

Revised
State Board of Education
New Jersey Student Learning Standards
Comment/Response Form

This comment and response form contains comments received during the public comment period of the review of the draft 2020 New Jersey Student Learning Standards that was presented for consideration during the meetings of the State Board of Education held on December 4, 2019, January 8, 2020, and February 5, 2020.

Topic: 2020 New Jersey Student Learning Standards **Meeting Date:** June 3, 2020

Level: Adoption

Division: Academics and Performance

Completed by: Office of Standards

Summary of Comments and Agency Responses:

The following is a summary of the comments received from members of the public and the Department of Education's (Department) responses. Each commenter is identified at the end of the comment by a number that corresponds to the following list:

1. Member of Public
2. Kari Hudnell
Maplewood, NJ
3. Elizabeth Coulter, Director of Public Health
Planned Parenthood Action Fund of New Jersey
4. Ann Rojas
Collingswood, NJ
5. Barbara Eames
Whippany, NJ
6. Erika Arenger
Highland Park, NJ
7. Sarah Best, Legislative and Political Manager
Planned Parenthood
9. Sarah Casper
Teaneck, NJ
10. Nicole Koch

- Maplewood, NJ
11. Bessie McNamara
West Orange, NJ
 12. Jo Ann McGreevy
North Bergen, NJ
 13. Rebekah Borucki
New Egypt, NJ
 14. Evelyn Moon
Fords, NJ
 15. Albert Werner
Basking Ridge, NJ
 16. Beth O'Brien
Red Bank, NJ
 17. Lucinda Holt, Director of Communications at Answer
Rutgers University
 18. Samantha Wilk, Student
 19. Maia Raposo
West Orange, NJ
 20. Natalie Bloomfield
South Orange, NJ
 21. Ana Samuel
 22. Adam Stone, Advocate
Human Rights Educators USA
 23. Nicole Turi, Supervisor of Health and Physical Education
Clifton School District
 24. Lydia Peavy
Jersey City, NJ
 25. Elizabeth Schroeder
Montclair, NJ
 26. Susan Legnani

- Delran, NJ
27. Andi Green
Jersey City, NJ
28. Leslie Kantor
Rutgers University
29. April Readlinger
30. Phil Pirri
Highland Park, NJ
31. Maria Wagenheim
Maplewood, NJ
32. Odarka Stockert
Millburn, NJ
33. Daphne Berkovits
Maplewood, NJ
34. Perry Halkitis
Rutgers University
35. Valerie Pierce
36. Gary Wright
Newark, NJ
37. Leah Gonzalez
Maplewood, NJ
38. Jodi Riccardi
Highland Park, NJ
39. Heather Camp
Lawrenceville, NJ
40. Gabrielle Gaziano
Maplewood, NJ
41. Kait Kerrigan
Maplewood, NJ
42. Gabrielle Casieri, School Library Media Specialist

Lawrence Township Public School District

43. Helaine Rosen
Teaneck, NJ
44. Amy Mayer
Princeton, NJ
45. Ananya Singh
Flanders, NJ
46. Kristen Mosier
Cranford, NJ
47. David Jones
48. Daniel Edge
Maplewood, NJ
49. Katie Blandford-Levy
Maplewood, NJ
50. Nicole Schultz
Unitarian Universalist Congregation
51. Victoria Jakelsky, Director
New Jersey Parental Rights, Protect Your Child
52. Melissa Keyes DeGioia, Director of Education
Finding Your Individuality
53. Dan Rice, Interim Executive Director
Answer
54. Daphne Sipos
South Orange, NJ
55. Nubia Wilson
South Orange, NJ
56. Sharice Richard, Parent
57. Morrisa Silva
Maplewood, NJ
58. Charlsie Celestine, Board Certified Obstetrician and Gynecologist

59. Frances Young
North Plainfield, NJ
60. Alix Mammina
New Jersey Coalition Against Sexual Assault
61. Mark Russo
62. Margaret Kurza
63. Jean Levitan, Volunteer
Community Action Team for Morris County Planned Parenthood
64. Elizabeth Melillo
Bloomfield, NJ
65. Audrey Pierantozzi
Maplewood, NJ
66. Marion Steininger
Voorhees, NJ
67. Mary Trinh
Highland Park, NJ
68. Michelle Scarpulla
Marlton, NJ
69. Susan Bergin
Maplewood, NJ
70. Autumn Katz
Maplewood, NJ
71. Nora Gelperin, Director of Sex Education and Training
Advocates for Youth
72. Denise Malek
73. Amanda Mazzarella
Maplewood, NJ
74. Rachel Elkinson-Ring, Consultant
Independent Health and Sex Education
75. Irwin Schpok

- Manchester, NJ
76. Bill Taverner, Executive Director
The Center for Sex Education
 77. Sarah Joseph
Maplewood, NJ
 78. Jen Voorhees
Highland Park, NJ
 79. Allison Katz
Maplewood, NJ
 80. Dawn Massabni, Director
Don't Shock Me
 81. Carol Cohen
Westfield, NJ
 82. Heather Saslovsky
Maplewood, NJ
 83. Susan Wilson, Former Vice President
New Jersey State Board of Education
 84. Robin Vlamis
Morristown, NJ
 85. Julie Sonenberg
South Orange, NJ
 86. Emily Regas
South Orange, NJ
 87. Taryn Simmons, Literacy Specialist
Clayton School District
 88. Joyce Lundy
Maplewood, NJ
 89. Molly Reisner
Maplewood, NJ
 90. Dana Meyer

- Maplewood, NJ
91. Linda Morse, RN, MA, CSN-NJ, RCHES, FASHA
 92. Amanda Salchow
South Orange, NJ
 93. Marie Cascarano
Nutley, NJ
 94. Patricia Sherman
Long Valley, NJ
 95. Susan Lembo
Center for Supportive Schools
 96. Candice Kreinbrink
West Orange, NJ
 97. Joanna Soban
Basking Ridge, NJ
 98. Anwesa Paul
South Orange, NJ
 99. Aimee Cheshire
Maplewood, NJ
 100. John Blixt
Maplewood, NJ
 101. Jessica Hooberman
Maplewood, NJ
 102. Stephen Mershon
Maplewood, NJ
 103. Alexandra Stephens
Morristown, NJ
 104. Kristin Cavuto
Edison, NJ
 105. Rachel Asarnow
Maplewood, NJ

106. Helen Birney
Maplewood, NJ
107. Jennifer Mathew
Lumberton, NH
108. Catherine Bell-Nti
Center for Supportive Schools
109. Brian Callahan
Wayne, NJ
110. Patricia DeLuca
Nokomis, FL
111. Brent Satterly
Westmont, NJ
112. Harvey Leuin III
West Long Branch, NJ
113. Marianna Jodice
114. Maureen Deam, Retired teacher
115. Kathy Greenstone
South Orange, NJ
116. Anjali Mehrotra, President
National Organization for Women of New Jersey
117. Kgevion Gervon
Lawrence, NJ
118. Brian Reyonolds
Atlantic City, NJ
119. Heather Herz
South Orange, NJ
120. Colleen Prince, Health and Physical Education Teacher
121. Catherine Townsend
South Orange, NJ
122. Nicole Cushman, Consultant

123. Avery Giordano
Cherry Hill, NJ
124. David Sonenberg
South Orange, NJ
125. Noelle Soroka
Maplewood, NJ
126. Claudia Schieppers
South Orange, NJ
127. Jennifer Jang
Princeton, NJ
128. Nicole Pivinck
Maplewood, NJ
129. Morgan Silk
Center for Supportive Schools
130. Peggy Cowan, President
New Jersey Physicians Advisory Group
131. Lauren Albrecht
Wall, NJ
132. Elizabeth Denny
Princeton, NJ
133. Eileen Wallace
West Long Branch, NJ
134. Jessica Floresta
Willingboro Township, NJ
135. Amanda Cobb
136. Judy Long
Highland Park, NJ
137. Andrea Long
Wyckoff, NJ
138. Mike Zeko

- West Chester, PA
139. Jill Wodnick
Montclair, NJ
 140. Kathy Ahearn-Obrien
Montclair, NJ
 141. Martha Friend
Lawrence, NJ
 142. Kejal Parikh
South Orange, NJ
 143. Blythe Ulrich
Ringwood, NJ
 144. Mark Bisci
 145. Emily Kobrin
South Orange, NJ
 146. Doreen Gliebe
Green Brook, NJ
 147. John Hanna
Ramsey, NJ
 148. Lauren Knighton
Maplewood, NJ
 149. Becky Rosenfeld
Maplewood, NJ
 150. Jacelyn Fiorillo
Woodbridge, NJ
 151. Dana Colon
Belleville, NJ
 152. Kim Castillo
 153. Catherine Cronin
South Orange, NJ
 154. Coleen Weiss-Magasic, Supervisor

- West Milford Township Public Schools
155. Deb Schiano, Teacher Librarian
156. Jill Mills, President
New Jersey Association of School Librarians
157. Kathryn Scarbrough
158. Kaitlyn Wojtowicz, Vice President of Public Affairs
Planned Parenthood Action Fund of New Jersey
159. Marie Blistan, President
New Jersey Education Association
160. Michael Neubelt
Little Silver, NJ
161. David Yastremski, High School English language arts Teacher
162. Heather Warfel Sandler, Teacher
163. Kathleen Seksek, Library Media Specialist
Hamilton Township Public Schools
164. Kelly McKenna, Manager
REACH Program
165. Lora Hobart, STEAM Enrichment Teacher
Princeton Public Schools
166. Mandi Perez, Technology Specialist
Bear Tavern Elementary School and Stony Brook Elementary School
167. Diana Baccash, Middle School STEM Teacher
Somerville Middle School
168. Roberto Panora, Student
169. Hasumi Tanemori, Student
170. Lora Santucci, Computer Science and Mathematics Teacher
Morris Hills High School
171. Eric Elizes, Student
172. Adam Swift, President
Computer Science Teachers Association of Southern New Jersey

173. Jessica Norworth, Mathematics and Computer Science Teacher
174. Thomas Lupicki, Student
Westfield High School
175. Michael Seeley, Math Department Chairperson
West Deptford High School
176. Karl Anuskowitz, Teacher of Technology
New Road School of Somerset
177. Cristian Borcea
Hillsborough, NJ
178. Tristan Waddell, Student
179. Jason Morrell, Assistant Principal
West Deptford High School
180. Kelly Clark, Assistant Principal
West Deptford High School
181. Jacob Lunger, Student
182. Jon Grossman, Student
183. Renard Kardhashi, Computer Science and Mathematics Teacher
Trenton Public Schools
184. Matthew Konowicz, Director of Instruction
North Burlington County Regional School District
185. Adam Schwartz, Student
186. Joyce Lin
187. Ellesa Jala, Computer Science and Mathematics Teacher
Parsippany Hills High School
188. Kristin Baker, Chair
Warren County Consortium for Student Enrichment
189. Mouna Boutemine, Mathematics and Computer Science Teacher
Clifton High School
190. Adam Tucker, Technology Teacher
Harmony Township School

191. Bryan Raber, Student
192. Pavithra Lakshminarayan, Creator and Chief of Mindbytes, Lead of South Jersey STEM Innovation and Partnerships
193. Clea Demuynck, Student
194. Spencer Rothfleisch, Student
Westfield High School
195. Anne Kohart, President
Computer Science Teachers Association of Southwest New Jersey
196. Carolyn Segreto, Computer Science Teacher, Brick Township Schools, and Computer Science Teachers Association of Central New Jersey Treasurer
197. Sumana Turimella, Student
198. Daryl Detrick, Computer Science Teacher, Warren Hills Regional High School, and Computer Science Teachers Association of New Jersey Past President
199. Cheryl
200. John Marks, Computer Science Teacher
Rahway High School
201. Sivaji Turimella, Student
202. Kurt Hu, Student
203. Gabriella White
204. Aidan Kilbourn, Student
205. Michelle Wendt, Technology Integrationist
SRI and ETTC of Stockton University
206. Claudette Guy, President
Computer Science Teachers Association of Central New Jersey
207. Timothy Cammarota, Assistant Principal
West Deptford High School
208. Regina Nadbielny, K-5 Teacher of STEM
209. Gail Verdi, Associate Professor of Elementary Education and Bilingual Education, Executive Director School of Curriculum and Teaching, Kean University
210. Paige Bestoff, Gifted and Talented Teacher
Spotswood School District

211. I. Solovey, Student
212. Jordan Haytaian, Student
213. Mayra Bachrach, Computer Science Teachers Association of New Jersey member
214. Kenneth Veit, Fine Arts and World Language Supervisor
Ramsey Public Schools
215. Andrew Li, Student
216. Grace Hutchinson, Student
217. Mark Falletta, Student
218. Bonnie Turpin, Supervisor of Curriculum and Instruction
Oldmans Township School
219. Jessica Howley, Student
220. Lee Hayden, President
Computer Science Teachers Association of New Jersey of Northern New Jersey
221. John Kraus
222. Patricia Morreale, Professor and Director, School of Computer Science and Technology
Kean University
223. Michael Bazarksy, Student
224. Anthony Celentano
225. Robert Delghiaccio, Student
226. Will Gamba, Student
227. Joseph Carey, Student
Warren Hills Regional High School
228. Arlen Kimmelman, Past President
New Jersey Association of School Librarians
229. Tristan Waddell, Student
230. James Geller, Professor and Associate Dean Ying Wu College of Computing
New Jersey Institute of Technology
231. John Ghaly, Parent
232. Fawsy Narouz
233. Phoebe, Parent

234. Ms. Dente
235. Reverend John Butler, Clergy
236. Barbara Eames, Retired Educator and Parent
237. Mary Lockshin
238. Samaan Boules, Parent
239. Sahar Sharoubim
240. Shery Awad
241. Joe Gormley
Saving Fatherhood
242. Gene Anagnos, Retired Educator
243. Elaria George
244. Helena DiSarro
245. Marina Melek, Parent
246. Melanie Neubelt
247. Gabriel Brandeal
248. Hanan Yassa, Parent
249. Hewayda Ayad, Parent
250. Member of Public
251. John Henry, Parent
252. Debbie, Parent
253. Dahlia Ghaly, Parent
254. Amir Salib, Parent
256. Lorraine Shaheen
257. Carol J. Gallentine, Parent and grandparent
258. Bonnie Rosa, Parent
Team PYC
259. Christine Henry, Parent
260. Misha Samo
261. Sabah Gadalla, Parent
262. Aimee Huber

263. Joana Kedis, Parent
264. Rosalie Sabatino
265. Scott Kallens, Social Studies Teacher
266. Lisa Hart, Parent
267. Maher Mn, Parent
268. Anne Conaty
269. Sue O'Dougherty
270. Hany Morcos, Parent
271. Engineer Shnouda, Parent
272. Gabrielle Brandeal
273. Chantal Lamberti
274. Michael G. Michaels, National Chairman
Citizens for Educational Equality
275. Michael G. Mitchell, Parent
276. Laura B. Erber
277. David H. Pickup, Licensed Marriage and Family Therapist
278. Jmcw
279. Mary Soliman, Parent
280. Joan West
281. Charlotte Kelly
282. Ayman Sabry, Parent
283. Michael Dellaperute, Parent and Pastor
284. Sharon Ziefle, Grandparent
285. Esam Kamel
286. Mark Bisci
287. Jackie Burke, Assistant Executive Director
New Jersey Council of County Vocational Schools
288. Magdi Mikhaiel
289. Marium Ayoub, Clergy
290. Laura West

291. Member of Public
292. Miriana Ghaly, Parent
293. Hanan Youssef, Parent
294. Brian Carey, Science Supervisor
Livingston Public Schools
295. Catherine Justin, Science Teacher
Cinnaminson Middle School
296. Chris Rickard, Chemistry Teacher
Woodstown High School
297. Erik Mohlhenrich
Princeton Public Schools
298. Jennifer Bland
Evesham Township Schools
299. Joy Barnes-Johnson
Willingboro, NJ
300. Klarissa Bruno-Martin
301. Michael Humphrey
Princeton Public Schools
302. Alex Andrioli, Teacher
Evesham, NJ
303. Cindy Assini
304. Jaime Oliveira
305. Arlene Gardner, Executive Director
New Jersey Center for Civic Education
306. David Jones
306. Tara Zanfino
307. Bill Fernekes, Human Rights Educators USA
308. Brian Wyzykiewicz, Teacher
309. Cara Hutchinson
310. Charles Breitweiser

311. Chris Thomas, Teacher
Marlton Middle School
312. Christine Flaherty
Caldwell, NJ
313. Christine Gehringer, Supervisor
Washington Township Public Schools
314. Christopher Bickel
315. Andrew Assini, Educator
316. Divanshi Kaur, Student
317. Dori Aughenbaugh
DeMasi Middle School
318. Emily Piskun, Faculty
Washington Township Public Schools
319. Frank Romano Jr., Educator
320. Guldeep Sethi
Franklin Lakes, NJ
321. Gurinder Kaur
South Brunswick
322. Gurjote Singh Sethi
Franklin Lakes, NJ
323. Hank Bitten
324. Harleen Kaur
Franklin Lakes, NJ
325. Harnoor Sachar, Student
326. Harpreet Champi
Monroe, NJ
327. Heather Wawrzyniak, Curriculum and Instruction Coordinator
Riverside Township Public School District
328. Henrietta Mears
329. Jacqueline Bishop, Teacher

- Evesham, NJ
330. Ann Oliveira
331. Jasdeep Kohli
Monroe Township, NJ
332. Joe Orlak, Supervisor
Pascack Valley School District
333. John Holoduek, Teacher
Passaic Arts and Science Charter High School
334. Jonathan Miller, Educator
335. Joseph Costello, Teacher
336. Karen Hopkins
337. Kavita Amin, Student
338. Kyle Tinnes, Supervisor
Delaware Valley Regional High School
339. Mandeep Sran
Robbinsville, NJ
340. Matthew Ordog, Educator
Delran Township School District
341. Melissa Hodgson, Educator
Montgomery High School
342. Michelle Wolfson, Reviewer and Review Coordinator
Institute for Curriculum Services
343. Parminder Singh
Edison, NJ
344. Patricia Stanley, Franklin Township (Somerset County) Board of Education member
345. Raminder Bindra
Moorestown, NJ
346. Robert Fenster, Educator
347. Rose White
348. Rucha Kavathe

- Delran, NJ
349. Sacheep S. Arora
Hopewell Township, NJ
350. Sahib Singh, Student
351. Samia Masoud
Jersey City, NJ
352. Sara Joslin, Member
United Methodist Woman and Church Women United
353. Scott Kercher, Supervisor
Sparta Township Public Schools
354. Sonia Ivancic, Student
355. Sue Gioulis
356. Sukhmeet Bedi, Student
357. Tanya Cicerale, Teacher
Lincoln Middle School
358. Victoria Cuneo, Learning Specialist
North Burlington County Regional Middle School
359. David G. Moser, Director of Curriculum and Instruction
Mendham Borough School District
360. Robert Morrison, Director of ArtsEdNJ
361. Kerrie Sullivan, Visual and Performing Arts Supervisor
362. Dianna Angelli, Supervisor of 6-12 Instruction
Waldwick School District
363. Shannon Maddolin, Choral Instructor/General Music Teacher/Instrumental Instructor
364. Karyn Park, Music Educator
Monroe Township
365. Dr. Josh Melson, Vocal Music Teacher
Toms River Intermediate East
366. Dr. Ann Marie K. Pai
367. Jenna Cozzarelli

368. Steven Carey, Ed.D., Performing Arts Content Area Leader/Director of Bands
Pitman High School
369. Alison Simonson
Foreign Language Educators of New Jersey
370. Julia Koch
Foreign Language Educators of New Jersey
371. Kat Kirk
Howell Township, NJ
372. Kenesha Aarons
Nutley, NJ
373. Mariam Abad
Jersey City, NJ
374. Mariana Abadeer
Bayonne, NJ
375. Magdy Abadir
Bayonne, NJ
376. Mary Abadir
Bayonne, NJ
377. Mariam Abas
Jersey City, NJ
378. Hussein Abboud
Wayne, NJ
379. Anne Abbud
Colts Neck, NJ
380. Sarah Abdalla
Jersey City, NJ
381. Ahmed Abdalla
Bayonne, NJ
382. Helana Abdelmasih
Jersey City, NJ

383. Ayad Abdelmesih
Jersey City, NJ
384. Roumany Abdelnour
Jersey City, NJ
385. Heba Abdelnour
Jersey City, NJ
386. Loris Abdou
North Arlington, NJ
387. Maria Abdou
Bayonne, NJ
388. Mary Abed
Jersey City, NJ
389. Donald Adams
Morris Plains, NJ
390. Mariam Agaiby
Jersey City, NJ
391. Mary Agnello
Wayne, NJ
392. Dumo Akuiyibo
Bayonne, NJ
393. Philip Alcock
Morris Plains, NJ
394. Eslam Ali
Jersey City, NJ
395. Soha Allam
Kendall Park, NJ
396. Elizabeth Almoguera
Aberdeen, NJ
397. Aimew Altomare
Wayne, NJ

398. David Amendola
Manalapan, NJ
399. Sameh Amin
Elmwood Park, NJ
400. Kareman Andrawis
Bayonne, NJ
401. Anber Anthony
Brigantine, NJ
402. Dorothy N Antoine
Newark, NJ
403. Frances Antolina
Ocean City, NJ
404. Janet Arnest
East Brunswick, NJ
406. Shad Aslam
Monmouth Junction, NJ
406. Rania Atallah
Old Bridge, NJ
407. Nermin Attallah
Jersey City, NJ
408. Bahaa Attia
East Brunswick, NJ
409. Rania Attia
Jersey City, NJ
410. Richard Aughey
Fair Lawn, NJ
411. Mervat Awad
Bayonne, NJ
412. Isaac Awad
Morris Plains, NJ

413. Eman Ayoub
Bayonne, NJ
414. Mariam Ayoub
Bayonne, NJ
415. Yosry Ayoub
Jersey City, NJ
416. Mohareb Azer
Bayonne, NJ
417. Magda Aziz
Bayonne, NJ
418. Baraka Baaher
Bayonne, NJ
419. Victor Baba
Warren, NJ
420. Oliver Barakat
Bayonne, NJ
421. Margaret Bardes
Linden, NJ
422. Patricia Barner
Tabernacle, NJ
423. Barsoum
Bayonne, NJ
424. Salvatore Bartilotta
Phillipsburg, NJ
425. Viviane Bassily
Monroe Township, NJ
426. Andrew Beach
Hackettstown, NJ
427. Isabel Beach
Hackettstown, NJ

428. Liscet Beaucha
Middlesex, NJ
429. Hany Bebawy
Ridgefield Park, NJ
430. Eman Bechara
Bayonne, NJ
431. Vincent Bellizzi
Haskell, NJ
432. Leonora Bentivegna
Manahawkin, NJ
433. Kerolos Bernaba
Jersey City, NJ
434. Carol Bertolino
Wayne, NJ
435. Jaklin Beshai
Edison, NJ
436. Lilian Beshai
East Brunswick, NJ
437. Mark Beshai
East Brunswick, NJ
438. Nermeen Beshai
Dayton, NJ
439. Samy Beshai
Dayton, NJ
440. Khamis Beshai
Edison, NJ
441. Manal Beshara
Bayonne, NJ
442. Shery Beshay
Bayonne, NJ

- 443. Shimaa Beshr
Jersey City, NJ
- 444. Pilar Betancourt
Franklin, NJ
- 445. Jennifer Blander
Mountainside, NJ
- 446. Michael Bolch
Clifton, NJ
- 447. Ghali Boles
East Brunswick, NJ
- 448. Anne Bolick
Keasbey, NJ
- 449. Charles Bordogna
North Haledon, NJ
- 450. Justin Bosak
Toms River, NJ
- 451. Michele Bosco
Medford, NJ
- 452. Hany Boshra
Jersey City, NJ
- 453. Hany Botrod
East Brunswick, NJ
- 454. Mina Botros
East Brunswick, NJ
- 455. Lois Botti
Medford, NJ
- 456. Dawn Boudmer
Bayonne, NJ
- 457. Mariam Bounaih
Jersey City, NJ

- 458. Magdy Boutros
Bayonne, NJ
- 459. Colleen Braun
Barnegat, NJ
- 460. Kimberly Bruner
Bayville, NJ
- 461. James Brunn
Manville, NJ
- 462. Ela Bryczkowska
Bridgewater, NJ
- 463. Martha Buckwalter
Vineland, NJ
- 464. Roselyn Burciar
Lakewood, NJ
- 465. Cheryl Burger
Lake Hiawatha, NJ
- 466. Karin Burke
Brick, NJ
- 467. Lorr Burzinski
North Arlington, NJ
- 468. Paul Byrne
Piscataway, NJ
- 469. Dennis Cahill
Piscataway, NJ
- 471. Michelle Camp
Egg Harbor Township, NJ
- 472. Vincent Candela
Summit, NJ
- 473. Pam Cappabianca
Toms River, NJ

- 474. Emmanuel Caraballo
Bayonne, NJ
- 475. Gabrielle Caraballo
Vineland, NJ
- 476. Zhuri Carew
Rahway, NJ
- 477. Sandra Carson
Cherry Hill, NJ
- 478. Lee Ann Carter
Brick, NJ
- 479. Barbara Cascio
Barnegat, NJ
- 480. Jill Cavalieri
Toms River, NJ
- 481. Joseph Cavalieri
Toms River, NJ
- 482. Dale Cavanaugh
Wayne, NJ
- 483. Cala Champury
Brick, NJ
- 484. Gary Charwin
Cranbury, NJ
- 485. C. Chase
Edison, NJ
- 486. Erica Chiarelli
Brick, NJ
- 487. Marylou Chopan
Hamilton, NJ
- 488. Alan Cipolone
Brooklawn, NJ

- 489. Faith Clark
Long Branch, NJ
- 490. Robin Clinton
Newton, NJ
- 491. Gilbert Coleman
Sicklerville, NJ
- 492. Robert Collado
Belleville, NJ
- 493. Rosemarie Colon
Cherry Hill, NJ
- 494. Lisa Connolly
Glassboro, NJ
- 495. Yitzhak Correa
Cherry Hill, NJ
- 496. Enoch Corregir
Bayonne, NJ
- 497. Stephen Craft
Edison, NJ
- 498. Paul Cramer
Bridgewater, NJ
- 499. Sandra Cribbin
Red Bank, NJ
- 500. Nazalia Cuevas
Pennsauken, NJ
- 501. James Dadzie
Piscataway, NJ
- 502. Mariana Danial
Jersey City, NJ
- 503. Angel Daoud
Bayonne, NJ

- 504. Anita Daugherty
Edison, NJ
- 505. Gregory De Jesus
Millville, NJ
- 506. Myrna Defoe
Parlin, NJ
- 507. Mary-Anne Delaney
West Deptford, NJ
- 508. Fran Denaro
Howell, NJ
- 509. Rania Deryas
Jersey City, NJ
- 510. Henry DeVries
Sussex, NJ
- 511. Albert DiFrancesco
Marlton, NJ
- 512. Danielle Dill
Gillette, NJ
- 513. Catherine Dimiane
Jersey City, NJ
- 514. Colleen Dipastina
Hamilton, NJ
- 515. Richard Donat
Toms River, NJ
- 516. Rachela Doran
West Caldwell, NJ
- 517. Sharon Dragan
Pennington, NJ
- 518. Richard Drager
Sparta, NJ

519. Adrian Dumitru
Highland Park, NJ
520. Abeer Ebeid
East Brunswick, NJ
521. Mariam Ebraheem
Paramus, NJ
522. Nader Ebraheem
Paramus, NJ
523. Riham Ehab
Jersey City, NJ
524. Mary Eilbacher
Flemington, NJ
525. Sanaa Eissa
Jersey City, NJ
526. Kadees Ekladyous
Jersey City, NJ
527. Gehan Elamgad
Blackwood, NJ
528. Hossam Elfeky
Kendall Park, NJ
529. Mariana Elias
Flemington, NJ
530. Maryan Elraheb
East Brunswick, NJ
531. Sahar El-Sheneity
Dayton, NJ
532. Chinedu Emmanuel
West Orange, NJ
533. Dorothy Emmanuel
West Orange, NJ

- 534. Carolyn Enge
Manchester, NJ
- 535. Klaus Engelmann
Park Ridge, NJ
- 536. Daniela Escobar
Clark, NJ
- 537. Farida Eskandar
Bayonne, NJ
- 538. Maria Eskandar
Belleville, NJ
- 539. Diana Eskander
Jersey City, NJ
- 540. Treza Eskander
Jersey City, NJ
- 541. Janet Esposito
Hammonton, NJ
- 542. Rasha Ez elarab
Jersey City, NJ
- 543. Verena Fahim
East Brunswick, NJ
- 544. Mohie Fam
East Brunswick, NJ
- 545. Shadia Fanous
Bayonne, NJ
- 546. Linda Fantasia
Bayville, NJ
- 547. Mary Farag
Princeton, NJ
- 548. Amal Farag
East Brunswick, NJ

- 549. Hanan Faragalla
Jersey City, NJ
- 550. Aly Faris
Rockaway, NJ
- 551. Nada Fathy
Jersey City, NJ
- 552. Holly Ferraro
Somerset, NJ
- 553. Christine Flaherty
Caldwell, NJ
- 554. Agnes Forker
Southampton, NJ
- 555. Joseph Franceus
Basking Ridge, NJ
- 556. Uostena Francis
Bogota, NJ
- 557. Donna Friend
Egg Harbor Township, NJ
- 558. Phil Fucetola
Little Egg Harbor Township, NJ
- 559. Barbara Fucetola
Little Egg Harbor Township, NJ
- 560. Marina Gaballa
Jersey City, NJ
- 561. Labib Gabriel
East Brunswick, NJ
- 562. Vioula Gadalla
Jersey City, NJ
- 563. Khair Gadelceed
Jersey City, NJ

- 564. Renato Gadenz
Tinton Falls, NJ
- 565. Cyndi Garcia
Hainesport, NJ
- 566. James Garibaldi
Toms River, NJ
- 567. Leslie Garibaldi
Toms River, NJ
- 568. Guy Garofano
Lincoln Park, NJ
- 569. Sherin Gawargy
Bayonne, NJ
- 570. Emad Gayed
Bayonne, NJ
- 571. Ezzat Gayed
Jersey City, NJ
- 572. Osama Gayed
Jersey City, NJ
- 573. Youstina Gayed
Jersey City, NJ
- 574. Raafat Gendy
East Brunswick, NJ
- 575. Vivian Gerges
Clifton, NJ
- 576. Mena Gerges
Lodi, NJ
- 577. Amira Geris
Jersey City, NJ
- 578. Dan Germaine
Watchung, NJ

- 579. Christa Gerry
Sussex, NJ
- 580. Awad Gewid
Bayonne, NJ
- 581. Aziza Gewid
Bayonne, NJ
- 582. Haidy Ghaly
Jersey City, NJ
- 583. Mariam Ghaly
Bayonne, NJ
- 584. Mariam Ghattas
Jersey City, NJ
- 585. Georgena Ghebrial
Bayonne, NJ
- 586. Anasimon Girgis
Jersey City, NJ
- 587. Viola Girgis
East Brunswick, NJ
- 588. Joanne Godlewsky
Andover, NJ
- 589. Eric Goetz
Boonton Township, NJ
- 590. Gregory Golden
North Haledon, NJ
- 591. Lauren Golden
North Haledon, NJ
- 592. Amin Gomaa
Colts Neck, NJ
- 593. A. J. Gonzalez
Watchung, NJ

- 594. Kate Goode
Little Egg Harbor Township, NJ
- 595. Lydia Gorter
Ridgewood, NJ
- 596. Lou Graglia
Wyckoff, NJ
- 597. Leonard Gravley
Bridgeton, NJ
- 598. Luz Gravley
Bridgeton, NJ
- 599. Maryann Greff
Wayne, NJ
- 600. David Grein
Lanoka Harbor, NJ
- 601. Mary Guirguis
Jersey City, NJ
- 602. Caroline Guirguis
Kendall Park, NJ
- 603. Kenneth Gustavsen
Morristown, NJ
- 604. Fady Habeel
Rutherford, NJ
- 605. Karen Haber
Toms River, NJ
- 606. Emad Habib
Bayonne, NJ
- 607. Michael Habib
East Brunswick, NJ
- 608. Karla Hago
Nutley, NJ

609. Beth Hall
Beachwood, NJ
610. Sahar Hana
Bayonne, NJ
611. Awatif Hanna
Bayonne, NJ
612. Randa Hanna
East Brunswick, NJ
613. Ekhlas Hanna
Bayonne, NJ
614. Marie Hanna
Florham Park, NJ
615. Regina Hanwacker
Newton, NJ
616. Keith Harris
Ringoos, NJ
617. Anonymous
618. Samah Hassan
Jersey City, NJ
619. Daniel Hauschild
Glen Ridge, NJ
620. Wael Helmy
Jersey City, NJ
621. Danielle Helton
Little Egg Harbor Township, NJ
622. Jessica Henderson
Bayville, NJ
623. Victoria Herrera
Wall Township, NJ
624. Jeffrey Wrede Hillsdale, NJ

- Hillsdale, NJ
625. Holly Hoffmann
West Creek, NJ
626. Laura Holl
Manasquan, NJ
627. Judith Holtz
Roseland, NJ
628. Wilma Hopper
Prospect Park, NJ
629. Lulu Howell
Budd Lake, NJ
630. Dawn Hudock
North Plainfield, NJ
631. Michael Hughes
North Middletown, NJ
632. Cornelius Hughes
Medford, NJ
633. Mary Hughes
Medford, NJ
634. Julia Hui
Basking Ridge, NJ
635. Violet Iasso
Lincoln Park, NJ
636. Caroline Ibrahim
Bayonne, NJ
637. Marian Ibrahim
Little Falls, NJ
638. Sandra Ibrahim
Monroe, NJ
639. Evodia Ibrahim

- Monroe Township, NJ
640. Anton Ibrahim
Edison, NJ
641. Mary Ibrahim
Monroe, NJ
642. Nader Ibrahim
Monroe Township, NJ
643. Philopateer Ibrahim
Bayonne, NJ
644. Lee Iden
Morristown, NJ
645. Cristina Imperato
Bridgewater, NJ
646. Angela Intiso
Parlin, NJ
647. Fatima Iqbal
Franklin Park, NJ
648. Sozy Ishak
East Brunswick, NJ
649. Sobhy Ishaq
Jersey City, NJ
650. Marina Ishsk
Bayonne, NJ
651. Amal Iskaros
Ridgewood, NJ
652. Darlene Jackson
Franklin Lakes, NJ
653. Essam Jacob
Elizabeth, NJ
654. Nancy Jacobins

- Belleville, NJ
655. Christina Jensen
Toms River, NJ
656. Ken Johnson
Midland Park, NJ
657. Phyllis Johnson
Midland Park, NJ
658. Cheryl Kaiser
West Long Branch, NJ
659. Renée Kaiser
Lanoka Harbor, NJ
660. Esam Kamel
Jersey City, NJ
661. Nema Kamel
Bayonne, NJ
662. Lauri Kanapsky
Union, NJ
663. Kathleen and David Bulka
Caldwell, NJ
664. Lana Kawwa
Bayonne, NJ
665. Ellen Keelan
Toms River, NJ
666. Katherine Kelly
Morristown, NJ
667. Kevin Kennedy
Toms River, NJ
668. Katelyn Kerod
Belle Mead, NJ
669. Karly Kerod

- Belle Mead, NJ
670. Kevin Kerod
Belle Mead, NJ
671. Laura Kerod
Belle Mead, NJ
672. Harold Kevanian
Warren, NJ
673. Nermin Khair
Bayonne, NJ
674. Aysha Khalid
Dayton, NJ
675. Shadia Khalifa
Jersey City, NJ
676. Ramy Khalil
Bayonne, NJ
677. Marvy Khalil
Bayonne, NJ
678. Mariam Khan
Princeton, NJ
679. Tabassum Khan
North Brunswick, NJ
680. Rania Khatab
Jersey City, NJ
681. Nagat Khela
682. Liza Kiernan
Bayville, NJ
683. Anonymous
684. Ann Knob
Bound Brook, NJ
685. Marsha Kott

- Newton, NJ
686. Suzanne Kozlowski
Hawthorne, NJ
687. Wayne Kretzing
Bloomingdale, NJ
688. Constance Kucharski
Bellmawr, NJ
689. Beryl Kutrieb
Mercerville, NJ
690. Bob Lang
East Hanover, NJ
691. David Lardier
Manchester, NJ
692. Btissam Lasry
Hackettstown, NJ
693. Ben Lau
Watchung, NJ
694. Arthur Lavis
Montvale, NJ
695. Mary Lawrence
Barrington, NJ
696. Jennifer Lee
East Brunswick, NJ
697. Lorraine Lee
East Orange, NJ
698. Thomas Lenahan
Berkeley Heights, NJ
699. Roy Lerch
Wantage, NJ
700. Kathy Lewis

- Pine Beach, NJ
701. William Lewis
Pine Beach, NJ
702. Savannah Licknack
Beachwood, NJ
703. John Litzinger
Wrightstown, NJ
704. Minmin Liu
Princeton Junction, NJ
705. Irene Livres
New Egypt, NJ
706. George Lobman
Toms River, NJ
707. Ivars Loce
East Brunswick, NJ
708. Joyce Locknish
Westfield, NJ
709. Cynthia Logan
Voorhees, NJ
710. Jeanine Loh
Hamilton Square, NJ
711. Maribel Luciano
Camden, NJ
712. Theresa Macari
Roselle Park, NJ
713. Michael Machos
Old Bridge, NJ
714. Taryn Machos
Old Bridge, NJ
715. Hubert Mador

- Howell, NJ
716. Maria Maggi
Lincoln Park, NJ
717. Andrea Maher
Cape May Court House, NJ
718. Sammy Mahrous
Bayonne, NJ
719. John Makar
Bayonne, NJ
720. Maryam Makar
Bayonne, NJ
721. Maged Makar
East Brunswick, NJ
722. Zakaria Makar
Bayonne, NJ
723. Eman Makar
Bayonne, NJ
724. Mera Makar
Bayonne, NJ
725. Emad Makram
Morganville, NJ
726. Darryl Malcolm
Columbia, NJ
727. Susan Malcolm
Columbia, NJ
728. Dayana Maldonado
Pennsauken, NJ
729. Mary Malek
Kearny, NJ
730. Saadia Malik

- Monmouth Junction, NJ
731. April Mancuso
Brigantine, NJ
732. Theresa Mangion
Basking Ridge, NJ
733. Martina Mansour
Jersey City, NJ
734. Nabil Mansour
Jersey City, NJ
735. Marian Mansour
Jersey City, NJ
736. Colleen Martinez
Whiting, NJ
737. Betsy Martinez
Rahway, NJ
738. Charles Martini
Cliffside Park, NJ
739. Danielle Mason
Brick, NJ
740. Helen Matta
North Arlington, NJ
741. William Mayerchak
Warren, NJ
742. Christen Mazarella
Sparta, NJ
743. Robert Mazzeo
Mullica Hill, NJ
744. Kelly McBride
Denville, NJ
745. Michael McClane

- Hamilton, NJ
746. Sharon McFarland
Old Bridge, NJ
747. John McGill
Clifton, NJ
748. Joanne McHugh
Whippany, NJ
749. Peggy McHugh
Deptford, NJ
750. Paul McKeon
Hamilton, NJ
751. Daniel McKillop
Manahawkin, NJ
752. Vickie McKillop
Manahawkin, NJ
753. Ellen McMaster
Villas, NJ
754. Arthur McQuaid
West Milford, NJ
755. Elizabeth Meagher
Lawrence Township, NJ
756. Dina Meawad
Jersey City, NJ
757. Maria Medina
Pennsauken, NJ
758. Joseph Mekhael
Bayonne, NJ
759. Emil Mekhail
Bayonne, NJ
760. Erien Mekhail

- Jersey City, NJ
761. Mariana Mekhail
Bayonne, NJ
762. Amany Mekhail
East Brunswick, NJ
763. Emad Melad
Jersey City, NJ
764. Jonathan Merki
Millville, NJ
765. Pattie Meyh
Egg Harbor City, NJ
766. Mariam Michael
Jersey City, NJ
767. Tigran Mikaelyan
Harrington Park, NJ
768. Gamela Mikhaeil
Jersey City, NJ
769. Fawzy Mikhael
Jersey City, NJ
770. Maged Mikhail
Bridgewater, NJ
771. Refaat Mikhail
Bayonne, NJ
772. Kirstin Mikhail
Jersey City, NJ
773. Michael Mikhail
Bayonne, NJ
774. Rasha Mikhail
Bayonne, NJ
775. Samer Mikhail

- Matawan, NJ
776. Joseph Miller
Edison, NJ
777. Stephen Minarovich
Bridgewater, NJ
778. Mary Moawad
Paramus, NJ
779. Edmund Moeltner
Lakewood, NJ
780. Michele Moeltner
Lakewood, NJ
781. Fatma Mohamed
Jersey City, NJ
782. Fatma Mohamed
Jersey City, NJ
783. Abeer Mohamed
Princeton, NJ
784. Hesham Mohamed
Princeton, NJ
785. Samy Mohareb
Jersey City, NJ
786. Steven Mol
Pompton Plains, NJ
787. John Monath
Toms River, NJ
788. Renee Monath
Toms River, NJ
789. Thomas Mooney
Hardwick, NJ
790. John Moorhouse

- Kendall Park, NJ
791. Mirna Morad
Bayonne, NJ
792. Jennifer Morey
Little Egg Harbor Township, NJ
793. Ereiny Morgan
Bayonne, NJ
794. Yaser Morkos
Nutley, NJ
795. Carl Morrison
West Orange, NJ
796. Meshreky Moussa
Bayonne, NJ
797. Marietta Muchmore
Morristown, NJ
798. Keicha Muriel-Barreto
Wenonah, NJ
799. Walter Murphy
Newton, NJ
800. Teresa Murray
Stirling, NJ
801. Finola Murtagh
Wyckoff, NJ
802. Kathy Muscillo
Brick, NJ
803. Richard Myers
Millville, NJ
804. Metajeane Myerscough
Newfield, NJ
805. Shamim Nabakadde

- Bloomingtondale, NJ
806. Nabeh Nabeh
Jersey City, NJ
807. Kyrollos Nageh
Bayonne, NJ
808. Gabriela Nageh
Bayonne, NJ
809. Amani Naguib
Jersey City, NJ
810. Sam Naguib
Elizabeth, NJ
811. Olivia Nagy
Neptune City, NJ
812. Awatef Nakhla
Bayonne, NJ
813. Rania Nakhla
Bayonne, NJ
814. Hany Nashed
Paramus, NJ
815. Ramez Nashed
Bayonne, NJ
816. Mark Nashed
Paramus, NJ
817. Sara Nashed
Ridgefield Park, NJ
818. Sylvia Nashed
Monroe Township, NJ
819. John Nashed
Helmetta, NJ
820. Mona Nashed

- Paramus, NJ
821. Martina Nasib
Bayonne, NJ
822. Mina Nasib
Bayonne, NJ
823. Norhan Nasr
Jersey City, NJ
824. Shery Nasralla
Bayonne, NJ
825. Eric Newton
Washington, NJ
826. Youstina Nicola
Jersey City, NJ
827. John Nicola
South River, NJ
828. Christina Noroski
Toms River, NJ
829. Seham Noubar-Estfanous
Bayonne, NJ
830. Peggy Nunez
Mercerville, NJ
831. Sean Ohare
Cliffside Park, NJ
832. Julie O'Kane
Morris Plains, NJ
833. James Okken
Hackettstown, NJ
834. Vera Olinski
Highland Lakes, NJ
835. Angela Olivieri

- Edison, NJ
836. Jennifer Olmo
Paterson, NJ
837. John Pacana
Voorhees, NJ
838. Zerick Pagan
Oaklyn, NJ
839. Lisa Palomeque
Ocean City, NJ
840. Joe Paoella
Ewing, NJ
841. Diann Parkas
Hopatcong, NJ
842. Al Parker
Pennsville, NJ
843. Victoria Parker
Oakland, NJ
844. Joan Pascual
West Orange, NJ
845. Lucy Paster
Toms River, NJ
846. Dhun Patel
Little Egg Harbor Township, NJ
847. Margaret Patrick
Wharton, NJ
848. Craig Pedersen
Succasunna, NJ
849. John Perkins
Southampton, NJ
850. Janice Pertuit

- Wharton, NJ
851. Sobia Pervez
Kendall Park, NJ
852. Jessika Peterson
Mays Landing, NJ
853. Ewa Piekunko
Wayne, NJ
854. Edgar Pittenger
Hackettstown, NJ
855. Phyllis Porach
Toms River, NJ
856. Diane Potts
Lambertville, NJ
857. Israel Poventud
Linden, NJ
858. Joanna Powell
Jackson, NJ
859. Kelly Pratt
Cape May, NJ
860. Marlys Prescott
Haddon Township, NJ
861. Rene Price
Audubon, NJ
862. Rewais Rady
Bayonne, NJ
863. Bassam Rafayel
Jersey City, NJ
864. Beshoy Rafla
Monroe, NJ
865. Ashraf Ragheb

- Hasbrouck Heights, NJ
866. Deana Raimondi
Toms River, NJ
867. Ruth Raymond
Orange, NJ
868. Carolyn Reed
Garwood, NJ
869. Dalia Rezk
Bayonne, NJ
870. Abanob Riad
Bayonne, NJ
871. Hayley Richards
Hillsborough, NJ
872. Judith Risser
Monroeville, NJ
873. Shelly Ristow
Little Egg Harbor Twp, NJ
874. Carol Roberts
Southampton, NJ
875. Timothy Roberts
Lake Hopatcong, NJ
876. Sonya Rodas
South Plainfield, NJ
877. Tasha Rosa
Vineland, NJ
878. Vanessa Rosado
Elmwood Park, NJ
879. Rosa Rose
Morristown, NJ
880. Bonnie Ruesch

- Hackettstown, NJ
881. Barbara Rusinik
Wayne, NJ
882. Robert Rypkema
Park Ridge, NJ
883. Basem Saad
Jersey City, NJ
884. Emad Saad
Bayonne, NJ
885. Nesreen Saad
Bayonne, NJ
886. Salib Saad
Bayonne, NJ
887. Hani Saber
Dayton, NJ
888. Nana Saleh
Jersey City, NJ
889. Hany Salib
Bayonne, NJ
890. Mary Salib
Jersey City, NJ
891. Naser Salib
Bayonne, NJ
892. Kathy Salter
Vineland, NJ
893. Raafat Samaan
East Brunswick, NJ
894. Carol Samsanaviius
Medford, NJ
895. Maryem Samuil

- Jersey City, NJ
896. Domenico Savatta
Watchung, NJ
897. Kersten Saweers
Jersey City, NJ
898. Evon Saweres
Jersey City, NJ
899. Ashraf Sawires
Jersey City, NJ
900. Dalia Sawires
Bayonne, NJ
901. Jennifer Schaal
Lafayette, NJ
902. Kerri Schaefer
Midland Park, NJ
903. Irene Schepis
Medford, NJ
904. Jeanne Schmidt
Nutley, NJ
905. Diane Scibal
Northfield, NJ
906. Gordon Scott
Paramus, NJ
907. Jean Scott
Trenton, NJ
908. Onsy Selwaness
East Brunswick, NJ
909. Monica Semaan
Union, NJ
910. Hanan Shaban

- Dayton, NJ
911. Fadwa Shehata
Bayonne, NJ
912. Sandy Shehata
Bayonne, NJ
913. Elizabeth Shimwell
Summit, NJ
914. Lorene Shortino
Parlin, NJ
915. Thomas Sicola
Watchung, NJ
916. Dave Silva
Little Egg Harbor Township, NJ
917. Joseph Silva
Wayne, NJ
918. Rosita Simpson
Manchester, NJ
919. Bassem Smaan
East Brunswick, NJ
920. Jaunita Smith
Rockaway, NJ
921. Randy Smith
Allenwood, NJ
922. Maureen Smitley
Hamilton, NJ
923. Talat Sofian
Bayonne, NJ
924. Alfred Soliman
Monroe Township, NJ
925. Margarita Sori

- North Haledon, NJ
926. Taffy Spaloss
Forked River, NJ
927. Lynda Spear
Ocean View, NJ
928. Chauncey Steed
Roselle, NJ
929. Stephan Stein
Blairstown, NJ
930. Sandra Stilianessis
Wayne, NJ
931. Bruce Stine
North Plainfield, NJ
932. Karrie Stiteler
Vineland, NJ
933. Michele Struss
Franklin Lakes, NJ
934. Fabio A Suero Solier
Howell, NJ
935. Paula Sushka
Egg Harbor Township, NJ
936. Christina Symonds
Hackettstown, NJ
937. Danielle Szierer
Branchburg, NJ
938. Peter Szurick
North Plainfield, NJ
939. David Tawadros
East Brunswick, NJ
940. Amany Tawadrous

- Jersey City, NJ
941. Marian Tawdros
Bayonne, NJ
942. Anna Temple
Warren, NJ
943. Christina Terjesen
Howell, NJ
944. David Terlizzi
Toms River, NJ
945. Noel Terranova
Howell, NJ
946. Louis Tewfik
Old Bridge, NJ
947. Vivian Thibou
Paterson, NJ
948. Abeer Toma
Bayonne, NJ
949. Anna Tomasello
North Plainfield, NJ
950. Rosa Torres
Howell, NJ
951. Joy Touhill
Warren, NJ
952. Michael Towfeek
Jersey City, NJ
953. Rebecca Tramontano
Barnegat, NJ
954. Janet Treachler
Carneys Point, NJ
955. Jeffrey Trulli

- Woodbine, NJ
956. Mark Trunkwalter
Pennsville, NJ
957. Dorothy Turse
Bridgewater, NJ
958. Judith Valencia
Toms River, NJ
959. Andre' Van Houwe
Oak Ridge, NJ
960. Sim Van Houwe
Oak Ridge, NJ
961. Jeff VanderGroef
Wantage, NJ
962. Thomas Vanlenten
Wayne, NJ
963. Claritzabel Vazquez
Haddonfield, NJ
964. Ray Velez
Maywood, NJ
965. Leslie Veres
Denville, NJ
966. Robyn Vietri
Oakland, NJ
967. Joy Vincent
Bloomfield, NJ
968. Richard Vincent
Bloomfield, NJ
969. Cynthia Viola
Barnegat, NJ
970. Jacqueline Vonschmidt

- Waretown, NJ
971. Samy Waghem
Bayonne, NJ
972. Mervat Wagieh
East Brunswick, NJ
973. Maryann Wallace
Bernardsville, NJ
974. Su Wash
Jersey City, NJ
975. Evelyn Wasniewski
New Egypt, NJ
976. Edward Waysek
Lincoln Park, NJ
977. Richard Wellbrock
Watchung, NJ
978. Donna Weller
Madison, NJ
979. Willis Wells
Garwood, NJ
980. Stephen Wells
Westfield, NJ
981. Elaine Whelan
North Haledon, NJ
982. Joy Whitney
Princeton, NJ
983. Margaret Wilhelm
North Haledon, NJ
984. William Willard
Bayonne, NJ
985. Abraham Willekes

- Andover, NJ
986. Lillian Wilson
Little Egg Harbor Township, NJ
987. Jeffrey Wolinsky
Watchung, NJ
988. Cynthia Wong
Piscataway, NJ
989. Leslie Workman
Basking Ridge, NJ
990. Hany Yacoub
East Brunswick, NJ
991. Michael Yacoub
Jersey City, NJ
992. Stephen Yacykewych
Bridgewater, NJ
993. Wong Young
Galloway, NJ
994. Martina Yousef
Bayonne, NJ
995. Benjamin Youssef
Bayonne, NJ
996. Magdy Youssef
Sayreville, NJ
997. Maher Youssef
Bayonne, NJ
998. Sohir Youssef
Milltown, NJ
999. Matthew Youssef
Wayne, NJ
1000. Michael Youssef

- North Arlington, NJ
1001. Ash Zakaria
Voorhees, NJ
1002. Neven Zakhary
Little Ferry, NJ
1003. Emad Zaki
Linden, NJ
1004. Beshoi Zaky
Bayonne, NJ
1005. Lili Zhang
Livingston, NJ
1006. Patricia Zielinski
Sicklerville, NJ
- 1007 Crystal, Parent
Kelsey Coalition
- 1008 Amrinderpal Akal, Student
- 1009 Richipal Singh
Fair Lawn, NJ
- 1010 Harpreet Batra
North Brunswick, NJ
- 1011 Christine Miles, Associate Director of Professional Development and Instructional Issues
New Jersey Education Association *(Note: Commenter added.)*

Visual and Performing Arts (VPA)

- 1. Comment:** The commenter stated that the draft 2020 New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) may not align to children’s creative and mental growth and artistic stages of development and advised further consideration based on broadly researched stages of children’s artistic and cognitive development.

The commenter also recommended greater emphasis on play and experimentation with arts mediums. **(366)**

Response: The draft 2020 NJSLS-VPA are based on the National Arts Standards. The teams that developed the standards at both the state and national levels included early education specialists in arts education, as well as representation from partnering organizations including The Kennedy Center for the Performing Arts, Lincoln Center Education, the National Coalition for Core Arts Standards.

An emphasis on play and experimentation with arts mediums is certainly possible to implement the standards and is up to the discretion of school districts to include in locally developed curriculum.

- 2. Comment:** The commenters stated that Middle and Elementary Performing ensembles are not represented in the draft 2020 NJSLS-VPA. **(359, 362-365, 367, 368)**

Response: Middle and Elementary Performing Arts standards are represented in the draft standards. The Ensemble and Harmonizing Music standards are competency-based rather than based on grade levels to allow multiple points of entry and greater flexibility. The flexibility that is offered through proficiency-based standards promises to expand rather than limit opportunities for students to participate in music ensembles. The proficiency levels (novice and intermediate) are clearly outlined in the introduction to the standards. Upon adoption of the draft standards, the Department will take the necessary steps to communicate that these standards also apply to elementary and middle school level music programs.

- 3. Comment:** The commenter applauded the draft 2020 NJSLS-VPA and congratulated the Department on its efforts. **(360)**

Response: The Department appreciates the support for the draft 2020 NJSLS-VPA.

- 4. Comment:** The commenter supported the draft 2020 NJSLS-VPA and pointed out the anticipated need for professional learning support for teachers and administrators in order for the standards to be implemented with fidelity. **(361)**

Response: The Department appreciates the support for the draft 2020 NJSLS-VPA and will focus its efforts on supporting school districts as they endeavor to implement the new standards with fidelity.

- 5. Comment:** The commenter acknowledged the tremendous effort by the Department to review and revise the New Jersey Student Learning Standards (NJSLS) in multiple disciplines, including Visual and Performing Arts. **(287)**

Response: The Department appreciates the support.

- 6. Comment:** The commenter agreed with the addition of Media Arts as one of the five arts disciplines in the 2020 NJSLS. **(287)**

Response: The Department appreciates the support.

7. **Comment:** The commenter asked the Department to consider greater flexibility with respect to the five-credit high school graduation requirement. (287)

Response: The issue of credit requirements to receive a state endorsed high school diploma lies outside the scope of the NJSLS review.

Comprehensive Health and Physical Education (CHPE)

8. **Comment:** The commenter stated that the language in draft 2020 NJSLS-CHPE should be simple and explicit. (14)

Response: The Department agrees that the language of the NJSLS should be easy to understand. Since the draft 2020 NJSLS-CHPE were presented for consideration at the January public meeting of the State Board of Education (State Board), they have been strengthened and revised to establish more comprehensive learning expectations in areas related to health and physical education.

9. **Comment:** The commenter stated that the draft 2020 NJSLS-CHPE fail to create high quality sexual education programs. (71)

Response: N.J.A.C. 6A:8-2.1 directs the Department to establish State educational goals and standards according to P.L. 1990, c. 52, P.L. 1991, c. 3, and P.L. 1991, c. 62. Since the draft 2020 NJSLS-CHPE were presented for consideration at the January public meeting of the State Board, they have been strengthened and revised to establish more comprehensive learning expectations in areas related to health and physical education. N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS. During the implementation phase of the new or revised NJSLS, the Department will provide ongoing support to school districts as they research and develop resources, materials, and strategies for standards-based instruction.

10. **Comment:** The commenter stated that the disciplinary concepts completely ignore the sexual components of health. (112, 1011)

Response: Since they were presented for consideration at the January public meeting of the State Board, the draft 2020 NJSLS-CHPE have been revised. Social and Sexual Health has been added as a disciplinary concept for kindergarten through grade 12. The following performance expectations are examples of those that have been added at the 6-8 grade band level:

2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).

The Social and Sexual Health disciplinary concept and core ideas are located in draft Standard 2.1 Personal and Mental Health.

11. **Comment:** The commenters recommended that standards related to pregnancy, pregnancy prevention, and the range of options surrounding a pregnancy decision be included in the draft 2020 NJSLS-CHPE. (2-4, 6, 7, 9-15, 17, 19, 20, 23-5, 27, 28, 30, 32-41, 43-46, 48, 49, 54, 55, 57-59, 60, 64-66, 67-68, 73, 77-79, 81-83, 84-86, 88-90, 92-94, 96-102, 104, 107-112, 114, 115, 117-119, 121-8, 131-134, 136-143, 145, 148-151, 153, 158)

Response: The Department agrees that the topics of pregnancy, pregnancy prevention, and the range of options surrounding a pregnancy decision are important and should be included in the draft 2020 NJSLS-CHPE. Since they were presented for consideration at the January public meeting of the State Board, the draft 2020 NJSLS-CHPE have been amended to include Pregnancy and Parenting as a disciplinary concept. The following core ideas grade band exemplify this addition:

K-2: All living things may have the capacity to reproduce.

3-5: Pregnancy can be achieved through a variety of methods.

6-8: An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.

There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

9-12: There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.

There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.

The following performance expectation addresses the range of options surrounding a pregnancy decision:

2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

The entire Social and Sexual Health disciplinary concept and core ideas are located in draft standard 2.1 Personal and Mental Health.

12. **Comment:** The commenter advocated for a standalone sexuality disciplinary concept. (112)

Response: The Department agrees with the commenter. The 2020 draft NJSLS-CHPE have been revised to include Social and Sexual Health as a disciplinary concept in draft standards 2.1 Personal and Mental Health.

13. **Comment:** The commenters recommended that standards related to pregnancy, contraception, preventive measures (e.g., condoms, pre-exposure prophylaxis (PrEP), the pill) and sexually transmitted infections (STIs) be included in the draft 2020 NJSLS-CHPE using non-stigmatizing language. (2-4, 6, 7, 9-15, 17, 19, 20, 22-5, 27, 28, 30, 32-41, 43-46, 48, 49, 54, 55, 57-59, 60, 64-66, 67-68, 71, 73, 77-79, 81-83, 84-86, 88-90, 92-94, 96-102, 104, 107-112, 114, 115, 117-119, 121-8, 130-143, 145, 148-151, 153, 158)

Response: The draft 2020 NJSLS-CHPE have been amended to add performance expectations that address contraception and preventive measures in a non-stigmatizing way. In revised standard 2.1 Personal and Mental Health, the following core idea and performance expectations for the 9-12 grade band are included here as an example of the revised language:

There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.

2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).

2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.

2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.

All amended core ideas and performance expectations across grade bands related to contraception and preventive measures are located in draft standard 2.1 Personal and Mental Health.

14. **Comment:** The commenters recommended the inclusion of HIV/AIDS prevention, PrEP, and PEP in the draft 2020 NJSLS-CHPE. (2, 4, 6, 9-14, 19-20, 24-25, 27, 28, 30, 32-33, 35-41, 43-46, 48-49, 54-55, 57, 59, 60, 64-65, 67-68, 73, 77-79, 82, 83, 85-86, 88-90, 92-94, 96-102, 104, 107, 109, 111-112, 115, 117-119, 121, 123-128, 131-134, 136-143, 145, 148-151, 153)

Response: The Department agrees that HIV/AIDS prevention, PrEP, and post-exposure prophylaxis (PEP) are important topics. The draft 2020 NJSLS-CHPE have been amended to add performance expectations that include performance expectations addressing HIV/AIDS prevention, PrEP, and PEP. The Department has added the following performance expectations to address this area:

2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).

2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

15. **Comment:** The commenter recommended the elimination of gender binary language throughout the standards. (3, 7)

Response: The Department agrees with the commenter. The language of draft 2020 NJSLS-CHPE was reviewed to remove gender binary language. The following revisions were made to the Introduction of the draft standards:

Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support [an] individuals to plan and stay healthy throughout [his or her] **their** lifetime.

16. **Comment:** The commenters recommended the inclusion of sex education, consent, pregnancy, STIs, contraception, gender and LGBTQ identities prior to the eighth grade. (2, 4, 6, 9-14, 17, 19-20, 24-25, 27, 28, 30, 32-33, 35-41, 43-46, 48-49, 54-55, 57, 59, 60, 64-65, 67-68, 73, 74, 77-79, 82, 83, 85-86, 88-90, 92-94, 96-102, 104, 107, 109, 111-112, 115, 117-119, 121, 123-128, 131-134, 136-143, 145, 148-151, 153, 1011)

Response: The Department agrees with the commenters. The draft 2020 NJSLS-CHPE have been revised to add and enhance core ideas and performance expectations related to the aforementioned topics in all grade bands. For example, in grade band 3-5, the following core idea and performance expectations have been added to the Social and Sexual Health in standard 2.1 Personal and Mental Health:

All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

All new and revised amended core ideas and performance expectations across grade bands related to the topics listed in the comment are located in draft standard 2.1 Personal and Mental Health.

17. **Comment:** The commenters requested that 2.1.8.PGD.4 be removed since it references gender identity. The commenters further requested the exclusion of LGBT content from the 2020 NJSLS-CHPE. (21, 29, 56, 113, 146, 147)

Response: Draft performance expectation 2.1.8.SSH.1 (formerly 2.1.8.PGD.4) states: “Differentiate between gender identity, gender expression and sexual orientation” implements the following core idea: “Inclusive schools and communities are accepting of all people and make them feel welcome and included.” Given the need for all students to learn acceptance and inclusion of others, this performance expectation will remain in the draft 2020 NJSLS-CHPE. The topic of gender identity has been in the CHPE standards since 2009.

18. **Comment:** The commenters suggested including gender norms, gender identity, sexual orientation, and sexuality in all grades in the draft 2020 NJSLS-CHPE. (3, 8, 22, 23, 28, 36, 54, 66, 81, 84, 108, 110, 122, 126, 158, 1011)

Response: The draft 2020 NJSLS-CHPE have been amended to include performance expectations related to gender identity, sexual orientation, and sexuality in the appropriate grade levels as suggested by research. The following is an example of a performance expectation that addresses this issue:

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

All amended core ideas and performance expectations across grade bands related to the topics listed in the comment are located in draft standard 2.1 Personal and Mental Health.

19. **Comment:** The commenters recommended that the Department incorporate the National Sexuality Education Standards as well as the Principals for Sex Education developed by the Center of Sex Education into the NJSLS-CHPE. (3, 7, 15, 22, 38)

Response: The original draft 2020 NJSLS-CHPE were informed by concepts, skills, and language contained in the National Sex Education Standards, as well as the National Health Standards. However, based on feedback received from the commenters, the draft standards have been enhanced to include additional performance expectations and core ideas that further address concepts and skills in the National Sex Education Standards. These amendments are located in draft Standards 2.1 Personal and Mental Health and 2.3 Safety.

20. **Comment:** The commenter stated that too much emphasis is on alcohol and drugs as a gateway to sex and risky behavior in the draft 2020 NJSLS-CHPE. (58)

Response: The draft 2020 NJSLS-CHPE have been modified to acknowledge that there are many factors that contribute to an individual’s decision to engage in sexual activities. The following performance expectations have been added to the draft 2020 NJSLS-CHPE to address this topic.

2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.

2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).

21. **Comment:** The commenter recommend that standards related to violence prevention include the LGBTQ students and staff in the draft 2020 NJSLS-CHPE. (158)

Response: The draft 2020 NJSLS-CHPE have been revised to include the following performance expectation under the Social and Sexual Health disciplinary concept in Standard 2.1 Personal and Mental Health:

2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.

22. **Comment:** The commenters recommended a stronger emphasis on consent in the draft 2020 NJSLS-CHPE. In addition, the commenters suggested that the standards related to sexual assault and consent be included in the elementary grades. (2, 4, 6, 9-14, 17, 19-20, 24-25, 27, 28, 30, 32-33, 35-41, 43-46, 48-49, 54-55, 57, 59, 60, 64-65, 67-68, 72-74, 77-79, 82, 83, 85-86, 88-90, 92-94, 96-102, 104, 107, 109, 111-112, 115, 117-119, 121, 123-128, 131-134, 136-143, 145, 148-153)

Response: The Department agrees that the topic of consent is important. The draft 2020 NJSLS-CHPE has been amended to include multiple performance expectations under the Personal Safety disciplinary concept in draft standard 2.3 Safety. The following are examples of such performance expectations:

2.3.2.PS.5: Define bodily autonomy and personal boundaries.

2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse.)

2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

2.3.8.PS.2: Define sexual consent and sexual agency.

2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).

23. **Comment:** The commenter recommended an emphasis on healthy relationships and talk about contraception. (58, 1011)

Response: The Department agrees with the commenter. The topic of healthy relationships can be found in performance expectations such as:

2.1.2.SSH.[4] 6: Determine the factors that contribute to healthy relationships

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.

24. **Comment:** The commenter stated that the Department should consider the Our Whole Lives (OWL) curriculum for public schools in the draft 2020 NJSL-CHPE. (25)

Response: N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSL. Since the Department is not authorized to approve curriculum, this matter is outside the scope of the NJSL.

25. **Comment:** The commenter recommended the inclusion of harmful effects of drinking alcohol and unprotected sex in the draft 2020 NJSL-CHPE. (135)

Response: The Department agrees with the commenter. Standard 2.3 Safety in the draft 2020 NJSL-CHPE, contains performance expectations regarding harmful effects of drinking alcohol, the risks of unprotected sex, and other behaviors that may compromise the safety of individuals.

26. **Comment:** The commenters suggested the inclusion of skills to enable students to seek health care assistance when needed in the draft 2020 NJSL-CHPE. (34, 77)

Response: The Department agrees with the need to include skills that enable students to access health care assistance. Therefore, they are included under the disciplinary concept Community Health Services and Support (CHSS) in the draft 2020 NJSL-CHPE.

27. **Comment:** The commenters commended the Department for 2.1.12.SH.4: Analyze the benefits of abstinence from sexual activity using reliable resources. (21, 29, 283)

Response: The Department appreciates the support.

28. **Comment:** The commenters recommended the removal of language related to stressing abstinence. (3, 15, 58, 108, 122)

Response: N.J.S.A. 18A:35-4.20 requires sex education programs to stress abstinence. Therefore, this matter is outside the scope of the NJSL review.

29. **Comment:** The commenters recommended the inclusion of abstinence in the draft 2020 NJSL-CHPE. (5, 247, 249, 268)

Response: The following performance expectation has been revised to include abstinence:

2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).

30. **Comment:** The commenters recommended the inclusion of mental health in the draft 2020 NJSLS-CHPE. (96, 135)

Response: The Department agrees that mental health should be included in the draft 2020 NJSLS-CHPE. Draft Standard 2.1 Personal and Mental Health outlines the knowledge and skills necessary for students to develop and maintain a positive mental health outlook.

31. **Comment:** The commenter recommended the inclusion of positive character education and stressing respect of all people in the draft 2020 NJSLS-CHPE. (130)

Response: The draft 2020 NJSLS-CHPE has been amended to add the following performance expectations in Standard 2.1 Personal and Mental Health.

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

32. **Comment:** The commenters expressed appreciation for the addition of the practices in the draft 2020 NJSLS-CHPE and increased manageability and relevance for teachers. (61, 87)

Response: The Department appreciates the support.

33. **Comment:** The commenter recommended the inclusion of diabetes to a performance expectation in the draft 2020 NJSLS-CHPE. (120)

Response: The Department agrees that diabetes should be included in draft 2020 NJSLS-CHPE. The following performance expectation in draft Standard 2.2 Physical Wellness has been amended as follows:

2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, **cancer, diabetes**, and other diseases.

34. **Comment:** The commenter stated that every core idea should be the same in the draft 2020 NJSLS-CHPE. (14)

Response: The structure of the draft NJSLS outlines learning progressions highlighted by the core ideas in a discipline. Core ideas become more complex through successive grade bands to raise the expectation of deeper learning within a content area.

35. **Comment:** The commenter stated that the high school grade bands should be divided into 9-10 and 11-12. (14)

Response: N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs. The grade band structure in the draft 2020 NJSLs-CHPE provides school districts with the flexibility to develop curricula based on the needs of the student population.

36. **Comment:** The commenter recommended including “Health Promotions” as a core idea in the draft 2020 NJSLs-CHPE. (14)

Response: The draft 2020 NJSLs-CHPE include 11 new Comprehensive Health and Physical Education Practices that ensure health and wellness is integrated throughout the standards.

37. **Comment:** The commenter stated that the Comprehensive Health and Physical Education Practices are separated from the draft 2020 NJSLs-CHPE document. (14)

Response: The Introduction of the draft standards lists and describes the CHPE Practices for clarification. In addition, the practices are integrated throughout the draft 2020 NJSLs-CHPE in the core ideas and performance expectations.

38. **Comment:** The commenter recommended that the “Mission” should be the same for every content area. (14)

Response: The overall mission of the NJSLs is that of the Department, which is to “ensure all of New Jersey’s 1.4 million students have equitable access to high quality education and achieve academic excellence.” The NJSLs outline the minimum standards required to provide students with a high-quality education.

39. **Comment:** The commenter recommended that the “Vision” of the draft 2020 NJSLs-CHPE be specific and streamlined. (14)

Response: Developed by a team of experienced health and physical education professionals, the vision outlines the outcomes of a quality comprehensive health and physical education program.

40. **Comment:** The commenter recommended that bullying and harassment be linked to mental health. (14)

Response: The Department agrees with the commenter on the connection between bullying and mental health. Performance expectations 2.1.2.SSH.[8] 9 and 2.1.5.SSH.[4] 7, which address bullying and harassment, are both located in draft Standard 2.1 Personal and Mental Health.

41. **Comment:** The commenters stated their support for the draft 2020 NJSLs that address bullying and promote that everyone is treated with kindness. (199, 352)

Response: The Department appreciates the support.

42. **Comment:** The commenter recommended changing the term “Practices” to the term “Skills” in the draft 2020 NJSLS-CHPE. (14)

Response: The structure of the 2020 NJSLS is based on the new unique New Jersey framework, which includes disciplinary concepts, core ideas, performance expectations, and practices. A detailed description of these elements is located in the introduction of the draft 2020 NJSLS-CHPE.

43. **Comment:** The commenter recommended the inclusion of a performance expectation on human rights or civil rights abuse in the in the 2.1 standard in the draft 2020 NJSLS-CHPE. (22)

Response: The Department agrees that New Jersey students should learn about human rights and civil rights. This topic is addresses in the 2020 NJSLS-Social Studies. The Department maintains that district boards of education are best positioned to determine if they want to include the study of human rights or civil rights in their CHPE curriculum.

44. **Comment:** The commenter recommended the inclusion of demonstration and mastery of movement skills to the performance expectations in the draft 2020 NJSLS-CHPE. (306)

Response: The level of specificity identified by the commenter is most appropriate at the curricular or lesson plan level as school districts implement the draft 2020 NJSLS-CHPE. During the implementation phase of the new or revised NJSLS, the Department will provide ongoing to support to school districts as they research and develop resources, materials, and strategies for standards-based instruction.

45. **Comment:** The commenter stated that no movement-related verbs standalone in the performance expectations in the draft 2020 NJSLS-CHPE. (306)

Response: The standards review team, comprised of experienced professional health educators, wrote the standards so that the core ideas and performance expectations clearly conveyed the knowledge and skills necessary for students to have high quality experienced in health and physical education.

46. **Comment:** The commenter stated that performance expectations should measure one competency in a single objective. (306)

Response: The level of specificity identified by the commenter is most appropriate at the lesson plan level. Given the role of performance expectations in the draft NJSLS, the concepts related to student learning must be broader in scope.

47. **Comment:** The commenter recommended the inclusion of toxic shock syndrome and tampon safety to the performance expectations in grades 5-12 in the draft 2020 NJSLS-CHPE. (80)

Response: The topic of toxic shock syndrome and tampon safety may be addressed as part of the district board of education’s curricula when implementation the following performance expectations:

2.1.12.CHSS.[3] **5:** Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., **suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products**).

2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

- 48. Comment:** The commenters recommended that the Department incorporate a type of mechanism to ensure consistent delivery of sex education throughout the State. **(3, 7)**

Response: N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS.

- 49. Comment:** The commenter stated that the Department should create a supplemental document spelling out expected goals and objectives related to sexuality with resources for administrators, teachers, and students. **(112)**

Response: During the implementation phase of the new or revised NJSLS, the Department will provide ongoing to support to school districts as they research and develop resources, materials, and strategies for standards-based instruction.

- 50. Comment:** The commenter recommended age appropriate medically accurate information about sexual education from well-trained teachers. **(17)**

Response: N.J.A.C. 6A:8-2.1 states that the State Board is responsible for establishing State educational goals and standards according to P. L. 1990, c. 52, P. L. 1991, c. 3, and P. L. 1991, c. 62. N.J.A.C. 6A:8-1.1 requires district boards of education to ensure that standards, assessments, curriculum, instruction, and professional development are aligned in a local support system that enables all students to achieve 21st century outcomes through the establishment of student-centered learning environments. The topic of well-trained teachers lies outside the revision of the NJSLS. However, during the implementation phase of the revised NJSLS, the Department will provide ongoing to support to school districts as they research and develop resources, materials, and strategies for standards-based instruction.

- 51. Comment:** The commenters recommended sex education professional development for educators. **(3, 7)**

Response: During the implementation phase of the revised NJSLS, the Department will provide ongoing to support to school districts as they research and develop resources, materials and strategies for standards-based instruction.

52. **Comment:** The commenter recommended having sex education in the performance expectations in the draft 2020 NJSLS-CHPE. (36)

Response: The draft 2020 NJSLS-CHPE in Standard 2.1 Personal and Mental Health contain core ideas and performance expectations that address sex education.

53. **Comment:** The commenter recommended that the standards differentiate locomotor, non-locomotor, and manipulative movement skills to the performance expectations in the draft 2020 NJSLS-CHPE. (23)

Response: The Department agrees and has amended the performance expectation in Standard 2.2 Physical Wellness to as follows:

2.2.2.MSC.2: Differentiate non-locomotor **and locomotor** movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

54. **Comment:** The commenter recommended that draft 2020 NJSLS-CHPE be withdrawn. (7)

Response: N.J.A.C. 6A:8-2.1 states the State Board is responsible for establishing State educational goals and standards according to P.L. 1990, c. 52, P.L. 1991, c. 3, and P.L. 1991, c. 62. The standards review team, which was comprised of experienced professional health educators with advanced degrees, has used relevant research, data, the National Health Standards, SHAPE America’s National Standards, other states’ standards, and the 2014 NJSLS-CHPE to inform the development the draft 2020 NJSLS-CHPE.

55. **Comment:** The commenter stated that the standards should address students with neuro-diversities and learning differences. The commenter further recommended multisensory ways to present information about sex and sexuality as well as awareness of building self-empowerment, self-confidence, self-care, gender differences, and healthy boundary setting. (41)

Response: The level of specificity identified by the commenter is most appropriate at the curricular or lesson plan level as school districts implement the NJSLS. During the implementation phase of the new or revised NJSLS, the Department will provide ongoing to support to school districts as they research and develop resources, materials and strategies for standards-based instruction.

56. **Comment:** The commenter suggested that the standards include the differences of abuse and health behaviors, interactions with others, support, refusal skills, and assertive communication skills. (41)

Response: The Department agrees these topics are important. The draft 2020 NJSLS-CHPE address these areas in Standards 2.1 Personal and Mental Health and 2.3 Safety.

57. **Comment:** The commenters expressed concern about the inclusion of the LGBT curriculum into the draft 2020 NJSLS-CHPE pursuant to N.J.S.A. 18A:35-4.35. **(21, 29, 51, 56, 113, 146, 147, 372-1006)**

Response: N.J.S.A. 18A:35-4.35 and 4.36 direct district boards of education to include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students. Since the Department is not authorized to approve curriculum, this matter is outside the scope of the NJSLS.

58. **Comment:** The commenters opposed the LGBT curriculum as mandated by N.J.S.A. 18A:35-4.35. The commenters also stated that the law violates the constitutional rights of parents. The commenters further stated that the law violates their religious beliefs. **(1, 5, 21, 29, 46, 233, 144, 146, 231-234, 238-293, 371, 1007)**

Response: N.J.S.A. 18A:35-4.35 and 4.36 direct district boards of education to include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students. Since the Department is not authorized to approve curriculum, this matter is outside the scope of the NJSLS.

59. **Comment:** The commenters recommended that district boards of education be empowered to allow families to opt children out of LGBT instruction, as per the law mandating its inclusion in the 2020 NJSLS. Further, the commenters stated their objections to the model LGBT curriculum created by Garden State Equality, which has been piloted in several school districts. **(1, 5, 46, 233, 144, 146, 231-234, 238-293, 371-1006)**

Response: N.J.A.C. 6A:8-2.1 directs the State Board to establish State educational goals and standards according to P. L. 1990, c. 52, P. L. 1991, c. 3, and P. L. 1991, c. 62. Expectations that address gender identity, sexual orientation, and the need for respect and acceptance of individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture were included in the 2009 and 2014 CHPE standards. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Since the Department is not authorized to approve curriculum, this matter of the curriculum created by Garden State Equality is outside the scope of the NJSLS.

60. **Comment:** The commenter recommended that LGBT instruction not be included as mandatory middle and high school instructional content. **(242)**

Response: N.J.S.A. 18A:35-4.35 and 4.36 direct district boards of education to include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students. The draft 2020 NJSLS-CHPE will

retain core ideas and performance expectations that address topics related to gender, gender identity, gender expression, and sexual orientation.

- 61. Comment:** The commenters stated their objection to the recognition of Planned Parenthood as authoritative sources of information. (46, 234, 238, 244, 247, 249, 268, 272)

Response: This matter is outside the scope of the NJSLS.

- 62. Comment:** The commenters stated their objection to the inclusion of gender expression, gender identity, sexual orientation and gender fluidity in the draft 2020 NJSLS-CHPE. (46, 56, 113, 146, 147, 199, 238, 244, 247, 253 257, 261, 268, 276, 286, 371)

Response: The draft 2020 NJSLS-CHPE will retain core ideas and performance expectations that address topics related to gender, gender identity, gender expression, and sexual orientation.

- 63. Comment:** The commenter requested that the Department send a written notice to every superintendent in New Jersey to inform them that the Garden State Equality curriculum is not endorsed by the Department, as well as notice to Garden State Equality to stop promoting its curriculum as such. (147)

Response: N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS. Since the Department is not authorized to approve curriculum, this matter is outside the scope of the NJSLS.

- 64. Comment:** The commenters recommended that puberty blockers and hormone doping be added to the list of prescription misuse in the NJSLS. (244, 247, 268)

Response: The level of specificity identified by the commenters is most appropriate at the curricular or lesson plan level. N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS. Therefore, this issue lies outside the scope of the NJSLS and is best addressed by school districts.

Science

- 65. Comment:** The commenter requested that the Department provide a crosswalk between the NJSLS-Science that were adopted in 2014 and the final draft of the 2020 NJSLS-Science. (296)

Response: A crosswalk between the 2014 and draft 2020 NJSLS-Science will be provided on the Department's science website.

- 66. Comment:** The commenter stated that the draft 2020 NJSLS-Science reference Common Core English Language Art standards rather than the New Jersey Student Learning Standards-English Language Arts (NJSLS-ELA). The commenter further stated that the NJSLS-ELA do not reference Writing History Science and Technical (WHST) subjects. **(300)**

Response: The English language arts standards referenced in the 2020 draft NJSLS-Science are from the 2016 NJSLS-ELA. Progress Indicators for WHST are found in the NJSLS-ELA Companion Standards.

- 67. Comment:** The commenter stated that the draft 2020 NJSLS-Science do not include accountability to teaching for equity that acknowledges the contributions of diverse and divergent thinkers in innovation. The commenter further stated that the Department should inform social studies educators about the Sustainable Development Goals (SDGs) and the World Economic Forum data collectives. **(299)**

Response: The Department thanks the commenter for providing feedback on the draft 2020 NJSLS-Science. Teacher accountability is outside the scope of the standards review process. The Department agrees with the commenter that the NJSLS-Social Studies should address the United Nations Sustainable Development Goals and the World Economic Forum. The following is an example of one such performance expectation:

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., [the International] **Universal** Declaration of Human Rights, [and the] United Nations Sustainability Goals) and other international organizations.

- 68. Comment:** The commenter proposed the addition of ethics in the draft 2020 NJSLS-Science. **(297)**

Response: The level of specificity identified by the commenter is most appropriate at the curricular or lesson plan level. N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that the curriculum enables students to achieve the NJSLS. Therefore, this issue lies outside the scope of the NJSLS and is best addressed by school districts.

- 69. Comment:** The commenter stated that the changes to the formatting of the draft 2020 NJSLS-Science makes the document difficult to navigate and cumbersome to use. **(298)**

Response: The Department aims to meet or exceed the recommendations of the Web Content Accessibility Guidelines (WCAG) 2.0. It was necessary to change the format of the 2020 draft NJSLS-Science to make information accessible to all, including individuals with disabilities.

- 70. Comment:** The commenter proposed that HS-LS2-1; HS-ESS2-6; and HS-ESS3-6 be updated to include specific additions to their disciplinary core ideas. **(301)**

Response: The draft 2020 NJSLs were created by review teams comprised of educators with expertise in their respective content areas. Decisions made during the review and revision process were based on relevant data, evidence, and literature.

The 2020 draft NJSLs-Science are derived from a National Academies report titled *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. (2012). The expert committee that developed the *Framework* used research-based evidence on how students learn, input from a wide array of scientific experts and educators, and past national reform efforts, as well as its members' individual expertise and collective judgment about the depth and breadth of the 2020 draft NJSLs-Science.

Social Studies (SS)

71. **Comment:** The commenters asked if New Jersey students would learn about the time periods Three Worlds Meet (Beginnings to 1620) and Colonization and Settlement (1585-1763) in middle school as was required in the 2014 NJSLs-SS. **(302, 308, 311, 217, 327)**

Response: The Department appreciates the question and has added a table called "About the NJSLs-SS Eras," in the Introduction of the NJSLs-SS to illustrate the time periods that will be taught within each grade band. The content of the time periods has not changed since 2014; however, Three Worlds Meet (Beginnings to 1620) and Colonization and Settlement (1585-1763) will now be taught by the end of grade five.

72. **Comment:** The commenter questioned whether there was an error in the label of the time periods in Standard 6.1 United States: America in the World and Standard 6.2 World History/Global Studies standards because they are not the same. **(308)**

Response: The names and time periods found in the NJSLs-SS were informed by the [National History Standards](#). The names and years of the era reflects the focus of the time period.

73. **Comment:** The commenter expressed concerned that the names and the time periods in Standard 6.1 United States: America in the World are not the same in the standards by the end of grade eight and grade 12. **(308)**

Response: The names and time periods (eras) that are part of Standard 6.1 United States: America in the World have not changed from the 2014 NJSLs-SS. The eras were informed by the [National History Standards](#) with some modifications. In grades six through eight, students learn about the American Revolution through the Civil War and Reconstruction and have an opportunity to study these time periods in depth. The names and the time periods addressed in grades nine through 12 are slightly modified to reflect the key ideas of the time periods and to build upon the understandings of Era 1 and 3 that students develop in grades three through eight.

74. **Comment:** The commenter stated that school districts will need to revise their curricula because the time periods covered by the end of grade eight are different in the 2020 NJSLs-SS. **(358)**

Response: There is significant research that suggests that additional focus on civics in the middle school is necessary. Therefore, new civics performance expectations have been added to the NJSLSS by the end of grade eight. The NJSLSS review team decided that Eras 1 and 2 need to be taught by the end of grade five and Eras 3 through 5 need to be taught by the end of grade eight to ensure the NJSLSS are manageable.

The Department will provide professional development to assist school districts in developing curriculum based on the 2020 NJSLSS. The implementation dates for curriculum based on the 2020 NJSLSS is September 2022, which will give school districts two years to develop their curriculum.

75. **Comment:** The commenter expressed support for the inclusion of performance expectations that address human rights. (32)

Response: The Department appreciates the support.

76. **Comment:** The commenter requested that the Universal Declaration of Human Rights be referenced in the following performance expectation: 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. (32)

Response: The Department agrees the New Jersey students need to learn about the Universal Declaration of Human Rights and has referenced it in the following performance expectation that appears in the same time period:

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

77. **Comment:** The commenter requested that “International Declaration of Human Rights” be changed to “Universal Declaration of Human Rights” in the following performance expectation: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., the International Declaration of Human Rights and the United Nations Sustainability Goals) and other international organizations. (32)

Response: The Department thanks the commenter for the recommended change. The performance expectation has been revised as follows:

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., [the International] **Universal** Declaration of Human Rights, [and the] United Nations Sustainability Goals) and other international organizations.

78. **Comment:** The commenters recommended that the Mayflower Compact, the Fundamental Orders of Connecticut, the Declaration of Independence, and the United States Constitution be used as the foundation for what students learn in New Jersey schools. (5, 344)

Response: The NJSLS-SS requires that students learn about the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights by the end of grade five. In addition, students continue to learn about these foundational documents in middle and high school.

79. **Comment:** The commenters stated their approval of the inclusion of the following performance expectation:

6.1.12.Civics DP. 4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) **(146, 344)**

Response: The Department appreciates the support.

80. **Comment:** The commenters requested that religious liberty, freedom of conscience, and the faith of our forefathers be included in the history learning standards. **(146, 344)**

Response: The Department agrees that New Jersey students need to learn about these topics and has included the following performance expectations in the draft 2020 NJSLS-SS:

6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

81. **Comment:** The commenter recommended that American history and world history be included in the NJSLS. **(310)**

Response: The draft 2020 NJSLS-SS set expectations for students to learn about United States history (Standard 6.1 US History: America in the World) and world history (Standard 6.2 World History/Global Studies) in elementary, middle, and high school. Further, N.J.S.A. 18A:35-1 requires high school students to complete a two-year course of study in United States history and N.J.A.C. 6A:8-5.1(a)iv requires high school students to complete a one-year course in world history.

82. **Comment:** The commenter stated that the new grade bands (K-2, 3-5, 6-8) support the development of curricula that are better aligned to the age of the students. **(313)**

Response: The Department appreciates the support.

83. **Comment:** The commenter recommended the integration of holidays into the K-2 standards. **(313)**

Response: The Department agrees that K-2 students need to learn about holidays as described in the following performance expectation:

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

- 84. Comment:** The commenter suggested that there may be a need for further clarification regarding what and when students will learn about the cause of the American Revolution. **(313)**

Response: According to the 2020 NJSLSS, students learn about the American Revolution by the end of grade eight and in high school. Below are two examples of what students will learn (by the end of grade 8) about Era 3. Revolution and the New Nation (1754-1820s):

6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution; and

6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

- 85. Comment:** The commenter stated there should be one or more Performance Expectations in standard 6.3 that applies to the time era of the teaching of United States history (i.e., 1600 – 1920). **(323)**

Response: Standard 6.3 Active Citizenship in the World is designed for students to engage in learning experiences that enable them to develop the knowledge and skills that will prepare them to take informed action). School districts are encouraged to make connections to current-day issues while addressing various time periods in United States history. The Department will provide professional development to assist school districts in developing curriculum based on the 2020 NJSLSS to address this concern.

- 86. Comment:** The commenter recommended that the 2020 NJSLSS specify the teaching of the contributions of individuals with disabilities (Helen Keller, Thomas Gallaudet, John Roebling, Theodore Roosevelt, Thomas Edison, Franklin Roosevelt, etc.) and the contributions of individuals who identified themselves as LGBTQ (Harvey Milk, Barbara Jordan, Billie Jean King, Langston Hughes, Ellen DeGeneres, etc.) and major events (Stonewall, Supreme Court decisions, military policy, etc.). **(323)**

Response: The Department appreciates the recommendation; however, the statutory mandate to incorporate the social, political, and economic contributions of individuals with disabilities and LGBT individuals allows school districts to decide whom will be include in their curriculum (see [N.J.S.A. 18A:35-4.35](#)). School districts could teach about the individuals, Supreme Court decisions, and policies identified by the commenter as part of the implementation of the following performance expectations:

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have [met] contributed to the American economy, politics and society.

6.1.12.CivicsCM.14.a: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.

- 87. Comment:** The commenter recommended that the importance of the contributions of people from New Jersey (Jeanette Rankin, Margaret Smith, Grover Cleveland, Woodrow Wilson, Thomas Edison, Albert Einstein, Robert Sarnoff, etc.), the important legacy of landmark legislation, and historic events (Hamilton-Burr duel, Glassboro Summit, UN at Monmouth University, first city with electricity, boardwalk, first drive-in movie theatre, etc.) be included in the 2020 NJSLS-SS. **(323)**

Response: The Department appreciates the suggestions; however, this level of specificity is most appropriate at the curricular or lesson plan level.

- 88. Comment:** The commenter stated there should be a more focused emphasis on the foundations of government in the Constitution (legislative, executive, and judicial branches, supremacy clause, and amendments) and the federal system (local, state, and national governments) should be included or integrated. **(323)**

Response: The Department agrees with the commenter that students should learn about the foundations of government in the United States Constitution and has added the following performance expectation:

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

Students will learn about the federal system based on the following performance expectation:

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

- 89. Comment:** The commenter stated there needs to be performance expectations related to the importance of religious and philosophical teachings of the ancient civilizations, the differences between the governments of the Greek city-states, the importance of the origins of the Roman Republic, its evolution into a monarchy, and the reasons for its decline. **(323)**

Response: The performance expectations in Standard 6.2, World History Era 3 The Classical Civilizations of the Mediterranean World, India, and China were designed for students to understand the following ideas:

Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations

declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

- 90. Comment:** The commenter stated that middle school students should have an opportunity to learn about contemporary issues and how the lessons of the past civilizations apply to their lives today, including topics such as plagues, education, sports, theatre, law, democracy, decline of empires, and infrastructure. **(323)**

Response: The 2020 NJSL-SS identifies the minimum expectations for what all New Jersey students should know and be able to do. In middle school, Standards 6.1 and 6.2 are designed for students to learn about United States history and ancient world history. The performance expectations address topics such as plagues, education, law, democracy, bureaucratic infrastructure of empires, as well as reasons for their decline. School districts are responsible for designing curricula and selecting instructional resources that ensure that students will meet the expectations set forth in the 2020 NJSL-SS. Further, school districts are encouraged to make curricular decisions and select instructional resources that help students to make connections between the lessons of past civilizations and contemporary issues.

- 91. Comment:** The commenter recommended that specific performance expectations be added regarding the development and contributions of the civilizations of India, China, Japan, Africa, Arabia, and the Americas. **(323)**

Response: The Department agrees that New Jersey students should learn about the development and contributions of the civilizations of India, China, Japan, Africa, Arabia, and the Americas. The following are two examples of performance expectation that address this recommendation:

6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

- 92. Comment:** The commenter requested that the Department extend the time period for public comment on the draft 2020 NJSL due to COVID-19. **(46)**

Response: The Department has provided multiple opportunities for the public to provide feedback on the draft 2020 NJSL from January through March 2020. The State Board also held three regional public testimony sessions in February and early March. In addition, the public could provide feedback via the five email addresses posted on the [draft 2020 NJSL webpage](#). Therefore, the Department contends that ample opportunity to comment was provided prior to the closure of all schools for in-person instruction.

- 93. Comment:** The commenters stated their appreciation for a focus on inquiry and social studies practices, as well as their support of performance expectations that include

learning about the perspectives and contributions of women, members of different racial groups, people with disabilities, and LGBT people. (303, 315, 338, 340, 341, 353)

Response: The Department appreciates the support. The 2020 NJSLS-SS includes seven practices, one of which addresses: Developing Questions and Supporting Inquiry. In addition, a performance expectation specifically addresses the contributions of the individuals identified by the commenters (see 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society).

94. **Comment:** The commenters expressed appreciation that Sikhism remains included in 6.2 World History/Global Studies alongside other world religions as 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. (316, 320, 321, 322, 324, 325, 326, 331, 339, 343, 345, 348, 349, 350, 356, 1008, 1009, 1010)

Response: The Department appreciates the support.

95. **Comment:** The commenters requested the inclusion of more standards related to Native Americans in the 2020 NJSLS. (337, 354)

Response: The Department appreciates the feedback regarding the inclusion of the history of Native Americans in the 2020 NJSLS-SS. The Department agrees that New Jersey students should learn about the history of Native Americans. The 2020 NJSLS-SS include performance expectations at the elementary, middle, and high school levels that promote the study of Native Americans and their contributions.

96. **Comment:** The commenter recommended that the following performance expectation include “Roman people” in addition to “American people” -- 6.2.8.EconET.3.a: Identify the effect of inflation and debt on the American people. Evaluate the policies of state and national governments during this time. (352)

Response: The Department appreciates the commenter bringing attention to the typographical error in the alphanumeric code. The performance expectation mentioned belongs in Standard 6.1 US History in the World and the alphanumeric code should read 6.1.8.EconNT.3.a (not 6.2.8.EconNT.3.a). The performance expectation has been removed from Standard 6.2 and now appears in Standard 6.1.

97. **Comment:** The commenter recommends that the 2020 NJSLS includes the names of new food products that were introduced from the New World/Americas, including coffee, chocolate, tomatoes, maize, and potatoes, and their economic/social impact. (352)

Response: The Department agrees that New Jersey students should learn about the Columbian exchange, including new food products that were introduced from the New World/Americas. The concept is included in the following performance expectation:

6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.

The level of specificity identified by the commenter is most appropriate at the curricular or lesson plan level. N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs.

- 98. Comment:** The commenter recommends that the 2020 NJSLs include broader social reforms of women's rights (e.g., property rights, the wages of wives after marriage, the concept of children as property, etc.) in addition to suffrage. **(352)**

Response: The Department agrees that New Jersey students should learn about broader social reforms that affect women beyond suffrage. The concept is included in the following performance expectation:

6.1.8.CivicsDP.4.b: Examine a variety of sources to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

The level of specificity identified by the commenter is most appropriate at the curricular or lesson plan level. N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs.

- 99. Comment:** The commenter requested that the Department develop guidance for the following performance expectation to ensure strict adherence to the contribution of a historical person that is factual and verifiable: 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. **(199, 344)**

Response: N.J.A.C. 6A:8-2.1 establishes the State Board's responsibility for developing the NJSLs according to P.L. 1990, c. 52, P.L. 1991, c. 3, and P.L. 1991, c. 62. N.J.A.C. 6A:8-3.1 directs district boards of education to develop curricula, select instructional materials, and provide instruction that ensure students acquire the required knowledge and skills in the NJSLs. Therefore, the request to develop guidance for this performance expectation falls outside the scope of the NJSLs.

- 100. Comment:** The commenter asked what is meant by "explorers" in the PowerPoint presentation from the January 8, 2020, State Board meeting.

Response: The Department encourages the commenters to refer to the 2020 NJSLs-SS, Standard 6.1, US History in World History and Standard 6.2, World History/World Cultures for clarification regarding expectations for students to learn about explorers. The PowerPoint presentation signaled that the time period referencing explorers (United States history) was referring to the shifts in expectations as a result of the new grade bands (K-2, 3-5, 6-8, 9-12) in the 2020 NJSLs. The performance expectations within the time period, commonly known as Three Worlds Meet (National History Standards,

1996), are to be addressed by the end of grade five. The Department has added a table called, “About the NJSLS-SS Eras,” in the Introduction of the NJSLS-SS to illustrate the time periods which will be taught within each grade band.

- 101. Comment:** The commenter expressed the desire for the draft 2020 NJSLS to embrace a truly global approach to world history. **(338)**

Response: Members of the draft 2020 NJSLS-SS review team were highly qualified educators with advanced degrees and many years of experience as K-12 social studies teachers, administrators, and higher education faculty. The 2020 NJSLS-SS reflects evidenced-based practices for social studies education and national standards published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, and National Council on Economic Education, as well as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. The Department maintains that the 2020 NJSLS-SS incorporates a global approach in Standard 6.2 World History/Global Studies. N.J.A.C. 6A:8-2.1 states the State Board is responsible for establishing State educational goals and standards according to P.L. 1990, c. 52, P.L. 1991, c. 3, and P.L. 1991, c. 62. District boards of education may add content to curricula as long as sufficient educational experiences that will enable students to meet the NJSLS are provided.

- 102. Comment:** The commenter asked if the Department could coordinate the NJSLS with the Advanced Placement structures and time periods. **(338)**

Response: N.J.A.C. 6A:8-2.1 sets forth the State Board’s responsibility to establish State educational goals and standards according to P.L. 1990, c. 52, P.L. 1991, c. 3, and P.L. 1991, c. 62. District boards of education may create curricula based on Advanced Placement structures and time periods and may add content to curricula as long as sufficient educational experiences that will enable students to meet the NJSLS are provided.

- 103. Comment:** The commenter suggested the addition of references to the United Nations and the United States’ role on the international stage to the United States history standards and offered the following as a possible performance expectation:

6.1.5.CivicsPI.9: Investigate the existence of regional and international governmental structures. **(336)**

Response: The Department agrees that students should learn about the United Nations and the United States’ role on the international stage. The following performance expectations are three examples of where the topics can be found in Standard 6.1 US History: America in the World:

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.12.HistoryCC.15.b : Analyze the impact of United States support for the policies and actions of the United Nations (i.e., the International Declaration of Human Rights and the United Nations Sustainability Goals) and other international organizations.

6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

N.J.A.C. 6A:8-2.1 sets forth the State Board’s responsibility to establish State educational goals and standards according to P.L. 1990, c. 52, P.L. 1991, c. 3, and P.L. 1991, c. 62. District boards of education may add content to curricula as long as sufficient educational experiences that will enable students to meet the NJSLs are provided.

104. Comment: The commenter stated that it is important to include in the NJSLs-SS points in history when certain groups have been excluded or marginalized by law, such as Japanese internment, Jim Crow, the United States Constitution originally defining 3/5 of a man/requiring property ownership, etc. **(336)**

Response: The Department agrees that students should learn about different times within US History when specific groups have been excluded or marginalized. For example, by the end of grade 5, students are expected to be able to 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

The specific examples that were provided by the commenter fall in time periods taught in grades six through eight and nine through 12. Jim Crow laws would be addressed in:

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.

Japanese internment would be addressed in:

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

The United States Constitution originally defining 3/5 of a man and requiring property ownership would be addressed in:

6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

105. Comment: The commenter stated there could be more discussion of Asian, African, and Latin American structures, including religious-based governance structures in 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. **(336)**

Response: The Department agrees with the commenter that New Jersey students should learn about Asian, African, and Latin American religious-based government/political structures during the time period in Standard 6.2 World History/Global Studies known as: Era 4. Expanding Exchanges and Encounters (500 CE-1450 CE). The draft 2020 NJSLS-SS specifically identifies Asia, Africa, Europe, and the Americas as regions on which to focus when addressing the performance expectations in this time period such as:

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

106. Comment: The commenter stated that a focus on civil and political rights versus economic/social rights could be included in 6.2.12.CivicsHR.6b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights. **(336)**

Response: The Department agrees that the topics mentioned by the commenter could be taught as part of the instruction designed to address 6.2.12.CivicsHR.6b Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

107. Comment: The commenter stated that 6.2.12.CivicsHR.6b (Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights) should include terrorism, the impact of climate change, access to/privatization of water resources, inequality in access to technology, the increasing global wealth, and the shift away from world wars to civil wars and guerrilla warfare. **(336)**

Response: The Department agrees that the topics mentioned by the commenter are important for New Jersey students to learn. The Department has included the following performance expectations during this time period:

6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

- 108. Comment:** The commenter stated that more standards can be added regarding the role of black patriots and loyalists in the American Revolution. The commenter also stated that names like Peter Salem, Salem Poor, James Armistead Lafayette, and Deborah Sampson should all be added to the curriculum, including the individuals who played a role in the Battle of Monmouth in New Jersey.

Response: The Department agrees that New Jersey students should learn about the role of black patriots and loyalists in the American Revolution as indicated in 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

The level of specificity identified by the commenter is most appropriate at the curricular or lesson plan level. N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that their curricula enable students to achieve the NJSLs. Therefore, the issue raised by the commenter lies outside the scope of the NJSLs and is best addressed by school districts.

- 109. Comment:** The commenter stated that the Department should adopt the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. **(346)**

Response: The [College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards](#) was developed to serve two audiences: to guide state departments in developing state social studies standards and for practitioners—school districts, schools, teachers and curriculum writers. The draft 2020 NJSLs-SS review team consulted the C3 framework and incorporated many of its aspects into the NJSLs-SS. For example, the following draft 2020 NJSLs-SS practices were derived from the four dimensions of the C3:

- Developing Questions and Planning Inquiry;
- Gathering and Evaluating Sources;
- Developing Claims and Using Evidence;
- Engaging in Civil Discourse and Critiquing Conclusions; and

- Taking Informed Action.

In addition, the majority of the disciplinary concepts in the draft 2020 NJSLS-SS are the same as those in the C3 framework.

110. Comment: The commenter objected to the following performance expectations and stated they are redundant:

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. **(246)**

Response: The Department included the two performance expectations identified by the commenter in the draft 2020 NJSLS-SS because they serve different purposes. In the 2009 and 2014 versions of SS standards, students were asked to:

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

Based on the recommendations of the Standards Review team, the language in 6.1.12.HistorySE.14a has been updated from “evaluate” the extent to which the identified groups “met their goals of equality in the workplace, politics, and society” to “explore” the contributions of those identified “to the American economy, politics and society.”

N.J.S.A. 18A:35-4.35 and 4.36 direct district boards of education to include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people in an appropriate place in the curriculum of middle school and high school.

Performance expectation 6.1.12. HistorySE.14.b asks students to examine the lived experiences of other groups of people who have been marginalized for reasons other than their gender, race, ethnicity, sexual orientation, or physical ability. For example, there are individuals and groups that have been marginalized/discriminated against based on their religion, age, economic status, etc.

111. Comment: The commenter asked why “LGBTQ community” was used in performance expectation 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. **(246)**

Response: The inclusion of “LGBTQ community” in performance expectation 6.1.12.HistorySE.14.a provides opportunities for students to explore the contributions that have resulted from the collective actions of the LGBTQ community, as well as the

lobbying efforts of political and human rights organizations which have acted on behalf of the LGBTQ community.

- 112. Comment:** The commenter stated that the standards carefully address several national social studies standards and do an excellent job of implementing the goals as addressed in the introduction to the standards. The commenter also stated that the social studies standards overall provide the right amount of detail and solid guidance to the teachers of New Jersey. **(342)**

Response: The Department appreciates the support.

- 113. Comment:** The commenter stated that the fifth grade is the optimal grade level in which to cover the history of religious freedom and voting rights in New Jersey. The commenter proposed the addition of the following performance expectation: 6.1.5.CivicsPD.6: Analyze key historical documents on religious freedom and voting rights, i.e. New Jersey Concession and Agreement (1664), New Jersey State Constitution (1776), U. S. Constitution Article 6, clause 3 - no religious tests for political office, and George Washington’s letter on religious bigotry to the Jewish community of Rhode Island (1790). **(342)**

Response: The Department agrees that New Jersey students should learn about the history of religious freedom in Early America and has included the following performance expectation in the draft 2020 NJSLS-SS:

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

The level of specificity identified by the commenter is most appropriate at the curricular or lesson plan level. N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS.

- 114. Comment:** The commenter recommended that religion be added to the following performance expectation: 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how demographics (i.e., race, gender, economic status) affected social, economic, and political opportunities during the Colonial era. **(342)**

Response: The Department agrees with the commenter that religion should be added to the identified performance expectation. Therefore, the Department has made the following revision of the draft 2020 NJSLS-SS:

6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how **factors such as** demographics ([i.e.,] **e.g.**, race, gender), **religion**, and economic status affected social, economic, and political opportunities during the Colonial era.

- 115. Comment:** The commenter recommended the addition of “Examine key rights found in the Constitution and Bill of Rights, including the First Amendment’s establishment

clause, and the freedoms of religion, speech, press, assembly, and petition” as a performance expectation because the middle grades standards do not ask students to examine key First Amendment freedoms. (342)

Response: The Department agrees with the commenter that New Jersey students should learn about the First Amendment freedoms. The following performance expectation can be found in the draft 2020 NJSLs:

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, **freedom of the press, freedom of assembly, freedom of petition**, the right to vote, and the right to due process).

- 116. Comment:** The commenter applauded and supported the inclusion of “freedom of religion” in 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process). The commenter recommended the addition of “freedom of the press,” “freedom of assembly,” and “freedom of petition” as key First Amendment rights that should be explicitly detailed, so students understand rights critical to the maintenance of democracy. (342)

Response: The Department agrees with the commenter that the additional First Amendment freedoms should be added to the performance expectation identified. Therefore, the Department recommends the following revision of the draft 2020 NJSLs-SS:

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, **freedom of the press, freedom of assembly, freedom of petition**, the right to vote, and the right to due process).

- 117. Comment:** The commenter recommended the addition of the following as a performance expectation because there were many discriminatory laws, such as prohibitions on owning land, educational quotas, and segregation, during this time period (1890-1930):

6.1.12.CivicsDP.6.c: Use a variety of sources from multiple perspectives to document the ways in which race and ethnicity impacted eligibility for citizenship, examining U.S. Supreme Court cases and naturalization and immigration laws to learn when citizenship was denied or granted. (342)

Response: The Department agrees with the commenter that New Jersey students should learn about the impact of the discriminatory laws during this time period (1890-1930) and has included the following performance expectation in the draft 2020 NJSLs-SS:

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration **and refugee** laws, and the violation of the human rights of individuals and groups.

The Department maintains that district boards of education are best positioned to determine whether excerpts from U.S. Supreme Court cases are the most appropriate primary and secondary sources to be used in support of this performance expectation based on the needs and interests of their students.

- 118. Comment:** The commenter recommended “strive to protect” citizens’ rights be added to the following core idea: Historical, contemporary, and emerging processes, rules, laws, and policies address a variety of civic issues and are modified as societies change in an effort to promote the common good and citizens’ rights. **(342)**

Response: The Department agrees with the commenter and revised the core idea as follows:

Historical, contemporary, and emerging processes, rules, laws, and policies address a variety of civic issues and are modified as societies change in an effort to promote the common good and **strive to protect** citizens’ rights.

- 119. Comment:** The commenter stated that there are no performance expectations addressing immigration during Era 6 in Standard 6.1 US History: America in the World. The commenter recommended the addition of the following as a performance expectation:

6.1.12.CivicsPR.6.b: Use a variety of sources from multiple perspectives to document the ways in which ethnicity, religion, race, and country of origin impacted eligibility for immigration to the United States, looking at immigration laws including the discriminatory Immigration Act of 1917 and the Johnson-Reed 1924 Immigration Act, as well as other primary sources such as personal narratives. **(342)**

Response: During the time period, 1890-1930, there are three Eras in Standard 6.1: US History: America in the World:

- Era 6. The Emergence of Modern America: Progressive Reforms;
- Era 7. The Emergence of Modern America: World War I; and
- Era 8. The Emergence of Modern America: Roaring Twenties.

The Department agrees with the commenter that New Jersey students should learn about the topic of immigration during the time period of 1890-1930 and has included the following performance expectation in the draft 2020 NJSLSS:

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration **and refugee** laws, and the violation of the human rights of individuals and groups.

120. Comment: The commenter recommended the addition of “address the establishment of European mandates in Southwest Asia (Middle East) and the creation of modern state boundaries in Southwest Asia” to the following performance expectation:

6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. **(342)**

Response: The Department agrees with the commenter that New Jersey students should learn about the establishment of European mandates in the Middle East. This topic is addressed in 6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.

121. Comment: The commenter recommended “refugee laws” be added to the following performance expectation: 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration laws, and the violation of the human rights of individuals and groups. **(342)**

Response: The Department agrees with the commenter and has revised the draft 2020 NJSLS as follows:

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration **and refugee** laws, and the violation of the human rights of individuals and groups.

122. Comment: The commenter recommended that the following performance expectations be retained: 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides; and 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. **(342)**

Response: The Department appreciates the support of the performance expectations.

123. Comment: The commenter recommends the addition of “the Universal Declaration of Human Rights” to the following as a performance expectation: 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. **(342)**

Response: The Department agrees with the commenter and has revised the following performance expectation:

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, **the Universal Declaration of Human Rights**, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

124. Comment: The commenter recommended that the following performance expectation be retained: 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.” (342)

Response: The Department appreciates the support of this performance expectation.

125. Comment: The commenter recommended the addition of “Southwest Asia” be added to the following performance expectations:

6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America.

6.2.8.GeoHE.4.b: Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa (Islam), Europe and the Americas over time.

6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.

6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire, and the rise of regional powers led to the creation of new nations in the Middle East.

6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, Southwest Asian, and Asian nations to build stable economies and national identities.

In addition, the commenter recommended the addition of “Southwest Asia” to the summary statement of Expanding Exchanges and Encounters (500 CE-1450 CE): The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The commenter stated that the additional specificity is needed because teachers may not know to include the study of Southwest Asia during this time period. (342)

Response: The study of “Southwest Asia” is included in the draft 2020 NJSL-SS performance expectations. N.J.A.C. 6A:8-3 directs the Department to provide district boards of education with standards support materials that may assist in the development

of local curricula aligned with the NJSLs. The Department will consider the commenter's concerns when providing support materials.

- 126. Comment:** The commenter stated that 6.1.12.HistorySE.12.b Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy is clearly worded and should be retained as this case study provides an excellent example of the core idea. **(342)**

Response: The Department appreciates the support.

- 127. Comment:** The commenter recommends the addition of "*Lemon v. Kurtzman*" to the following performance expectation: 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*). **(342)**

Response: N.J.A.C. 6A:8-2.1 sets forth the State Board's responsibility for establishing the NJSLs according to P.L. 1990, c. 52, P.L. 1991, c. 3, and P.L. 1991, c. 62. N.J.A.C. 6A:8-3.1 requires district boards of education to develop curricula and select resources that enable students to meet the expectations of the NJSLs. The Department maintains that district boards of education are best positioned to determine which primary and secondary sources are most appropriate to be used in support of this performance expectation based on the needs and interests of their students.

- 128. Comment:** The commenter stated the following performance expectation should be retained because it well-written, clear, and balanced: 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. **(342)**

Response: The Department appreciates the support.

- 129. Comment:** The commenter recommended an analysis of the 1951 Convention Relating to the Status of Refugees be added to 6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers. **(342)**

Response: N.J.A.C. 6A:8-2.1 sets forth the State Board's responsibility for developing the NJSLs according to P.L. 1990, c. 52, P.L. 1991, c. 3, and P.L. 1991, c. 62. N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs. The Department maintains that district boards of education are best positioned to determine which primary and secondary sources are most appropriate to be used in support of this performance expectation based on the needs and interests of their students.

- 130. Comment:** The commenter recommended the addition of Israelite Jewish Law, Babylonian Code of Hammurabi, Roman Justinian Code as examples to 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal

systems of classical civilizations and determine the extent to which these early systems influenced our current legal system.” (342)

Response: The Department agrees with the commenter and has revised the performance expectation as follows:

6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations (e.g. **Israelite Jewish Law, Babylonian Code of Hammurabi, Roman Justinian Code**) and determine the extent to which these early systems influenced our current legal system.

- 131. Comment:** The commenter recommended the addition of the following as a performance expectation: 6.2.9.GeoPP.3.c: Explain how water availability or scarcity impacted classical civilizations such as Egypt, Israel, Babylon, Greece, Rome, and Byzantium, and how they approached hydraulic engineering, using tools such as cisterns, aqueducts, and levees.” (342)

Response: The recommendation provided by the commenter is more appropriate at the curricular or lesson plan level and could be incorporated in learning experiences designed to meet: 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of [Greek city-states] **classical civilizations** and to their decline.

- 132. Comment:** The commenter recommended the addition of “the culture and history of the civilizations where they developed” in 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. (342)

Response: N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs. The topic of the culture and history of the civilizations identified in 6.2.8.HistoryUP.3.c are addressed in Era 3.

- 133. Comment:** The commenter recommended that “Ancient Israel” be added to the following performance expectations: 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. (342)

Response: Greece, Rome, India, and China are named in the performance expectations because they are the classical civilizations that are the focus of Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE). District boards of education may choose to add to their curricula the study of ancient Israel as described by the performance expectations.

134. Comment: The commenter recommended “with its diverse religions and ethnicities” be added to: 6.2.8.GeoHE.4.d: Use maps to show how the interaction between the Islamic world, and medieval Europe increased trade, enhanced technology innovation and impacted science, thought and the arts. **(342)**

Response: The Department maintains that it is not necessary to add the recommended language to this performance expectation because there are other performance expectations that address the diverse religions and ethnicities that are found in this time period.

135. Comment: The commenter recommended the following performance expectations be retained:

6.2.8.HistoryCC.4.a: Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.HistoryCC.4.b: Analyze the causes and outcomes of the Crusades from different perspectives including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.HistoryCC.4.c: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.HistoryCC.4.d: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people. **(342)**

Response: The Department appreciates the support.

136. Comment: The commenter recommended that “Muslim” be replaced with “Islamic” in the following performance expectation: 6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa. **(342)**

Response: The Department has added “Islamic” to the following performance expectation:

6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/**Islamic** empires of the Middle East and North Africa.

137. Comment: The commenter recommended 6.2.12.CivicsHR.4.a be revised to read as follows: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments, and analyze large-scale atrocities including 20th century massacres in China. **(342)**

Response: The Department agrees with the commenter and has revised 6.2.12.CivicsHR.4.a to: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, [Chinese, the Nazi] **Jews in the Holocaust** and assess the responses by individuals, groups, and governments and **analyze large-scale atrocities including 20th century massacres in China.**

- 138. Comment:** The commenter recommended the addition of “and other large-scale massacres” to 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide and referenced the 20th-century massacres in China. **(342)**

Response: The Department agrees that New Jersey students should learn about the 20th century massacres in China and has included this topic as follows:

6.2.12.CivicsHR.4.a to: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, [Chinese, the Nazi] **Jews in the Holocaust** and assess the responses by individuals, groups, and governments and **analyze large-scale atrocities including 20th century massacres in China.**

- 139. Comment:** The commenter recommended the addition of “the establishment of European mandates in Southwest Asia (Middle East)” to 6.2.12.GeoGI.4.a (Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.) The commenter stated the draft 2020 NJSLs-SS does not specify the creation of modern state boundaries in the region, namely the establishment of European mandates in Southwest Asia also known as the Middle East. **(342)**

Response: The Department maintains that the study of the establishment of European mandates in Southwest Asia, also known as the Middle East, is included in 6.2.12.GeoGI.4.a.

N.J.A.C. 6A:8-3 directs the Department to provide district boards of education with standards support materials that may assist in the development of local curricula aligned with the NJSLs. The Department will keep the commenter’s concerns in mind when providing support materials.

- 140. Comment:** The commenter recommended “colonial” be replaced with “colonized and indigenous” in 6.2.12.HistoryCC.4.e: Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.” **(342)**

Response: The Department agrees with the commenter and has revised the performance expectation to: 6.2.12.HistoryCC.4.e: Explain the role of [colonial] **colonized and indigenous** peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

- 141. Comment:** The commenter recommended “address the establishment of European mandates in Southwest Asia (Middle East) and the creation of modern state boundaries in Southwest Asia” be added to 6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations. **(342)**

Response: The Department maintains that the study of the establishment of European mandates in Southwest Asia (Middle East) is included in 6.2.12.GeoGI.4.a. Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.

N.J.A.C. 6A:8-3 directs the Department to provide district boards of education with standards support materials that may assist in the development of local curricula aligned with the NJSLS. The Department will keep the commenter's concerns in mind when providing support materials.

- 142. Comment:** The commenter stated the following performance expectation should be retained as proposed because its language of “perpetrators, bystanders, and rescuers” connects the ordinary world of students to the grave events of genocide, and helps students understand the impact of their actions: 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. **(342)**

Response: The Department appreciates the support.

- 143. Comment:** The commenter recommended the addition of “explain why the First Amendment freedoms of religion, speech, press, petition, and assembly are important for democracy” in 6.1.8.CivicsPD.5: Construct a claim as to why it is important for democracy that individuals be informed by facts, aware of diverse viewpoints, and willing to take action on public issues. **(342)**

Response: The Department agrees that New Jersey students should learn about the First Amendment freedoms of religion, speech, press, petition, and assembly. This topic is addressed in:

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, **freedom of the press, freedom of assembly, freedom of petition**, the right to vote, and the right to due process).

- 144. Comment:** The commenter recommended the addition of “individual rights, freedom of religion” to the following core idea: The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights. **(342)**

Response: The Department contends that it is not necessary to add the additional language because it is already subsumed in this core idea.

- 145. Comment:** The commenter recommended the addition of ancient Israel, Greece, Rome as examples of ancient societies in 6.1.8.CivicsDP.2: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies. **(342)**

Response: The Department agrees with the commenter that New Jersey students should learn how the development of the United States government and political systems were influenced by past civilizations and countries. This topic is addressed in:

6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., **Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law**).

- 146. Comment:** The commenter recommended the addition of “examine primary sources on rights including: Bill of Rights, Universal Declaration of Human Rights of 1948, and Civil Rights Act of 1964” at 6.1.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected. **(342)**

Response: The Department agrees with the commenter that New Jersey students should learn about the Bill of Rights, Universal Declaration of Human Rights of 1948, and Civil Rights Act of 1964. The topics can be found in:

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process).

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., [the International] **Universal Declaration of Human Rights**, [and the] United Nations Sustainability Goals) and other international organizations.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs. The recommendation to examine the Bill of Rights, Universal Declaration of Human Rights of 1948, and Civil Rights Act of 1964 to meet the performance expectation is a curricular decision.

- 147. Comment:** The commenter recommended that “using the 1948 Universal Declaration of Human Rights and 1989 Convention on the Rights of the Child” be added to 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. **(342)**

Response: The Department agrees with the commenter that New Jersey students should learn about the Universal Declaration of Human Rights. This topic is included in the draft 2020 NJSLS-SS:

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., [the International] **Universal Declaration of Human Rights**, [and the] United Nations Sustainability Goals) and other international organizations.

N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS. The recommendation to use the 1948 Universal Declaration of Human Rights and 1989 Convention on the Rights of the Child to meet the performance expectation is a curricular decision.

- 148. Comment:** The commenter recommended that “water scarcity” be added to 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. **(342)**

Response: The Department agrees water scarcity is an important environmental justice issue. Therefore, the Department has made the following revision of the draft 2020 NJSLS-SS:

6.3.12.GeoGI.1:Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change **and water scarcity**, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

- 149. Comment:** The commenter recommended “refugees, religion in schools and First Amendment rights” be added to 6.3.12.HistoryCA.1: Analyze the impact of a current governmental practices and laws (e.g. immigration, seizure of personal property, juvenile detention, listening devices, deportation) affecting national security and/or individual civil rights/privacy. **(342)**

Response: The Department agrees that New Jersey students should consider refugees, religion in schools, and First Amendment rights in the context of current governmental practices and laws. Therefore, the Department has made the following revision of the draft 2020 NJSLS-SS:

6.3.12.HistoryCA.1: Analyze the impact of [a] current governmental practices and laws affecting national security and/or [individual civil] **First Amendment**

rights[/] and privacy (e.g., immigration, **refugees**, seizure of personal property, juvenile detention, listening devices, deportation, **religion in schools**).

- 150. Comment:** The commenter recommended the Universal Declaration of Human Rights be included in: 6.1.5.CivicsPD.5 Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights). (307)

Response: The Department agrees with the commenter that New Jersey students should learn about the Universal Declaration of Human Rights. This topic is included in the draft 2020 NJSLS-SS:

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., [the International] **Universal Declaration of Human Rights**, [and the] United Nations Sustainability Goals) and other international organizations.

N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS. The recommendation to include the Universal Declaration of Human Rights to meet the performance expectation is a curricular decision.

- 151. Comment:** The commenter recommended the United Nations Sustainability Goals be added to 6.1.5.CivicsPD.5: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (307)

Response: The Department agrees that the United Nations Sustainability Goals address many current global challenges.

N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS. The recommendation to include the United Nations Sustainability Goals to meet the performance expectation is a curricular decision.

- 152. Comment:** The commenter recommended the Universal Declaration of Human Rights be included in: 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. (307)

Response: The Department agrees with the commenter that New Jersey students should learn about the Universal Declaration of Human Rights. This topic is included in the draft 2020 NJSL-SS:

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., [the International] **Universal Declaration of Human Rights**, [and the] United Nations Sustainability Goals) and other international organizations.

N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSL. The recommendation to include the Universal Declaration of Human Rights to meet the performance expectation identified by the commenter is a curricular decision.

- 153. Comment:** The commenter stated that 6.1.8.CivicsHR.4.a (Examine a variety of sources to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period) could be expanded to incorporate sources from a variety of perspectives, including women. **(307)**

Response: The Department agrees with the commenter that it would be beneficial to include sources from a variety of perspectives, including women, in this performance expectation. Therefore, the Department has made the following revision to the draft 2020 NJSL-SS:

6.1.8.CivicsHR.4.a: Examine [a variety of] sources **from a variety of perspectives** to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

- 154. Comment:** The commenter stated that there should be standards that emphasize and spiral the development of both civil liberties and human rights law/protections through the sixth, seventh, and eighth grade standards. **(307)**

Response: The structure of the draft 2020 NJSL-SS with disciplinary concepts, core ideas, and performance expectations was designed to promote **increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives** across grade bands. The topics of civil liberties and human rights/protections are addressed across all grade bands (K-2, 3-5, 6-8, 9-12). Because grades six through eight are in the same grade band, the decision to emphasize and spiral the study of civil liberties and human rights law/protections would rest with district boards of education.

- 155. Comment:** The commenter asked if “human rights” could be expressly stated in relation to some or all of the following performance expectations:

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government. **(307)**

Response: The Department contends that it is not necessary to add “human rights” to the specific performance expectation identified by the commenter because Human and Civil Rights is one of the disciplinary concepts of the draft 2020 NJSLS-SS. The draft 2020 NJSLS-SS are designed for New Jersey students to learn that human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. Human rights are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person. The topic of human rights is addressed at every grade band in the draft 2020 NJSLS-SS.

- 156. Comment:** The commenter recommended the addition of “how they have been defined over time, changed over time and how they are best protected” in 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected. **(307)**

Response: N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS.

- 157. Comment:** The commenter recommended the addition of “both in terms of new expansions for and new limitations on rights” in 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. **(307)**

Response: This topic is included within 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

N.J.A.C. 6A:8-3 directs the Department to provide district boards of education with standards support materials that may assist in the development of local curricula aligned with the NJSLS. The Department will keep the commenter’s concerns in mind when providing support materials.

- 158. Comment:** The commenter recommended the addition of “as well as any remaining limitations for these political rights or participation” in 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. **(307)**

Response: The Department agrees that New Jersey students should learn about the factors that limited political rights and/or participation in Early America. This topic is addressed in multiple performance expectations in earlier grade bands. One example of such a performance expectation is: 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how **factors such as** demographics ([i.e.,] **e.g.**, race, gender, **religion**, and economic status) affected social, economic, and political opportunities during the Colonial era.

- 159. Comment:** The commenter recommended the addition of “as well as any limitations on rights that remained” in 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution. **(307)**

Response: N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS.

- 160. Comment:** The commenter recommended that 6.1.12.GeoPP.2.b (Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery) be revised to read as follows:
6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Confederation government in resolving disputes over Western lands and the expansion of slavery, and the extent to which the new United States under the Constitution resolved, or did not resolve these issues. **(307)**

Response: N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS.

- 161. Comment:** The commenter recommended the addition of the following as a new performance expectation: Analyze the role played by white supremacist organizations (e.g. the Ku Klux Klan, or the Daughters of the Confederacy) to bring about the demise of Reconstruction, the diminution of African-American rights, and their contributions to a new era of historical myth-making that garnered support for institutional racial discrimination and violence. **(307)**

Response: The Department agrees that New Jersey students should have an understanding of how the efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences. This concept is included in the draft 2020 NJSLS-SS in: 6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs.

- 162. Comment:** The commenter recommended the addition of the following as a new performance expectation: Evaluate the impact that new economic developments (e.g., mass production, vertical or horizontal integration of industry) had on the social and economic rights of workers (e.g., wages, working conditions, living conditions, among others). **(307)**

Response: The topic of workers' rights is addressed in:

6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

- 163. Comment:** The commenter recommended the addition of "rights" in 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups. **(307)**

Response: The Department agrees with the commenter and has revised the draft 2020 NJSLs-SS to:

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities **and rights** for various groups.

- 164. Comment:** The commenter recommended the addition of "assess the extent to which access to these raw materials and new global markets affected the lives of peoples indigenous to those regions" in 6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade. **(307)**

Response: The Department agrees that New Jersey students should learn how access to raw materials and new global markets affected the lives of peoples indigenous to those regions. This topic is addressed in multiple performance expectations in Standard 6.2 World History / Global Studies, such as:

6.2.12.HistoryCC.3.[b]c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

6.2.12.HistoryCC.3.[a]b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

- 165. Comment:** The commenter recommended the addition of a new performance expectation: Analyze the ways in which race-based discrimination was entrenched in American institutions throughout the United States, and the ways in which citizens and government officials chose to, or chose not to, address this issue. **(307)**

Response: The Department agrees that New Jersey students should learn about the types of discriminatory experiences that occurred during the time period, 1890-1930. This topic is addressed in multiple performance expectations. The following are three examples:

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration **and refugee** laws, and the violation of the human rights of individuals and groups

- 166. Comment:** The commenter recommended the addition of the following as a new performance expectation: Assess the extent to which “civil rights” activists were fighting for a broader array of rights, that included social and economic rights (e.g. Martin Luther King’s Poor People’s Campaign, the Black Panthers’ efforts at school breakfast programs, etc.). **(307)**

Response: The Department agrees that New Jersey students should learn about the fight for social and economic rights during Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s). The summary of this time period states:

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against. One example of a performance expectation that addresses this topic is: 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures [(e.g., the Montgomery Bus Boycott, sit downs)] as weapons in the struggle for civil and human rights **(e.g., the Montgomery Bus Boycott, sit downs)**.

N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs.

- 167. Comment:** The commenter requested the addition of new language (in bold) related to human rights as follows: **(307)**

6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people **for reforms inspired by new claims for rights**.

6.2.12.HistoryCC.3.b: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of

these societies to imperialistic rule. **Analyze the ways in which imperialism is inherently harmful to indigenous peoples and their rights.**

Assess the impact of industrialization and industrial capitalism on peoples' – especially workers' – rights, and analyze the extent to which the labor movement worked to address these rights and claim them for working people.

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social, **and economic rights for people, and explain the reasons for their growth or decline around the world.**

6.2.12.CivicsPR.2.a: Compare **notions of universal rights** articulated by the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.

6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism, **and analyze the extent to which each of these systems promoted and protected civil, political, social, and economic rights for people.**

Assess the impact of neo-liberal policies (i.e. privatization, deregulation, austerity, etc.) that have been popularized since the 1970s on American society.

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, **assessing for impacts on universal human rights**, and presenting possible actions.

Evaluate contemporary tensions in U.S. society with regard to the rule of law and its application to government figures.

Compare and contrast contemporary cultural understandings of citizenship with legal definitions of citizenship, and assess the extent to which these are at odds with one another.

Response: The Department agrees that New Jersey students should learn about human rights at all grade bands (K-2, 3-5, 6-8, 9-12). The commenter's recommendations relate to high school performance expectations. At the high school level, the draft 2020 NJSLS-SS are designed for students to learn that governments around the world support universal human rights to varying degrees.

N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS.

168. Comment: The commenter stated that there were six important improvements regarding the draft 2020 NJSL-SS:

1. Clarification of the mission of social studies education;
2. Separate grade spans for K-2 and 3-5;
3. Inclusion of specific performance expectations about democratic principles and the role of a citizen outside of historical context and in Standard 6.3;
4. Greater emphasis on economics and the connection between economic and political decisions for grades nine through 12;
5. More focus on engaging students in developing their problem-solving, critical thinking, and communication skills, which are needed for active civic engagement; and
6. Increased attention on the development of civic dispositions. **(305)**

Response: The Department appreciates the support.

169. Comment: The commenter applauded the draft 2020 NJSL-SS and recognized the Department on its efforts to develop positive civic attitudes and dispositions. **(305)**

Response: The Department appreciates the support.

170. Comment: The commenter requested the essential questions in the 2014 NJSL-SS be added to the draft 2020 NJSL-SS. **(305)**

Response: The Department agrees and has added to the essential questions from the 2014 NJSL-SS to the Introduction of the draft 2020 NJSL-SS.

171. Comment: The commenter stated that there is too much detail by historical era and recommended that the four eras (8-11) be put together in one era for the period 1930-1945. **(305)**

Response: N.J.A.C. 6A:8-2.1 sets forth the State Board's responsibility to establish State educational goals and standards according to P. L. 1990, c. 52, P. L. 1991, c. 3, and P. L. 1991, c. 62. Eras 8-11 are important time periods for New Jersey students to study:

- Era 8. The Emergence of Modern America: Roaring Twenties;
- Era 9. The Great Depression;
- Era 10. New Deal; and
- Era 11. World War II.

N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSL.

172. Comment: The commenter suggested the following should be two separate performance expectations: 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights). **(305)**

Response: The draft 2020 NJSLS-SS require students to gain an understanding of the Foundational Documents and their importance in earlier grade bands (grades three through five and six through eight). In high school, students learn the degree to which the Foundational Documents impacted the spread of democracy around the world. The Department maintains that it is appropriate that this performance expectation remains as written in the draft 2020 NJSLS-SS.

- 173. Comment:** The commenter stated that there is a need for a civics course in addition to United States history and world history courses and for professional development and online resources for teachers. **(305)**

Response: The Department appreciates the comment’s perspective, but the requirement for district boards of education to offer a civics course is outside the scope of the review and revision of the NJSLS. N.J.A.C. 6A:8-3 directs the Department to provide district boards of education with standards support materials that suggest a variety of activities and strategies that may assist in the development of local curricula aligned with the NJSLS. The Department will provide ongoing support to school districts as they develop their curriculum and select resources.

- 174. Comment:** The commenter stated that there is an opportunity to explicitly infuse in the NJSLS-SS the political, economic, and social contributions of the many historically marginalized communities that are found in New Jersey. **(1011)** *(Note: Comment added.)*

Response: The following performance expectations provide opportunities for students to learn about the political, economic, and social contributions of the many historically marginalized communities that are found in New Jersey:

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

- 175. Comment:** The commenter stated that there should be additional exemplars, models, and supports for the NJSLS-SS and all other content areas. **(1011)** *(Note: Comment added.)*

Response: The issue raised by the commenter lies outside the scope of the NJSLS. The Department will provide curricular supports at a later time.

World Languages (NJSLS-WL)

- 176. Comment:** The commenter recommended changing the use of “status,” “family status,” and “individuals’ status” because “status” amplifies inequalities and establishes a hierarchy of prestige and privilege. The commenter recommended the following changes:

In Presentational Mode - “Greetings based on individual status” to “Greetings based on different levels of language formality”; and

In Interpretive & Interpersonal Mode - “Greeting based on family status” to “Greetings based on different levels of language formality within the family.”
(369)

Response: The Department agrees with the commenter that the removal of “status” in this context will allow for more equitable language in the draft 2020 NJSLs-WL. Therefore, the list of possible topics for Standard 7.1 World Languages, Novice Low, Interpretative Mode has been changed to: Greetings based on an [individual’s status] **different levels of language formality**, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people. The list of possible topics for Standard 7.1 World Languages, Novice Low, Interpretive and Interpersonal Modes has been changed to: Greetings based on [family status] **different levels of language formality within the family**, similarities and differences of school supplies in the target culture and in students’ own cultures, authentic songs and dances as a reflection of target culture people.

177. Comment: The commenter recommended a change in Interpretive Mode from “scare resources” to “scarce resources.” **(369)**

Response: The Department appreciates the comment. Possible Topics in Interpretive Mode will be revised as follows:

Impact of current events and global issues on the target culture societies and on the students’ own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of [scare] **scarce** resources.

178. Comment: The commenter expressed appreciation for the draft 2020 NJSLs-WL. The commenter also stated that the draft standards reflect a “well-articulated progression of content and skills within the levels of proficiency.” **(370)**

Response: The Department appreciates the support.

Computer Science and Design Thinking (NJSLs-CS&DT)

179. Comment: The commenters stated that the draft 2020 New Jersey Student Learning Standards - Computer Science and Design Thinking (NJSLs-CS&DT) in the K-2 grade band for algorithms and programming are too rigorous. The commenters also stated that these skills should not be ignored but should be taught at a simpler level without the use of computers. **(171, 188, 198, 213)**

Response: The performance expectations were informed and crafted by experts in the field via a review team that included New Jersey certificated early childhood educators and leaders. Therefore, the Department maintains that the level of rigor and performance expectations are appropriate. In addition, the level of specificity identified by the

commenters is most appropriate at the curricular or lesson plan level. The draft 2020 NJSLS-CS&DT identify the minimum that students must learn. Therefore, school districts have the flexibility to implement the standards based on the needs of their students.

- 180. Comment:** The commenters indicated that the computer science standards in the K-2 grade band could be more rigorous, especially the networks and the Internet standards. **(225, 229)**

Response: The performance expectations were informed and crafted by experts in the field via a review team that included New Jersey certificated early childhood educators and leaders. Therefore, the Department maintains that the level of rigor and performance expectations are appropriate. In addition, the level of specificity identified by the commenters is most appropriate at the curricular or lesson plan level. The draft 2020 NJSLS-CS&DT identify the minimum that students must learn. Therefore, school districts have the flexibility to implement the standards based on the needs of their students.

- 181. Comment:** The commenters stated that the performance expectation indicating that students develop programs using an iterative process, and implement and test the program may be too rigorous. **(207, 227)**

Response: The performance expectations in draft 2020 NJSLS-CS&DT were informed and crafted by experts in the field via a review team that included New Jersey certificated early childhood educators and leaders. Therefore, the Department maintains that the level of rigor and performance expectations are appropriate.

- 182. Comment:** The commenters recommended specific programming languages be included in the draft 2020 NJSLS-CS&DT to be used at particular grade bands. The commenters also recommended the use of a program, such as those offered by Code.org, to convey the basics of computer science. **(180, 210, 223 - 225, 229)**

Response: The level of specificity identified by the commenters is most appropriate at the curricular or lesson plan level. N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS.

- 183. Comment:** The commenter recommended that the implementation of draft 2020 NJSLS-CS&DT include activities that do not require the use of a computer, as well as activities that require the use of a computer. **(193)**

Response: N.J.A.C. 6A:8-3.1 directs district boards of education to ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS.

- 184. Comment:** The commenters stated that keyboarding skills should be included in the draft 2020 NJSLS-CS&DT standards. **(193, 217)**

Response: The draft 2020 NJSLS-CS&DT does not require specific keyboarding skills. However, NJSLS-ELA contains a writing standard that broadly establishes expectations around keyboarding skills. For example, W.4.6 states, “With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.”

- 185. Comment:** The commenters stated having computer science standards for kindergarten through grade two is a brilliant idea, particularly for second graders who are able to learn and understand computer science concepts. The commenters also stated their support the computer science standards in the K-2 grade span because they introduce computer science in an accessible way.

The commenters further stated their support the computer science standards in the K-2 grade span that address computing systems and impacts of computing. **(180, 189, 200, 224, 226, 230)**

Response: The Department appreciates the support and consideration of draft 2020 NJSLS-CS&DT.

- 186. Comment:** The commenter expressed support for the draft computer science standards. **(191)**

Response: The Department thanks the commenter for the support and consideration of draft 2020 NJSLS-CS&DT.

- 187. Comment:** The commenter expressed support for the computer science standards in the K-2 grade span standards and stated that the key concepts of computer science and computational thinking should be taught in every class level and integrated with various subjects and topics. **(194)**

Response: The Department thanks the commenter for the support and consideration of draft 2020 NJSLS-CS&DT.

- 188. Comment:** The commenters stated that all students need to have the opportunity to learn computational thinking and computer science. The commenters also thanked the Department for developing the computer science standards and asked that they be adopted. The commenters further stated that the draft standards provide all students the opportunity to learn computational thinking and put New Jersey more in line with other states. **(182-184, 186, 192, 195, 204, 215, 221, 228)**

Response: The Department thanks the commenters for the support and consideration of draft 2020 NJSLS-CS&DT.

- 189. Comment:** The commenter expressed support for the draft 2020 NJSLS-CS&DT and stated that teaching the algorithms of coding is widely applicable as it teaches clarity of thinking and communication, which generally connects to real-world problem solving. The commenter also stated that the standards will prepare students to move forward in a

world where technology skills are increasingly valuable in work not associated with computers. (206)

Response: The Department thanks the commenter for the support and for consideration of the draft 2020 NJSLS-CS&DT.

- 190. Comment:** The commenter stated that all students need to have the opportunity to learn computational thinking and computer science. The commenter recommended incorporating computer science and design thinking standards starting in kindergarten. The commenter further stated that the standards promote inclusivity and diversity. (220)

Response: The Department thanks the commenter for the support and for consideration of the draft 2020 NJSLS-CS&DT.

- 191. Comment:** The commenter stated that the draft 2020 NJSLS-CS&DT provide a coherent progression of concepts and performance expectations on which schools can build standards-aligned curriculum, instruction, and assessment. The commenter also stated that the draft standards establish the foundation for high-quality professional learning programs and teacher credentials, and ensure that all students have access to high-quality, standards-based curriculum, instruction, and educators. (212)

Response: The Department thanks the commenter for the support and for consideration of the draft 2020 NJSLS-CS&DT.

- 192. Comment:** The commenters stated that the NJSLS-CS&DT create foundational expectations and critical opportunities for all New Jersey students. The commenters also stated that the draft standards are well designed for computer science education in New Jersey. The commenters further stated that the NJSLS-CS&DT are particularly notable because they will provide the future generation with valuable skills necessary to thrive and be successful in the rapidly evolving digital world. (174, 199, 202, 222)

Response: The Department thanks the commenters for the support and for consideration of the draft 2020 NJSLS-CS&DT.

- 193. Comment:** The commenters requested that the Department adopt the proposed Computer Science standards. (187, 216)

Response: The Department thanks the commenters for the support and for consideration of the draft 2020 NJSLS-CS&DT.

- 194. Comment:** The commenter stated that the draft NJSLS-CS&DT create critical opportunities for all students and urges adoption of the standards. (219)

Response: The Department thanks the commenter for the support and for consideration of the draft 2020 NJSLS-CS&DT

- 195. Comment:** The commenter stated that the computer science standards will ensure that all students learn the computational thinking skills necessary for success in today's digital

society and that by approving these standards, New Jersey will become a leader of computer science education in the United States. **(181)**

Response: The Department thanks the commenter for the support and for consideration of the draft 2020 NJSLS-CS&DT.

- 196. Comment:** The commenters expressed their support for the computer science standards for grades three through 12. **(188, 213)**

Response: The Department thanks the commenters for the support and consideration of the Computer Science standards.

- 197. Comment:** The commenter expressed support for the draft 2020 NJSLS-CS&DT and looks forward to implementing the standards. **(217)**

Response: The Department thanks the commenter for the support and for consideration of the draft 2020 NJSLS-CS&DT.

- 198. Comment:** The commenter expressed support for the draft computer science standards because they are more comprehensive and will help to ensure all K-12 students in New Jersey learn skills that will open doors of opportunity. The commenter stated that the standards reflect national Computer Science Teachers Association standards, which are the model for most of the other 34 states that have added Computer Science standards in the last five years. **(179)**

Response: The Department thanks the commenter for the support and for consideration of the draft 2020 NJSLS-CS&DT.

- 199. Comment:** The commenters expressed support for the adoption of the draft computer science standards and stated they look forward to the modernization of computer science education throughout the State. The commenters stated that draft 2020 NJSLS-CS&DT will benefit higher education because colleges and universities will be able to plan their academic programs in computer science with a better knowledge of the skills and knowledge students will have when they leave the secondary environment. The commenters also stated that the draft standards will allow leaders to be more effective in planning professional development for computer science educators. **(168, 173, 179, 208)**

Response: The Department thanks the commenter for the support and for consideration of the draft 2020 NJSLS-CS&DT.

- 200. Comment:** The commenters stated that the draft computer science standards are a move in the right direction. The commenters further stated that performance expectations such as 8.1.2.NI.3 and 8.1.2.NI.4 are absolutely necessary to teach students about keeping themselves secure in a technological society. **(207, 227)**

Response: The Department thanks the commenter for the support and for consideration of the draft 2020 NJSLS-CS&DT.

201. Comment: The commenters stated that the computer science standards include expectations not typically contained in a computer science course and suggested that algorithms and programming and computing systems should be emphasized greatly over the other disciplinary concepts. (207, 227)

Response: The draft standards in computer science are research-based and informed by the national Computer Science Teachers Association standards. In addition, N.J.A.C. 6A:8-3.1(c) requires district boards of education to be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS.

202. Comment: The commenters stated that computer science should not be a graduation requirement. (207, 227)

Response: The NJSLS outline the minimum knowledge and skills for students to learn in a given area of content but do not list graduation requirements, which are established at N.J.A.C. 6A:8-5.1. This issue lies outside the scope of the consideration of draft 2020 NJSLS.

203. Comment: The commenters advised against encouraging students to enroll in computer science courses consistently from kindergarten through grade 12. (207, 227)

Response: The computer science standards set performance expectations for all K-12 students and not specific course requirements.

204. Comment: The commenters stated their full support for the draft 2020 NJSLS-CS&DT and commended the Department for proposing standards that provide students access to the core concepts of computer science and allow teachers to utilize their prior experience more fully. (170, 185)

Response: The Department thanks the commenters for the support and for consideration of the draft 2020 NJSLS-CS&DT.

205. Comment: The commenter questioned whether the opposite is true of the following core idea in The Effect of Technology in the Natural World in 8.2 Design Thinking: “Technologies that use natural sources can have negative effects on the environment, it’s quality, and inhabitants.” (175)

Response: This core idea is sufficiently broad and allows educators and students to consider technologies that have negative effects on the environment, as well as technologies that have a positive effect or no effect.

206. Comment: The commenter stated that following core idea in 8.2 Design Thinking, The Effect of Technology in the Natural World is not always true: “Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.” (175)

Response: The core idea is sufficiently broad and allows educators and students to consider instances in which reusing and recycling materials saves money, as well as instances when reusing and recycling materials does not save money.

207. **Comment:** The commenter commended the Department for the neutral wording of the “Ethics and Culture” core ideas and performance expectations in 8.2 Design Thinking. (228)

Response: The Department thanks the commenter for the support.

208. **Comment:** The commenter stated that the following core ideas in 8.2 Design Thinking are limiting:

Nature of Technology

Grades 3-5: “Engineers create and modify technologies to meet people’s needs and wants; scientists ask questions about the natural world.”

Grades 6-8: “Engineers use a systematic process of creating or modifying technologies that is fueled and constrained by physical laws, cultural norms, and economic resources. Scientists use systematic investigation to understand the natural world.” (175)

Response: Core ideas help prioritize the important ideas or processes that are central to a discipline and provide clear guidance as to what should be the focus of learning. The Department maintains that the scope and level of rigor of the core ideas are appropriate.

209. **Comment:** The commenter questioned absence of research and the arts in the following core idea in 8.2 Design Thinking: “Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists and mathematicians can improve their work and designs.” (175)

Response: The Department maintains that the scope and rigor of the core idea are appropriate. The proposed core idea indicates that engineers use “other disciplines.” The core idea empowers educators to determine which “other disciplines” to consider. Educators may choose to consider the arts and research as other disciplines, and examine the role of each in improving technology.

210. **Comment:** The commenter supported adoption of the proposed computer science standards so that a uniform set of standards will exist to promote consistency across computer science classes across the State. (196)

Response: The Department thanks the commenter for the support and consideration of the draft 2020 NJSL-CS&DT.

211. **Comment:** The commenter commended the Department for referencing the Standards for Technological Literacy from the International Technology and Engineering Educator’s Association. (211)

Response: The Department thanks the commenter for the support and consideration of the 2020 NJSLS-CS&DT.

- 212. Comment:** The commenter asked if the standards review committee considered the ‘Advancing Excellence in P-12 Engineering Education’ work and if the committee was aware of the work being done to revise the Standards for Technological Literacy. **(211)**

Response: The Department acknowledges the role that national standards and research play in informing the revision of state standards. A third draft of the Standards for Technological and Engineering Literacy was available for public review as the design thinking standards were being written. The Department looks forward to considering the final version of the Standards for Technological and Engineering Literacy and other national engineering research in subsequent reviews of the design thinking standards.

- 213. Comment:** The commenter commended the Department for drafting standards that reflect an appropriate progression of understanding complex computer science concepts across grade levels. **(169, 172)**

Response: The Department thanks the commenter for the support and consideration of the draft 2020 NJSLS-CS&DT.

- 214. Comment:** The commenter commended the Department for proposing standards that permit all students in any grade to learn computational thinking and coding. **(190)**

Response: The Department thanks the commenter for the support and consideration of the draft 2020 NJSLS-CS&DT.

- 215. Comment:** The commenter expressed appreciation for the progression of skills and concepts within the standards. The commenter stated the standards are important for acquiring critical thinking and real-world problem-solving skills. The commenter also supported implementation of the standards. **(201)**

Response: The Department thanks the commenter for the support and consideration of the draft 2020 NJSLS-CS&DT.

- 216. Comment:** The commenter supported the adoption of the proposed 2020 Computer Science Standard 8.1 and stated it is an important, necessary step to helping New Jersey become a leader in computer science education. **(197)**

Response: The Department thanks the commenter for the support and consideration of the draft 2020 NJSLS-CS&DT.

- 217. Comment:** The commenter expressed support for the draft computer science standards for K-12 as they are appropriately aligned with national standards. The commenter also stated that the pace of technology requires well-prepared students completing K-12 with a strong foundation and understanding of computer science. **(218)**

Response: The Department thanks the commenter for the support and consideration of the draft 2020 NJSLS-CS&DT.

- 218. Comment:** The commenter expressed support for the computer science standards and stated that language-agnostic standards are best because they provide teachers flexibility. The commenter also supported the inclusion of topics other than programming (for example, network security) because it encourages teachers' professional growth. **(193)**

Response: The Department thanks the commenter for the support and consideration of the draft 2020 NJSLS-CS&DT.

- 219. Comment:** The commenters stated that the draft computer science standards in grades 3 through 12 met their expectations. **(210, 223)**

Response: The Department thanks the commenters for the support and consideration of the draft 2020 NJSLS-CS&DT.

- 220. Comment:** The commenter stated that draft 2020 NJSLS-CS&DT at 8.1.2.NI.3 and 8.1.2.IC.1 teach the importance of security and the development of computing technology at a level appropriate for young children. The commenter also stated that many ideas are well placed and appropriate for each grade. **(177)**

Response: The Department thanks the commenter for the support and consideration of the draft 2020 NJSLS-CS&DT.

- 221. Comment:** The commenters expressed support for the draft 2020 NJSLS-CS&DT. The commenters stated that the standards will create foundational expectations and critical opportunities for all New Jersey students and will empower students to be creators and builders of technology, rather than just passive users. The commenters also stated the draft standards will promote inclusivity, diversity, and a deeper understanding of the role computing plays in today's world. **(209, 214)**

Response: The Department thanks the commenter for the support and consideration of the draft 2020 NJSLS-CS&DT.

- 222. Comment:** The commenter supported the adoption of the proposed computer science standards and states that it is important for students to learn computer science in this technology driven world. **(178)**

Response: The Department thanks the commenter for the support and consideration of the draft 2020 NJSLS-CS&DT.

- 223. Comment:** The commenter stated that the computer science standards will help promote the use and knowledge of computer science for every student and will be beneficial for the future of computer science. **(189)**

Response: The Department thanks the commenter for the support and consideration of the draft 2020 NJSLS-CS&DT.

224. Comment: The commenter expressed concern that mathematics is not a requirement to study computer science. **(189)**

Response: Mathematics and computer science are distinct disciplines, each having a unique set of disciplinary concepts and a unique progression of core ideas as outlined in the NJSLS-Mathematics and the draft 2020 NJSLS-CS&DT.

225. Comment: The commenter stated that it is difficult to understand how the computer science standards would be implemented, particularly by educators unfamiliar with computer science. **(189)**

Response: The Department appreciates the commenter's concerns. During the implementation phase of the revised NJSLS, the Department will provide ongoing support to school districts as they research and develop resources, materials, and strategies for standards-based instruction.

226. Comment: The commenters stated that the computer science standards are tremendous and a very important step toward educating students. **(225, 229)**

Response: The Department thanks the commenters for the support and consideration of the draft 2020 NJSLS-CS&DT.

227. Comment: The commenters stated that students should be taught Internet safety. **(225, 229)**

Response: The draft 2020 NJSLS – Career Readiness, Life Literacies and Key Skills, at 9.4 Life Literacies and Key Skills under the Digital Citizenship disciplinary concept, establish the expectation that students understand that "individuals should practice safe behaviors when using the internet."

228. Comment: The commenter expressed appreciation that design thinking is included in draft 2020 NJSLS-CS&DT because it provides students access to many of the critical skills and mindsets needed for the modern world. **(205)**

Response: The Department thanks the commenter for the support and consideration of the draft 2020 NJSLS-CS&DT.

229. Comment: The commenter asked whether a content-area teaching certificate would be required for teaching the design thinking standards. **(205)**

Response: The design thinking standards may be implemented through interdisciplinary approaches to curriculum, pursuant to N.J.A.C. 6A:8-3.1(c).

230. Comment: The commenter recommended that design thinking standards be woven into all areas of the curriculum. **(205)**

Response: The Department appreciates the commenters suggestions. N.J.A.C. 6A:8-3.1(c) requires district boards of education to review and continuously improve

curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS. The rule also requires interdisciplinary connections throughout K-12 curriculum.

- 231. Comment:** The commenter supported the proposed computer science standards and the opportunity for all students to learn computational thinking. **(203)**

Response: The Department thanks the commenter for the support and consideration of the draft 2020 NJSLS-CS&DT.

Career Readiness, Life Literacies and Key Skills (NJSLS-CLKS)

- 232. Comment:** The commenter recommended the inclusion of collaboration, communication, and leadership and responsibility (as defined by the Partnership for 21st Century Skills) as a disciplinary concept in draft 9.4. Life Literacies and Key Skills. **(161)**

Response: The Department agrees that the skills of communication and leadership are crucial ones for our students to learn, practice, and master. Indeed, students' personal and occupational success will rely, in part, on their ability to express themselves effectively, solve problems, and demonstrate ethical behavior. Given the importance of these skills, they are integrated throughout the core ideas and performance expectations in 9.4, Life Literacies and Key Skills.

- 233. Comment:** The commenters suggested that wherever "sources," "resources," or "evidence" appear in the standards, the following clarification should follow it: "including library resources, databases, and other curated instructional materials that have been selected and implemented by certified school library media specialists" **(42, 156, 175)**

Response: The Department acknowledges the importance of providing students with access to relevant, high quality, and credible material to support their learning. In fact, the introduction to the NJSLS-CLKS has been revised to clarify the role of the school library media specialist in the selection and curation of sources. The following statement has been added to the introduction: "Throughout draft 2020 NJSLS-CLKS 9.4 Life Literacies and Key Skills, the core ideas and performance expectations contain terms 'sources,' 'evidence,' and 'resources.' Indeed, as students develop necessary skills and strategies to evaluate sources and recognize bias, these references should invoke the engagement of a certified school library media specialist to not only select and curate appropriate sources but also to provide professional development to fellow educators in this area."

- 234. Comment:** The commenters stated that the standards, specifically 9.4, Life Literacies and Key Skills, provide a foundation for the preparation of students to become critical users of information and engaged citizens in a global society. **(42, 164, 175)**

Response: The Department thanks the commenters for the support.

235. Comment: The commenter supported the inclusion of creativity and innovation, critical thinking and problem-solving, technology literacy, and global and cultural awareness in the draft standards. **(164)**

Response: The Department thanks the commenter for the support.

236. Comment: The commenter recommended the inclusion of a standard at every grade level in the area of digital citizenship and responsibilities. **(166)**

Response: The Department agrees with the commenter. In 9.4, digital citizenship is a disciplinary concept that is addressed at each grade band.

237. Comment: The commenter suggested that the performance expectations for information and media standards be taken directly from the National Standards for Library Science so that specific skills can be taught. **(163)**

Response: The standards review team for the draft 2020 NJSL-CLKS was comprised of education professionals with a range of collective expertise that included library and media science across all grade bands. In addition, the consideration and revision of the standards were informed by the experience of the professionals and also the various academic and professional resources that provided support in the drafting of the standards.

238. Comment: The commenter recommended the removal of specific performing arts from 9.3, CTE - Performing Arts so that all of the standards are applicable to all art forms. **(162)**

Response: Section 9.3 was not intended to be revised for Standard 9. However, the Perkins Act has recently been reauthorized. Further, the State Board has approved the Perkins 5 plan and will also be reviewing chapter 19, Career and Technical Education Programs and Standards over the coming months to make substantive changes to align with the plan and the Administrations initiatives. Therefore, the commenters concern will be considered at that time with respect to the standard.

239. Comment: The commenter suggested the addition of “human rights based” to the examples provided in performance expectations 9.4.12.CT.3 that include “political, economic or cultural” as examples of types of society’s solutions. **(3)**

Response: The types of solutions in the performance expectation 9.4.12.CT.3 offers school districts flexibility in standards implementation through the curriculum. The addition, as suggested by the commenter, would reduce the flexibility and restrict the means by which school districts deliver instruction to address the standards.

Climate Change

240. Comment: The commenter expressed support for the draft 2020 NJSL-Science as it is vital that students become scientifically literate, understand the nature of science, be

comfortable with a certain level of ambiguity, and be able to grapple with concepts such as risk. (157)

Response: The Department appreciates the support.

241. **Comment:** The commenter expressed support for the inclusion of K-12 vertical climate change standards in the draft 2020 NJSLS-Science as it creates opportunities to be taught with specificity and from a scientific base rather than conjecture. (154)

Response: The Department appreciates the support.

242. **Comment:** The commenter supported the inclusion of climate change in draft NJSLS-CHPE standard 2.1.12.CHWW since it will have a positive impact on personal and social health. (128)

Response: The Department appreciates the support.

243. **Comment:** The commenter expressed support for the inclusion of climate change across the 2020 draft NJSLS. The commenter stated that students need a meaningful understanding of climate change so that they can see the value of working to reduce its effects. The commenter further stated that the proposed standards would provide students with an opportunity to analyze and evaluate the issues from a variety of perspectives. (159)

Response: The Department appreciates the support.

244. **Comment:** The commenter expressed support for the added emphasis on climate change and active citizenship across all of the draft 2020 NJSLS because understanding climate change requires science, health, and financial literacy. The commenter also expressed support for infusion of active citizenship to address common goals (e.g., ensuring a healthy environment, opportunity for education, and safe communities in which to live and work) across the 2020 NJSLS. (352)

Response: The Department appreciates the support.

245. **Comment:** The commenter suggested that the United Nations' Sustainable Development Goals be more clearly visible in the K-12 standards. The commenter stated that students would benefit from understanding the interconnections in the goals, the challenges of the present global disparity, and the changes that are needed and that will occur as the goals are implemented. (352)

Response: The Department agrees that New Jersey students should learn about the United Nations' Sustainable Development Goals. This topic is addressed in the draft 2020 NJSLS-SS in 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., [the International] **Universal Declaration of Human Rights**, [and the] United Nations Sustainability Goals) and other international organizations. Educators in school districts are best positioned to decide if

topics such as the United Nation’s Sustainability Goals should be a part of the local curriculum in other content areas based on the needs of students.

- 246. Comment:** The commenters recommended using broader language in draft 2020 NJSLS-CLKS 9.4 Digital Citizenship Standards broadened to reflect "global and societal issues, such as climate change." The commenters stated that the draft language’s specificity does not allow for professional creativity, eliminates teachers’ exploration of other applications of artificial intelligence, and politicizes the standards. **(42, 156, 175)**

Response: The Department maintains that changes to the climate have impacted all New Jersey residents, but particularly those who are most vulnerable, individuals who are economically challenged, children, and the elderly. The study of climate change is an equity issue and a critical topic to be addressed as New Jersey students are prepared to be effective thinkers, problem-solvers, and communicators in a global community with the skills needed for high-skilled, high-demand jobs.

The Department acknowledges that artificial intelligence has been identified in one core idea connected to climate change:

Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.

However, district boards of education are encouraged to explore other applications of artificial intelligence beyond its use related to climate change in other core ideas and performance expectations. During the implementation phase of the revised NJSLS, the Department will provide ongoing support to school districts as they research and develop resources, materials, and strategies for standards-based instruction.

- 247. Comment:** The commenter questioned why the performance expectations for 9.4 Information & Media Literacy of the draft 2020 NJSLS-CLKS specify climate change. **(155)**

Response: The Department maintains that climate change is a critical topic that will prepare students to be effective thinkers, problem-solvers, and communicators in a global community with the skills needed for high-skilled, high-demand jobs. The performance expectations for 9.4 Information and Media literacy are intended for integration throughout all K-12 academic and technical content areas and the inclusion of climate change standards is an opportunity for interdisciplinary concepts. Given this changing world, students should possess the literacy skills to competently analyze information and produce accurate materials related to climate change in their personal and professional lives.

- 248. Comment:** The commenter suggested that the Department reconsider the very specific and narrow climate change focus in the draft 2020 NJSLS. The commenter stated that the standards are truly interdisciplinary and should be incorporated or modeled in a manner that allows for greater interdisciplinary application. The commenter expressed concern that the standards emphasizing climate change will be attached to whatever class, grade, or department happens to be covering climate change in a given year. **(161)**

Response: The Department maintains that climate change is a critical topic that will prepare students to be effective thinkers, problem-solvers, and communicators in a global community with the skills needed for high-skilled, high-demand jobs. The 2020 NJSLS are organized by content area. The Department maintains that having shared content across content areas will promote interdisciplinary concepts. Further, connections to other content areas have been indicated in Standard 9.4. For example, connections to 2020 NJSLS-CHPE, SS, WL have been indicated in the parentheses:

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

During the implementation phase of the revised NJSLS, the Department will provide ongoing support to school districts as they research and develop resources, materials, and strategies for standards-based instruction.

- 249. Comment:** The commenter stated that the classroom should remain free of political agendas and indoctrination of opinions and ideology. The commenter expressed opposition to the inclusion of climate change, which the commenter stated is unsettled science that promotes population control as a solution to climate change. **(160)**

Response: The draft 2020 NJSLS were created by teams of experienced educators with expertise in each of the respective content areas. The review teams based their decisions on relevant, data, and literature, including other national and state standards. The Department acknowledges that decades of research and overwhelming scientific consensus indicate with increasing certainty that Earth's climate is changing, largely due to human-induced increases in the concentrations of heat-absorbing gases (IPCC 2014; Melillo, Richmond, and Yohe 2014). The draft 2020 NJSLS do not promote population control as a solution to climate change.

- 250. Comment:** The commenter stated that it is incumbent upon the Department to publish NJSLS that are exemplary in their freedom from any bias. The commenter stated that the draft 2020 NJSLS-Science performance expectations MS-ESS3-4 and MS-ESS3-5 indoctrinate students in what to believe and not how to think. The commenter also stated that everything in the standards should be fact-based and not delve into areas of unsettled science (such as man-made climate change). **(46)**

Response: The draft 2020 NJSLS were created by teams of experienced educators with expertise in each of the respective content areas. The review teams based their decisions on relevant, data, and literature, including other national and state standards. The Department acknowledges that decades of research and overwhelming scientific consensus indicate with increasing certainty that Earth's climate is changing, largely due to human-induced increases in the concentrations of heat-absorbing gases (IPCC 2014; Melillo, Richmond, and Yohe 2014).

The core ideas for MS-ESS3-4 and MS-ESS3-5 are: Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats

and causing the extinction of many other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. Typically, as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise (National Research Council, 2012. p.196).

- 251. Comment:** The commenter stated that there is no accurate scientific validation for the human impact on carbon emissions and global warming. The commenter also stated that students should learn to keep the environment clean, but the chief violators of those standards are not American. **(5)**

Response: The Department appreciates the commenter's concerns. The Department acknowledges that decades of research and overwhelming scientific consensus indicate with increasing certainty that Earth's climate is changing, largely due to human-induced increases in the concentrations of heat-absorbing gases (IPCC 2014; Melillo, Richmond, and Yohe 2014).

- 252. Comment:** The commenter questioned the appropriateness of performance expectation 8.1.5.DA.4 (Organize and present climate change data visually to highlight relationships or support a claim) in draft 2020 NJSLS-CS&DT because it would require a computer science teacher to teach a topic with which he or she may be unfamiliar or not have the content knowledge. **(217)**

Response: The intent of the aforementioned performance expectation is for students to select, organize, and transform data into different visual representations and communicate insights gained from the data. Data and data analysis are within the scope of a computer science course. During the implementation phase of the new or revised NJSLS, the Department will provide ongoing support to school districts as they research and develop resources, materials and strategies for standards-based instruction.

- 253. Comment:** The commenter requested that the Department replace climate change with a community-based or local environmental issue on which students can have an impact. The commenter further expressed concern that 2020 draft NJSLS-CLKS performance expectation 9.4.2DC.7 is not developmentally appropriate for students in the K-2 grade band. **(165)**

Response: The draft 2020 NJSLS were created by review teams comprised of educators with expertise in their respective content areas. Decisions made during the review and revision process were based on relevant data, evidence, and literature. Each educator is responsible for creating developmentally appropriate instruction for his or her students. Therefore, teachers have the flexibility to ensure that the concept is introduced, taught and assessed a way that the students can grasp.

- 254. Comment:** The commenter recommended not changing the 2014 NJSLS-Science. **(295)**

Response: The only change to the 2014 NJSLS-Science was the addition of the study of climate change. The Department maintains that this is a critical topic that will prepare

students to be effective thinkers, problem-solvers, and communicators in a global community with the skills needed for high-skilled, high-demand jobs.

- 255. Comment:** The commenter opposed the modification of the draft 2020 NJSL-Science to include performance expectations that specifically address climate change. The commenter stated that school districts and educators have invested considerable time and resources to transition to the 2014 NJSL-Science and keeping the standards as they are will allow school districts and educators to continue working toward effective implementation. **(294)**

Response: The only change to the 2014 NJSL-Science was the addition of the study of climate change. The Department maintains that this is a critical topic that will prepare students to be effective thinkers, problem-solvers, and communicators in a global community with the skills needed for high-skilled, high-demand jobs. During the implementation phase of the revised NJSL, the Department will provide ongoing support to school districts as they research and develop resources, materials and strategies for standards-based instruction.