



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 – Seventh 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>Word Processing</p> <ul style="list-style-type: none"> • Insert and format charts. <p>Programming/Coding</p> <ul style="list-style-type: none"> • Edit, revise and identify errors or problems when coding. • Investigate how and why certain things occur in regards to websites. • Identify the differing features of various websites/computer languages. • Identify the steps in the design process that would be used to solve a designated problem. • Create a program using loops, events and procedures to generate specific output using a simple, 	<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>Spreadsheets 8.1.8.A</p> <p>Email Communications 8.1.8.A.1</p>	<p>visual programming language.</p> <p>Spreadsheets</p> <ul style="list-style-type: none"> • Sort data by defining sort area and selecting sort order hierarchy. • Utilize the Paste Special command. <p>Email Communications</p> <ul style="list-style-type: none"> • Name email folders. • Distinguish email folders. • Retrieve draft emails. • Retrieve trashed emails. • Set a spam filter. • Create an email address book. • Mark emails read or unread. • Insert graphics into an email. 		<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>Consider problems that arise in school and church life that might benefit from a programmed solution.</p> <p>Identify the steps that would be required to design a solution to a programmed school or church life problem.</p> <p>Create a program that attempts to generate specific output in a</p>

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	<p>Guided Internet Use 8.1.8.A</p>	<p>Guided Internet Use</p> <ul style="list-style-type: none"> • Discern actual print needs. 		<p>visual programming language for a school or church life problem.</p> <p>Sort events in the Church’s Liturgical Year within a spreadsheet.</p> <p>Utilize religious graphics in an email regarding a school faith-based event.</p> <p>Discuss the care of God’s earth and use of resources by correctly discerning print needs, remembering to pick up printouts, and recycling used paper.</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>Presentations 8.1.8.B.1 8.1.8.B.2</p>	<p>Presentations</p> <ul style="list-style-type: none"> • Format an image to demonstrate the creative use of horizontal and vertical flipping. • Select an image to complement a concept within a document. • Demonstrate the use of page color and page border to enhance the message within a document. 		<p>Utilize and format faith-based images for religious reports.</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 original works or solve problems. 	<p>Word Processing 8.1.8.C</p> <p>Internet Safety/Digital Citizenship 8.1.8.C</p> <p>Technology-assisted Communication and Collaboration 8.1.8.C</p>	<p>Word Processing</p> <ul style="list-style-type: none"> • Provide constructive criticism to a partner's document through proofreading and revision to a shared document. <p>Internet Safety/Digital Citizenship</p> <ul style="list-style-type: none"> • Demonstrate respect for others online by articulating ideas into words without demeaning others. • Post comments that advance discussions. <p>Technology-assisted Communication and Collaboration</p> <ul style="list-style-type: none"> • Use web 2.0 tools to collaboratively work with another student outside the school building. 		<p>Discuss the Eighth Commandment of “you shall not bear false witness against your neighbor” in regards confidentiality when revising and proofreading shared documents.</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> <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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<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>Guided Internet Use 8.1.8.D.3</p> <p>Internet Safety/Digital Citizenship 8.1.8.D.1 8.1.8.D.2 8.1.8.D.5</p> <p>Technology-assisted Communication and Collaboration 8.1.8.D.3</p>	<p>Guided Internet Use</p> <ul style="list-style-type: none"> • Define copyright, fair use, public domain and Creative Commons. • Compare and contrast full copyright, public domain, fair use, and Creative Commons. <p>Internet Safety/Digital Citizenship</p> <ul style="list-style-type: none"> • Evaluate personal digital footprint. • Write a citation for a website. • Write a citation for a book or encyclopedia. <p>Technology-assisted Communication and Collaboration</p> <ul style="list-style-type: none"> • Locate, use, and cite images with copyright protection, in the public domain and with Creative Commons licenses. 		<p>Discuss the Seventh Commandment of “you shall not steal” in regards to plagiarism and the proper use of citations.</p>

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	<p>Presentations 8.1.8.D.2</p> <p>Guided Internet Use 8.1.8.D.1 8.1.8.D.5</p>	<ul style="list-style-type: none"> • Create and select a license for a personal image. • Evaluate technology tools in terms of their ability to increase collaboration and productivity during projects. <p>Presentations</p> <ul style="list-style-type: none"> • Prepare citation slide for text content. • Add citations for slide media including but not limited to images and sounds. • Insert appropriate hyperlinks to related research. <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 		<p>Discuss the Golden Rule and how it relates to cyber bullying and online harassment.</p>

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		<p>cyber ethics including appropriate use of social media.</p> <ul style="list-style-type: none"> • 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>Internet Research 8.1.8.E</p>	<p>Internet Research</p> <ul style="list-style-type: none"> • List advanced setting available within a search engine. • Explain why selected websites are trustworthy for research purposes. 		<p>Discuss an example set of websites and the relative trustworthiness of the sites in light of Catholic moral values.</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. • Use multiple processes and diverse perspectives to explore alternative solutions. 	<p>Internet Research 8.1.8.F</p>	<p>Internet Research</p> <ul style="list-style-type: none"> • Evaluate a citation created from online resources. • Practice legal and ethical behavior in regards to human, cultural, and societal issues. 		<p>Discuss an ethical behavior in regards to human, cultural, and societal issues in light of Catholic moral values.</p>