activities

Text

Process of Learning Grammar

Noticing

Reasoning & Hypothesising

Structuring and Restructuring

Inductive/
Discovery
Approach

Automatising

What learners can find out for themselves is **better remembered** than what they are simply told. (Ellis, 2003)

The discovery process can **promote greater depth of processing and engagement** on the part of the learners, which in turn results in more significant learning.
(Larsen-Freeman, 2003)

Hedge, T. (2000) *Teaching and learning in the language classroom* . Oxford University Press.

Equipping Students with New Literacy Skills

Lifelong learning

Challenges in the 21st century

Literacy Development in the English Classroom

Processing and creating multimodal texts

The ability to **read and write** effectively
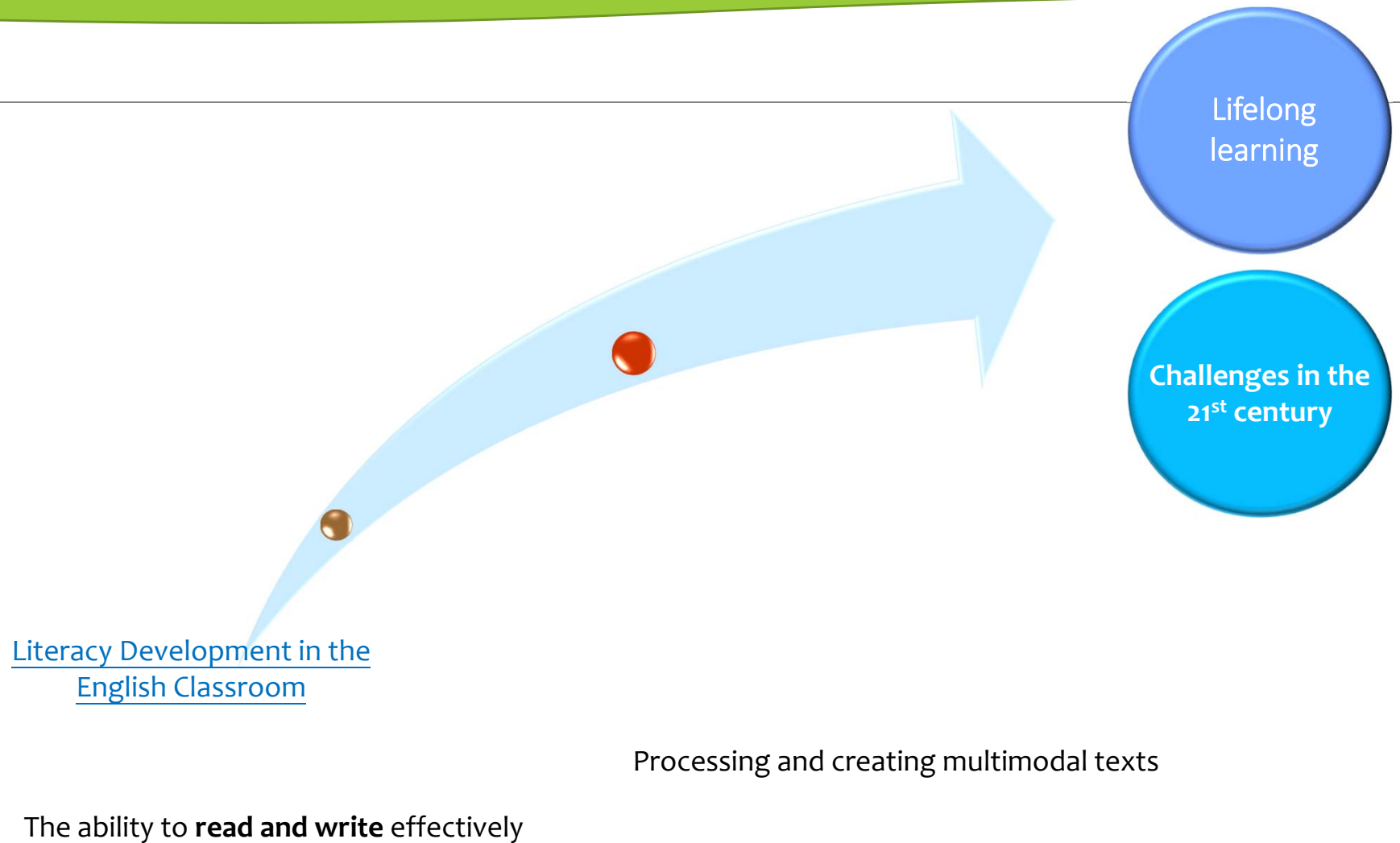
Using e-resources to develop writing skills

Using e-resources to facilitate the development of students' literacy skills and the creation of multimodal texts

Popplet

Padlet (website)

Skitch (app)

Tellagami

Sonicpics (app)

Information Literacy Framework for HK Students

Category	Eight Literacy Areas
Effective and Ethical use of information for lifelong learning	
Generic IL	
Information World	

Category	Eight Literacy Areas
Effective and Ethical use of information for lifelong learning	**Information users** ➡ **Information providers**
Generic IL	**Information need** ➡ **Locate information** ⬇ **Organise & Create** ⬅ **Evaluate information**
Information World	**IT skills** **Media Literacy:** **Information providers** **Conditions for reliable information**

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Using e-resources to develop reading skills

Multisensory Input

Supporting independent reading with the use of technology

- Making predictions about the content using pictorial cues (e-feature: mask)
- Working out the meaning of words / phrases,
  - ✓ i.e. 'blend into' by clicking on the words in bold (e-feature: word definition)
  - ✓ i.e. 'blend into', 'sways like a flower in the breeze', 'shaped like petals', 'behave like giants' by using semantic clues (e-feature: video clip)

- Making predictions about the content using pictorial cues (e-feature: mask)

- Working out the meaning of words / phrases: 'camouflage' (e-feature: word definition)

- Working out the meaning of words / phrases

- 'blend into', 'sways like a flower in the breeze',
- 'shaped like petals',
- 'behave like giants' by using semantic clues (e-feature: video clip)

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Extending from Assessment for Learning (AfL) to Assessment as Learning (AsL)
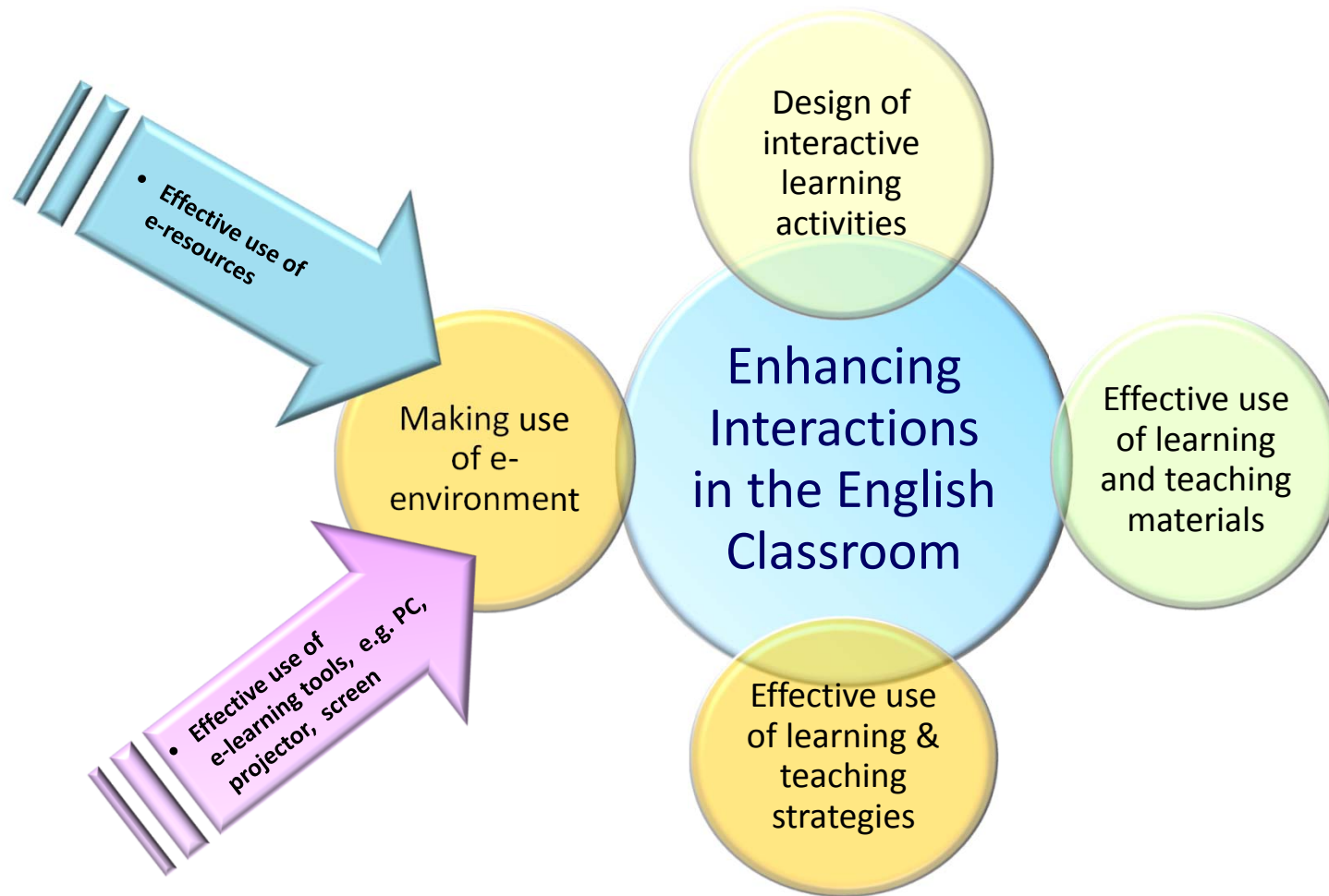
Formative assessment	Assessment as Learning	enhances learners' role and responsibility in reflecting on, monitoring and evaluating their own progress of learning
	Assessment for Learning	integrates assessment into learning and teaching process to inform and facilitate learning and teaching
Summative assessment	Assessment of Learning	reports on previous learning of learners

Self-directed Learners

Learner Independence

Catering for Diversity

- Core section
- Remedial programme
- Extended section/Enrichment

Differentiated Curriculum

Differentiated Materials

- Graded worksheets
- Authentic context
- Self-access learning materials

- Multiple representations
- Creative tasks
- Rubrics for assessment
- Reducing / increasing word limit
- Peer assessment

Differentiated Assessment

Differentiated Instruction

- Scaffolding
- Multisensory input
- Organisation tools
- Tip boxes/ Challenges
- Bloom's taxonomy
- Revising and recycling

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Supporting Students with Special Educational Needs (SEN)

Adopt a multi-sensory approach

Differentiate in terms of Content, Process, Product & Learning Environment

in**t**erne**t**

Encourage personalised learning goals based on students' own needs

Unleashing Potentials for Gifted Learners

- Higher order thinking skills

- Multiple intelligence

- Thinking skills (e.g. SCAMPER, thinking hats)

- Transformation of ideas, divergent thinking, multiple perspectives (e.g. sociological, scientific, historical)

- Social issues and real world knowledge

- Enrichment programmes

- External competitions
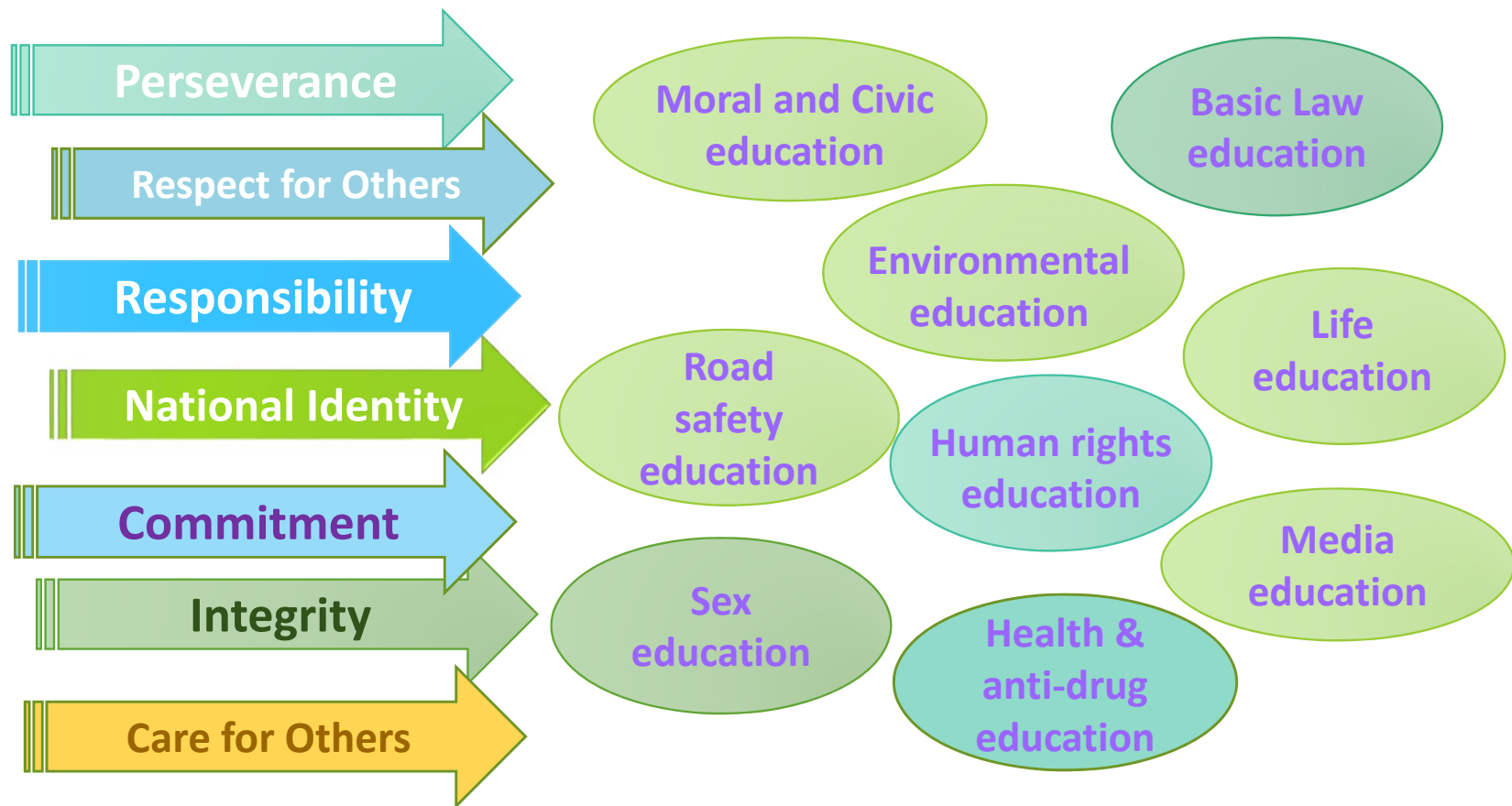
Integrative Use of Generic Skills

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

Two examples of integrative use of generic skills:

-Holistic thinking skills: involving the use of critical thinking skills, problem solving skills and creativity

-Collaborative problem solving skills: involving the use of collaboration skills, communication skills and problem solving skills

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In the ELE KLA context, STEM education can be best promoted through RaC / LaC and project learning

Whole-school initiative:
STEM education

ELE KLA supports the implementation of STEM education through RaC/LaC activities, e.g.
- introduce STEM-related reading materials
- design tasks, activities and projects to create new things or work out innovative solutions to problems
- connect learning experiences through life-wide learning
- infuse elements that help nurture an entrepreneurial spirit

Considerations when implementing the major emphases in the school curriculum
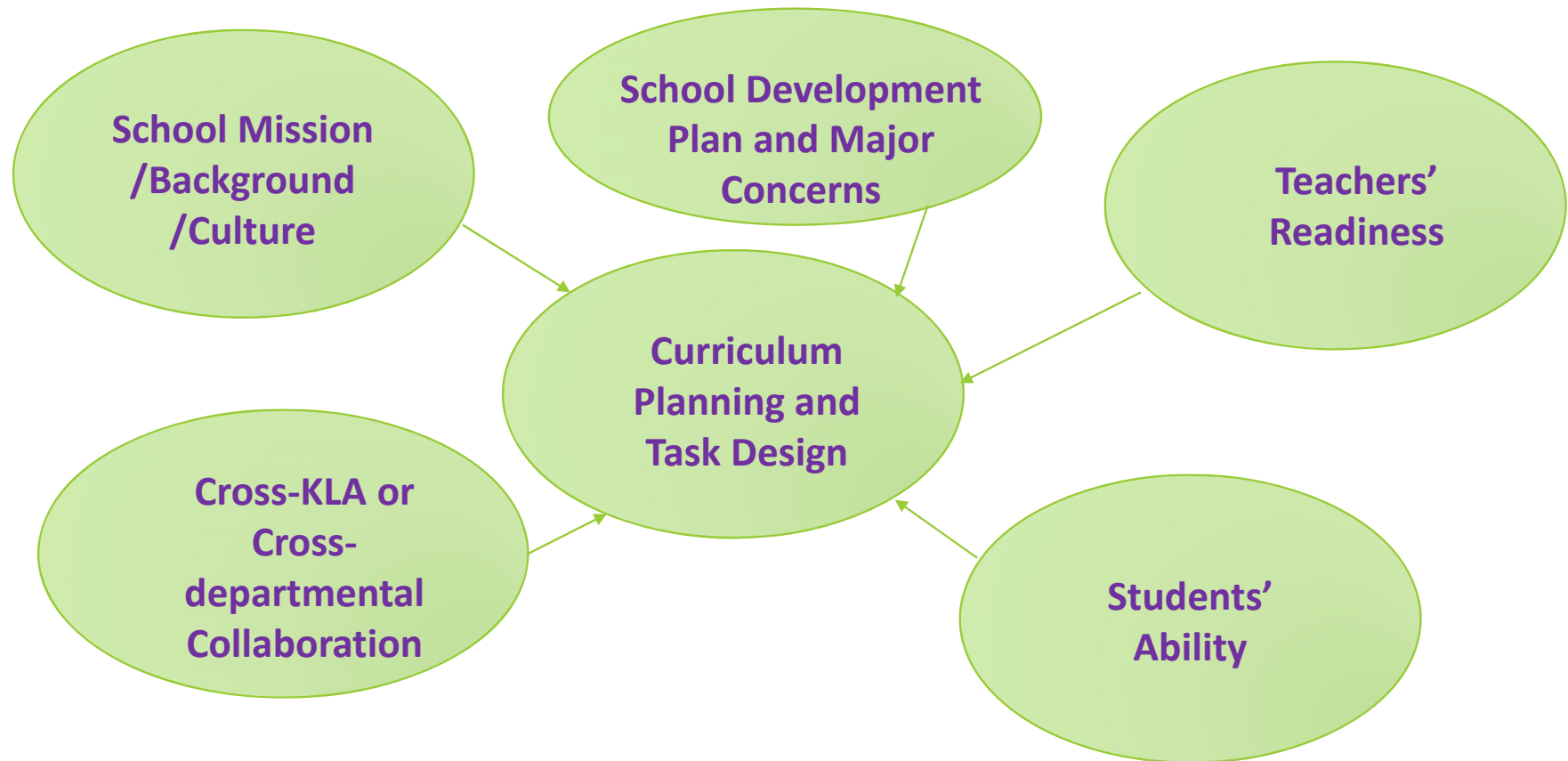
Promoting
Language across the Curriculum

Discussion

Share with your group members:

your experience in coordinating with teachers of other panels in promoting Language across the Curriculum
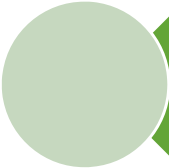
Implementing LaC:
A whole-school approach
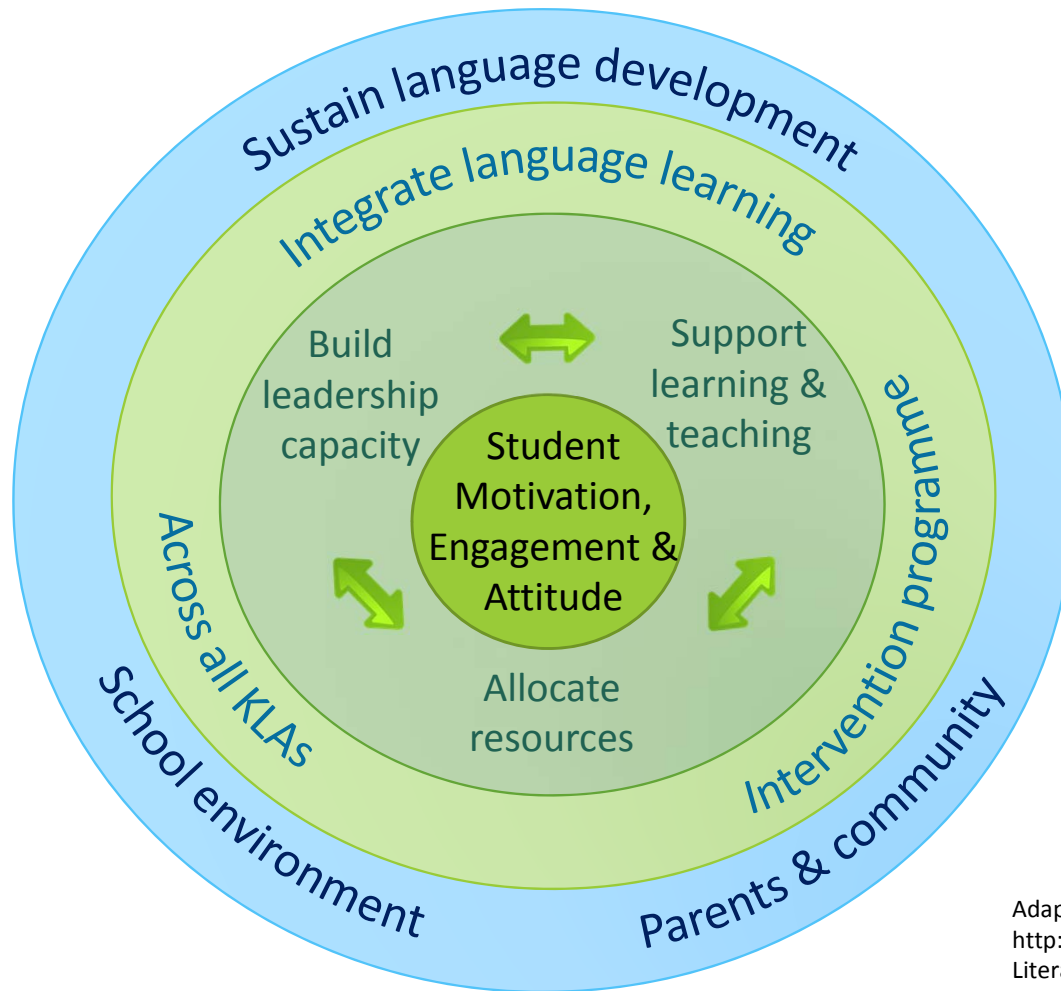
- An effective whole-school approach steers actions on many levels related to the following areas:

  ➢ School policies and environment
  ➢ Enhancing literacy development across KLAs
  ➢ Supporting learning and teaching
  ➢ Building leadership capacity to facilitate collaboration

Language across the Curriculum (LaC)

An LaC approach is one that integrates language learning and content learning

coordinate and facilitate the collaboration among teachers

communicate with other KLAs, plan the curriculum and lead the members in the panel

introduce and teach the skills, reinforcing them from time to time in English lessons

re-teach those skills or introduce related skills / concepts in their lesson, integrating language and content

Example:

After the concept "suffixes" is covered in the English lessons, the Integrated Science teachers introduce common suffixes that can be found in Science texts, such as '-logy' in 'radiology' and 'zoology', and '-ium' in 'sodium' and 'calcium'.

Books for reference:

Book title: Language Across the Curriculum
& CLIL in English as an Additional
Language (EAL) Contexts

Author: Angel M.Y. Lin

Book title: Cross-curricular Resources for
Young Learners

Author: Immacolata Calabrese & Silvana
Rampone

How to promote Language across the Curriculum

- Create a language rich environment

- Foster a culture of collaboration among KLAs

- Promote reading across the curriculum

Promoting Language across the Curriculum-
Creating a Language-rich Environment

School language policy

- Achieve a consensus among the teachers on what should be the school language policy, e.g.:

  ➢ Which subjects would be taught in English?

  ➢ Where should students speak English?

  ➢ Should all staff use English when communicating with students?

  ➢ To what extent should school assemblies or extra-curricular activities be conducted in English?

- Decide on the use of language in, e.g.:

  ➢ notices and announcements

  ➢ display boards

  ➢ circulars

- Make the school language policy explicit to teachers and students

Literacy materials

- **Reading materials**

  - Providing access to reading materials that cater for the interests and needs of students
  - **Format:** Print form
  - **Examples:** books, booklets, newspapers, newsletters, journals, posters, leaflets, flip cards
  - **Functions:** (1) to record and convey knowledge and information

    (2) to help students develop ideas

    (3) to enable students to express themselves

Literacy materials

- **Digital / Audiovisual materials**

  ➢ Today's world has become more visual → "The ability to understand images and symbols is just as important as understanding words" (Lim 2010)

  ➢ **Format:** digital / non-print format

  ➢ **Examples:** e-books, e-magazines, online articles, DVDs

  ➢ **Functions:** (1) to arouse students' motivation

                  (2) to provide sources of knowledge and information

                  (3) to complement and supplement print materials

Providing multimodal reading experiences

- Literacy materials should provide students with multiple means of communication as multimodal texts help students retain information.

- According to Rief (1993), students retain:

  10 % of what they read
  20 % of what they hear
  30 % of what they see
  50 % of what they see and hear
  70 % of what they say
  90 % of what they say and do

- e-Resources: Epic, CSI Literacy

Literacy activities

- Interactive and enjoyable activities can be combined with reading to:

  - ➢ enrich English learning experience
  - ➢ encourage learners to interact with their environment
  - ➢ enhance their higher order thinking skills such as creativity and critical thinking

Literacy activities: An example

- increase students' exposure to English and enhance their ability to learn non-language subjects through:

Inside classroom	**Outside classroom**
(English Lessons)	(English / LaC Days)
Teachers introduce subject-specific vocabulary and common language structures / features used in texts on different subjects.	Students take part in activities that develop their interest and knowledge in learning non-language subjects through English.

Inside Classroom		Outside Classroom	
Programme design	Learning materials *(e.g. reading texts, worksheets, resource packages)* are designed with reference to the modules of the school English curriculum to equip students with language skills in non-language subjects	**Programme design**	Cross-curricular activities of different KLAs *(e.g. drama, interclass competition, book exhibition, game booth)* are organised during lunch time to increase and widen students' exposure to the language used in non-language subjects.
Teachers involved & roles	English teachers ✓ developing learning materials ✓ conducting lessons Non-language teachers ✓ giving advice on the content related topics to be covered	**Teachers involved & roles**	English teachers ✓ giving advice on the language elements Non-language teachers ✓ proposing the topic and content to be included ✓ taking the lead to guide student helpers to design the activities

Physical environment

- An attractive, organised and inviting reading environment can accelerate students' literacy development and promote good reading habits.

- The availability of appropriate, adequate and accessible literacy materials as well as how they are organised can influence the acquisition of reading skills.

Physical environment: An example

Collaborate with the School Library

- source suitable books for different KLAs (based on teachers' suggestions and students' needs)

- organise learning activities to

    ➢ motivate student to read

    ➢ develop students' reading skills

    ➢ promote LaC

- maintain an organised and encouraging reading environment

Physical environment: An example

Create a Class Library

- a balance of fiction and nonfiction texts

- a variety of text types

- match the school curricula of different KLAs

- keep the books organised, e.g. by

  - Theme

  - Level of difficulty

Physical environment: An example

Organise a Class Library – Theme (Con't)

- Books selected with reference to the school curriculum

- Books on the same theme graded and put in the same box

Promoting Language across the Curriculum-
Collaboration among KLAs

Collaboration among KLAs

● **Curriculum mapping**

  ➤ the process of indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness

Curriculum mapping

- Bridging pedagogy in language development across the curriculum
  - Language is the building blocks of cognitive development
  - "… children first build on what they know before language, and then use language as well in constructing additional categories."
  - "Adding in systemic teaching of academic language skills helps in further developing the knowledge structure"

An example: Curriculum mapping on Rhetorical Functions

Rhetorical functions	Language features (e.g.)	PSHE	ME	SE	TE	AE	PE
Comparison	Connectives: (KS3 – KS4) *However, on the contrary, despite, whereas*	*		*			
Procedure	Imperatives: **(KS1 – KS4):** *Hold* the racket vertically.		*	*	*	*	*
Recount	Past tense: **(KS1 – KS4)** World War II *lasted* from 1939 to 1945.	*		*			*
Explanation	Connectives: (KS2 – KS4) *Due to, because, since; therefore, so, as a result*	*	*	*			
Description	Adjectives: (KS1 – KS4) *Postmodern, romantic, three-dimensional* Passive construction: (KS3 - KS4) Water *is pumped* to the water treatment station.	*		*		*	
Conclusion	*To summarise, to conclude*	*		*			
Suggestion	Modal verbs: (KS2 - KS4) Can, may, could, might, should	*		*			
Instructions	Wh-words: (KS1 – KS4) *What* is the sum of the numbers from 1 through 1000000? Imperatives: (KS1 – KS4) *Discuss* the impacts of Meiji Restoration.	*	*	*	*	*	*
Presentation of facts	Present tense: (KS1 – KS4) The Earth *rotates* around the Sun.		*	*			*
Assumption	If, let, suppose: **(KS2 – KS4)** The value of a gold coin is $3 200. *If* its value increases by 6% each year, what *will be* its value after 4 years?		*				*

Collaboration among KLAs

- **Planning of curricula and collaborative development of learning materials**

  - **Teachers of different KLAs working closely** to match the language needed as well as the content for different subjects
  - **Planning the English curriculum** to facilitate and enhance reading and writing skills for non-language subjects
  - **Working on the scheme of work** of English Language to incorporate language skills and features needed for non-language subjects
  - **Producing learning and teaching materials** for the use in the non-language subjects

Collaboration among KLAs

- ## Conduct of cross-curricular projects

  - ➤ Small-scale cross-curricular projects:

Subjects	Suggested Projects
English + Mathematics	Conduct a survey, e.g. to find out the favourite extra-curricular activities of S1 students and present the findings in the form of statistical presentation and oral presentation.
English + Geography	Describe the land use in the district where the school is located and suggest alternative uses of the land.
English + Computer Literacy	Use of apps (e.g. "Explain Everything", "Book Creator") to produce English digital multimodal texts

Collaboration among KLAs

- Conduct of cross-curricular projects

  ➢ Large-scale cross-curricular projects:

  ➢ Collaboration of several KLAs on one project

Example: A project on a school tour to the Mainland

History:
Students study the history of the place

Geography:
Students read the map of the place and plan the tour.

Mathematics & Computer Literacy:
Students prepare a statistical presentation.

English:
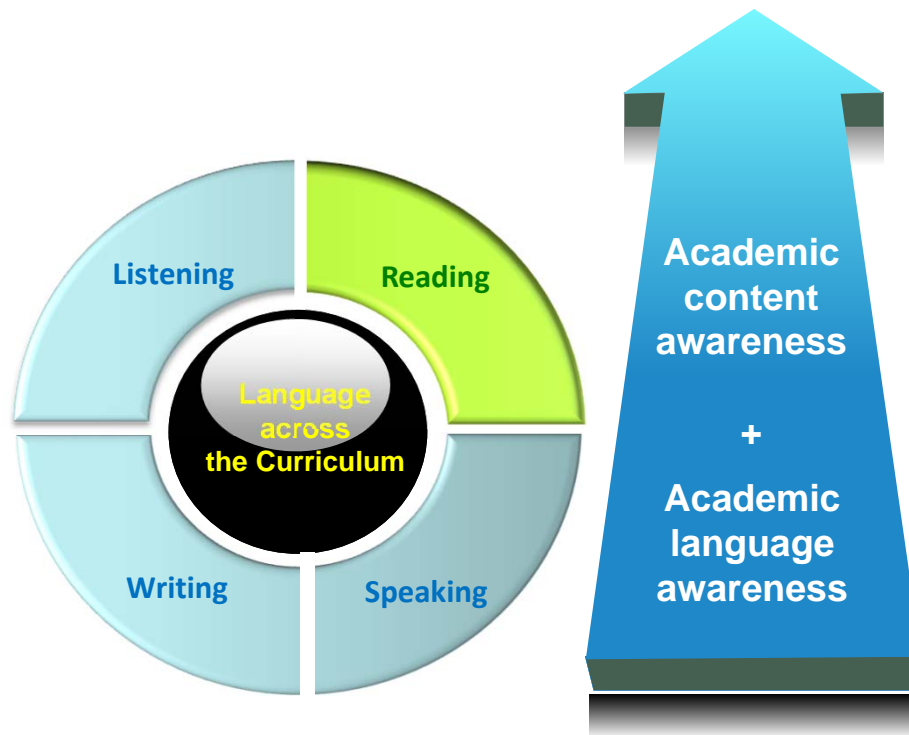Students present their findings in English.

Promoting Language across the Curriculum -
Reading across the Curriculum

Reading across the Curriculum

Promoting reading across the curriculum

➢ Promote leisure reading of non-fiction books among various subjects

➢ Incorporate "reading" in teaching – language subject and non-language subject

Reading across the Curriculum

Listening

Reading

Language across the Curriculum

Writing

Speaking

Academic content awareness

+

Academic language awareness

- Reading across the curriculum (RaC) is a component within Language across the Curriculum
- RaC
  - reading as a fundamental mode of learning
  - explicit teaching of reading to be integrated with teaching the curriculum
  - students learning to read
    - the subject matter of pedagogic texts
    - the associated language patterns

(Martin & Rose, 2005)

Facilitating reading across the curriculum

- Provide different levels of materials on the same theme

- Model good reading strategies

- Focus on text structure and text grammar

- Encourage learner independence

Reading in Mathematics

- Math comes with its own vocabulary
  - many mathematical terms have different meanings in everyday use e.g. "times", "product", "function"

- Math texts contain more concepts per sentence and paragraph than other text types, and words as well as numeric and non-numeric symbols to decode

- Need to guide students to understand the non-linear presentation of information, and very often with graphics

(Barton & Heidema, 2002);
http://www.ascd.org/publications/books/105137/chapters/Reading-in-the-Mathematics-Classroom.aspx

Book recommendation

Book title: The Number Devil

Related KLA: Mathematics

Related topics in History: Prime Number

Reading in History

- "Historical vocabulary" is difficult to students e.g. "Constitutional Monarchy", "Feudal System".

- Reading primary sources may be challenging.

- Background knowledge is important to the understanding of the concepts e.g. "Thanksgiving".

Book recommendation

Book title: A Children's Introduction to Art

Related KLA: History

Related topics in History: Life in Ancient Greece

Extended reading for Reading across the Curriculum

For the Junior Secondary Level

http://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/BL_for_KS3_2015.pdf

For the Senior Secondary Level

http://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/BL_for_KS4_2015.pdf

Reference

http://www.ascd.org/publications/books/107034/chapters/Develop-and-Implement-a-Schoolwide-Literacy-Action-Plan.aspx

http://www.hotchalkeducationnetwork.com/curriculum-alignment-matters/

http://unesdoc.unesco.org/images/0021/002146/214653E.pdf

https://soyouthinkyoucanteachesl.com/2015/03/20/why-is-curriculum-mapping-important-focus-on-curriculum-part-5/