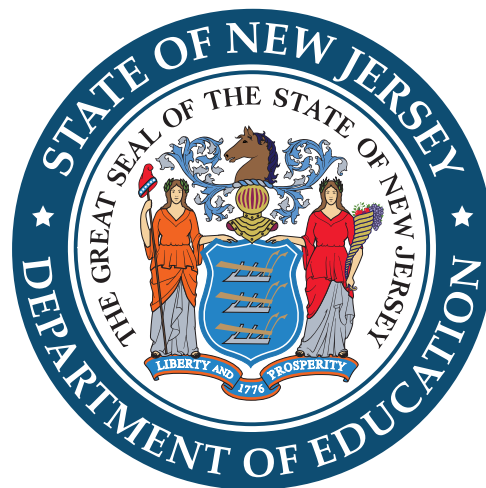




Proposed Revisions to New Jersey Student Learning Standards: Science and Career Readiness, Life Literacies, and Key Skills

Division of Teaching & Learning Services

Jorden Schiff, Ed.D, Assistant Commissioner

Lisa Haberl, Executive Director

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nj.gov/education

Agenda

- NJSLS – Career Readiness, Life Literacies and Key Skills (CLKS)
 - Review Committee
 - Major Proposed Revisions
- NJSLS – Science
 - Review Committee
 - Major Proposed Revisions
- Questions



New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills (NJSLS – CLKS) 2025 Proposal



NJSLS – Career Readiness, Life Literacies and Key Skills Committee Composition

	Academic Expertise	Professional Expertise	District Representation	Geographical Representation
Expert Committee	63% Doctoral degrees (PhD/Ed. D/J.D) 100% Master degrees (M.A/M.S)	Average of 15+ Years	11% Urban 66% Suburban 22% Statewide	13% North 25% Central 25% South 37% Statewide
Writing Committee	18% Doctoral Degrees (PhD/Ed. D/J.D) 100% Master degrees (M.A/M.S)	Average of 11 Years	7% Urban 85% Suburban 7% Statewide	37% North 56% Central 6% South



NJSLS – Career Readiness, Life Literacies and Key Skills

Reorganization of Domains and Nomenclature

- Aligned the standards with current terminology and utilized clearer organizational logic, making the document easier to navigate
- For example, revised disciplinary concepts within the “Career Readiness” domain are:
 - Career Exploration (CE):** explore how personal interests, strengths, and values connect to various jobs and careers, building toward informed decisions about future career pathways
 - Career Navigation (CN):** understand labor market trends, participate in community-based roles, and analyze policies and programs that support employment rights and access to high-skill, high-wage careers



NJSLS – Career Readiness, Life Literacies and Key Skills

Greater Focus on Career Readiness and Navigation

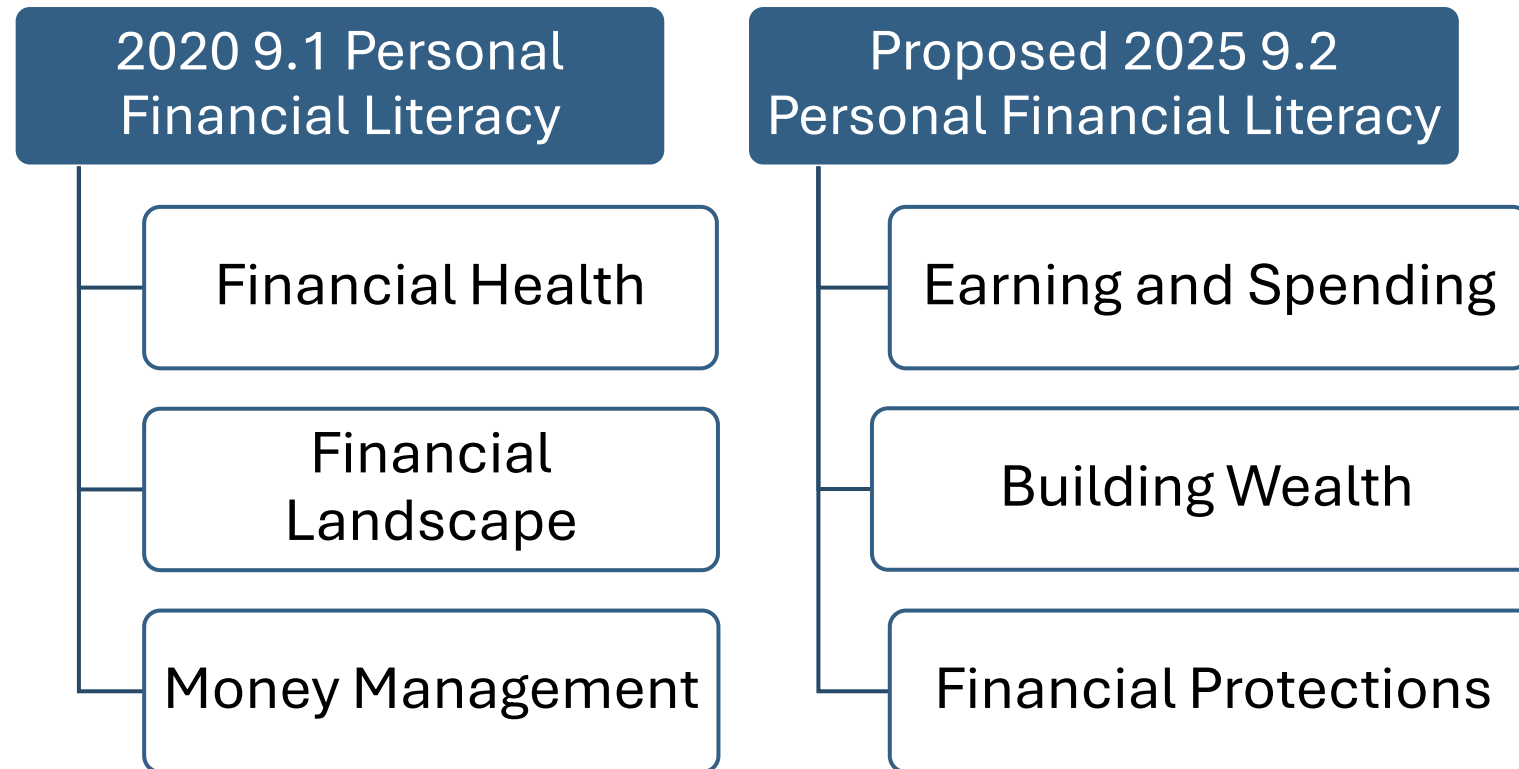
- More strongly prioritized skills and knowledge that directly support postsecondary and workforce readiness. For example:
 - 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post- secondary options. (2020)
 - 9.1.CE.6-8.3 Evaluate local opportunities or programs (e.g., apprenticeships, dual enrollment courses, high school and county career and technical education programs, military programs and volunteer initiatives) and determine their alignment with one's career interest and the development of relevant skills and credentialing. (Proposed)



NJSLS – Career Readiness, Life Literacies and Key Skills

Reduction and Consolidation of Performance Expectations

- Consolidated and streamlined the standards to make learning targets clearer for educators and students.



NJSLS – Career Readiness, Life Literacies and Key Skills

Focus on Foundational Learning Targets

- Improved the progression from foundational knowledge to more advanced and abstract topics

K-2	3-5	6-8	9-12
9.2.FP.K-2.1 Identify situations where people borrow things and explain the importance of returning things that were borrowed.	9.2.FP.3-5.1 Describe the expectations and consequences associated with borrowing money from individuals and banks/financial institutions.	9.2.FP.6-8.1 Compare and contrast different types of debt and evaluate their appropriate uses.	9.2.FP.9-12.3 Compare lenders based on types of credit offered, interest rates, fees, and promotions to determine the best repayment option.



NJSLS – Career Readiness, Life Literacies and Key Skills Alignment with N.J.S.A. 18A:7F-4.4-7

Drafted new standards in information literacy, as defined by elements outlined within the legislation

Greater emphasis on source
evaluation

Expanded focus on ethical use

Emphasis on application for
decision-making



NJSLS – Career Readiness, Life Literacies and Key Skills

Reimagination of 9.3 – Career & Technical Education (CTE)

- Identified opportunities to improve access to the skills and knowledge developed within this standard for students outside of approved CTE programs; sets clear expectation that all students deserve access to high-quality career preparation instruction
- For example, the highlights below from the 2020 standards might be read as more applicable to CTE programs than other educational settings; the 2025 standard at the bottom improves access to these skills and knowledge in all educational programs:

9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities. (2020)

9.3.12.AC-CST.5 Apply practices and procedures required to maintain jobsite safety. (2020)

9.3.12.FN.7 Implement safety, health and environmental controls to ensure a safe and productive finance work workplace. (2020)

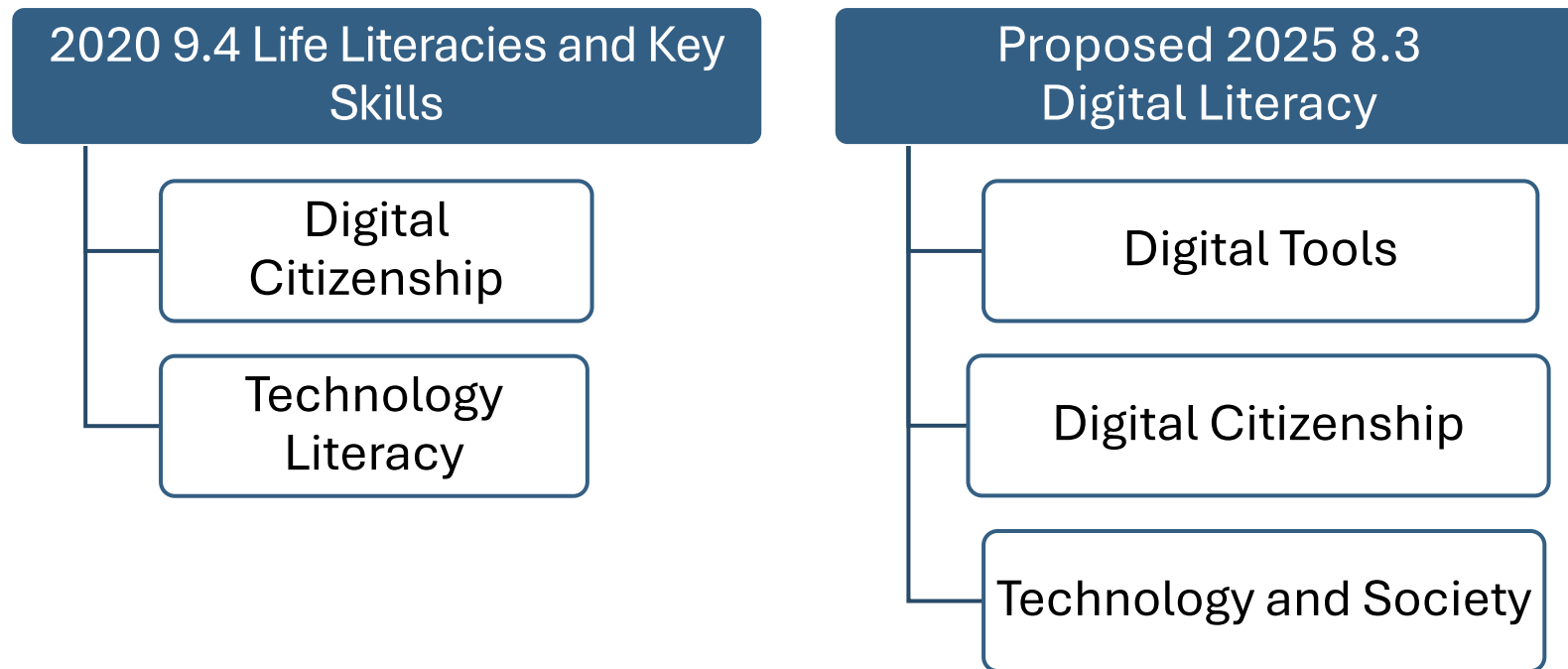
9.1.CN.9-12.1 Explain the purpose and impact of key laws and policies designed to protect workers' rights and ensure safety in the workplace, including child labor laws, minimum wage regulations, and workplace safety standards such as those enforced by the Occupational Safety and Health Administration. (2025)



NJSLS – Career Readiness, Life Literacies and Key Skills

Return of Educational Technology to Standard 8

- Enhanced, reorganized, and relocated Educational Technology to emphasize essential connections across areas such as technology literacy, digital citizenship, and information/media literacy.



New Jersey Student Learning Standards – Science 2025 Proposal



NJSLS – Science

Committee Composition

	Academic Expertise	Professional Expertise	District Representation	Geographical Representation
Expert Committee	100% Doctoral degrees (PhD, EdD)	20 years average, with a range of 12-29 years	30% Urban 70% Suburban	40% North, 50% Central, 10% South
Writing Committee	90% (MS, MA) 10% (BS, BA)	More than 20 years: 31.6% 16–20: 36.8% 11–15: 15.8% 6–10: 15.8%	26% Urban, 68% Suburban, 5% Rural	63% North, 21% Central, 16% South



NJSLS – Science

Revise Learning Targets

- Further improved the progression from simple/fundamental concepts to more complex topics as students move from elementary into middle and high school. For example, see the below elementary performance expectation

K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment. (2020)

K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (2025)

ESS3.C: Human Impacts on Earth Systems

Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.



NJSLS – Science

Focus on the Complexity of Disciplinary Core Ideas

See additional detail below

ESS2.D: Weather and Climate

What regulates weather and climate?

K – 2	3 - 5	6 – 8	9 - 12
Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1) Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)	Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (MS-ESS2-6)	The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (HS-ESS2-4)

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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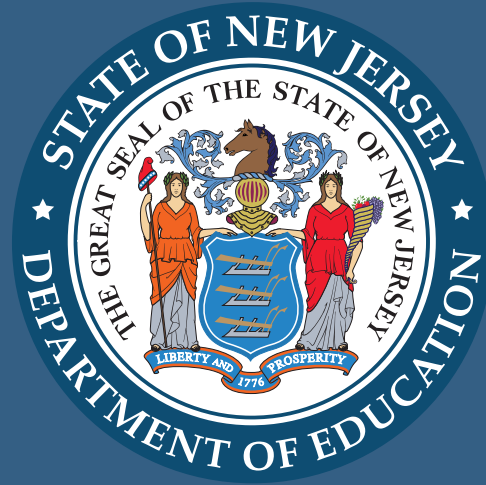
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