

Proposed Revisions to New Jersey Student Learning Standards: Computer Science, Innovation, and Society; World Languages; and Visual and Performing Arts

Offices of Innovation and Standards
Division of Teaching & Learning Services

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nj.gov/education

Agenda

- NJSLS – Computer Science, Innovation, and Society (CSIS)
 - Review Committee
 - Major Proposed Revisions
- NJSLS – World Languages (WL)
 - Review Committee
 - Major Proposed Revisions
- NJSLS – Visual and Performing Arts (VPA)
 - Review Committee
 - Major Proposed Revisions
- Questions



New Jersey Student Learning Standards – Computer Science, Innovation, & Society (NJSLS – CSIS) (Formerly “Computer Science and Design Thinking”) 2025 Proposal



NJSLS – Computer Science, Innovation, and Society *(1 of 9)*

Committee Composition

	Academic Expertise	Professional Expertise	District Representation	Geographical Representation
Expert Committee	29% Ph.D./Ed.D., 71% M.S./M.A.	76% 15+ Years, 10% 10-14 Years, 14% 5-9 Years	57% Suburban, 24% Urban, 10% Rural	48% North, 43% Central, 10% South
Writing Committee	20% Ph.D./Ed.D., 73% M.S./M.A., 7% B.A.	57% 15+ Years, 23% 10-14 Years, 20% 5-9 Years	67% Suburban, 27% Urban, 3% Rural	53% North, 40% Central, 7% South



NJSLS – Computer Science, Innovation, and Society *(2 of 9)*

Evolved Scope and Identity

- Consolidated and streamlined from the former NJSLS 8.1, 8.2, and sections of 9.4 **(CLKS)** into the Computer Science, Innovation, and Society framework (NJSLS-CSIS)



The proposed Standard 8 is divided into the following domains:

8.1 Computer Science

8.2 Engineering Design and Technology

8.3 Digital Literacy



NJSLS – Computer Science, Innovation, and Society *(3 of 9)*

Incorporation of Artificial Intelligence (AI)

- Emphasized the importance of equipping students with a conceptual understanding of AI and the ability to both evaluate and utilize AI tools ethically and effectively

8.1 Computer Science

8.1.DA.9-12.3:
Demonstrate how AI models improve through the use of data, training, and feedback.

8.2 Engineering, Design and Technology

8.2.TW.9-12.2 Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.

8.3 Digital Literacy

8.3.DT.9-12.1: Support the choice of a digital tool, including emerging technology such as AI, based on its suitability, efficiency, accessibility, and usefulness for a given task.



NJSLS – Computer Science, Innovation, and Society *(4 of 9)*

Flexible and Future Ready

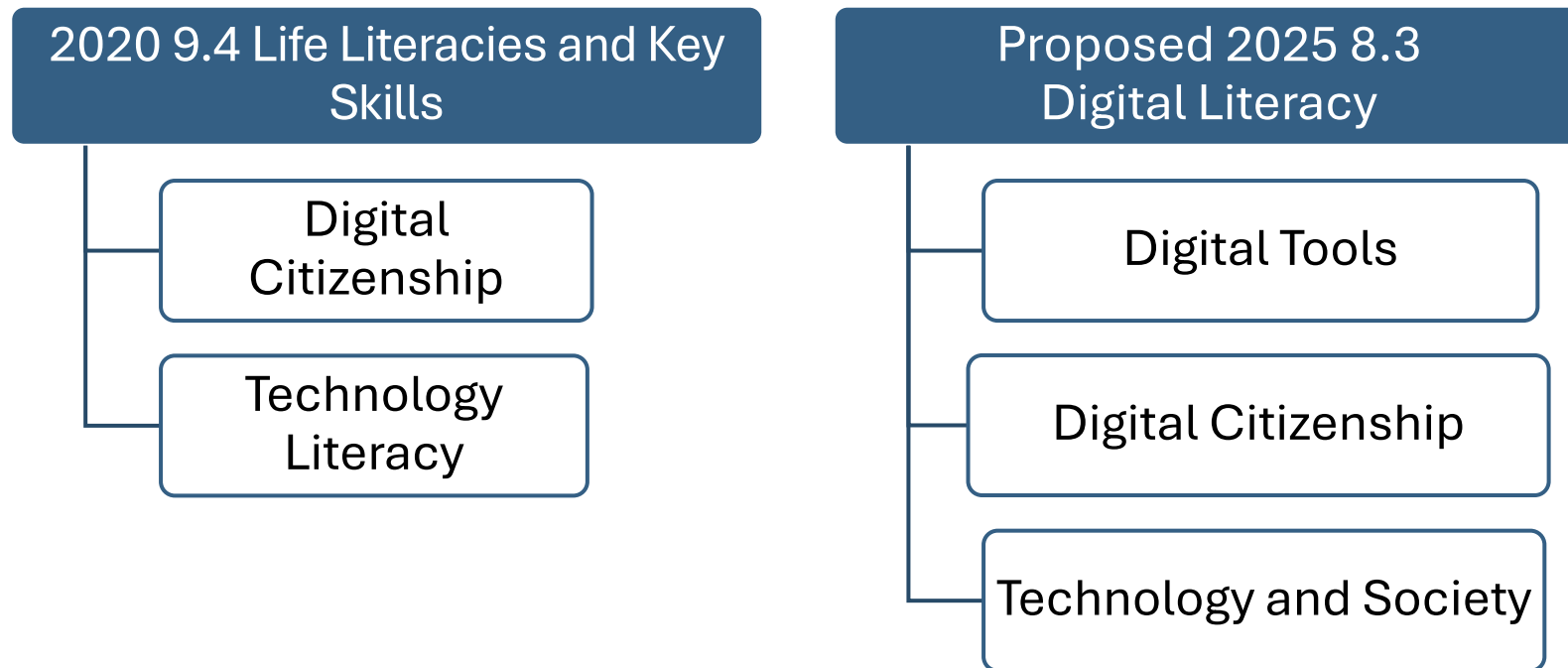
- Incorporated language that accommodates future innovations and emphasizes central skills such as critical thinking, ethical reflection, collaborative design, and adaptability
- For example:
 - 8.3.DT.9-12.4: Prioritize various and appropriate digital tools to solve real-world problems through collaborative research, feedback, and iteration.



NJSLS – Computer Science, Innovation, and Society *(5 of 9)*

Relocated Standard 8.3 Digital Literacy

- Realigned and refined Educational Technology to highlight digital literacy as a foundation for success in computer science, technology, engineering design, and navigation of today's digital world



NJSLS – Computer Science, Innovation, and Society *(6 of 9)*

Reorganization of Domains and Nomenclature

- Aligned the standards with current terminology and provide flexibility to accommodate future innovations

- For example:

8.1 Computer Science: Networks and the Internet (NI) was modernized and revised as Networks and Cybersecurity (NC)

8.3 Digital Literacy: Impacts of Computing (IC) was reorganized from Standard 8.1 to Standard 8.3 and revised as Technology and Society (TS)



NJSLS – Computer Science, Innovation, and Society *(7 of 9)*

Streamlining of Performance Expectations

- Integrated the K–5 NJSLS for Science into Engineering Design to further strengthen interdisciplinary coherence and clarity

K-2	3-5	6-8	9-12
8.2.ED.K-2.1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (See Science K-2-ETS1-1.)	8.2.ED.3-5.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (See Science 3-5-ETS1-1.)	8.2.ED.6-8.1 Create solutions for an authentic community-based problem that includes a detailed model such as a physical prototype or a graphical/technical sketch and clearly document the design process.	8.2. ED.9-12.1 Optimize a design for a real-world challenge by addressing qualitative and quantitative criteria, constraints, and societal interests.



NJSLS – Computer Science, Innovation, and Society *(8 of 9)*

Focus on Foundational Learning Targets

- Aligned with national frameworks and scaffolded to support developmental learning progressions

K-2	3-5	6-8	9-12
8.2.NT.K-2.2 Organize different kinds of materials by their observable properties and consider how they may be used for different purposes.	8.2.NT.3-5.2 Using evidence, determine which materials are most suitable for a given application.	8.2.NT.6-8.2 Make observations and/or measurements of the properties of various materials to determine which would be best to use for a given application.	8.2.NT.9-12.2 Relate how civilization is affected by the development, availability, and use of tools, materials, and processes.



NJSLS – Computer Science, Innovation, and Society *(9 of 9)*

Developmental Needs and Instructional Flexibility

- Designed to support unplugged learning, acknowledging varied technology use, developmental needs among younger students, and flexible instructional formats
- For example:
 - 8.1.AP.K-2.1 Model daily processes by creating and following algorithms to complete tasks.



New Jersey Student Learning Standards – World Languages (NJSLS – WL) 2025 Proposal



NJSLS – World Languages *(1 of 6)*

Background

- Since 2004,
 - Proficiency levels and modes of communication have been key organizational features.
 - These organizational features have been maintained in the proposed NJSLS-World Languages.
- Developing proficiency requires developing skills and knowledge in each mode of communication.
- A relationship between language and culture has been consistently present but shown in different formats.



NJSLS – World Languages *(2 of 6)*

Committee Composition

	Academic Expertise	Professional Experience	District Breakdown	Geographic Representation
Expert Committee	38% Doctoral degrees (PhD, EdD) 38% Master's degrees (MA, MS)	18 years' average experience (range of 9-34 years)	85% Suburban, 15% Urban	38% Central, 31% South, 31% North
Writing Committee	13% Doctoral degrees (PhD, EdD) 60% Master's degrees (MA, MS)	20 years' average experience (range of 9-38 years)	80% Suburban, 20% Urban	27% Central, 13% South, 60% North



NJSLS – World Languages (3 of 6)

Integration of Related Topics across Modes of Communication

2020 NJSLS, Novice Low Interpretive Mode

Core Idea	Performance Expectation
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, pets, school supplies, animals, weather.
Learners recognize and identify a few typical practices of the target culture.	Greetings based on 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.

2025 NJSLS, Novice Low Interpretive Mode

Intercultural Competence (IC)

7.1.NL.IPRET.IC.1: With supports, recognize a few cultural products and practices relevant to students' lives: 🌱

- A. in the students' own cultures.
- B. in the target language cultures.
- C. in other cultures.

{Clarification Statement: Examples of "products" could include toys or items related to celebrations. Examples of "practices" could include what happens when one loses a tooth or how and when one celebrates a new year.}

7.1.NL.IPRET.IC.2A: With supports, acknowledge a few common, authentic, non-verbal practices relevant to the target cultures.

7.1. NL.IPRET.IC.2B: With supports, demonstrate understanding of a few memorized words and phrases related to matters of global significance relevant to students' lives: 🌱

- 1. in one's own region.
- 2. in the target regions of the world.
- 3. in other regions of the world.

{Clarification Statement: Examples of "matters of global significance" could include favorite toys, creating safe communities or extreme weather occurrences.}



NJSLS – World Languages *(4 of 6)*

Reorganization of Performance Expectations, Nomenclature

	Interpretive, Interpersonal and Presentational Modes of Communication		
Intercultural Competence	1. Investigate the relationship between products, practices, and perspectives across cultures;		
	2. Engage with people from a variety of cultures on everyday topics and matters of global significance.		
	Interpretive	Interpersonal	Presentational
Literacy	3. Comprehend;	3. Exchange information and ideas;	3. Inform, describe, explain;
	4. Interpret;	4. Express, react to, and offer support for feelings;	4. Narrate about my life, experience and events;
	5. Analyze.	5. Express, react to, and offer support for preferences;	5. Give a preference, opinion, or persuasive argument.
		6. Express, react to, and offer support for opinions.	



NJSLS – World Languages (5 of 6)

Reorganization of Performance Expectations, Nomenclature

	2020 NJSLS-WL	Proposed 2025 NJSLS-WL
Broader Applicability	7.1.NH.IPRET.3: Respond and act on a series of <i>oral</i> and <i>written</i> instructions, directions, and commands.	7.1.NH.IPRET.LIT.3B With supports as needed, demonstrate comprehension of a series of <i>aural</i> , <i>written</i> , or <i>signed</i> commands, directions, and requests in familiar contexts.
Broader Terminology	7.1.NH.IPERS.6: Using information from brief <i>oral</i> and <i>written</i> messages on global issues, exchange information with classmates and others about global issues, including climate change.	7.1.NH.PRSNT.IC.2B With supports as needed, <i>provide</i> information about familiar matters of regional or global significance by recombining phrases and simple sentences.



NJSLS – World Languages (6 of 6)

Application of Performance Expectations to Any Context

2020 NJSLS-WL	Proposed 2025 NJSLS-WL
7.1.NL.IPERS.3: Tell others a few <i>basic</i> preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.	7.1.NL.IPERS.LIT.5 With supports and scaffolding, express a few <i>individual</i> preferences relevant to students' lives using memorized words and practiced phrases.
7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the <i>community, school,</i> and <i>personal situations</i> , using sentences and strings of connected sentences.	7.1.IM.PRSNT.LIT.4A Tell and describe events, situations, and experiences by creating a series of connected sentences and emerging paragraphs.



New Jersey Student Learning Standards – Visual and Performing Arts (NJSLS – VPA) 2025 Proposal



NJSLS – Visual and Performing Arts *(1 of 7)*

Committee Composition

	Academic Expertise	Academic Expertise	Academic Expertise	Academic Expertise
Expert Committee	21% Doctoral degrees (PhD, EdD)	19 years' average experience (range of 6-27 years)	62% Suburban, 38% Urban	46% Central, 8% South, 46% North
Writing Committee	8% Doctoral degrees (PhD, EdD)	19 years' average experience (range of 6-25 years)	69% Suburban, 31% Urban	48% Central, 4% South, 48% North



NJSLS – Visual and Performing Arts *(2 of 7)*

Experts' Recommendations for Revision

- Reduction and consolidation of performance expectations
- Realignment of performance expectations
- Enhanced learning progressions
- Revised alphanumeric coding to clarify the intent of proficiency levels
- Clarification of performance expectations language



NJSLS – Visual and Performing Arts *(3 of 7)*

Major Proposed Changes: Reduction and Consolidation

Restructuring of Performance Expectations: Streamlining and Clarifying

- Example: General Music, by the end of grade five.

2020 performance expectations:

- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

2025 proposed consolidated performance expectation:

- 1.3A.5.Pr4c: Analyze music selected for performance by reading and performing using appropriate notation.



NJSLS – Visual and Performing Arts *(4 of 7)*

Major Proposed Changes: Realignment

Performance expectations were revised and realigned for optimal alignment with the anchor standard.

- Example: Media Arts, by the End of Grade 12

2020 location:

Anchor Standard 1: Generating and conceptualizing ideas.

1.2.12prof.Cr1c: **Critique** plans, prototypes and production processes considering purposeful and expressive intent.

2025 realigned location:

Anchor Standard 9: Applying **criteria to evaluate** products.

1.2.12prof.Re9a: Identify and apply evaluative criteria appropriate to various genres of media artwork, analyzing how historical, cultural, and stylistic contexts influence interpretation and meaning.



NJSLS – Visual and Performing Arts *(5 of 7)*

Major Proposed Changes: Learning Progressions

Original Elementary Standard:

- 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

Revised Elementary Standard:

- 1.5.2.Pr4a: Select artwork to share and explain the choice using descriptive language and basic art vocabulary.



NJSLS – Visual and Performing Arts *(6 of 7)*

Major Proposed Changes: Clarification of Language

- Example: Dance, by the end of grade 12, advanced proficiency level.

Original:

1.1.12adv.Cr2a: Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.

Proposed revision:

1.1.12adv.Cr2a: Construct an original dance expressing personal voice with intentional application of choreographic devices and dance structures and justify how the choices intensify artistic intent.



NJSLS – Visual and Performing Arts *(7 of 7)*

Next Steps

Development of implementation tools and resources, including, but not limited to:

- Unpacking the standards
- Curriculum development
- Instructional resources
- Assessment development tools
- Arts program development
- Postsecondary learning and career readiness resources



NJSLS Review and Adoption Timelines

Standards Review Process	Timeframe
Drafting and Internal Review by NJDOE	Summer/Fall 2025
Review by State Board of Education	Fall 2025/Winter 2026
Public Presentations to State Board of Education	Fall 2025/Winter 2026
Public Comment and Testimony	Winter 2025-2026
Anticipated Adoption by State Board of Education	Spring 2026



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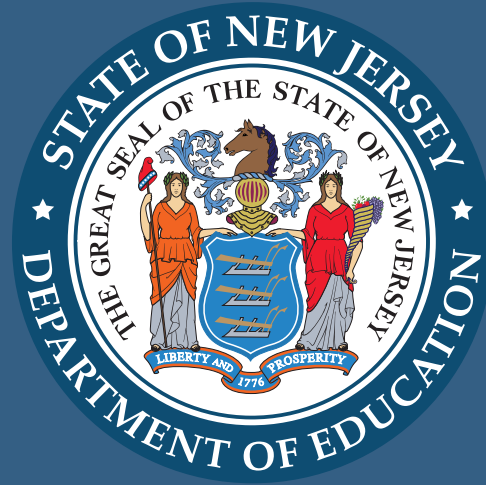
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