



## 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 Student Learning 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 – Twelfth 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>Digital Portfolio Creation</b> 8.1.12.A.1</p> <p><b>Document Creation</b> 8.1.12.A.2</p> <p><b>Learning Communities</b> 8.1.12.A.3</p>	<ul style="list-style-type: none"> <li>• Create a personal digital portfolio</li> <li>• Organize files and develop personal file management strategies (e.g., file conversions (PDF/DOC/etc.), zip files, folders)</li> <li>• Recognize safe and unsafe websites</li> <li>• Apply basic and advanced word processor formatting</li> <li>• Utilize tools (e.g., Google Drive, Dropbox, thumb drives, backing up to the cloud) to store and retrieve work</li> <li>• Access, upload, and download materials from “the cloud”</li> <li>• Set personal learning goals based on personal abilities</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>Tests Quizzes Projects Homework Classwork Observation of student work Critical thinking activities Performance Tasks Online Programs Class participation Mid-term exams Final exams Portfolios Use of Rubrics Concept Maps Presentations Peer Reviews Group Projects Individual Projects</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>Spreadsheets</b> 8.1.12.A.4</p>	<ul style="list-style-type: none"> <li>• Customize assessment products to build on personal strengths and improve weakness</li> <li>• Construct a spreadsheet in order to organize, analyze, or present data</li> </ul>	<p>Essays on Topical Issues Creative Writing Assignments Socratic Method Exit Slips Writing Workshop Conferences Debate</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>Application of Content Knowledge</b> 8.1.12.B.2</p>	<ul style="list-style-type: none"> <li>• Evaluate and select the most appropriate digital tools for a given assignment</li> <li>• Formulate ideas to make contributions to solve problems</li> <li>• Create original works or responsibly repurpose or remix digital resources into new creations.</li> </ul>		

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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>• Develop cultural understanding and global awareness by engaging with learners of other cultures.</li> <li>• Contribute to project teams to produce</li> </ul>	<p><b>Informed Collaborator</b> 8.1.12.C.1</p>	<ul style="list-style-type: none"> <li>• Demonstrate originality and inventiveness in work with respect to technology’s real world limits</li> <li>• Communicate information and ideas appropriately to a variety of audiences through a variety of media and formats using email, social media, and discussion boards</li> <li>• Collaborate effectively to achieve a common objective through the use of collaborative technologies (e.g., Google Docs, LMS, and/or others)</li> <li>• Apply safety guidelines when communicating via social media</li> </ul>		<p>Relate the themes present in communication and collaboration to the role that evangelization can play in our digital world.</p>

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original works or solve problems.		<ul style="list-style-type: none"> <li>• Demonstrate an ability and proficiency in utilizing academic language in appropriate settings (e.g., email, learning management systems, etc.)</li> <li>• Demonstrate empathy for others when communicating in online spaces</li> <li>• Articulate presentation ideas for public speaking</li> <li>• Compose professional email observing proper etiquette</li> <li>• Communicate using video conferencing tools (e.g., Skype, Google Hangouts, etc.)</li> </ul>		

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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>Responsible Use of Digital Information</b> 8.1.12.D.1</p> <p><b>Personal Information</b> 8.1.12.D.2</p>	<ul style="list-style-type: none"> <li>• Demonstrate respect of others’ intellectual property through the use of citations</li> <li>• Identity markers of theft and false accounts in social media and/or email</li> <li>• Interact with others in a safe, legal and ethical way</li> <li>• Describe forms of unauthorized electronic access (e.g., hacking), disclosure, and dissemination of personal information and explore the possible consequences of such actions.</li> <li>• Describe malware and ways users are tricked into</li> </ul>		<p>Relate the themes present in digital citizenship to the human experience in light of Catholic Christian values.</p>

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	<p><b>Digital Footprint</b> 8.1.12.D.4</p> <p><b>Emerging Technology</b> 8.1.12.D.5</p>	<p>infecting their computers or allowing unwanted/hidden access to private information</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the permanence of a digital footprint</li> <li>• Post and interact responsibly on social media and forums</li> <li>• Describe the positive and negative impacts of one’s digital footprint</li> <li>• Assess the capabilities and limitations of emerging technologies</li> </ul>		



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		<ul style="list-style-type: none"> <li>• Recognize the consequences of giving apps or other software certain permissions through accepting “Terms and Conditions”</li> <li>• Synthesize data, analyze trends, and draw conclusions regarding the effect of technology on the individual, society, or the environment and publish conclusions</li> <li>• Review the impact of technology on developing countries</li> <li>• Identify the ethical and unethical practices around intellectual property rights as influenced by human wants and needs</li> </ul>		

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		<ul style="list-style-type: none"> <li>• Compare and contrast different but relevant technologies</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> <li>• Process data and report results.</li> </ul>	<p><b>Research and Citation</b> 8.1.12.E.1</p>	<ul style="list-style-type: none"> <li>• Select the best search engine/tool to conduct research</li> <li>• Differentiate between the various Boolean operators to determine the most effective method of searching for results in a given area of research.</li> <li>• Evaluate online media and other online sources for accuracy and relevance to one’s purpose</li> <li>• Identify various forms/types of plagiarism</li> <li>• Cite resources used in all work</li> <li>• Differentiate between paraphrasing and quoting</li> <li>• Determine whether paraphrasing or</li> </ul>		<p>When applicable, identify and analyze the impact Catholic faith has on respecting the work of others through proper citation.</p>

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	<p><b>Research Process</b> 8.1.12.E.2</p>	<p>quoting best supports work</p> <ul style="list-style-type: none"> <li>• Integrate paraphrases and quotes into research papers, drawing evidence from sources to support one’s own research or analysis</li> <li>• Investigate and build knowledge of real world issues through the research process</li> </ul>		

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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>• Identify and define authentic problems and significant questions for investigation.</li> <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> <li>• Use multiple processes and diverse perspectives to explore alternative solutions.</li> </ul>	<p><b>Project Synthesis</b> 8.1.12.F.1</p>	<ul style="list-style-type: none"> <li>• Evaluate legitimacy and usefulness of sources (websites, sources, etc.)</li> <li>• Develop an ability to use appropriate vocabulary to demonstrate coding literacy</li> <li>• Synthesize information and add own thinking to “enter a conversation”</li> <li>• Develop basic troubleshooting skills for hardware and software</li> <li>• Identify and define authentic problems and significant questions for investigation</li> <li>• Plan and manage activities to develop a solution or complete a project</li> </ul>		

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		<ul style="list-style-type: none"> <li>• Collect and analyze data to identify solutions and/or make informed decisions</li> <li>• Compare and contrast multiple processes and diverse perspectives to choose from among alternative solutions</li> </ul>		