

Course Alignment Map

The map is used to ensure alignment in your course across course elements. As you map out the course, think about what needs to take place synchronously and asynchronously. When you finish mapping your course, move on to the lesson plan, which will show you where elements of the course should take place: synchronously or asynchronously.

Course name

Course length

Provide the Course-level Objectives (add as many as needed)

Upon successful completion of this course, students will be able to:

- 1.
- 2.

Now you will create module-level objectives for each module/unit. The module-level objectives align with the course objectives. For example, a course objective might be “learners will be able to use appropriate verb tenses.” A module-level objective might be “learners will be able to use the past tenses in a narrative.” After that, you map out the other course elements: assessments, materials, activities and interactions, and technology.

Module/Unit Title	Module/Unit Learning Objectives <i>Number 1.1, 1.2, etc. This would be for the first module, and the second module would start with 2.1, and so on</i>	Course Objective <i>Indicate the course objective that aligns to the module</i>	Assessments <i>Indicate what is used to assess each objective and which module objective number is being met</i>	Instructional Materials <i>Indicate what is used to teach each objective</i>	Course Activities and Learner Interaction <i>Indicate engaging course activities</i>	Technology <i>Indicate what technology is used in the module</i>

Add more rows as needed.

Here is an example of a partially completed alignment worksheet.

Course: Reading

Course Length: 15 weeks/9 hours a week

Module/Unit Title	Module/Unit Learning Objectives	Course Objectives	Assessments	Instructional Materials	Course Activities and Learner Interaction	Technology
History Module (Civil disobedience and the Civil Rights Movement) 5 weeks long or 5 unit parts	1.1 Activate background knowledge of the module content and readings using previewing strategies. 1.2 Interpret historical events using cause and context. 1.3 Demonstrate text comprehension through notetaking, annotating, and answering comprehension questions. 1.4 Distinguish between facts and opinions. 1.5 Synthesize ideas across readings and multimedia in writing and orally.	Course objectives 1, 2, 3, 4, 5, 6	Discussion Board: What is history? Journal: Significant Civil Rights events: A reflection Presentation project Comprehension assessment	College website for history studies Reading articles: What is history; Cause and context; the Civil Rights Movement; Civil disobedience Videos on civil disobedience and the Civil Rights Movement Reading strategies video and PowerPoint	Activating background knowledge Previewing the text Note-taking and annotating Pair share annotating ideas Replying to discussion boards Sharing examples from own culture Online interactive quizzes	College website Quizlet Kahoot Google Docs Screen-castomatic

Lesson Plan

Using the course alignment map, you can plan your lessons. The context and nature of the assessments, activities, materials, and technologies will determine where they should occur: synchronous or asynchronous.

Unit/Module	Asynchronous Before In-Class/Video Chat/Amount of Time	Synchronous In-Class or Video Chat/Amount of Time	Asynchronous Post in Class/Video Chat/Amount of Time

Three Sample Lesson Plans for a Reading Course

Scenario 1

In this beginning level reading course, students require lots of explanation of the course content before they can work independently. The teacher needs to present and model the materials and activities and allow for supervised practice. The learning modality may be either face-to-face or video chat. This context requires a greater synchronous/in-class/video chat ratio to the course.

Ratio: 60% synchronous and 40% asynchronous

Unit/Module	Asynchronous Before In-Class/Video Chat/Amount of Time	Synchronous In-Class or Video Chat/Amount of Time	Asynchronous Post in Class/Video Chat/Amount of Time
History Unit Part 1	<ol style="list-style-type: none">1. Have students complete a scavenger hunt based on the college's website for history courses.2. Engage students in interactive reading and vocabulary websites on history.3. Watch and take notes on reading strategies video.	<ol style="list-style-type: none">1. Review reading strategies video.2. Model previewing the article "What Is History"3. Have students practice previewing the article.4. Review vocabulary.5. Model annotating the first part of the article.6. Have students annotate the remaining article.	<ol style="list-style-type: none">1. Students complete discussion board post on "What Is History."2. Practice vocabulary on interactive website, such as Quizlet.3. Check comprehension through an online quiz/practice.4. Have students preview next article on cause and context in history and make connections to their own culture.

Scenario 2

In this advanced level reading course, students are capable of self-regulating their learning and can complete previewing and reading activities prior to the synchronous meeting. During the synchronous meeting, the emphasis is on group collaborative work and the instructor is the guide on the side. The learning modality may be either face-to-face or video chat. This context requires a lesser synchronous/in-class/video chat ratio to the course.

Ratio: 30% synchronous and 70% asynchronous

Unit/Module	Asynchronous Before In-Class/Video Chat/Amount of Time	Synchronous In-Class or Video Chat/Amount of Time	Asynchronous Post in Class/Video Chat/Amount of Time
History Unit Part 1	<ol style="list-style-type: none"> 1. Have students complete a scavenger hunt based on the college's website for history courses. 2. Engage students in interactive reading and vocabulary websites on history. 3. Watch and take notes on reading strategies video. 4. Preview article "What Is History" through a note-taking worksheet. 5. Annotate article. 6. Create a vocabulary list for the article. 	<ol style="list-style-type: none"> 1. Discussion on effective reading strategies. 2. Pair/share annotations on the article "What Is History." 3. Create a class vocabulary list for the article. 4. Review asynchronous work for the next week. 	<ol style="list-style-type: none"> 1. Students complete discussion board post on "What Is History." 2. Practice vocabulary on interactive website, such as Quizlet. 3. Check comprehension through an online quiz/practice. 4. Have students preview next article on cause and context in history and make connections to their own culture.

Scenario 3

In this reading course of any level, students are in a socially distanced classroom, making group work challenging. Everyone is wearing a mask and/or face shield. The in-class time relies on class discussions, teacher modeling, and individual work with opportunity for real-time feedback.

Ratio: 60% synchronous and 40% asynchronous

Unit/Module	Asynchronous Before Socially Distanced In-Class Period	Synchronous In-Class or Video Chat	Asynchronous Post in Class/Video Chat/Amount of Time
History Unit Part 1	<ol style="list-style-type: none">1. Have students complete a scavenger hunt based on the college's website for history courses.2. Engage students in interactive reading and vocabulary websites on history.3. Watch and take notes on reading strategies video.	<ol style="list-style-type: none">1. Discussion on effective reading strategies.2. Preview article "What Is History" through a note-taking worksheet.3. Annotate article. Students annotate individually and post on the LMS to share after class.4. Create a vocabulary list for the article.5. Review asynchronous work for the next week.	<ol style="list-style-type: none">1. Students complete discussion board post on "What Is History."2. Students comment on each other's annotations.3. Practice vocabulary on interactive website, such as Quizlet.4. Check comprehension through an online quiz/practice.5. Have students preview next article on cause and context in history and make connections to their own culture.

By completing the entire alignment map and lesson plan for each module/unit in the course, you will be able to determine the right blend of time for your context!