

Discussion Resolution: New Jersey Student Learning Standards (part 2)

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



Agenda

Vision setting: Standards for a rapidly changing world

Amendments to proposed NJSLS – Science and Visual and Performing Arts

Framework for “NJ design” NJSLS

Proposed NJSLS – Comprehensive Health and Physical Education

Proposed NJSLS – Social Studies

Curriculum implementation schedule

Multi-year professional learning plan

Timeline

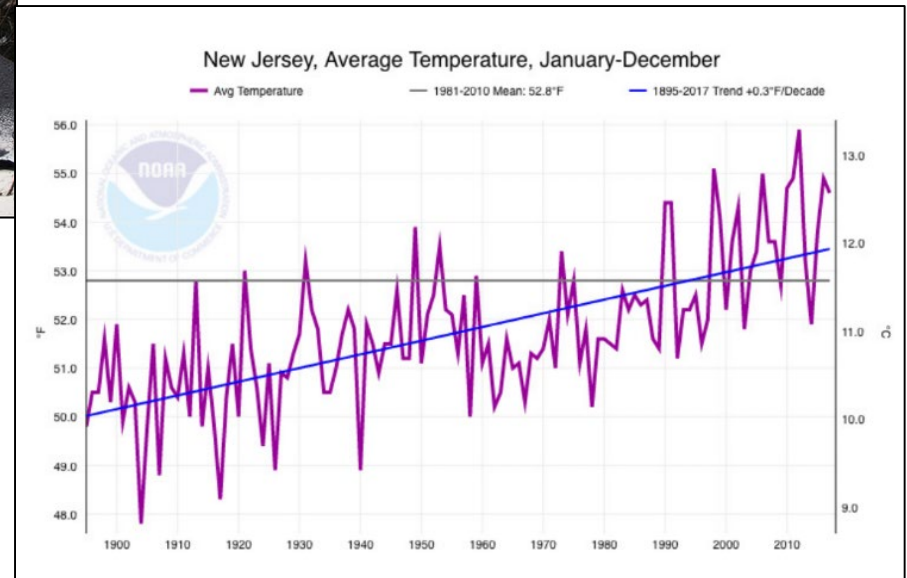




Standards for a Rapidly Changing World



Climate Change: An Opportunity



Climate Change: An Equity Issue

- 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



Preparing Students for a Rapidly Changing World

Vision

- Prepare NJ students to be effective thinkers, problem-solvers, and communicators with opportunities to engage in addressing global issues, including climate change

Strategy

- Include standards at every grade or grade band that explicitly address climate change
- Revise each Introduction to provide guidance to districts describing the role that each content area has in preparing students to address climate change as part of a career choice or as part of a local or global community initiative
- Appendices



Amendments to Proposed Science and Visual and Performing Arts Standards

- Amplify the inclusion of climate change in Science
- Include performance expectations related to climate change in Visual and Performing Arts standards



New Jersey Student Learning Standards with “NJ Designed” Framework

Comprehensive Health and
Physical Education

Social Studies

World Languages

Technology

21st Century Life and Careers



Framework for NJ Design

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



Comparison of Current and Proposed NJSLS-CHPE

Current Version

- Grade bands: by the end of
 - grade 2
 - grade 4
 - grade 6
 - grade 8
 - grade 12
- 6 Standards
 - 2.1 Wellness
 - 2.2 Integrated Skills
 - 2.3 Drugs and Medicine
 - 2.4 Human Relationships and Sexuality
 - 2.5 Motor Skill Development
 - 2.6 Fitness

Proposed Version

- Grade bands: by the end of
 - grade 2
 - grade 5
 - grade 8
 - grade 12
- 3 Standards
 - 2.1 Mental Health: Social and Emotional Wellness
 - 2.2. Physical Wellness
 - 2.3 Safety
- New performance expectations as required by legislation enacted since 2014



Proposed NJSLS-CHPE: Standards and Disciplinary Concepts

2.1 Mental Health: Social and Emotional Wellness

- **Mental and Emotional Health**
- **Social Health**
- **Personal Growth, Development, and Wellness**
- **Community Health Services**

2.2. Physical Wellness

- **Movement Skills and Concepts**
- **Physical Fitness**
- **Lifelong Fitness**
- **Nutrition**

2.3 Safety

- **Health Conditions, Diseases, and Medicines**
- **Alcohol, Tobacco and Other Drugs**
- **Dependency/ Substance Disorder, and Treatment**
- **Safety**

Proposed NJSLS-CHPE: Newly Incorporated Legislative Mandates

- [Consent](#) (N.J.S.A. 18A:35-4.37 & 18A:35-4.38)
- [New Jersey Safe Haven Infant Protection Act](#) (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)
- [Mental Health](#) (N.J.S.A. 18A:35-4.39)
- [Sexting](#) (N.J.S.A. 18A:35-4.33)
- [Sexual abuse and assault awareness and prevention education](#) (N.J.S.A. 18A:35-4.5a)



Proposed NJSLS-CHPE: Example

Standard 2.1 Mental Health: Social and Emotional Wellness

Disciplinary Concept

- Mental Health and Wellness

Core Idea

- Many factors influence how we think about ourselves and others (by the end of grade 2).

Performance Expectation

- Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.

Comprehensive Health and Physical Education Practices



Acting as a responsible and contributing member of society



Attending to personal health, emotional, social and physical well-being



Engaging in an active lifestyle



Building and maintaining healthy relationships



Communicating clearly and effectively (verbally and non-verbally)



Resolving conflict



Making-decisions



Setting goals



Managing-self



Using technology tools responsibly

Comparison of Current and Proposed NJSLS-SS

Current Version

- Grade bands: by the end of
 - grade 4
 - grade 8
 - grade 12
- Study of explorers and Early America in grades 5-8

Proposed Version

- Grade bands: by the end of
 - grade 2
 - grade 5
 - grade 8
 - grade 12
- Study of explorers and Early America in grades 3-5
- 6.3 Active Citizenship in the 21st Century
 - New civic standards in grades 6-8



Proposed NJSLS-SS: Standards & Disciplinary Concepts

6.1 US History: America in the World

6.2 World History: Global Studies

6.3 Active Citizenship in the 21st Century

Civics, Government and Human Rights

- Civics and Political Institutions
- Participation and Deliberation
- Democratic Principles
- Processes and Rules
- Civic Mindedness

Geography, People, and the Environment

- Human Population Patterns
- Spatial Views of the World
- Human Environment Interaction
- Global Interconnections

Economics, Innovation, and Technology

- Economic Ways of Thinking
- Exchange and Markets
- National Economy
- Global Economy

History, Culture, and Perspectives

- Continuity and Change
- Understanding Perspectives
- Historical Sourcing and Evidence
- Claims and Argumentation

Proposed NJSLS-SS: Incorporated Legislative Mandates*

- [Amistad](#) (N.J.S.A. 52:16A-86-89, 91)
- [Holocaust](#) (N.J.S.A. 18A:4A-1-3, 27-28)
- [Civics curriculum guidelines](#) (N.J.S.A. 18a:35-2.1)
- [New Jersey history](#) (N.J.S.A. 18A:35-3)
- [US History – 2 years in high school](#) (N.J.S.A. 18a:35-1,2, 2.1)



*this list represents legislation already in existence

Proposed NJSLS-SS: Example

Standard 6.3 Active Citizenship in the 21st Century

Disciplinary Concept

- Processes, Rules, and Laws

Core Idea

- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

Performance Expectation

- Use evidence and quantitative data to propose or defend a public policy related to climate change.

Social Studies Practices



Developing Questions and Planning Inquiry



Gathering and Evaluating Sources



Seeking Diverse Perspectives



Developing Claims and Using Evidence



Presenting Arguments and Explanations



Engaging in Civil Discourse and Critiquing
Conclusions



Taking Informed Action



Curriculum Implementation Schedule

(based on June 2020 adoption)

September 2021

- Science
- Visual and Performing Arts
- World Languages
- 21st Century Life and Careers



September 2022

- Comprehensive Health and Physical Education
- Social Studies
- Technology

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	April 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							



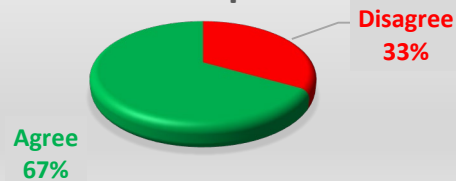
Appendix

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.

CHPE Standards Review Team Feedback

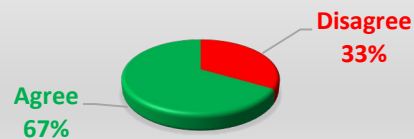
The standards/indicators convey a unified vision of the discipline.



The standards/indicators show a meaningful progression of content across the grades.



The standards/ indicators ask students to show understanding of the fundamental ideas relevant to the content area.



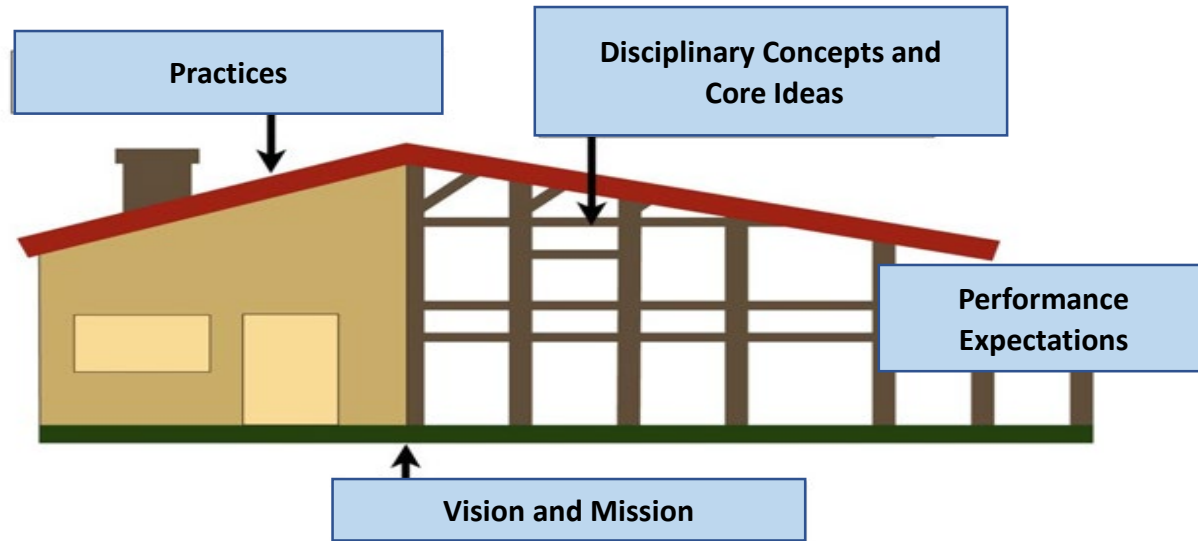
Content and skills are manageable at grade-band levels.



The standards/ indicators reflect what is most important for students to learn.



Framework: New Jersey Design



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 **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 **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 **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.

Comprehensive Health & Physical Education Practices

Practice	Definition
Acting as a responsible and contributing member of society	Health and physically literate individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their healthy interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, communities and schools. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serve the greater good.
Attending to personal health, emotional, social and physical well-being	Healthy, emotional, social and physically literate individuals understand the relationship of the whole person; body and mind developing and creating a personal self-care plan that promotes a healthy lifestyle. they recognize to regularly practice a healthy diet, exercise regularly, and encourage mental health activities that lead to healthier behaviors. They also take regular action to contribute to their personal emotional and social well-being, by regulating emotions, understanding personal self-care, and self-express. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Building and maintaining healthy relationships	Healthy and physically literate individuals establish and maintain healthy relationships, by utilizing positive communication and social skills to interact effectively with others. They become aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. They demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They Identify who, when and where or how to seek help for oneself or others when needed.

Social Studies Practices

Practice	Definition
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Social Studies Practices

Practice	Definition
Developing Questions and Planning Inquiry	<p>Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues.</p> <p>Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.</p>
Gathering and Evaluating Sources	<p>Finding, evaluating and organizing information, and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.</p>
Seeking Diverse Perspectives	<p>Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world.</p> <p>Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p>