Revisions to New Jersey Student Learning Standards – Science: Limited Updates, Low Impact

Office of Standards
Division of Teaching and Learning Services

June 2026

nj.gov/education

Agenda

- What Has Changed
- Why It Matters
- How Public Input Was Addressed
- Next Steps
- Questions

These are limited, targeted revisions with minimal impact on implementation.

Limited Updates, Low Impact

Extent of Changes

- 4 of 208 standards revised
- Changes clarify expectations; they do not expand scope
- District impact is low
- Implementation remains on track for September 2026

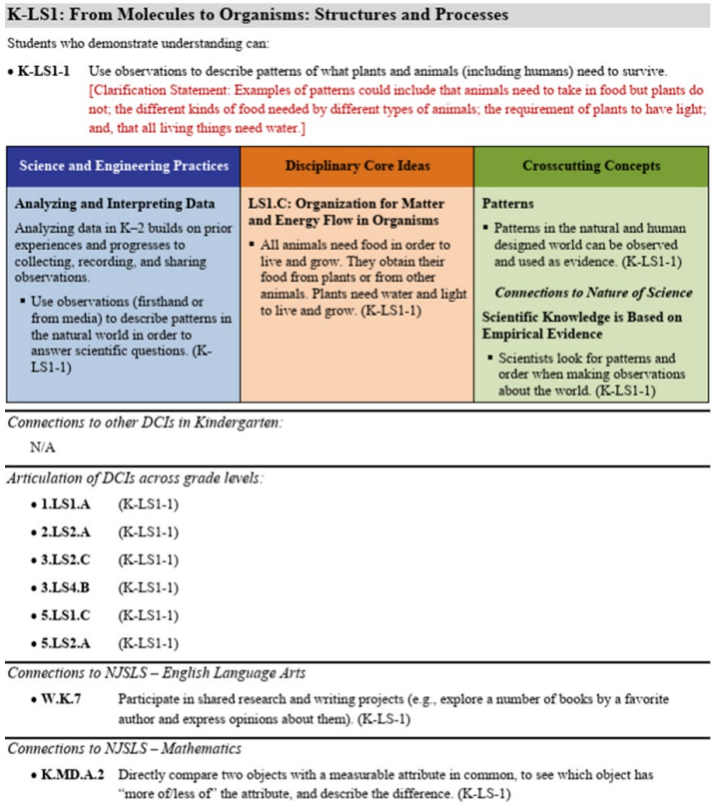
What Was Changed

- Targeted clarifications to a small number of standards
- Refinements in format to improve clarity and alignment
- No new required content

Example: 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of [climate change and/or] a weather-related hazard.

A Simpler Format

- Organized by grade and grade band
- Moves excess detail out of the core document
- Uses STAMP for supplemental material



K-LS1: From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- **K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. ▪ Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)	**LS1.C: Organization for Matter and Energy Flow in Organisms** ▪ All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)	**Patterns** ▪ Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1) ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** ▪ Scientists look for patterns and order when making observations about the world. (K-LS1-1)

Connections to other DCIs in Kindergarten:

N/A

Articulation of DCIs across grade levels:

- **1.LS1.A** (K-LS1-1)
- **2.LS2.A** (K-LS1-1)
- **3.LS2.C** (K-LS1-1)
- **3.LS4.B** (K-LS1-1)
- **5.LS1.C** (K-LS1-1)
- **5.LS2.A** (K-LS1-1)

Connections to NJSLS – English Language Arts

- **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS-1)

Connections to NJSLS – Mathematics

- **K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference. (K-LS-1)

Kindergarten

Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather. Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution. Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live. Students use their understanding of sunlight warming Earth's surface to design a structure to keep their playground cool.

Physical Science

PS2: Motion and Stability: Forces and Interactions

K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

PS3: Energy

K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.

K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

Life Science

LS1: From Molecules to Organisms: Structures and Processes

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Public Input

- Public feedback showed broad support for the standards overall
- Common requests included adding topics and increasing math alignment
- The response was to maintain a focused scope and reinforce alignment through existing structures

Additional Updates

- Two minor corrections
- Removal of duplicative language
- Edits to improve readability (Relocation of tables to STAMP)

Grade 2, Physical Science

[1-]PS1: Matter and [[It's]] *Its* Interactions

High School Physical Science

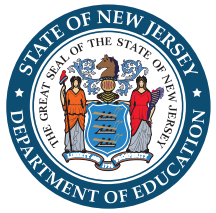
[HS-]PS4: Waves and Their Applications in Technologies for Information Transfer [[Students who demonstrate understanding can:]]

Implementation and Next Steps

- September 2026 Implementation
- Supplemental materials supporting the NJSLS – Science will be made available on the STAMP website
- Professional development will be offered throughout the summer and early fall

STANDARDS TRANSPARENCY AND MASTERY PLATFORM

Questions?



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