ARETE LEADERSHIP TOOL

# Christian School Curriculum Mapping Review Guide

A practical framework for connecting intended, written, taught, assessed, and learned curriculum from kindergarten through graduation.

A textbook inventory is not a curriculum map. The map should show what students must learn, how learning progresses, where mission belongs, and what evidence demonstrates learning.

| Indicator | 1 | 2 | 3 | 4 | 5 | Evidence / concern |
|---|---|---|---|---|---|---|
| Essential outcomes are clear and measurable | [ ] | [ ] | [ ] | [ ] | [ ] | |
| The sequence develops knowledge and skill across grades | [ ] | [ ] | [ ] | [ ] | [ ] | |
| Horizontal expectations are comparable across sections | [ ] | [ ] | [ ] | [ ] | [ ] | |
| Biblical worldview deepens the discipline naturally | [ ] | [ ] | [ ] | [ ] | [ ] | |
| Portrait of a Graduate outcomes connect to authentic learning | [ ] | [ ] | [ ] | [ ] | [ ] | |
| Assessments match the stated outcomes and level of rigor | [ ] | [ ] | [ ] | [ ] | [ ] | |
| Resources serve the curriculum rather than define it | [ ] | [ ] | [ ] | [ ] | [ ] | |
| Accommodations preserve access and appropriate expectations | [ ] | [ ] | [ ] | [ ] | [ ] | |
| Teachers review maps using student work and evidence | [ ] | [ ] | [ ] | [ ] | [ ] | |
| Leaders use findings in staffing, resources, scheduling, and improvement | [ ] | [ ] | [ ] | [ ] | [ ] | |

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# Course or unit mapping worksheet

Begin with one essential outcome and trace it through instruction, assessment, evidence, and the larger student journey.

**Course, grade, unit, and teacher**

_____

**Essential learning outcome**

_____

**Prerequisite knowledge and skills**

_____

**Learning activities and instructional approach**

_____

**Biblical-worldview or graduate-profile connection**

_____

**Assessment and student evidence**

_____

**Introduced / practiced / reinforced / independently demonstrated**

_____

**Gap, duplication, or misalignment discovered**

_____

**Revision, owner, and completion date**

_____

Close the loop by reviewing actual student work. Coverage is an activity; learning is the result the school must be able to explain and improve.