Discussion Resolution: New Jersey Student Learning Standards (Part 3)

Division of Academics and Performance

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State Board of Education Meeting
February 5, 2020

Please note that this PowerPoint presentation has been modified from its original version to be more accessible.

Agenda

Review of Steps for State Board Adoption of Draft 2020 NJSLS

Framework for "NJ design" NJSLS

Proposed NJSLS – World Languages

Proposed NJSLS – Computer Science and Design Thinking

Proposed NJSLS – Career Readiness, Life Literacies, and Key Skills

Curriculum implementation schedule

Multi-year professional learning plan

Timeline

New Jersey Student Learning Standards (NJSLS)

Adopted in 2016
(not under review)

- English Language Arts
- Mathematics

Adopted in 2014

- Visual and Performing Arts
- Comprehensive Health and Physical Education
- Science
- Social Studies
- Technology
- World Languages
- 21st Century Life and Careers

Adoption: State Board Steps

- Provide draft NJSLS to State Board of Education

    - December

        - Science and Visual Performing Arts
    - January
        - Comprehensive Health and Physical Education and Social Studies

    - February

        - World Languages, Computer Science and Design Thinking, Career Readiness, Life Literacies, and Key Skills

- Seek feedback during public hearing sessions

    - February 24   Warren County Technical School, 6-8pm
    - March 4   NJDOE, 2-4pm
    - March 10   Camden County College, 4-6

- Revise NJSLS based on feedback received

- Share final version of NJSLS with State Board of Education

- Present resolution to State Board of Education for adoption of NJSLS
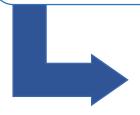
Standards for a Rapidly, Changing World

Climate Change: An Equity Issue Addressed In All NJ Standards

- Wealthier countries and communities are better equipped to deal with weather emergencies, epidemic outbreaks, and climate-related loss of livelihoods

- Children are the least responsible but the most affected

- Heatwaves and droughts threaten food security

- The poor, the elderly, and children are most at risk from heat-related illnesses, incidence of airborne and waterborne illnesses
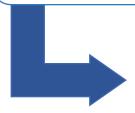
New Framework: Designed for the Unique New Jersey Standards

Disciplinary Concepts

Incorporate key concepts, principles, theories, and processes of a discipline

Core Ideas

Prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom

Performance Expectations

Describe the knowledge and skills that most important for students to know to be able to do

Practices

Reflect the habits of mind that lead to post-secondary success

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Comparison of Current and Proposed NJSLS-World Languages

Current Version

- Proficiency level and grade level performance benchmarks:
  - grades 3-4, 7-8, 9
  - grades 5-6, 8-9, 10-11
  - grades 8-9, 9-10, 11-12
  - grades 10-11, 11-12
  - grade 12
- Linguistic and cultural content statements

Proposed Version

- Proficiency level and grade level performance benchmarks by the end of:
  - grade 2
  - grade 5
  - grade 8
  - grade 12
- Addition of novice low proficiency level
- Intercultural statements

Proposed NJSLS-WL:
Standard and Disciplinary Concepts

7.1 World Languages

- **Interpretative Mode**

- **Interpersonal Mode**

- **Presentational Mode**

Proposed NJSLS-WL: Incorporated Legislative Mandates

- Seal of Biliteracy (*N.J.S.A.* 18A:7C-13-16)

Proposed NJSLS-WL: Example

Standard 7.1 World Languages

Disciplinary Concept	• Interpersonal Mode of Communication
Core Idea	• Interpersonal communication between and among people is the exchange of information and the negotiation of meaning (Novice High).
Performance Expectation	• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

World Languages Practices

- Communication
- Cultures
- Connections
- Comparisons
- Communities

Comparison of Current and Proposed NJSLS-Computer Science and Design Thinking (CS&DT)

Current Version

- Standard name: Technology
  - 8.1 Educational Technology
  - 8.2 Technology Education, Engineering, Design and Computational Thinking

Proposed Version

- Standard name: Computer Science and Design Thinking
  - 8.1 Computer Science
  - 8.2 Design Thinking
- Grade bands: remain the same

Proposed NJSLS-CS&DT: Standards & Disciplinary Concepts

8.1 Computer Science

- **Computing Systems**
- **Networks and the Internet**
- **Data and Analysis**
- **Algorithms & Programming**

8.2 Design Thinking

- **Engineering Design**
- **Interaction of Technology and Humans**
- **Nature of Technology**
- **Effects of Technology on the Natural World**
- **Ethics and Culture**

Proposed NJSLS-CS&DT: Incorporated Legislative Mandates

- **Computer Science Course** (*N.J.S.A.* 18a:7C-1.1)

- **Certain Computer Science Courses** (*N.J.S.A.* 18A:7C-2.1)

Proposed NJSLS-CS&DT: Example

Standard 8.1 Computer Science

Disciplinary Concept	• Data and Analysis
Core Idea	• Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.
Performance Expectation	• Organize and present collected data visually to highlight relationships or support claims.

Computer Science and Design Thinking Practices

Fostering an Inclusive Computing and Design Culture

Collaborating Around Computing and Design

Recognizing and Defining Computational Problems

Developing and Using Abstractions

Creating Computational Artifacts

Testing and Refining Computational Artifacts

Communicating about Computing and Design

Comparison of Current and Proposed NJSLS-Career Readiness, Life Literacies, and Key Skills

Current Version

- Standard name: 21st Century Life and Careers
  - 9.1 Personal Financial Literacy
  - 9.2 Career Awareness, Exploration, and Preparation
  - 9.3 Career and Technology Education

- Grade bands: by the end of
  - grade 4
  - grade 8
  - grade 12

Proposed Version

- Standard name: Career Readiness, Life Literacies, and Key Skills
  - 9.1 Personal Financial Literacy
  - 9.2 Career Awareness, Exploration, Preparation, and Training
  - 9.3 Career Readiness Education (no change)
  - 9.4. Life Literacies and Key Skills

- Grade bands: by the end of
  - grade 2
  - grade 5
  - grade 8
  - grade 12

Proposed NJSLS-Career Readiness, Life Literacies, and Key Skills: Incorporated Legislative Mandates

- Middle School Personal Financial Literacy (N.J.S.A. 18A:35-4.34)

Proposed NJSLS-Career Readiness, Life Literacies, and Key Skills: Standards & Disciplinary Concepts

9.1 Personal Financial Literacy	9.2 Career Awareness, Exploration, Preparation, and Training	9.3 Career and Technical Education	9.4 Life Literacies and Key Skills
• Financial Health • Financial Landscape • Money Management	• Career Awareness and Planning	• 16 Career Clusters	• Creativity and Innovation • Critical Thinking • Digital Citizenship • Global and Cultural Awareness • Information and Media Literacy • Technology Literacy

Proposed NJSLS-Career Readiness, Life Literacies, and Key Skills Example

Standard 9.2 Career Awareness, Exploration, Preparation, and Training

Disciplinary Concept	• Career Awareness and Planning
Core Idea	• There are variety of resources available to help navigate the career planning process.
Performance Expectation	• Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

Career Readiness, Life Literacies, and Key Skills

Act as a responsible and contributing community member and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership, and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity, increase collaboration, and communicate effectively

Work productively in teams while using cultural/global competence

Curriculum Implementation Schedule
(based on June 2020 adoption)

September 2021	September 2022
• Science • Visual and Performing Arts • World Languages • Career Readiness, Life Literacies, and Key Skills	• Comprehensive Health and Physical Education • Social Studies • Computer Science and Design Thinking

Multi-year Professional Learning Plan

- Preparing multiple *stakeholders*
  - Teachers, school & district leaders, teacher preparation faculty, parents, community groups

- Through multiple *platforms*
  - Face-to-face, webinars, virtual professional learning communities, online modules, etc.

- Employing multiple *approaches*
  - Unpacking standards, curriculum development
  - Instructional Units (CAR) for K-12 Science

NJSLS Adoption Timeline

Proposed Activity	Dec 2019	Jan 2020	Feb 2020	March 2020	May 2020	June 2020	Sept 2021- Sept 2022
SBOE committee updates	🟩	🟩	🟩	🟩	🟩	🟩	as needed
Draft standards presented to SBOE	🟩	🟩	🟩				
Present discussion resolution for NJSLS	🟩	🟩	🟩				
Public hearings			🟩	🟩			
Present revised NJSLS to SBOE based on feedback					🟩		
Present resolution for adoption						🟩	
Curriculum implementation phased in							🟩

Appendix

Goal: Adopt Standards to Prepare Our Students for the Next Decade

- To be effective thinkers, problem-solvers and communicators in a global community;

- With skills for high-skilled, high-demand jobs;

- To be successful in credit-bearing courses in college; and

- Adaptable to transition into careers that are not yet imagined.

Consistent NJSLS Format

Introduction

- **Mission and vision**
- **Content-specific research**
- **New Jersey Statutes and Administrative Code**
- **Content-specific practices**

Grade Bands

- **Standards are grade specific and/or written in K-2, 3-5, 6-8, 9-12 grade bands**

Structure

- **Follows format of national standards or**
- **Uses core ideas (what students should know) and indicators (what students should be able to do)**

Appendices

- **Integration of evidence-based social and emotional learning competencies, career-ready practices, 21st century skills and themes, technology, equity, and interdisciplinary connections**

Framework: Designed for the Unique New Jersey Standards

The **Vision and Mission** serve as the foundation for each content areas' standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.

The **Disciplinary Concepts** and **Core Ideas** are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).

The **Performance Expectations** are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that most important for students to know to be prepared for post-secondary success.

The **Practices** are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral part of K-12 students' learning of the disciplines.

Climate Change Standards: Promoting an Interdisciplinary Approach

- **Elementary school**: Students read "The Lorax" and discuss how their communities have been altered by development. They "speak for the trees" and **meet with local representatives to share their concerns and propose solutions**.

- **Middle school**: Students review global, national and state public health policies surrounding climate change impacts on human health. They consider how well these policies serve the people most at-risk and **create and share an advocacy plan in multiple languages** for service and support (e.g., social media campaign, community night, public service announcement).

- **High school**: Students analyze large sets of data related to climate change (increasing temperatures, sea level rise projections, etc.) and use mathematical models to predict future impacts. They engage with experts within the community, government agencies and industry to develop and refine their solutions. They **propose engineering or policy solutions to address their specific need** to an appropriate authentic audience.