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.

Second Grade
July 2016

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Curriculum Map for Technology – Second Grade

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
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. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology systems and operations as they: • Understand and use technology systems • Select and use applications effectively and productively	**Basic Computer Operations** 8.1.2.A.1 **Drawing/Painting/Graphics** 8.1.2.A.1 8.1.2.A.3 **Guided Internet Use** 8.1.2.A.1	**Basic Computer Operations** • Demonstrate correct method of logging on and off a digital device. • Send a file to a chosen printer. **Drawing/Painting/Graphics** • Compare the common uses of painting and word processing software and identify the advantages and disadvantages of each. • Open a saved paint document. • Draw a picture and type a descriptive paragraph. • Copy and paste an image. **Guided Internet Use** • Identify modern browsers by name and icon.	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: Performance tasks Project rubrics Observational assessments Visual assessment of posture at the keyboard Visual presentations Oral presentations Written quiz	Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum. **Gospel Values** Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth Teachers will highlight Gospel values and other elements of Catholic

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		• Identify and utilize hyperlinks. • Navigate the basic functions of a browser by using the refresh, home, and minimize buttons.		identity as they develop instructional units within the Technology curriculum. Examples: Begin class with prayer.
	Keyboarding 8.1.2.A.1	**Keyboarding** • Use informal keyboarding skills to type paragraphs. • Model keyboarding posture.		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.
	Word Processing 8.1.2.A.1 8.1.2.A.2	**Word Processing** • Open a saved word processing document. • Locate the insertion point in a word processing document. • Save a word processing document. • Click and drag to select text. • Utilize word wrap to type a paragraph.		Create images in drawing programs representing the animals on Noah's ark. Copy and paste

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		• Insert a saved image into a document.		animals to make animal pairs.
	Programming/Coding 8.1.2.A.1	**Programming/Coding** • Identify how computer programming impacts our everyday lives.		Draw paintings illustrating holidays in the Church year and write a paragraph sharing the school's or family's traditions.

Practice word wrap by typing a story about Catholic role models that are discussed before turning to the word processing program. |

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B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology as they: • Apply existing knowledge to generate new ideas, products, or processes. • Create original works as a means of personal or group expression.	**Drawing/Painting/Graphics** 8.1.2.B.1 **Word Processing** 8.1.2.B.1	**Drawing/Painting/Graphics** • Create an original work as a means of personal or group expression. **Word Processing** • Insert a saved image to illustrate an original idea or story.		Choose saved images of faith symbols as the basis for original idea or stories. Create original images to illustrate the Ten Commandments or the Stations of the Cross.

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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: - 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.	**Guided Internet Use** 8.1.2.C 8.1.2.C.1	**Guided Internet Use** - Interact and publish with peers, experts, or others using various media and formats in online spaces or school social media with teacher support. - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.		Write photo captions for use by the principal in sharing faith milestones such as First Reconciliation, First Communion, Christmas pageants, or May Crowning events. Participate in a collaborative story writing project with a Gospel value or faith-based theme.

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D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior as they: • Advocate and practice safe, legal, and responsible use of information and technology.	**Internet Safety/Digital Citizenship** 8.1.2.D 8.1.2.D.1	**Internet Safety/Digital Citizenship** • Compare and contrast various passwords in terms of safety and security. • Develop an understanding of ownership of print and non-print information.		Discuss the Seventh Commandment of "you shall not steal" in regards to passwords. It is important to have passwords to protect your account. Do not try to steal someone else's password. Discuss the Seventh Commandment of "you shall not steal" in regards to people's ownership of what the draw and write. We say "thank you" when we tell others where we found information in printed books and online. Discuss the Fourth Commandment to "honoring your father and mother" and how

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				the choices we make online are another aspect of honor parent wishes. 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.

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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: • 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.	**Internet Research** 8.1.2.E 8.1.2.E.1	**Internet Research** • Utilize links on a teacher selected web page to read further information about a topic. • Use teacher selected online resources to explore a problem or issue.		Utilize teacher selected sites to find information about saints for reports. Use teacher selected sites to learn about age appropriate ways to celebrate faith-based holidays.

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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: • Identify and define authentic problems and significant questions for investigation.	**Guided Internet Use** 8.1.2.F.1	**Guided Internet Use** • Create a set of directions to direct a person to another location near school using geographic mapping tools.		Utilize geographic mapping tools to visit faith-based locations and navigate around the streets.