

**Table 4.2** Backward (Journal) Mapping Versus Forward (Projection) Mapping

Initial Mapping Format	Advantages	Challenges
Backward mapping (Sometimes referred to as <i>journal or diary mapping</i> )	<ul style="list-style-type: none"><li>• This type of mapping is less time-intensive; it requires a small amount of time on a regular basis to record the ELD/ELL and general-education content, language skills, and assessments taught each month.</li><li>• When various levels of language proficiency are considered, this type of mapping allows for a more accurate account of what was actually taught to various groups of ELs.</li></ul>	<ul style="list-style-type: none"><li>• It slows the completion of the initial mapping cycle, as teachers cannot proceed to the editing step until maps are completed.</li><li>• The next steps probably would not occur until the beginning of the subsequent school year.</li><li>• The curriculum mapping process can lose momentum.</li><li>• Monthly check-ins must occur with each teacher to keep abreast of everyone's progress.</li></ul>
Forward mapping (Sometimes referred to as <i>projection mapping</i> )	<ul style="list-style-type: none"><li>• The initial curriculum maps are completed within a short time frame, enabling teachers to move to the next steps of mapping much faster.</li><li>• If a district allocates the appropriate amount of time, the initial cycle of mapping can be completed in one academic year.</li></ul>	<ul style="list-style-type: none"><li>• It is more time-intensive.</li><li>• Some teachers may have difficulty projecting future teaching.</li><li>• It is troublesome for teachers who wish to document their differentiated maps for the three language proficiency levels.</li></ul>

Adapted from Udelhofen, S. (2005). *Keys to curriculum mapping: Strategies and tools to make it work* (p. 19). Thousand Oaks, CA: Corwin.