# New Jersey Summer Learning Curriculum Checklist

Updated April 2022

Adapted from: *Summer Starts in September*, National Summer Learning Association: Volume 2, released September 2013

**Note**: For all tables, you can enter your notes in column 3.

## I. Curriculum Framework

| **Indicator** | **Example** | **Notes** |
| --- | --- | --- |
| Curriculum is based on select New Jersey Student Learning Standards | Using local assessment data, identify few standards that groups of students may need additional support in mastering (text as evidence, fractions, etc.) |  |
| Curriculum has well-defined, developmentally appropriate learning goals and objectives | Consider the prerequisite concepts and skills as well as proficiency and learning targets that students meet on the road to mastery |  |
| Student engagement is a primary focus in developing curriculum | The core content addressed can become more engaging when integrated with other NJSLS content areas (ELA within the performing arts, math within robotics and computer science). |  |
| Curriculum provides programming for at least 6 weeks of sequential and progressive learning experiences that encourages attendance | Plan for and include engaging experiences and student-centered performance assessments every week  |  |
| Curriculum and learning activities can be easily adapted for diverse learners and student interest | Leverage dynamic and strategic groupings to ensure all students needs and interests are met  |  |

Summer learning curricula should define the program, but also offer structure and flexibility.

## II. Activities connected to Key Summer Learning Concepts

Activities in summer programs should mirror the school day and engage participants in physical activities, exploration of the arts and science, and opportunities to establish social-emotional wellness.

| **Indicator** | **Example** | **Notes** |
| --- | --- | --- |
| Activities foster creativity and critical thinking | Allow students to exercise choice and voice in both their learning process and products, and feature problem and project-based learning opportunities |  |
| Activities encourage students to seek new interests and develop new talents | Offer opportunities for students to self-identify, group and participate at different levels (explorers vs. experts), and feature new experiences and activities that are not offered during the school year  |  |
| Activities promote cooperative learning, develop peer relationships and support social-emotional wellness  | Devote time and activities to developing social skills, encouraging group work and communication in supportive contexts |  |
| Activities incorporate field trips, community partners and go beyond traditional classroom experiences | Leverage community partners and organizations (local theater, CrossFit club, etc.) to bring new and engaging experiences to students |  |
| Activities include at least 30 minutes of physical activity for every 3 hours | Incorporate natural interdisciplinary connections that feature physical activity (e.g. world languages feature dance or sports from the target culture)  |  |

## III. Implementation of Activities Included within the Curriculum

Summer learning curricula should offer guidance and coaching to instructors for effective implementation.

| **Indicator** | **Example** | **Notes** |
| --- | --- | --- |
| Curriculum outlines necessary staff expertise for specific lessons and activities, but recognizes expertise outside a K–12 instructional license  | Diverse skills and talents of staff should be highlighted in the design and implementation of programs (culinary expertise, coaching experiences, etc.). Pairing and grouping staff is ideal to leverage and celebrate talents outside of certification |  |
| Curriculum clearly includes and lists the resources, materials and steps required for each experience for preparation and implementation | Create kits or bins that keep needed materials together for each activity or experience; prepare the kits in advance of the week and inventory consumables and loss to maintain from week to week |  |
| Curriculum offers lesson plans with time frames for a realistic sense of pacing | Hourly schedules and transition times from activity to activity are included  |  |
| Curriculum includes important tips for instructors, including common student misconceptions or frustrations, strategies to support or encourage participation and communication, and facilitation hints | A generic guide for facilitating summer learning experiences can be provided to all instructors so strategies and tips are readily available; the guide can also encourage instructors to engage in more organic and informal interactions than traditional classrooms may provide |  |
| Curriculum includes multiple forms of assessments to measure student progress, but relies on more informal, formative assessments than traditional tests and quizzes | Quick assessments of student learning objectives defined at the onset can ensure students are developing understandings as intended and interventions can occur as needed |  |
| Curriculum features student-centered and performance-based assessments | Students can choose how they will demonstrate understanding and mastery of learning targets, selecting from videos, performances, products, etc. that can become a final showcase of students’ experiences  |  |
| Curriculum is both a living document that allows for flexibility, but can be adapted for future use | Instructors have opportunities to reflect on each week and recommend needed adjustments based on implementation; they can revise the curriculum as needed |  |
| Curriculum and activities are sustainable with staffing and funding | Budgeting considerations are integrated within the curriculum guide; consumable materials, resources, salaries and other expenditures should be explicit so funding can be anticipated year to year |  |