



Archdiocese of Newark Catholic Schools

Curriculum Mapping

Curriculum mapping is a process that helps schools and districts/dioceses determine the “agreed upon” learning for all students. Curriculum mapping was undertaken in the Archdiocese of Newark in order to ensure that a consistent, clearly articulated curriculum infused with Gospel values is being provided to all students in our schools. The curriculum maps for the Catholic schools of the Archdiocese of Newark identify the content to be taught and skills to be mastered at each grade level.

The expertise and experience of the educators within our schools is the main source for determining the content and skills students will be expected to master. The Archdiocesan curriculum maps are developed through a collaborative process which involves individual teacher contributions, small group sessions and larger group meetings. Relevant educational standards, including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, the Common Core State Standards, and the International Society for Technology in Education Student Standards, are used as a resource in the curriculum mapping process. The resulting consensus maps reflect the collective thinking of classroom teachers based on their observation of student learning and their knowledge of educational practice and research. The Archdiocesan curriculum maps include teacher generated ideas for the infusion of Gospel values and faith connection activities.

While the curriculum maps clearly articulate the expected learning for all students, individual teachers have the flexibility to teach the content and skills in their own manner by:

- utilizing their own particular strengths and teaching style
- addressing the varying learning needs of their students
- determining the order in which the content and skills are presented within each grade level
- including additional content and skills once students have met the learning expectations identified in the curriculum map.

Administrators at all levels will maintain the responsibility to ensure that teachers are following the curriculum maps and that appropriate teaching is being conducted. This will be done through a combination of classroom observations, faculty meetings, professional development opportunities and teacher evaluations, as well as by using various measurement tools, including but not limited to in-class and standardized testing. The Archdiocesan curriculum maps will help ensure the academic excellence that is integral to the mission of our Catholic schools and will provide educators and parents with a clear understanding of the learning expectations at each grade level.

**Roman Catholic Archdiocese of Newark
Curriculum Map for Technology – First Grade**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>2014 New Jersey Core Curriculum Content Standards 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology systems and operations as they:</p> <ul style="list-style-type: none"> • Understand and use technology systems • Select and use applications effectively and productively 	<p>Basic Computer Operations 8.1.2.A.1</p> <p>Drawing/Painting/Graphics 8.1.2.A.1</p> <p>Guided Internet Use 8.1.2.A.1</p>	<p>Basic Computer Operations</p> <ul style="list-style-type: none"> • Demonstrate correct method of turning off a digital device. • Use an input device to select an item and navigate a digital device. • Identify the basic features of a digital device. <p>Drawing/Painting/Graphics</p> <ul style="list-style-type: none"> • Draw a picture and type a descriptive sentence. <p>Guided Internet Use</p> <ul style="list-style-type: none"> • Identify, access, and open a web browser program. • Identify and utilize the back button. 	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below:</p> <p>Performance tasks Project rubrics Observational assessments Visual presentations Oral presentations Written quiz</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p>Gospel Values Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth</p>

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	<p>Keyboarding 8.1.2.A.1</p> <p>Word Processing 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3</p>	<p>Keyboarding</p> <ul style="list-style-type: none"> • Identify and use punctuation and symbol keys. • Use informal keyboarding skills to type phrases and sentences. • Identify and use shift, caps lock, tab, and arrow keys. • Utilize the shift button to type special or secondary characters on the keyboard. <p>Word Processing</p> <ul style="list-style-type: none"> • Identify, access, and open a word processing program. • State the purpose of a word processing program. • Create a document using a word processing program. • Delete text from a document. 		<p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the Technology curriculum.</p> <p>Examples: Begin class with prayer.</p> <p>Draw a picture for one of the days in the Genesis Story of Creation and write a sentence describing what God made on that day.</p> <p>Use the names of faith figures and places to practice typing uppercase</p>

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	<p>Programming/Coding 8.1.2.A.1</p>	<ul style="list-style-type: none"> • Describe two ways a painting program is similar to and different from a word processing program. <p>Programming/Coding</p> <ul style="list-style-type: none"> • List and demonstrate instructions to complete a task. • Use the word algorithm in the context of steps to follow to finish a task. 		<p>letters with the shift key.</p> <p>Describe the algorithm to create a pattern of beads to form a rosary.</p>

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<p>B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology as they:</p> <ul style="list-style-type: none"> • Apply existing knowledge to generate new ideas, products, or processes. • Create original works as a means of personal or group expression. 	<p>Drawing/Painting/Graphics 8.1.2.B.1</p> <p>Word Processing 8.1.2.B.1</p>	<p>Drawing/Painting/Graphics</p> <ul style="list-style-type: none"> • Illustrate an original idea or story. <p>Word Processing</p> <ul style="list-style-type: none"> • Create a story about a picture. 		<p>Tie original ideas and stories to major faith concepts from class.</p> <p>Share pictures of faith figures and Bible stories as the basis of story writing.</p>

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<p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others as they:</p> <ul style="list-style-type: none"> • Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. • Communicate information and ideas to multiple audiences using a variety of media and formats. • Contribute to project teams to produce original works or solve problems. 	<p>Guided Internet Use 8.1.2.C</p>	<p>Guided Internet Use</p> <ul style="list-style-type: none"> • Contribute to a class project that communicates an idea to multiple audiences using a variety of media and formats with teacher support. 		<p>Students look for photographable moments to share religious ceremonies, prayer services, charitable acts, and seasonal events via school web page and/or social media.</p> <p>Students assist the teacher in writing captions for photos posted on the school web page and/or social media related to religious ceremonies, prayer services, charitable acts, and seasonal events.</p>

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<p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior as they:</p> <ul style="list-style-type: none"> • Advocate and practice safe, legal, and responsible use of information and technology. 	<p>Internet Safety/Digital Citizenship 8.1.2.D</p>	<p>Internet Safety/Digital Citizenship</p> <ul style="list-style-type: none"> • Compare and contrast information shared in face-to-face interactions with information shared in a digital setting. 		<p>Discuss themes of Family and Friendship as well as Making Good Choices that are related to sharing private information online.</p> <p>Discuss the Fourth Commandment to “honor your father and mother” and how the choices we make online are another aspect of honor parent wishes.</p> <p>Emphasize the importance of treating others with respect, helping one another, group learning and fostering a faith filled community within the classroom as the students utilize technology tools.</p>

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<p>E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge as they:</p> <ul style="list-style-type: none"> • Plan strategies to guide inquiry. • Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. • Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. 	<p>Internet Research 8.1.2.E</p>	<p>Internet Research</p> <ul style="list-style-type: none"> • Read a teacher selected web page to find the answer to a question. 		<p>Read teacher selected web-based religion text to find answers to questions.</p>

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<p>F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools as they:</p> <ul style="list-style-type: none"> • Identify and define authentic problems and significant questions for investigation. 	<p>Guided Internet Use 8.1.2.F.1</p>	<p>Guided Internet Use</p> <ul style="list-style-type: none"> • Use geographic mapping tools to help someone locate the school using surrounding streets on a map with teacher directed support. 		<p>Extend lessons with satellite images of maps of the Church, the Vatican, and other faith related locations.</p>