



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 – Eighth 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>Word Processing 8.1.8.A</p> <p>Programming/Coding 8.1.8.A</p> <p>Spreadsheets 8.1.8.A 8.1.8.A.4</p>	<p>Word Processing</p> <ul style="list-style-type: none"> • Create a bibliography/works cited. • Insert a hyperlink to related research. • Set, change, and remove tabs. <p>Programming/Coding</p> <ul style="list-style-type: none"> • Experiment with various computer languages including HTML. <p>Spreadsheets</p> <ul style="list-style-type: none"> • Format a cell to allow word wrap. • Cut, copy, and paste relative and absolute formulas. • Filter data. • Apply chart formatting for the x- and y-axis. • Apply chart number formatting. 	<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>environment to explore a real world problem or theory.</p>		<p>Discuss how email signatures are a reflection of the individual.</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>Word Processing 8.1.8.B.1</p>	<p>Word Processing</p> <ul style="list-style-type: none"> • Synthesize information about a local or global issue or event (e.g., tele-collaborative project, blog, school web page). 		<p>Utilize social justice issues as the basis of tele-collaborative projects and blogs.</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. • Develop cultural understanding and global awareness by engaging with learners of other cultures. • Contribute to project teams to produce 	<p>Spreadsheets 8.1.8.C</p> <p>Technology-assisted Communication and Collaboration 8.1.8.C</p>	<p>Spreadsheets</p> <ul style="list-style-type: none"> • Demonstrate how charts can communicate and miscommunicate information when used to show visual results of surveys. <p>Technology-assisted Communication and Collaboration</p> <ul style="list-style-type: none"> • Distinguish between creation and consumption of content. • Create, rather than consume, content. • Utilize digital resources for active social engagement (e.g., being socially responsible or social justice issues). • Work in pairs or groups and have shared responsibility and make 		<p>Provide a living model of Catholic values when collaborating with learners from other cultures as a form of digital evangelization.</p>

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original works or solve problems.		substantive decisions together to complete a project utilizing technology. <ul style="list-style-type: none"> • Investigate ways to collaborate with students outside your school and in other countries. • List positive attitudes towards technology usage that supports collaboration, learning, and productivity. • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. 		

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	<p>Guided Internet Use 8.1.8.C.1</p>	<p>Guided Internet Use</p> <ul style="list-style-type: none"> • Explain the consequences of content in a digital footprint and how it can be established to their advantage • Integrate proper citations into research papers and projects. 		<p>Create projects that highlight Catholic values in sample digital footprints.</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 Safety/Digital Citizenship 8.1.8.D.5</p> <p>Internet Research 8.1.8.D.2</p>	<p>Internet Safety/Digital Citizenship</p> <ul style="list-style-type: none"> • Research copyright infringement and how to avoid it. • Explain the decision making process for choosing to download (or not download) materials from the Internet. <p>Internet Research</p> <ul style="list-style-type: none"> • Discuss instances of electronic theft and the consequences to individuals and society. 		<p>Discuss the Seventh Commandment of “you shall not steal” in regards to plagiarism.</p> <p>Discuss the Golden Rule and how it relates to cyber bullying and online harassment.</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>Guided Internet Use 8.1.8.D.1 8.1.8.D.5</p>	<p>Guided Internet Use</p> <ul style="list-style-type: none"> • Understand and model appropriate online behavior related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. • Understand appropriate uses for social media and the negative consequences of misuse. 		

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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. • Process data and report results. 	<p>Guided Internet Use 8.1.8.E.1</p> <p>Word Processing 8.1.8.E</p>	<p>Guided Internet Use</p> <ul style="list-style-type: none"> • Identify and use search databases. • Use and develop website evaluation rubrics. • Analyze the resource citations in online materials for proper use. <p>Word Processing</p> <ul style="list-style-type: none"> • Explain the purpose of a bibliography. 		

