



## 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 – Fourth Grade**

<b>Standards</b>	<b>Content</b>	<b>Skills</b>	<b>Assessment</b>	<b>Gospel Values &amp; Faith Connections</b>
<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>Basic Computer Operations</b> 8.1.5.A.1</p> <p><b>Drawing/Painting/ Graphics</b> 8.1.5.A.1</p> <p><b>Guided Internet Use</b> 8.1.5.A.1</p> <p><b>Keyboarding</b> 8.1.5.A</p>	<p><b>Basic Computer Operations</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast Save and Save As command.</li> </ul> <p><b>Drawing/Painting/ Graphics</b></p> <ul style="list-style-type: none"> <li>• Create a personal image, such as an avatar, to support content in another document.</li> </ul> <p><b>Guided Internet Use</b></p> <ul style="list-style-type: none"> <li>• Enter a Uniform Resource Locator in the appropriate area of the web browser.</li> <li>• Identify and utilize favorites/bookmarks.</li> <li>• Use the back and forward buttons.</li> </ul> <p><b>Keyboarding</b></p> <ul style="list-style-type: none"> <li>• Identify the home row and finger placement.</li> <li>• Identify and use special keys (command, option, control, and alt).</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 Typing test 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>

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	<p style="text-align: center;"><b>Word Processing</b> 8.1.5.A.1 8.1.5.A.2</p>	<ul style="list-style-type: none"> <li>• Explain how the following commands are equivalent and use them appropriately:               <ul style="list-style-type: none"> <li>○ File Save (Control/Command+S).</li> <li>○ File Open (Control/Command+O).</li> <li>○ File Print (Control/Command+P)</li> <li>○ Edit Undo (Control/Command+Z).</li> </ul> </li> <li>• Demonstrate personal growth in the number of words per minute typed.</li> </ul> <p style="text-align: center;"><b>Word Processing</b></p> <ul style="list-style-type: none"> <li>• Create, modify, and remove bullet and number lists.</li> <li>• Use cut, copy, paste, and undo (within a document).</li> <li>• Utilize spelling and grammar checker.</li> <li>• Recognize the limits of the spelling and grammar checker.</li> </ul>		<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>Reflect on God’s unique gifts to each individual in the way they grow and change in regards to personal growth in typing skills.</p> <p>Create bullet and number lists that include the books in the Old and/or New</p>

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	<p><b>Programming/Coding</b> 8.1.5.A.1</p> <p><b>Presentations</b> 8.1.5.A.1</p>	<p><b>Programming/Coding</b></p> <ul style="list-style-type: none"> <li>• Create algorithms using a pre-defined set of commands.</li> </ul> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Create a presentation using an appropriate program.</li> <li>• Open a saved presentation.</li> <li>• Choose and create new slide layout.</li> <li>• Insert text boxes and utilize text boxes by adding content.</li> <li>• Manipulate text by changing font style, size, alignment, and color.</li> <li>• Insert pictures from file/online.</li> <li>• Apply animations/transitions to enhance presentation.</li> <li>• Compare and contrast animations/transitions for appropriate use.</li> <li>• Save work in the appropriate file location and folder.</li> <li>• Locate file and open project.</li> <li>• Show presentation to the class.</li> </ul>		<p>Testament, the names of the Apostles, the Ten Commandments.</p> <p>Copy, cut, and paste faith holidays and days in the liturgical year in correct order.</p> <p>Create an algorithm for making the sign of the cross.</p> <p>Create a presentation on a faith topic relevant to our time.</p>

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	<p><b>Spreadsheets</b> 8.1.5.A.1</p>	<p><b>Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• Identify, access, and open a spreadsheet program by name and icon.</li> <li>• Define the terms cell, row, column, and sheet.</li> <li>• Enter and delete text within a cell.</li> <li>• Enter and delete numbers within a cell.</li> <li>• State the purpose of a spreadsheet program.</li> <li>• Create a document using a spreadsheet program.</li> <li>• Open a saved spreadsheet document.</li> <li>• Recognize rows, columns, sheets.</li> <li>• Move to a specific cell on a spreadsheet.</li> <li>• Select a cell.</li> <li>• Select a block of cells.</li> <li>• Format cell attributes by changing the font, size, and color.</li> </ul>		<p>Create a spreadsheet to track the items donated by the class towards works of charity.</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>Presentations</b> 8.1.5.B</p> <p><b>Guided Internet Use</b> 8.1.5.B.1</p>	<p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Research, gather, and format information to creatively share knowledge.</li> </ul> <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>Utilize age-appropriate websites to research faith-based content and creatively share knowledge with technology tools.</p> <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>Students create digital narratives about significant religious events within the school community based on first-person interviews.</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>Presentations</b> 8.1.5.C</p>	<p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Develop a strategy to create a presentation as a team.</li> <li>• Define and assign specific tasks for presentation group members.</li> <li>• Contribute constructively to a project team.</li> <li>• Create a group presentation the clearly demonstrates knowledge through its organization and order of content.</li> <li>• Create a slide designed with:               <ul style="list-style-type: none"> <li>○ graphics that enhance the message of the presentation.</li> <li>○ text font choices that enhance the message of the presentation.</li> <li>○ custom animations appropriately matched to the words being spoken and the type of presentation being given.</li> </ul> </li> </ul>		<p>Discuss themes reflecting Gospel values, e.g., the effectiveness of non-violent conflict resolution, regarding team work.</p> <p>Discuss the need to create presentations that reflect the message of Catholic school values through the graphic images, text, and messages in presentations.</p>

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	<p><b>Technology-assisted Communication and Collaboration</b>            8.1.5.C            8.1.5.C.1</p>	<p><b>Technology-assisted Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>• Use web 2.0 tools to collaboratively work with another student within the school building.</li> <li>• Work in pairs or groups to complete a project utilizing technology.</li> </ul>		<p>Discuss how we can reflect our faith and values through the work posted in web 2.0 tools in online spaces.</p> <p>Discuss how The Golden Rule applies to working with others in projects.</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 appropriate places to play in the real world and online.</li> <li>• Compare and contrast appropriate places to read, listen to music, view images, and watch video in the real world and online.</li> <li>• Identify when a grown-up should be asked before visiting a website.</li> <li>• Explain how being safe online is the same as staying safe in the real world.</li> <li>• Define cyberbullying.</li> <li>• Analyze behaviors for evidence of cyberbullying.</li> </ul>		<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> <p>Utilize sites to find information about faith-topics for presentations.</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"> <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> 8.1.5.E.1</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>Search for the Pope’s name, St. Peter’s Square, and other faith figures and locations with and without 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> <li>• Collect and analyze data to identify solutions and/or make informed decisions.</li> </ul>	<p><b>Guided Internet Use</b>            8.1.2.F</p> <p><b>Presentations</b>            8.1.2.F</p>	<p><b>Guided Internet Use</b></p> <ul style="list-style-type: none"> <li>• Explain strategies to use when pop ups appear.</li> </ul> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Assess and categorize content for a logical presentation flow.</li> </ul>		<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>

