2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies & Key Skills

Division of Academics and Performance

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https://tinyurl.com/2020 CurrDev
Who is here today?

Chat Box

Please tell us your name, district, & role. Have you attended
Agenda

• NJDOE Updates

• NJSLS Review and Revision Process

• 2020 NJSLS: Designed for a Rapidly Changing World

• Integrated approach: Promoting Student-Centered Learning

• Feedback and Questions
Guiding the Education Community Through the COVID-19 Pandemic

Chat Box
What resources have you found useful?
Instructional Supports to Accelerate Learning

- ELA and Mathematics Prerequisite Concepts and Skills documents (by unit, strand or domain)

- Guidance documents (Priority Instruction in ELA and Mathematics, Family Guides: Supporting Learning in 2020-2021, Teaching K-12 Science and Engineering During a Crisis)

- Monthly webinars for ELA, mathematics and science instruction (register at the Calendar of Events)
Prerequisite Concepts and Skills Units

• Promotes the delivery of highly effective instruction in remote and hybrid learning environments

• Prioritizes the most critical conceptual understandings and skills in ELA and mathematics

• Provides guidance to assist districts in adapting their curriculum scope and sequence

• Aids teachers in identifying the types of instructional supports that may be beneficial to their students
**ELA Prerequisite Concepts and Skills**

### Focus Standards and Student Learning Objectives

**RL.4.1.** *Refer to details and examples* in a text and make relevant connections when *explaining what the text says explicitly* and when *drawing inferences from the text.*

We are learning to/that...

- *use relevant details and examples to explain text*
- *use relevant details and examples to draw inferences*
- *the text will be used to draw inferences*
- make relevant connections to explain text

### Previous Grade Standards and Student Learning Objectives

**RL.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

We have learned to/that...

- *ask and answer questions about the text to demonstrate understanding*
- make relevant connections to the text

### Supporting Standards

**RL.4.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**W.4.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.5.** With guidance and support from peers and adults, develop and strengthen
# Mathematics PCS by Domain

<table>
<thead>
<tr>
<th>Standard and Student Learning Objectives</th>
<th>Previous Grade(s) Standards and Student Learning Objectives</th>
<th>Instructional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.MD.B.4</strong> Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <em>For example,</em> from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</td>
<td><strong>3.MD.B.4</strong> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. We have learned to/that…</td>
<td><em>Limit</em> lessons and problems that do not strongly reinforce fraction work of this grade (4.NF).</td>
</tr>
</tbody>
</table>
|  - make a line plot to display a data set of measurements using unit fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$)  
  - use data presented in line plots to solve problems involving addition and subtraction of fractions. |  
| **4.MD.C.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: | n/a |
| a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a “one degree angle,” and can be used to measure angles. |  
| |

*Emphasize* the foundational understanding of a one-degree angle as a unit of measure (4.MD.C.5a) and use that as the basis for measuring and drawing angles with protractors (4.MD.C.6).
Release of Elementary and Secondary School Emergency Relief Fund II Application

- **February 19** and **March 15**, 2021 broadcast memos
- Learning Acceleration and Mental Health Grants
  - Summer learning academies, school year acceleration academies, 1:1 tutoring
- EWEG application deadline is May 14, 2021
- More information can be found on NJDOE’s [CRRSA Act](#) webpage
Educational Equity, Diversity and Inclusion Resources

- NJDOE Educational Equity website
- Broadcast Memo January 7, 2021
- 18A:35-4.36a Curriculum to include instruction on diversity and inclusion
Learning for Justice

• Anchor standards in four domains
  • Identity
  • Diversity
  • Justice
  • Action

• Similar to “can do” format

• Age-appropriate learning outcomes

• Anti-bias scenarios (brief)

• In English and Spanish

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Upcoming edWebinars:
- Thursday, February 23 @ 10:00 am EDT: Remediating Learning and Equity for Emergent Bilinguals
- Friday, February 24 @ 2:00 pm EDT: Connecting Your Students to the World in the Age of COVID
- Monday, February 27 @ 4:00 pm EDT: UDL in Distance Learning: Meeting Each Learner’s Variability
- Monday, February 27 @ 5:00 pm EDT: Confronting Racism Through Courageous Conversations in the Classroom
New Jersey Student Learning Standards (NJSLS)

Adopted in 2016 (not under review)

- English Language Arts
- Mathematics

Adopted in 2020 (June 3, 2020)

- Visual and Performing Arts
- Comprehensive Health and Physical Education
- Science
- Social Studies
- Computer Science & Design Thinking
- World Languages
- Career Readiness, Life Literacies and Key Skills
Diverse Educator Teams Assisted in the Work

Over 100 districts, non-profit organizations, agencies, and military represented

Teachers, school leaders, higher ed, including charter & non-public from urban, suburban & rural communities

88% participants have Masters degree or higher
# 2020 NJSLS Adoption Timeline

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<td>SBOE committee updates</td>
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<td>Present discussion resolution for NJSLS</td>
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<td>Public hearings</td>
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<td>Revise NJSLS based on feedback</td>
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<tr>
<td>Present revised NJSLS to SBOE</td>
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<td>Present resolution for adoption</td>
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Adopted 2020 New Jersey Student Learning Standards (NJSLS)

The New Jersey Department of Education (NJDOE) supports schools, educators and districts to ensure all of New Jersey’s 1.4 million students have equitable access to high-quality education and achieve academic excellence. To be prepared for postsecondary success, students must become effective thinkers, problem solvers and communicators, and have the skills needed for high-skilled, high-demand jobs. The NJDOE’s standard review and revision process (N.J.A.C. 6A:6-2.1) provides us with an opportunity to ensure our standards are rigorous and relevant.

On June 3, 2020, the State Board of Education adopted the 2020 NJSLS in the following content areas:

- Career Readiness, Life Literacies, and Key Skills
- Comprehensive Health and Physical Education
- Computer Science & Design Thinking
- Science
- Social Studies
- Visual and Performing Arts
- and World Languages

These standards truly represent a foundation from which districts will build coherent curriculum and instruction that prepares each New Jersey student with the knowledge and skills to succeed in our rapidly changing world. They will put New Jersey again at the forefront of national education by including the following:

- Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs;
- Computer programming in all grade bands K-12, ensuring all students receive a 21st century education in the critical computational thinking skills that are the underpinning of so much of our work and so many of our transactions; and
- National standards for science and visual and performing arts, ensuring access to, and opportunity in, science and the arts, for every New Jersey public student.

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.
Consistent Format Across all NJSLS

Introduction
• Mission and vision
• Content-specific research
• New Jersey Statutes and Administrative Code

Grade Bands
• Standards are:
  • grade specific and/or
  • written by the end of grades 2, 5, 8, 12

Structure
• Follows format of national standards or
• Uses disciplinary concepts, core ideas, and performance expectations
• Content-specific practices in all content areas

Appendices
• Integration of content specific practices, social and emotional learning competencies, 21st century skills and themes, technology literacy, equity, and interdisciplinary connections
Comparison of 2014/2020 Versions of NJSLS

2014 Version

- Some, but not all content area standards, have a vision and mission
- Not all content areas have a section in the introduction called New Jersey Legislative Statutes Summary
- Knowledge and skills within a content area are implicit
- No explicit focus on K to 12 alignment
- Humans impact on earth systems addressed in some content areas
- NJDOE Social and Emotional Competencies and equity are not specifically addressed

2020 Version

- All content area standards have a mission and vision
- All content area standards have an introduction with a section called New Jersey Legislative Statutes Summary
- Knowledge and skills within a content area are explicit
- Intentional focus on K to 12 alignment
- Climate change performance expectations addressed in all content areas
- Explicit connections to NJDOE Social and Emotional Competencies (SEL) and equity are addressed in the curricular support materials being developed
2020 NJSLS: Designed to Prepare Students for a Rapidly, Changing World

Goal: Prepare New Jersey students to live healthy, productive lives equipped with the knowledge and skills to make their local and global communities a better place to live.
2020 NJSLS are Designed to Prepare New Jersey Students for the Next Decade

To be effective thinkers, problem-solvers and communicators in a global community;

With skills for high-skilled, high-demand jobs;

To be successful in credit-bearing courses in college; and

Adaptable to transition into careers that are not yet imagined.
Missions and Visions

- District
- Visual & Performing Arts
- Comprehensive Health & Physical Education
- Science
- Social Studies
- World Languages
- Computer Science & Design Thinking
- Career Readiness, Life Literacies & Key Skills
How is your district mission and vision similar or different from the goals of the 2020 New Jersey Student Learning Standards?

Chat Window
Please share your answers in the chat window
In what ways are these missions similar or different from the goals of the 2020 NJSLS?

- Building upon our tradition of excellence, the mission of this Regional School District is to **empower all learners** to **thoughtfully contribute** to a **diverse and changing world** with confidence, strength of character, and love of learning.

- This School District is committed to providing its staff and students with a **learning environment** which will enhance students' **opportunities to acquire knowledge** to use tools that will enable them to be **independent learners** and **well-rounded individuals**.

- Our mission, through collaboration of all stakeholders, is to support the **academic, social, emotional, and physical development** of all students by **valuing** the importance of **diversity, citizenship, and academic achievement** through preparing them for **participation in the global community**.
<table>
<thead>
<tr>
<th>Mission Statements (see Introductions of each NJSLS document)</th>
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<tbody>
<tr>
<td><strong>VPA</strong></td>
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<td><strong>CHPE</strong></td>
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<td><strong>Science</strong></td>
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<td><strong>Social Studies</strong></td>
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<td><strong>WL</strong></td>
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<td><strong>CS&amp;DT</strong></td>
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<td><strong>CLKS</strong></td>
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</table>
What do you notice is happening in this video that is consistent with the goals of the 2020 NJSLS and/or your district vision and mission?

To be effective thinkers, problem-solvers and communicators in a global community;

With skills for high-skilled, high-demand jobs;

To be successful in credit-bearing courses in college; and

Adaptable to transition into careers that are not yet imagined.
What do you notice is happening in this video that is consistent with the goals of the 2020 NJSLS and/or your district vision and mission?

Chat Window
Please share your thoughts in the chat window
Reflection Time

Where are you? Where would like to be?

To what degree does your curriculum foster learning experiences in which:

• All students leverage technology to **connect, collaborative, and address real-world issues**?
• Attention is given to developing **interdisciplinary connections**?
• **Student voice and choice** is considered/prominent?
• **Instruction is modified** based on formative assessment results?
• Students are able to **transfer learning** to new situations?
• **Scaffolding leads to increased student achievement**?
• How well are **core ideas** addressed and **vertical alignment** considered?
What type of learning experiences are happening in your district?

Teacher-centered

1 2 3 4 5

Structured inquiry

1 2 3 4 5

Student-centered

Student-driven inquiry
New Jersey Student Learning Standards with “NJ Designed” Framework

- Comprehensive Health and Physical Education
- Social Studies
- World Languages
- Technology
- Career Readiness, Life Literacies and Key Skills
New Framework: Designed for the Unique New Jersey Standards

Disciplinary Concepts
Incorporate key concepts, principles, theories, and processes of a discipline

Core Ideas
Prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom

Performance Expectations
Describe the knowledge and skills that most important for students to know to be able to do

Practices
Reflect the habits of mind that lead to post-secondary success
The **Vision and Mission** serve as the foundation for each content areas’ standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.

The **Disciplinary Concepts** and **Core Ideas** are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important concepts and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).

The **Performance Expectations** are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important for students to know to be prepared for post-secondary success.

The **Practices** are the roof. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral part of K-12 students’ learning of the disciplines.
Comparison of 2014 and 2020 NJSLS-Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS)

**2014 Version**
- Standard name: 21st Century Life and Careers
  - 9.1 Personal Financial Literacy
  - 9.2 Career Awareness, Exploration, and Preparation
  - 9.3 Career and Technology Education
- Grade bands: by the end of
  - grade 4
  - grade 8
  - grade 12

**2020 Version**
- Standard name: Career Readiness, Life Literacies, and Key Skills
  - 9.1 Personal Financial Literacy
  - 9.2 Career Awareness, Exploration, Preparation, and Training
  - 9.3 Career Readiness Education (no change)
  - 9.4 Life Literacies and Key Skills
- Grade bands: by the end of
  - grade 2
  - grade 5
  - grade 8
  - grade 12
NJSLS-Career Readiness, Life Literacies, and Key Skills:
Standards & Disciplinary Concepts

9.1 Personal Financial Literacy
- Financial Health
- Financial Landscape
- Money Management

9.2 Career Awareness, Exploration, Preparation, and Training
- Career Awareness and Planning

9.3 Career and Technical Education
- 16 Career Clusters

9.4 Life Literacies and Key Skills
- Creativity and Innovation
- Critical Thinking
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy
Financial Psychology

Marketing techniques are designed to encourage individuals to purchase items they may not need or want.

9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
NJSLS-CLKS:
Incorporated Legislative Mandates

• Middle School Personal Financial Literacy


1. The State Board of Education shall require that a school district incorporate in each of the grades six through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide middle school students with the basic financial literacy necessary for sound financial decision-making.
N.J. Professional Organizations

• Virtual professional development
• Annual conference
• K-12 resources
• Connection to other educators and individuals interested in financial literacy

https://njcfe.org/
https://njeconomics.org/
• Virtual FinCamp
• Free, three hour sessions
• April 17, 2021
• 12:30pm – 3:30 ET
• Register Here: https://www.ngpf.org/account/#!/my-account-ngpf-academy-register/1000728
Resources

NJDOE Website

9.1 Personal Financial Literacy

- Model Curriculum – Personal Financial Literacy Lesson Plans
  - Lesson 1: Risks and Benefits of Entrepreneurship
  - Lesson 2: Compound Interest: Your Best Friend or Worst Enemy
  - Lesson 3: Know the Score: Credit Score Modeling and Impacts
  - Lesson 4: The Impact of Inflation
  - Lesson 5: Monetary Transaction Tools
  - Lesson 6: Taxes: The Price That People Pay for Public Benefits
  - Lesson 7: Protecting Your Future: Property and Liability Insurance
  - Lesson 8: How Health Insurance Works
  - Lesson 9: Values, Goals, and Financial Decisions
  - Lesson 10: Spending Plan/Budget: Your Financial Road Map
  - Lesson 11: Interest: The Cost of Borrowing Money

- Educator Curriculum, Teaching, Assessment, and Professional Development Resources
- Middle School Personal Finance Toolbox
- Professional development resources that were developed and presented by Rutgers University at previous full-day personal financial literacy workshops:
  - Hard Core Financial Education Boot Camp
  - Financial Education Boot Camp
  - Personal Finance Boot Camp Handouts
  - Smart Credit Management Strategies
  - Managing Financial Risks with Insurance
  - Saving and Investing

Biz Town

EverFi

Finance Park (HS)
NJSLS-Career Readiness, Life Literacies, and Key Skills Example

<table>
<thead>
<tr>
<th>Disciplinary Concept</th>
<th>Core Idea</th>
<th>Performance Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Career Awareness and Planning</td>
<td>• There are variety of resources available to help navigate the career planning process.</td>
<td>• 9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</td>
</tr>
</tbody>
</table>
Resources

• NJDOE New Jersey Career Assistance Navigator
  • Free web-based career exploration system with online assessments, career guidance tools and portfolios to save information


• JA Inspire Virtual Career Expo 2021
  • 5/20 7-12 grade students with 100 business exhibits

• Women’s Future Leadership Academy (weekly series March – May)

• Chamber of Commerce (Southern New Jersey)
  • Professional development for teachers in the summer

• Corporations - Social Responsibility Division
How will your students use what they learn in school in the real-world?
Connecting to Student Learning to Real-world Careers

Day at Work videos

Day at Work: Audio Engineer

**Description:** Audio engineers specialize in the use of machinery and equipment for the use of recording, mixing, and manipulating sound.

**Knowledge Required:** General knowledge of computers and other related electronics. Knowledge of fine art, physics, engineering and technology is helpful.

**Skills:** Audio engineers train their ears to sound, and are good listeners, critical thinkers, and problem solvers.

**Career Path:** Audio engineers usually complete a year-long vocational program, followed by formal on-the-job training in studios or recording facilities.
Connecting to Student Learning to Real-world Careers

https://www.onetonline.org/
Connecting to Student Learning to Real-world Careers

Tasks

- Analyze and interpret data to increase the understanding of human social behavior.
- Collect data about the attitudes, values, and behaviors of people in groups, using observation, interviews, and review of documents.
- Prepare publications and reports containing research findings.
- Plan and conduct research to develop and test theories about societal issues such as crime, group relations, poverty, and aging.
- Teach sociology.

Technology Skills

- Analytical or scientific software — ATLAS.ti; SAS; SPSS; VERBI MAXQDA
- Data base user interface and query software — Data entry software; Microsoft Access; QSR International NVivo; Qualtrics Research Suite
- Graphics or photo imaging software — Adobe Systems Adobe Photoshop; Microsoft Visio
- Web page creation and editing software — Adobe Systems Adobe Dreamweaver; Web editing software
- Word processing software — Helios TextPad; Microsoft Word

Abilities

- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

Work Activities

- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
## Technology Literacy by Grade 8

<table>
<thead>
<tr>
<th>Core Ideas</th>
<th>Performance Expectations</th>
</tr>
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</table>
| Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. | 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.  
9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).  
9.4.8.TL.3: Select appropriate tools to organize and present information digitally.  
9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3). |
| Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time. | 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.  
9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. |
## Alphanumeric Code

### Career Readiness, Life Literacies & Key Skills

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<th>9.2.</th>
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<td>Standard number</td>
<td>By the end of grade</td>
<td>Strand</td>
<td>Disciplinary Concept</td>
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- Civic Financial Responsibility (CFR)
- Credit Profile (CP)
- Financial Psychology (FP)
- Financial Institutions (FI)
- Planning and Budgeting (PB)
- Risk Management and Insurance (RMI)
- Economic and Government Influences (EGI)

- Career Awareness and Planning (CAP)
- Creativity and Innovation (CI)
- Critical Thinking and Problem-Solving (CT)
- Digital Citizenship (DC)
- Global and Cultural Awareness (GCA)
- Information and Media Literacy (IML)
- Technology Literacy (TL)
## Standard 9.4 Life Literacies and Key Skills

### Disciplinary Concept
- Creativity and Innovation

### Core Idea
- Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

### Performance Expectation
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 7.1.NM.IPERS.6).
N.J.A.C. 6A:8-5.1 Graduation Requirements

(a) For a State-endorsed diploma, district boards of education shall develop, adopt, and implement local graduation requirements that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century, and that include the following:…

ix. Technological literacy, consistent with the NJSLS, integrated throughout the curriculum; and

x. At least five credits in 21st century life and careers, or career-technical education;
Technology Literacy

8.1 Computer Science
  • Computing Systems
  • Networks and the Internet

9.4 Life Literacies
  • Digital Citizenship
  • Information and Media Literacy
  • Technology Literacy
1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum.

2. District boards of education shall integrate into the curriculum 21st century themes and skills.

3. District boards of education shall provide the time and resources to develop, review, and enhance inter-disciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills. The tools include, but are not limited to:
   i. A pacing guide;
   ii. A list of core instructional materials, including various levels of texts at each grade level;
   iii. Benchmark assessments; and
   iv. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.
Definitions (NJAC 6A:8-1.3)

Twenty-first century themes and skills integrated into all content standards areas (NJAC 6A:8-1.1)

- Twenty-first century themes and skills means:
  - **themes** such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy;
  - **learning and innovation skills**, including creativity and innovation, critical thinking and problem solving, and communication and collaboration;
  - **information, media, and technology skills**; and
  - **life and career skills**, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility (NJAC 6A:8-1.3 Definitions)

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1 Font modified for illustrative purposes
What are 21st themes and skills?

Flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy
What are 21st themes and skills?

Critical Thinking and Problem Solving

REASON EFFECTIVELY

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Use systems thinking
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Make judgments and decisions
- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

SOLVE PROBLEMS

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

The P21 ELF covers the following 21st century skills:

- **LEARNING AND INNOVATION SKILLS (THE 4CS)**
- **LIFE AND CAREER SKILLS**
- **INFORMATION, MEDIA, AND TECHNOLOGY SKILLS**
PK-12 21st Skills and Global Competencies
21st Century Skills Maps

- Visual and Performing Arts
- English Language Arts
- Mathematics
- Science
- Social Studies
- World Languages
21st Century Skills Map – Visual and Performing Arts

Critical Thinking and Problem Solving

4th Grade

EXAMPLE: Students individually articulate different ways to interpret the same musical passage. Students then compare the various interpretations and determine which one is most effective, taking into account age-appropriate considerations such as the style and genre of the music.

8th Grade

EXAMPLE: Students gather information about a challenging school or community issue such as peer pressure, discrimination, or the environment through online research and recorded interviews with local citizens. They create and perform a series of ensemble scenes that address the issues identified and propose possible solutions. They organize the information gleaned into an online archive to be disseminated through blogs, podcasts, and wikis.

12th Grade

EXAMPLE: Students view and critique multiple works of art, created by themselves and their peers, which deal with a specified artistic problem. Students use mutually agreed upon criteria (elements and principles of art and design, subject matter, technique, style, etc.) to describe, analyze, interpret, and make informed judgments about the art works. Using electronic journals, students reflect on the points in their critical thinking that led to their solution to the problem. Students then compare and contrast how the other students addressed the same problem, and use their electronic journals to form a foundation for their participation in a group discussion convened through the use of a class blog or wiki.
Act as a responsible and contributing community member and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership, and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity, increase collaboration, and communicate effectively

Work productively in teams while using cultural/global competence

Career Readiness, Life Literacies, and Key Skills
New Jersey Social and Emotional Learning Competencies and Sub-Competencies

**Self-Awareness**
- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

**Social Awareness**
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

**Relationship Skills**
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

[https://www.state.nj.us/education/students/safety/sandp/sel/](https://www.state.nj.us/education/students/safety/sandp/sel/)
What does learning look and sound like in this video?

What intentional “moves” did you notice the teachers made?

# NJSLS-Career Readiness, Life Literacies, and Key Skills: Standards & Disciplinary Concepts

<table>
<thead>
<tr>
<th>9.1 Personal Financial Literacy</th>
<th>9.2 Career Awareness, Exploration, Preparation, and Training</th>
<th>9.3 Career and Technical Education</th>
<th>9.4 Life Literacies and Key Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Financial Health</td>
<td>• Career Awareness and Planning</td>
<td>• 16 Career Clusters</td>
<td>• Creativity and Innovation</td>
</tr>
<tr>
<td>• Financial Landscape</td>
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<td>• Critical Thinking</td>
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<tr>
<td>• Money Management</td>
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<td>• Digital Citizenship</td>
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<td></td>
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<td>• Global and Cultural Awareness</td>
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<td></td>
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<td>• Information and Media Literacy</td>
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<td></td>
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<td>• Technology Literacy</td>
</tr>
</tbody>
</table>

- Financial Health
- Financial Landscape
- Money Management
- Career Awareness and Planning
- 16 Career Clusters
- Creativity and Innovation
- Critical Thinking
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy
Small Group Conversations

- Choose roles
  - Facilitator: encourages everyone to share ideas
  - Recorder: posts response(s) on Padlet
  - Timer: keeps track of time
  - Reporter: shares responses to larger group

- Questions: what evidence did you see in the two videos of:
  - 21st century skills and themes?
  - Social and emotional competencies?
  - Interdisciplinary connections?
  - Technology?
  - Connections to careers?

https://padlet.com/beverly_plein/keyskills
Report Out
What evidence did you see in the two videos of:
- 21st century skills and themes?
- Social and emotional competencies?
- Interdisciplinary connections?
- Technology literacy?
- Connections to careers?

Chat Window
Please share your answers in the chat window
What role do 21st century skills play in the real-world?

Skills Every Child will Need to Succeed in the 21st Century
Implications for educational practice of the science of learning and development

1. Supportive environment
2. Productive instructional strategies
3. Social and emotional development
4. Systems of supports

How can you braid the essential components to lead to effective learning experiences?

- Social and emotional competencies
- 21st century skills and themes (2020 NJSLS & practices)
- Interdisciplinary connections
- Technology integration
- Equitable access
- Culturally responsive teaching
Integrated Approach

Career Readiness, Life Literacies and Key Skills

- ELA
- Visual & Performing Arts
- Social Studies
- Mathematics
- Science
- Health & Physical Education
- Computer Science & Design Thinking
- World Languages
What intentional “moves” were made to promote critical thinking, collaboration, communication and creativity?
What intentional “moves” were made to promote critical thinking, collaboration, communication and creativity?

Chat Window
Please share your answers in the chat window
Designing Learning Experiences that Engage Students

Strong content

Strong process

Strong product

2020 NJSLS

Practices & 21st Century Skills

Choice & Authentic
Making a Match

Addressing a real-world issue (e.g., social justice issue in your community)

Local Problem \[=\] NJSLS \[\Rightarrow\] Standard 9

Developing process skills (e.g., developing research skills)

NJSLS \[\Rightarrow\] Standard 9 \[\Rightarrow\] Local Problem

Developing conceptual understandings (e.g., role of government)

NJSLS \[\Rightarrow\] Standard 9 \[\Rightarrow\] Local Problem
## Standard 9.4 – Connections to Other NJSLS in Parenthesis

<table>
<thead>
<tr>
<th>Core Ideas</th>
<th>Performance Expectations</th>
</tr>
</thead>
</table>
| Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. | 9.4.8.TL.1: Construct a spreadsheet in order to **analyze multiple data sets, identify relationships**, and facilitate data-based decision-making.  
9.4.8.TL.2: Gather data and **digitally represent information to communicate a real-world problem** (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).  
9.4.8.TL.3: **Select appropriate tools to organize and present information** digitally.  
9.4.8.TL.4: Synthesize and **publish information about a local or global issue or event** (e.g., MS-LS4-5, 6.1.8.CivicsPI.3). |
| Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.                                                                                     | 9.4.8.TL.5: Compare the process and **effectiveness of synchronous collaboration and asynchronous collaboration**.  
9.4.8.TL.6: **Collaborate to develop and publish work that provides perspectives on a real-world problem**.                                                                                       |
## Strong Content: Examine Core Ideas

### Career Awareness and Planning

<table>
<thead>
<tr>
<th>By the end of grade 2</th>
<th>By the end of grade 5</th>
<th>By the end of grade 8</th>
<th>By the end of grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different types of jobs require different knowledge and skills.</td>
<td>An individual’s passions, aptitude and skills can affect his/her employment and earning potential.</td>
<td>An individual’s strengths, lifestyle goals, choices, and interests affect employment and income.</td>
<td>There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.</td>
</tr>
<tr>
<td>Income is received from work in different ways including regular payments, tips, commissions, and benefits.</td>
<td>Income and benefits can vary depending on the employer and type of job/career.</td>
<td>Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals.</td>
<td>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</td>
</tr>
<tr>
<td>There are benefits and drawbacks to being an entrepreneur.</td>
<td>There are a variety of factors to consider before starting a business.</td>
<td>Early planning can provide more options to pay for post-secondary training and employment.</td>
<td>An individual’s income and benefit needs and financial plan can change over time.</td>
</tr>
<tr>
<td>Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.</td>
<td>Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.</td>
<td>Employee benefits can influence your employment choices.</td>
<td>Incomes involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.</td>
<td>Understanding income involves an analysis of payroll taxes, deductions and earned benefits.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are resources to help an individual create a business plan to start or expand a business.</td>
<td>There are ways to assess a business’s feasibility and risk and to align it with an individual’s financial goals.</td>
</tr>
</tbody>
</table>
## Strong Content: Examine Core Ideas

### Digital Citizenship

<table>
<thead>
<tr>
<th>By the end of grade 2</th>
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<th>By the end of grade 8</th>
<th>By the end of grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital artifacts can be owned by individuals or organizations.</td>
<td>Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source.</td>
<td>Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.</td>
<td>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.</td>
</tr>
<tr>
<td>Individuals should practice safe behaviors when using the Internet.</td>
<td>Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.</td>
<td>There are tradeoffs between allowing information to be public and keeping information private and secure.</td>
<td>Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</td>
</tr>
<tr>
<td>An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative.</td>
<td>Digital identities must be managed in order to create a positive digital footprint.</td>
<td>Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</td>
<td>Cultivating online reputations for employers and academia requires separating private and professional digital identities.</td>
</tr>
<tr>
<td>Digital communities allow for social interactions that can result in positive or negative outcomes.</td>
<td>Digital tools have positively and negatively changed the way people interact socially.</td>
<td>Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest.</td>
<td>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</td>
</tr>
<tr>
<td>Young people can have a positive impact on the natural world in the fight against climate change.</td>
<td>Digital engagement can improve the planning and delivery of climate change actions.</td>
<td>Digital technology and data can be leveraged by communities to address effects of climate change.</td>
<td></td>
</tr>
</tbody>
</table>
What role do the content area practices play in curriculum?

• Design learning experiences that provide opportunities for students to engage in the types of behaviors (actions) that will lead to learning and developing the skills and dispositions associated with the content area
  
  • Identify natural connections between practices and performance expectations (integrated approach)
  • “Unpack” practices to identify appropriate expectations by the end of grade 2, 5, 8, and 12

• Leverage examples from real-world situations to clarify expectations
<table>
<thead>
<tr>
<th>Practice</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act as a responsible and contributing community members and employee.</td>
<td>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
</tr>
<tr>
<td>Attend to financial well-being.</td>
<td>Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
<tr>
<td>Consider the environmental, social and economic impacts of decisions.</td>
<td>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</td>
</tr>
<tr>
<td>Demonstrate creativity and innovation.</td>
<td>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</td>
</tr>
<tr>
<td>Utilize critical thinking to make sense of problems and persevere in solving them.</td>
<td>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</td>
</tr>
<tr>
<td>Practice</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Model integrity, ethical leadership and effective management.</td>
<td>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.</td>
</tr>
<tr>
<td>Plan education and career paths aligned to personal goals.</td>
<td>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</td>
</tr>
<tr>
<td>Use technology to enhance productivity increase collaboration and communicate effectively.</td>
<td>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</td>
</tr>
<tr>
<td>Work productively in teams while using cultural/global competence.</td>
<td>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
</tr>
<tr>
<td>VPA</td>
<td>CHPE</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Creating</td>
<td>Acting as responsible and contributing member of society</td>
</tr>
<tr>
<td>Performing</td>
<td>Building and maintaining healthy relationships</td>
</tr>
<tr>
<td>Responding</td>
<td>Communicating clearly and effectively (verbal and nonverbal)</td>
</tr>
<tr>
<td>Connecting</td>
<td>Resolving conflict</td>
</tr>
<tr>
<td></td>
<td>Attending to personal health, emotional, social and physical well-being</td>
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<td>Engaging in an active lifestyle</td>
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<td>Making decisions</td>
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<td>Managing-self</td>
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<td>Setting goals</td>
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<td></td>
<td>Using technology tools responsibly</td>
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</tbody>
</table>
Challenging Problem or Question

• Meaningful problem to solve
  • Community based
  • Global issue
  • Relevant to students’ lives and interests

• Open-ended, engaging question
  • More than one right answer
  • Promotes deep and sustained inquiry
  • Encourages students to seek a wide range of resources
  • Can be an essential, driving or compelling question

Establishing Real-World Connections
What issues or problems are happening locally, in NJ or globally that you think your students care about?

Chat Window
Please share your answers in the chat window
Standards-based: Authentic Learning Experiences

• Real world context

• Real world processes, tasks, and tools
  • *Students plan an experimental investigation*

• Real impact
  • *Addresses a need in their school or community*

• Real connection to the student’s life
  • *Addresses concerns or issues in the students’ lives*

• Real audience
  • *Products are prepared and receive feedback from authentic audience (other than teacher)*
Climate Change
Climate Change: An Equity Issue

• Wealthier countries and communities are better equipped to deal with weather emergencies, epidemic outbreaks, and climate-related loss of livelihoods.

• Children are the least responsible but the most affected.

• Heatwaves and droughts threaten food security.

• The poor, the elderly, and children are most at risk from heat-related illnesses, incidence of airborne and waterborne illnesses.
Climate Change Performance Expectations

How can we work together to reduce the impact of climate change on health problems?

• **Science**: Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources, environment, and address climate change issues.

• **CHPE**: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

• **ELA**: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

• **SS**: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

• **CD&DT**: Organize and present climate change data visually to highlight relationships or support a claim.

• **CLKS**: Propose ways local and global communities can engage digitally to participate in and promote climate action.
<table>
<thead>
<tr>
<th>CLEAN.org - Teaching Climate Generation Curricular</th>
<th>Climate change impacts (NOAA) Spanish resources</th>
<th>National Geographic Climate Change Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>ClimeTime OER Commons</td>
<td>Scientific literacy involves understanding global climate change &amp; what people can do about it</td>
<td>Climate Change Lesson Plans and Resources</td>
</tr>
<tr>
<td>GLOBE Student Climate Research Campaign (SCRC)</td>
<td>Community Collaborative Rain, Hail, and Snow Network</td>
<td>KidWind</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Youth Climate Summit</td>
</tr>
</tbody>
</table>
Student Voice and Choice

• Provide opportunities for students to create their own questions
• Encourage students to seek out a wide range of resources such as experts, interest group members, etc.
• Allow students to have input on the tasks they will complete and products they create
• Promote (plan for) opportunities for students to seek and provide feedback to peers
It Takes A Village
(Who do you know?)

Community Organizations
Cultural Centers
Museums
Government Agencies
Local Businesses
Potential Employers
Concerned Citizens

• Share expertise / inform curriculum
• Provide feedback to students
• Serve as authentic audience members
Which businesses, industries, organizations, and agencies are

*Impacted by the problem?*

*Trying to solve the problem?*
Partners

- Inform curriculum
- Serve as audience members
- Interact with students
- Host student learning experiences (SLE)
What could a culminating experience look like?

### Products
- Business plan
- App
- Model or solution
- Policy brief
- Grant proposal

### Experiences
- Community night
- Town council meeting
- Health center presentation
- *Shark tank*-like pitch
- Expert panel

### Audiences
- Advisory board members
- Partners
- Community members
- Local board of health
- Public health specialists
- Investors
Middle Schoolers Go Global

West Windsor - Plainsboro

Global Challenge website
http://markwise8.wixsite.com/globalchallenge

Educational Leadership Article: Middle Schoolers Go Global!
http://www.ascd.org/publications/educational-leadership/oct17/vol75/num02/Middle-Schoolers-Go-Global.aspx
SUSTAINABLE DEVELOPMENT GOALS

1. NO POVERTY
2. ZERO HUNGER
3. GOOD HEALTH AND WELL-BEING
4. QUALITY EDUCATION
5. GENDER EQUALITY
6. CLEAN WATER AND SANITATION
7. AFFORDABLE AND CLEAN ENERGY
8. DECENT WORK AND ECONOMIC GROWTH
9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
10. REDUCED INEQUALITIES
11. SUSTAINABLE CITIES AND COMMUNITIES
12. RESPONSIBLE CONSUMPTION AND PRODUCTION
13. CLIMATE ACTION
14. LIFE BELOW WATER
15. LIFE ON LAND
16. PEACE, JUSTICE AND STRONG INSTITUTIONS
17. PARTNERSHIPS FOR THE GOALS
Authentic Audience

Go Global Audience Members:
- US Government Staff
- World Bank
- United Nations
- NGO’s

• Meredith Mick, CEO Foundation for International Medical Relief of Children
• Chris Helfrich, Margaret McDonnell, and Amy Jensen, Nothing But Nets
• Sylvia Wong, Education Director Concern US; Megan Christensen, Health Director, Concern USA
• Supriya Banavalikar, Sara Wilson, and Carolyn Ramsdell, The Hunger Project
• Adam Handler and Margie Lauter, CARE USA
• Caitlin Blaser, Global Call to Action Against Poverty (GCAP)
• Kristen Walter and Talis Apud-Martinez, Feel Good World
• Jana Smith, Manager, Health Program Development Pro Mujer
• Stefan Segadlo, Director of Communications, Pro Mujer
• Sofia Huizar and Maria Paula Cardona, Pro Mujer
• Emily Bent, Director Working Group on Girls WGG
• Ellen Fishman, Co-Chair Working Group on Girls
• Ashley Steimer-King, Director Girls Learn International
• April Mora, Communications & Outreach Manager at Basic Education Coalition
• Chris Morrill, Advocacy and Outreach Manager Save the Children
• Madeliene Randolet, Global Innovations Manager, Foundation for International Medical Relief of Children
• Maghan Knight, Global Health Volunteer Program Manager, Foundation for International Medical Relief of Children
• Abigail Proctor, Operations Specialist, Foundation for International Medical Relief of Children
• Veronique Dupont, Monitoring & Evaluation Officer, Reproductive Health Supplies Coalition
• Nora Quesada, Regional Director JSI
• Anita Deshpande is an international development professional with a focus on access to medicine and supply chain management.
(Ongoing) Feedback & Revision

Teacher

• Can be done informally and formally
  • Exit tickets, blog entries
  • Outlines, scripts, project checkpoints
  • Observations, discussions
  • Quizzes, tests

Student

• Can be done informally and formally
  • Provide constructive feedback to group members and other groups
  • Revisions are made based on feedback provided
Reflection

• Ongoing and upon completion

• Reflection helps students understand what they learned and how to apply these ideas to other scenarios

• Feedback from outside adults and experts contributes to a real-world point of view
Next Steps

**Plan**
- Build awareness of core ideas (learning progressions) and practices
- Integrate 21st century skills and interdisciplinary connections
- Stakeholder engagement
- Resources (time and funding)

**Design**
- Professional learning to build capacity
- Curriculum that promotes authentic learning experiences
- Tools to select effective instructional resources

**Implement**
- Professional learning to increase student learning
- Evaluation and refinement strategies
What are your next steps in your curriculum writing or implementation process?

- 21st century skills and themes?
- Social and emotional competencies?
- Interdisciplinary connections?
- Technology?
- Connections to careers?

- Unpack core ideas & practices
- Make matches across NJSLS
- Inventory what’s already happening
- Develop shared language
Multi-year Professional Learning Plan

• Preparing multiple *stakeholders*
  • Teachers, school & district leaders, teacher preparation faculty, parents, community groups

• Through multiple *platforms*
  • Face-to-face, webinars, virtual professional learning communities, online modules, etc.

• Employing multiple *approaches*
  • Unpacking standards, curriculum development
What type of professional learning is needed for school leaders?

1. Understanding instructional shifts
2. Supporting school leaders in developing transition plans to implement new NJSLS
3. Designing curricula using 2020 NJSLS that will meet QSAC expectations
4. Creating relevant, real world learning experiences using the new NJSLS
5. Building partnerships to support implementation of 2020 NJSLS
6. Making interdisciplinary connections w/2020 NJSLS
7. Supervising without content expertise
Putting a Spotlight on New Jersey Educators and Students

- Appendices
- NJSLS Implementation Toolkit
  - 3-5 minute videos
    - Perspectives of teachers and administrators
  - Students in Action
    - Climate change
    - Problem/project-based learning
    - Content area practices
  - Instructional briefs
    - Who/What/ Where/When/Why/How
What would be useful in the 2020 NJSLS Toolkit?

A. PowerPoint presentations
B. Recorded webinars
C. High-impact instructional strategies
D. Videos of students learning (standards in action)
E. Guidance documents
F. Resources for professional learning communities
G. Examples of interdisciplinary connections
H. Curricular resources
I. Assessment resources
QUESTIONS
Thank You!

New Jersey Department of Education Website
http://www.state.nj.us/education/

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https://tinyurl.com/2020CurrDev

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