



## 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 – Third Grade

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>2014 New Jersey Core Curriculum Content Standards</b> 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"> <li>• Understand and use technology systems.</li> <li>• Select and use applications effectively and productively.</li> </ul>	<p><b>Guided Internet Use</b> 8.1.5.A</p> <p><b>Keyboarding</b> 8.1.5.A</p> <p><b>Word Processing</b> 8.1.5.A.1 8.1.5.A.2</p>	<p><b>Guided Internet Use</b></p> <ul style="list-style-type: none"> <li>• Locate images on child-safe websites.</li> <li>• Save image to Downloads folder.</li> </ul> <p><b>Keyboarding</b></p> <ul style="list-style-type: none"> <li>• Use informal keyboarding skills to type all work.</li> <li>• Compare and contrast student keyboarding posture to “model” posture.</li> <li>• Use shift key to type upper case letters.</li> <li>• Compare and contrast shift key and caps lock key.</li> </ul> <p><b>Word Processing</b></p> <ul style="list-style-type: none"> <li>• Change the font name and style (bold, italics, underline, and color).</li> </ul>	<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 assessment of posture at the keyboard 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><b>Gospel Values</b> Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the Technology curriculum.</p>

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	<p><b>Programming/Coding</b> 8.1.5.A</p> <p><b>Presentations</b> 8.1.5.A.1</p>	<ul style="list-style-type: none"> <li>• Align and justify text (left, center, right, fully justify).</li> <li>• Distinguish between Save and Save As.</li> <li>• Name a document.</li> <li>• Insert and resize clip art.</li> </ul> <p><b>Programming/Coding</b></p> <ul style="list-style-type: none"> <li>• Explain why we need to make new programs.</li> </ul> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Identify, access, and open a presentation program by name and icon.</li> <li>• State the purpose of a presentation program.</li> <li>• Type text in slide placeholders.</li> <li>• Add images in slide placeholders.</li> </ul>		<p>Examples: Begin class with prayer.</p> <p>Use the names of faith figures and places to practice typing uppercase letters with the shift key.</p> <p>Locate faith images in child safe image websites.</p> <p>Create presentations that focus on important Church dates, missions, service projects, geometric patterns in Church windows, Jesus’ miracles, faith goals for the year, and faith topics relevant to this age group.</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"> <li>• Apply existing knowledge to generate new ideas, products, or processes.</li> <li>• Create original works as a means of personal or group expression.</li> </ul>	<p><b>Guided Internet Use</b> 8.1.5.B.1</p>	<p><b>Guided Internet Use</b></p> <ul style="list-style-type: none"> <li>• Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.</li> </ul>		<p>Students interview classmates to write first-person narratives about religious ceremonies, prayer services, charitable acts, and seasonal events to be posted on the school web page and/or social media.</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"> <li>• Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</li> <li>• Communicate information and ideas to multiple audiences using a variety of media and formats.</li> <li>• Contribute to project teams to produce original works or solve problems.</li> </ul>	<p><b>Guided Internet Use</b> 8.1.5.C</p>	<p><b>Guided Internet Use</b></p> <ul style="list-style-type: none"> <li>• Interact and publish with peers, experts, or others using various media and formats in online spaces or school social media.</li> </ul>		<p>Students look for photographable moments and write captions to share religious ceremonies, prayer services, charitable acts, and seasonal events via school web page and/or social media.</p> <p>Create apostle cards or saint cards in trading cards web-based sites.</p> <p>Develop timelines showing sequence of events in Bible stories in web-based time lining sites.</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"> <li>• Advocate and practice safe, legal, and responsible use of information and technology.</li> <li>• Demonstrate personal responsibility for lifelong learning.</li> <li>• Exhibit leadership for digital citizenship.</li> </ul>	<p><b>Internet Safety/Digital Citizenship</b> 8.1.5.D.3 8.1.5.D.4</p>	<p><b>Internet Safety/Digital Citizenship</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast how sharing personal information over the Internet can affect an individual.</li> <li>• Discuss appropriate, legal, and safe uses of technology.</li> <li>• Compare and contrast appropriate and inappropriate use of social media on the Internet.</li> <li>• Define cyber bullying.</li> <li>• List ways to prevent cyber bullying and online harassment.</li> </ul>		<p>Discuss the Seventh Commandment of “you shall not steal” in regards to respecting the work of others.</p> <p>Discuss the Fourth Commandment to “honoring 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 in online spaces.</p> <p>Discuss the Golden Rule and how it relates to cyber bullying and online harassment.</p>

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	<p><b>Internet Safety/Digital Citizenship</b> 8.1.5.D.1</p>	<p><b>Internet Safety/Digital Citizenship</b></p> <ul style="list-style-type: none"> <li>• Explain student responsibility to respect the work of others.</li> </ul>		

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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"> <li>• Plan strategies to guide inquiry.</li> <li>• Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>• Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</li> </ul>	<p><b>Internet Research</b> 8.1.2.E</p>	<p><b>Internet Research</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the use of quotation marks in phrase searches to change the quantity of search results.</li> </ul>		<p>Practice search for the names of religious figures and faith-based locations with quotation marks.</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"> <li>• Plan and manage activities to develop a solution or complete a project.</li> </ul>	<p><b>Basic Computer Operations</b>            8.1.2.F</p>	<p><b>Basic Computer Operations</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to save a file to a variety of locations and folders.</li> </ul>		<p>Create folders for projects separated into Old Testament and New Testament with related image files and word processing files.</p>