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# 2020 New Jersey Student Learning Standards & 2022 Curriculum Implementation

Hasbrouck Heights Public Schools  
*Where Tradition and Innovation Take Flight*

Director of Curriculum, Dominique Vetrano  
April 2022

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*The NJDOE's standard review and revision process ([N.J.A.C. 6A: 8-2.1](#)) provides us with an opportunity to ensure our standards are rigorous and relevant.*

# NJSLS 2020 K-12 Standards

1. Science
2. Comprehensive Health and Physical Education
3. Visual and Performing Arts
4. World Languages
5. Social Studies

## NJSLS 2020 K-12 Standards

- ★ Career Readiness, Life Literacies, and Key Skills
- ★ Computer Science & Design Thinking

# English Language Arts & Mathematics

The New Jersey Student Learning Standards in [English Language Arts](#) and [Mathematics](#) were adopted by the New Jersey State Board of Education in May 2016 and are not currently under review.

# Legislation that can apply to all content areas:

## **Amistad Law** N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

## **Holocaust Law** (N.J.S.A. 18A:35-28)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## **LGBT and Disabilities Law** (N.J.S.A. 18A:35-4.35)

A board of education shall 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* as part of the district's implementation of the New Jersey Student Learning Standards. N.J.S.A.18A:35-4.36 A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

# Legislation that can apply to all content areas:

## **Diversity and Inclusion Statutes** (N.J.S.A. 18A:35-4.36a)

An Act concerning diversity and inclusion instruction in school districts and supplementing chapter 35 of Title 18A of the New Jersey Statutes. Curriculum to include instruction on diversity and inclusion. 1. a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of New Jersey Student Learning Standards. b. The instruction shall: (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. c. The Commissioner of Education shall provide school districts with sample learning activities and resources designed to promote diversity and inclusion.

All students deserve equitable access ([N.J.A.C. 6A:7](#)) to a high-quality education that is inclusive and reflective of the rich diversity of our state. This can be achieved through consideration of diverse histories, experiences and perspectives that promote the dignity and respect of all individuals.

## **Asian Americans and Pacific Islanders** ([AAPI](#))

An Act concerning instruction on Asian Americans and Pacific Islanders in public schools and supplementing chapter 35 of Title 18A of the New Jersey Statutes. Be It Enacted by the Senate and General Assembly of the State of New Jersey: 1.a. A board of Education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies. b. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section a. of this section. When adopting instructional materials for use in the school district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of Asian Americans and Pacific Islanders.

# Understanding by Design (UbD): Backward Design

<b>Stage 1:</b> <i>Identify desired results</i>	<ul style="list-style-type: none"><li>→ What should students know, understand, and be able to do?</li><li>→ What content is worthy of understanding?</li><li>→ What enduring understandings are desired?</li></ul>
<b>Stage 2:</b> <i>Determine Acceptable Evidence</i>	<ul style="list-style-type: none"><li>→ How will we know if students have achieved the desired results?</li><li>→ What will we accept as evidence of student understanding and proficiency?</li></ul>
<b>Stage 3:</b> <i>Plan Learning Experiences and Instruction</i>	<ul style="list-style-type: none"><li>→ What enabling knowledge and skills will students need to perform effectively and achieve desired results?</li><li>→ What activities will equip students with the needed knowledge and skills?</li><li>→ What will need to be taught and coached, and how should it best be taught in light of performance goals?</li><li>→ What materials and resources are best suited to accomplish these goals?</li></ul>

# Science

Elementary Science  
Middle School Science  
High School Science



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# Science Practices

1. Asking Questions and Defining Problems
  2. Planning and Carrying Out
  3. Analyzing and Interpreting Data
  4. Developing and Using Models
  5. Constructing Explanations and Designing Solutions
  6. Engaging in Argument from Evidence
  7. Using Mathematics and Computational Thinking
  8. Obtaining, Evaluating, and Communicating Information
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# CHPE

Elementary CHPE  
Middle School CHPE  
High School CHPE

NJ CHPE



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## N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience

The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A: 35-4.7, any child whose parents or guardians 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. Parents and guardians seeking to exercise this option should contract their local school principal directly.

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# Comprehensive Health and Physical Education Practices

1. Acting as responsible and contributing member of society
  2. Building and maintaining healthy relationships
  3. Communicating clearly and effectively (verbal and nonverbal)
  4. Resolving conflict
  5. Attending to personal health, emotional, social and physical well-being
  6. Engaging in an active lifestyle
  7. Making decisions
  8. Managing-self
  9. Setting goals
  10. Using technology tools responsibly
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# Visual and Performing Arts

Elementary VPA  
Middle School VPA  
High School VPA



- 1.1 Dance
- 1.2 Media Arts
- 1.3 A General Music
- 1.3 B Music Composition and Theory
- 1.3 C Music Ensembles
- 1.3 D Music Harmonizing Instruments
- 1.3 E Music Technology
- 1.4 Theatre
- 1.5 Visual Arts

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# Visual & Performing Arts Practices

1. Creating: Conceiving and developing new artistic ideas and work
  2. Performing/Presenting/Producing:
    - a. Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation
    - b. Presenting (visual arts): Interpreting and sharing artistic work
    - c. Producing (media arts): Realizing and presenting artistic ideas and work
  3. Responding: Understanding and evaluating how the arts convey meaning
  4. Connecting: Relating artistic ideas and work with personal meaning and external context
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# World Language

Elementary WL  
Middle School WL  
High School WL



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# World Language Practices

1. **Communicate**
    - a. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
  2. **Cultures**
    - a. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives, as well as the products and perspectives, of the cultures studied.
  3. **Connections**
    - a. Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language and cultures studied and their own.
  4. **Comparisons**
    - a. Develop insight into the nature of language and culture in order to interact with cultural competence.
  5. **Communities**
    - a. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
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# Social Studies

Elementary SS  
Middle School SS  
High School SS

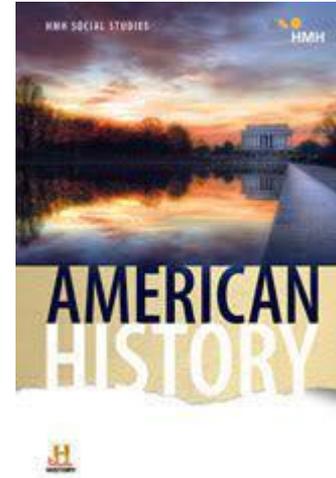
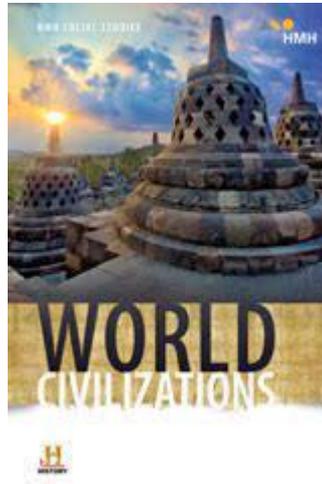


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# Social Studies Practices

1. Develop Questions and Planning Inquiry
  2. Gathering Evaluating Sources
  3. Seeking Diverse Perspectives
  4. Developing Claims and Using Evidence
  5. Presenting Arguments and Explanations
  6. Engaging in Civil Discourse and Critiquing Conclusions
  7. Taking Informed Action
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# New Programming HMH Textbook for Social Studies



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# Thank you!

Questions/Feedback:  
[veteranodom@hhschools.org](mailto:veteranodom@hhschools.org)

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