

Facilitator's Guide

Title: Mapping the Curriculum for Equity

Overview: Equity issues in the mathematics curriculum become clear when mapping techniques are used to organize content focus. In this activity, participants explore a model and strategy for designing equitable curriculum.

Objectives: Participants will:

- Explain the dimensions of multiculturalism and equity in mathematics curriculum.
- Become aware of the effectiveness of mapping techniques for use in organizing curriculum content.

Time Frame: 1 – 2 hours (45-60 minutes are reflected for this section in the toolkit. Are you lengthening the time for this section intentionally?)

Preparation Requirement/Materials Needed: See Section 2.5

- Equipment
 - Overhead projector and screen, newsprint, pens, markers
- Transparency:
 - A List of Equity Issues (see Activity 2.4)
 - Curriculum Mapping: A Model for Designing Curriculum
- Handout:
 - Curriculum Mapping: A Model for Designing Curriculum

Program Outline (Sequencing):

1. Using the transparency **A List of Equity Issues** from Activity 2.4, explore with participants the meaning of the following terms in the context of equity:
 - Relevancy and Connectedness
 - Representation and Inclusion
2. Ask if anyone has used the technique called mapping or webbing. Allow a few minutes for participants to share how they have used either of these techniques. Wrap up this inquiry with summary statements about the mapping/webbing technique, explaining that it can be used for planning curriculum.
3. Show the transparency **Curriculum Mapping: A Model for Designing Curriculum**. Explain that this map was designed to do several things. First, it is an organizational design that provides a comprehensive picture for developing math content for a district's K-12 curriculum. Second, the title of the map, "World Math," was selected to focus curriculum designers on creating a mathematics curriculum that reflects diversity from a global perspective. The theme and sub themes were deliberately selected to ensure a multicultural and/or equity perspective. Pose the question:
 - What makes a theme supportive or contradictory to multicultural education?
4. Divide participants into three small groups. Ask each group to study the World Math map. Note that three quadrants appear to be complete. Discuss the selection of themes and topics and speculate on the author's intent to reflect equity. Point out the question marks underneath the word "women" in quadrant 3 (lower left side). Then, direct attention to quadrant 1 (upper left side). Point out that information is missing.
5. Ask each group to complete the map from equity, multi-cultural perspective. Record results on newsprint and share them with the large group. Ask each group to discuss the importance of including women. Fill in appropriate names. Record the names on

newsprint to be shared with the whole group. If the group is unable to name a significant number of women, discuss why this dilemma exists.

6. When the large group convenes, ask participants the following question:
 - Based on the information presented in the map, what are the implications for curriculum organization?

Follow-up Activities from Toolkit:

- 2.2 A Process for Designing Equitable Curriculum (p. 13)
- 2.6 Models, Strategies, and Techniques for Developing Multicultural Content (p. 55)
- 2.7 Measuring Progress Toward Equity (p. 71)
- 2.10 Tools for Evaluating and selecting Instructional materials for Equitable Content (p. 107)