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.

Sixth Grade
July 2016

Roman Catholic Archdiocese of Newark
Curriculum Map for Technology – Sixth 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** 8.1.8.A **Drawing/Painting/ Graphics** 8.1.8.A **Guided Internet Use** 8.1.8.A	**Basic Computer Operations** • Save a file to the appropriate location (e.g., server, computer, flash drive). • Backup files to the cloud (e.g., Google Drive, Microsoft OneDrive). **Drawing/Painting/ Graphics** • Group and ungroup objects. • Change the stacking order of objects. • Use transparent selection on objects. • Compare and contrast drawing, painting, and graphic programs. **Guided Internet Use** • Identify and use the correct search tool for a given task.	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 Typing test 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 identity as they

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	Keyboarding 8.1.8.A	**Keyboarding** • Demonstrate personal growth in the number of words per minute typed. • Explain how the following commands are equivalent and use appropriately (especially in Internet research): o Edit Find (Control/Command+F).		develop instructional units within the Technology curriculum. Examples: Begin class with prayer. Reflect on God's unique gifts to each individual in the way they grow and change in regards to personal growth in typing skills.
	Programming/Coding 8.1.8.A.3	**Programming/Coding** • Define and create a conditional statement, loop, variable, procedure, and function. • Create code to move an object, draw a shape, and have objects interact.		Keep track of the money collected for the Missions. Create spreadsheet formulas to calculate the mean, median, and range of a given month as well as the percent of increase and decrease from week to week. Incorporate graphs
	Spreadsheets 8.1.8.A.4	**Spreadsheets** • Create a simple mathematical function using average, median, mode, minimum, maximum • Merge cells. • Change the number format.		

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	Email Communications 8.1.8.A	• Cut, copy, and paste text and values. • Incorporate graphs and spreadsheets into word processing documents. **Email Communications** • Sign into and out of an email account. • Compose an email. • Open an email. • Attach a document (picture, video, word document) to an email. • Demonstrate how to delete, forward, and reply to an email. • Browse through emails. • Open and download an email attachment. • Print an email. • Demonstrate email privacy and protection. • Demonstrate safe email protocol. • Demonstrate proper email etiquette.		and spreadsheets into word processed documents for donations over time. Discuss the care of God's earth and use of resources by correctly choosing the appropriate email contents to print. Demonstrate a respect for other's time in the use of appropriate forwarding of emails. Discuss the Eighth Commandment of "you shall not bear false witness against your neighbor" in regards to safe email protocol, forwarding, and replying to emails.

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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.	**Presentations** 8.1.8.B	**Presentations** • Synthesize and publish information using digital tools and resources. • Collaboratively produce a digital presentation.		Have students do research to gather statistics about homelessness, poverty rates, etc. Synthesize and publish finding. Collaboratively produce a digital presentation out about programs that address these needs in the local community and ways students can support these programs.

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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. • Develop cultural understanding and global awareness by engaging with learns of other cultures. • Contribute to project teams to produce	**Internet Safety/Digital Citizenship** 8.1.8.C **Guided Internet Use** 8.1.5.C	**Internet Safety/Digital Citizenship** • Determine the level of privacy needed for various types of online communication. • Evaluate the level of privacy within a specific online space. • Evaluate website for having appropriate privacy when communicating with others for a student's age group. **Guided Internet Use** • Turn in an assignment file to a teacher via a Learning Management System (e.g., Edmodo, Google Classroom). • Communicate with teacher and classmates via a Learning Management System. • Reply to an assignment with teacher and classmates via a Learning Management System.		Participate in class discussions regarding faith-based topics, books, and content from religion class. Provide a living model of Catholic values when collaborating with learners from other cultures as a form of digital evangelization.

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original works or solve problems.		• Engage in online discussions with learners from other cultures to investigate an issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.		

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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. • Demonstrate personal responsibility for lifelong learning. • Exhibit leadership for digital citizenship.	**Internet Safety/Digital Citizenship** 8.1.8.D.1 8.1.8.D.2	**Internet Safety/Digital Citizenship** • Define and identify information found within a digital footprint. • Explain student responsibility, as a digital citizen, to respect both hardware and software, ourselves and the school community. • Evaluate website for having appropriate privacy when communicating with others for a student's age group • Define plagiarism. • Describe the consequences of plagiarism. • Explain how giving credit shows respect for the work of others. • Explain when it is acceptable to use the work of others.		Discuss the Seventh Commandment of "you shall not steal" in regards to plagiarism. Discuss the Fourth Commandment to "honoring your father and mother" and how the choices we make online are another aspect of honor parent wishes. Discuss the Golden Rule and how it relates to cyber bullying and online harassment. Make comparisons to digital citizenship issues and figures from the Bible. Discuss the Tenth Commandment to "not covet your neighbor's goods" and how we

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	Guided Internet Use 8.1.8.D.1 8.1.8.D.4	**Guided Internet Use** • Understand and model appropriate online behavior related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. • Evaluate website for age appropriateness, timeliness, and authority. • Understand appropriate uses for social media and the negative consequences of misuse.		must be satisfied with what we have.
	Internet Research 8.1.8.D.4	**Internet Research** • List the key components of trustworthy websites for research purposes.		Discuss an example set of websites and the relative trustworthiness of the sites in light of Catholic moral values.
	Presentations 8.1.8.D	**Presentations** • Prepare citation slide for text content.		

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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. • Process data and report results.	**Presentations** 8.1.8.E **Internet Research 8.1.8.E**	**Presentations** • Prepare slide notes with content derived through research. **Internet Research** • List search engines and websites available for research. • Compare and contrast search engine and website benefits and limitations. • Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.		Research essays and report topics related to Catholic faith. Research and evaluate information sources for writing assignments that integrate and reflect Gospel values.

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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. • 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.	**Digital Tools** 8.1.5.F.1 **Spreadsheets/Word Processing** 8.1.5.F.1	**Digital Tools** • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. **Spreadsheets/Word Processing** • Apply digital tools to collect, organize, and analyze data that supports a scientific finding.		Explore local issues and topics related to Catholic faith.