



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 – Fifth 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 8.1.5.A.1</p> <p>Drawing/Painting/ Graphics 8.1.5.A.1</p> <p>Guided Internet Use 8.1.5.A.1</p> <p>Keyboarding 8.1.5.A</p>	<p>Basic Computer Operations</p> <ul style="list-style-type: none"> • Save a file on a flash drive. • Demonstrate the safe removal of a flash drive. • Access a file on a flash drive. <p>Drawing/Painting/ Graphics</p> <ul style="list-style-type: none"> • Modify paint tools by creating custom colors. • Duplicate an object. • Differentiate between background color and object color. <p>Guided Internet Use</p> <ul style="list-style-type: none"> • Locate and copy a URL within the address box. • Identify modern search engines by name and URL. <p>Keyboarding</p> <ul style="list-style-type: none"> • Use formal keyboarding skills to learn the keys A through Z, numbers, and punctuation marks. 	<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>Gospel Values Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth</p>

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	<p>Word Processing 8.1.5.A.1 8.1.5.A.2</p>	<ul style="list-style-type: none"> • Use formal keyboarding skills on the numeric keypad. • Explain how the following commands are equivalent and use appropriately: <ul style="list-style-type: none"> ○ Edit Copy (Control/Command+C). ○ Edit Paste (Control/Command+P). ○ Edit Cut (Control/Command+X). ○ Edit Select All (Control/Command+A). • Demonstrate personal growth in the number of words per minute typed. <p>Word Processing</p> <ul style="list-style-type: none"> • Set paragraph indenting format. • Insert page break. • Use cut, copy and paste (between documents). • Set left and right margin. • Set paragraph spacing (single, double). 		<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>Utilize faith-based images in differentiating between object colors and background of image.</p> <p>Reflect on God’s unique gifts to each individual in the way they grow and change in regards to</p>

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	<p>Programming/Coding 8.1.5.A.1</p> <p>Presentations 8.1.5.A.1</p>	<ul style="list-style-type: none"> • Set page orientation (portrait, landscape). • Use the “find and replace” feature. • Use the tab key with pre-set tabs. • Use the thesaurus to select other words that have the same meaning. • Insert headers, footers and page numbers. • Utilize and close print preview. • Choose the appropriate printer. <p>Programming/Coding</p> <ul style="list-style-type: none"> • Create algorithms using a pre-defined set of commands. <p>Presentations</p> <ul style="list-style-type: none"> • Print presentation notes, handouts, and slides to appropriate printer. 		<p>personal growth in typing skills.</p> <p>Merge two documents by copying (or cutting) and pasting text to complete a Bible story in the correct order.</p> <p>Discuss the care of God’s earth and use of resources by conserving paper by carefully choosing the appropriate printer, retrieving printouts, and recycling used paper.</p> <p>Create an algorithm for entering Church before Mass (enter, genuflect, personal prayer, and sitting).</p>

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	<p>Spreadsheets 8.1.5.A.1 8.1.5.A.4</p>	<p>Spreadsheets</p> <ul style="list-style-type: none"> • Print a spreadsheet to appropriate printer. • Insert and delete a column or a row. • Resize cell columns and rows. • Format a cell or block of cells. • Change column width. • Create a simple mathematical function with SUM. • Use data within a spreadsheet to create a chart or graph. • Change the cell color and border format. • Select cells to create a pie chart. • Select cells to create a bar chart. • Insert pictures from local or online files. 		<p>Create a soup kitchen a recipe. Using a weekly store ad, students estimate the prices of each item, sum the total cost of the meal, and format the sheet.</p> <p>Create a spreadsheet of the money collected for the Missions. Construct a bar chart of donations over time.</p> <p>Create a spreadsheet of the money collected by homeroom for the Missions. Construct a pie chart to show each class' contribution to the whole.</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>Guided Internet Use 8.1.5.B.1</p>	<p>Guided Internet Use</p> <ul style="list-style-type: none"> • Collaborate to produce a digital story about a significant local event or issue based on first-person interviews. 		<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"> • 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>Presentations 8.1.5.C</p> <p>Email Communications 8.1.5.C</p> <p>Internet Research 8.1.5.C</p>	<p>Presentations</p> <ul style="list-style-type: none"> • Demonstrate the oral presentation skills of speaking clearly and loudly. • Use correct physical demeanor of facing the audience while speaking, maintaining eye contact with the audience, holding presentation notes below the mouth, and standing up straight while presenting. <p>Email Communications</p> <ul style="list-style-type: none"> • Distinguish the difference between social media post language and “professional” language. <p>Internet Research</p> <ul style="list-style-type: none"> • Use evidence to communicate why search results are of value for a given keyword search. • Explain and follow guidelines for safe Internet browsing. 		<p>Discuss respect for others in the demeanor used as a speaker.</p> <p>Discuss how faith and values are reflected through following guidelines for safe Internet browsing.</p>

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	<p>Digital Tools and Online Resources 8.1.5.C</p>	<p>Digital Tools and Online Resources</p> <ul style="list-style-type: none"> • Use web 2.0 tools to present projects and activities. • Work in pairs or groups and have shared responsibility to complete a project utilizing technology. 		<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"> • Advocate and practice safe, legal, and responsible use of information and technology. • Demonstrate personal responsibility for lifelong learning. • Exhibit leadership for digital citizenship. 	<p>Internet Research</p> <p>8.1.5.D.1 8.1.5.D.2 8.1.5.D.3 8.1.5.D.4</p> <p>8.1.5.D.1</p> <p>8.1.5.D.2</p> <p>Internet Safety/Digital Citizenship</p> <p>8.1.5.D.3</p> <p>8.1.5.D.4</p>	<p>Internet Research</p> <ul style="list-style-type: none"> • Explain plagiarism and the harm of claiming others’ work as one’s own. • Explain the need for and use of copyrights. • Recognize resource citations in online materials. <p>Internet Safety/Digital Citizenship</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technology and social media. • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. 		<p>Discuss the Seventh Commandment of “you shall not steal” in regards to plagiarism.</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>Discuss the Golden Rule and how it relates to cyber bullying.</p> <p>Make comparisons to digital citizenship issues and figures from the Bible.</p> <p>Discuss an example set of actions and choices in light of Catholic moral values.</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 8.1.5.E.1</p> <p>Spreadsheets 8.1.5.E.1</p> <p>Guided Internet Use 8.1.5.E</p>	<p>Internet Research</p> <ul style="list-style-type: none"> • Develop and modify keywords based on search criteria. • Modify searches through advanced search features and techniques. <p>Spreadsheets</p> <ul style="list-style-type: none"> • Create charts based on data collected. • Compare and contrast data in chart form. <p>Guided Internet Use</p> <ul style="list-style-type: none"> • Select alternative websites when inappropriate information pops up. 		<p>Utilize advanced search techniques to locate information for essays and reports on topics related to Catholic faith.</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>

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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. • Plan and manage activities to develop a solution or complete a project. • Collect and analyze data to identify solutions and/or make informed decisions. 	<p>Spreadsheets 8.1.5.F</p> <p>Internet Safety/Digital Citizenship 8.1.5.C</p>	<p>Spreadsheets</p> <ul style="list-style-type: none"> • Format and design spreadsheets and cells to clearly present readable data. • Create a spreadsheet to communicate data collected in class. • Create a graph to communicate data collected in class. • Interpret numeric data in a spreadsheet. • Interpret graph data in a spreadsheet. <p>Internet Safety/Digital Citizenship</p> <ul style="list-style-type: none"> • Evaluate appropriateness of a website’s theme for a student’s age group. • Evaluate appropriateness of a website’s language for a student's age group. 		<p>Analyze spreadsheet data for the Missions and determine if the information is clearly presented and reliable.</p> <p>Communicate spreadsheet data to the school.</p> <p>Discuss the Second Commandment to “not take the name of the Lord in vain” and how we must speak of God, the saints, and holy things with respect in online spaces.</p> <p>Discuss the Fifth Commandment to “not kill” and the extension that we can hurt someone deeply by saying cruel things or making fun of someone.</p>