



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.

**Archdiocese of Newark Catholic Schools
Curriculum Map for Technology
Kindergarten**

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 8.1.2.A.1</p> <p>Drawing/Painting/Graphics 8.1.2.A.1</p>	<p>Basic Computer Operations</p> <ul style="list-style-type: none"> • Locate the power button and turn on a digital device. <p>Drawing/Painting/Graphics</p> <ul style="list-style-type: none"> • Identify, access, and open a painting program. • Select and use paint tools available in the tool box (e.g., paint brush tool, spray can, paint bucket, line, shape, text, zoom, selection tool). • Change the tool color and pattern. • Fill with color. • Select, move, delete, and resize an object. • Change background color. • Draw a picture and type a descriptive word. 	<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 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>Guided Internet Use 8.1.2.A.1 8.1.2.A.4</p> <p>Keyboarding 8.1.2.A.1</p>	<p>Guided Internet Use</p> <ul style="list-style-type: none"> • Demonstrate the use of the Internet to work within teacher selected websites. • Demonstrate developmentally appropriate navigation skills in virtual environments (e.g., games, museums). <p>Keyboarding</p> <ul style="list-style-type: none"> • Identify and use letter and number keys. • Identify and use space bar, return/enter, delete/backspace keys. • Use informal keyboarding skills to type words. 		<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>Draw images focused on the signs and symbols of our faith such as advent wreath with “lit” candles, the cross, or rosary beads.</p> <p>Use teacher selected websites to complete faith-</p>

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	<p>Word Processing 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3</p>	<p>Word Processing</p> <ul style="list-style-type: none"> • Enter text into a document. • Change the font size. • Describe one way a painting program is similar to or different from a word processing program. 		<p>based games and activities.</p> <p>Practice typing their first name and how it was shared at Church for the first time at their Baptism.</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>Drawing/Painting/Graphics 8.1.2.B</p>	<p>Drawing/Painting/Graphics</p> <ul style="list-style-type: none"> • Illustrate an idea using painting tools. • Create an original work as a means of personal expression. 		<p>Illustrate Bible stories with their own art work.</p> <p>Reflect on God’s creations as they express the wonder of our world in original works of art.</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. 	<p>Guided Internet Use 8.1.2.C</p>	<p>Guided Internet Use</p> <ul style="list-style-type: none"> • Collaborate with peers by participating in interactive digital games. 		<p>When collaborating with other students to remember that Jesus says we should treat our friends the way we wish to be treated.</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. 	<p>Internet Safety/Digital Citizenship 8.1.2.D</p>	<p>Internet Safety/Digital Citizenship</p> <ul style="list-style-type: none"> Respect the rights of others as they use digital resources. Demonstrate appropriate sharing of physical digital resources. 		<p>When sharing equipment with other students to remember that Jesus says we should treat our friends the way we wish to be treated.</p> <p>Emphasize the importance of treating others with respect, helping one another, group learning and fostering a faith-filled community within the classroom as the students utilize technology tools.</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. 	<p>Guided Internet Use 8.1.2.F.1</p>	<p>Guided Internet Use</p> <ul style="list-style-type: none"> • Use geographic mapping tools, with teacher directed Internet websites, to explore the school online. 		<p>When exploring the school online, ask students to identify the local Church. Is it a separate building? Where is it located if it is a part of the school building?</p>