


West Orange Public Schools



NJDOE Curricular Mandates

Presented at:
Board of Education Meeting
July 18, 2022

West Orange Board of Education



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The West Orange Public Schools

**alongside the New Jersey Department of Education
are deeply committed to ensuring that schools are safe, welcoming and
inclusive environments for all students regardless of race or ethnicity, sexual
and gender identities, mental and physical abilities and religious beliefs.**

NJ Statutes and Learning Standards

NJ Statutes

- New Jersey Student Learning Standards ([N.J.A.C. 6A:8-1.1](#))
- Curriculum and Instruction ([N.J.A.C. 6A:8-3.1](#))

The New Jersey Student Learning Standards (NJSLS) are designed to support the development of curricula that highlight the contributions and experiences of individuals with diverse abilities, cultures, identities and perspectives.

NJ Mandates

NJ Universal Mandates

- Holocaust / Genocide Education Mandate (1992, 1993)
- Amistad Mandate (2002, 2021)
- History of Disabled and LGBT Mandate (2020)
- Climate Change Mandate (2020)
- Diversity, Equity and Inclusion Mandate (2020)

NJ Social Studies Mandate

- Asian American and Pacific Islander Mandate (2022)

Holocaust & Genocide Education (1993)

Education in Holocaust and Genocide education is required in all elementary and secondary education. Specifically, the law Indicates that issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide, shall be included for all children from K to 12th grade.

■ Social Studies ■ English Language Arts ■ Library Science ■ Days of Remembrance
■ School Counseling ■ Professional Development

Holocaust & Genocide Education

Social Studies

- Following guidance from the NJ Commission on Holocaust Education, K-5 integration of lessons about good character, anti-bullying, friendship, respect, and tolerance.
- Curriculum integration in grades 8-9 and 11-12 regarding the circumstances and events relating to genocide and the Holocaust.
- Guest Speakers: Holocaust Survivors, Authors and Artists discuss Holocaust experiences with students.

ELA

- Texts such as *Once* by Gleitzman, *Refugee* by Alan Gratz, *Daniel's Story* by Carol Matas, *Diary of a Young Girl* by Anne Frank, *Maus* by Art Spiegelman

School Counseling

- Curriculum Integration
- Character Education & Week of Respect

Library Science

- Print and digital materials available for students and staff in every library
- Virtual Book Rooms and Displays in Media Centers
- Author visits

Days of Remembrance

- Yom Hashoah, integration of materials in social studies classes, guest speakers, presentations
- Choice Boards, Grades K-8

Professional Development

- Holocaust Instruction: Kean University's Diversity Council
- Teachers attended Kean University's graduate courses: *Teaching the Holocaust and Teaching Prejudice Reduction*

Amistad Mandate (2002, 2021)

Every board of education shall include, **in the curriculum of all elementary and secondary school students**, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Social Studies ■ English Language Arts ■ Science ■ Library Science

Amistad Mandate

Social Studies

- West Orange Social Studies Curriculum and NJ Amistad Curriculum Alignment, K-11
 - The Social Studies curriculum is aligned to the NJ Amistad Curriculum (linked above).
 - Curricular examples include: The study of African civilizations and Empires, the history of enslaved peoples, the accomplishments of Black, Indigenous and People of Color throughout American and global history, Benjamin Banneker, Thomas Day, Gabriel Prosser, Nat Turner, Sojourner Truth, Frederick Douglass, William and Ellen Craft, Harriet Tubman, the Abolitionist Movement, Reconstruction, the Great Migration, the Harlem Renaissance, Booker T. Washington, W.E.B. Du Bois, Bordentown, the Harlem Hellfighters, Black Wall Street, the Civil Rights Movement, the Civil Rights Act of 1866 and 1964, Marcus Garvey, Martin Luther King Jr., Malcolm X, governmental policies and their impact on communities of color, President Obama as well as Social Justice.
- **Examples of Professional Development and Training**
 - Racism in US History (K-5), History Through a Different Lens (6-12), Understanding American History (K-5), by Dr. Leslie Wilson, Montclair State University (2020, 2021, 2022, *ongoing*).
 - Incorporating the history of Africa and African American History in the Classroom, Grades 4-12 by Dr. Akhil Khalfani, The Africana Institute at Essex County Community College (2021, 2022, *ongoing*).
 - The Southern Poverty Law Center's Learning for Justice "Teaching Hard History" Cohort program (*ongoing*)
 - NJ Amistad Summer Symposium (*ongoing*)
 - The NJ Historical Commission (*ongoing*)
- **Museums in Motion**
 - A traveling museum dedicated to African American History in which assemblies, performances and presentations are attended by students at the elementary and secondary levels (2020, 2021, 2022, *ongoing*).

Amistad Mandate

ELA

New Elective (Fall 2022)

- Black Authors & Voices for grades 11 and 12

Integration of texts such as:

- *Sulwe* by Lupita Nyong'o
- *The Day You Begin* by Jacqueline Woodson
- *The Proudest Blue: A Story of Hijab and Family* by Ibtihaj Muhammad
- *Harbor Me* by Jacqueline Woodson
- *Stamped* by Jason Reynolds and Dr. Ibram X. Kendi
- *Dear Justyce* by Nic Stone
- *Boy in the Black Suit* by Jason Reynolds
- *If You Come Softly* by Jacqueline Woodson
- *March* by John Lewis, Andrew Aydin & Nate Powell
- *Born a Crime* by Trevor Noah
- *Nickel Boys* by Colson Whitehead
- *Between the World & Me* by Ta-Nehisi Coates

Science

- Lessons: African Americans responsible for discoveries, new technology, and inventions.
- Discussions: Reasons why an African American individual did or did not receive credit; How bias and social climate affects the reception of new ideas; Challenges of affecting change as an African American.

Library Science

- Collections are updated to ensure the materials are inclusive and support the Amistad Mandate across all subject areas
- Digital resources and ebooks provide diverse materials pertaining to African Americans
- African American Read-in
- Displays highlighting African American authors
- Author Visits, research, and biography studies

History of Disabled / History of LGBT Mandate

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.

Social Studies ■ English Language Arts ■ Science ■ Library Science ■ Co-Curricular

History of Disabled / History of LGBT

Social Studies

- Curriculum integration in grades 6-12 includes the political, economic and social contributions of persons with disabilities and the political, economic and social contributions of persons who identify as lesbian, gay, bisexual and transgender.
- Examples include: the Americans with Disabilities Act, the Reform Movements of the 19th-21st centuries, Ancient Rome's and America's programs for veterans with disabilities, the struggle for marriage equality, the Lavender Scare, the Stonewall Riots, Harvey Milk, LGBT rights and leaders in the broader context of Civil Rights.
- LGBT Mandate training provided by Garden State Equality, Grades 6-12 (2021, 2022).

ELA

- New Elective (Fall 2022): Young Adult Literature & Graphic Novels for grades 9- 12
- Infusion of texts into curriculum, such as *57 Bus* by Dashka Slater, *Say You'll Be Mine* by Sara Farizan, *The Poet X* by Elizabeth Acevedo, "Rojá" by Anna-Marie McLemore, excerpts from *Sister Outsider* by Audre Lorde and *Giovanni's Room* by James Baldwin

Science

- Lessons: LGBT individuals and people with disabilities responsible for discoveries, new technology, and inventions.
- Discussions: Why an individual did or did not receive credit; how bias affects the reception of new ideas; the challenges of affecting change as an LGBT individual or person with disabilities.

Library Science

- Collections analyzed and updated to include works by diverse authors and materials with diverse characters.
- Reading lists and digital resources have been developed for K-12 students highlighting LGBT authors and characters.
- Virtual and physical book rooms

Education & Awareness

- Autism Awareness Month
- Gender and Sexuality Alliance (Grades 7-12)
- Pride Month

Climate Change Mandate (2020)

“With the adoption of the [2020 New Jersey Student Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to **include climate change across content areas**. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.”

*Social Studies ■ Visual & Performing Arts ■ Health & PE ■ Science ■ Library Science
■ World Languages ■ Computer Science and Design Thinking*

Climate Change Education

- In 2020, NJ adopted standards that are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.
- Students grades K-12 will learn about human impact and climate change across all subjects.
- This mandate is unique in that it is organically integrated in the curriculum through the NJ Student Learning Standards.

Examples of Climate Change in NJ Standards

Visual and Performing Arts

- Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

Comprehensive Health and Physical Education

- Consider how rising greenhouse gas, increasing temperature changes, the changes of intensity of extreme weather events and the rising sea levels are endangering our food supplies, the quality of the air we breathe, and increasing diseases through our water, and through transmitted vector diseases from mosquitoes and ticks.

Social Studies

- Explain how human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface.

Career Readiness, Life Literacies, and Key Skills

- Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others

World Languages

- Explain the Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.

Diversity, Equity and Inclusion Mandate (2020)

“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 the New Jersey Student Learning Standards.”

Social Studies ■ English Language Arts ■ Science ■ Mathematics ■ Library Science
■ Co-Curricular

DEI Mandate: Social Studies

Curriculum Revisions K-5

- Alignment to 2020 Social Studies Standards
- Integration of more inclusive and diverse viewpoints
- Integration of more diverse texts, read alouds, and primary and secondary sources

Infusion of Additional Diverse Texts, examples:

- *The World's Family* by Miranda Paul
- *Granddaddy's Turn* by Eric Stein and Michael Bandy
- *Separate is Never Equal* by Duncan Tonatiuh
- *Same, Same but Different* by Jenny Sue Kostecki-Shaw
- *Happy Birthday Mali More* by Tiffany Aliche
- *Let the Children March* by Monica Clark Robinson
- *When Africa Was Home* by Karen Lynn Williams
- *Ruth and the Greenbook* by Alexander Ramsey Calvin
- *The Sandwich Swap* by Kelly DiPucchio and Queen Rania of Jordan
- *The Name Jar* by Yangsook Choi
- *Chinese New Year* by Judith Jango-Cohen
- *One Candle* by Eve Bunting
- *Kwanzaa* by Molly Aloian
- *Grace for President* by Kelly DiPucchio
- *Eyes that Kiss in the Corner* by Joanna Ho
- *Martin's Big Words* by Doreen Rappaport
- *Mama's Saris* by Pooja Makhijani

DEI Mandate: Social Studies

Curriculum Review Performed by the New Jersey Council for the Social Studies

- Grades K-11
- Skill Assessment Review
- Scope and Sequence Review
- Alignment to the 2020 New Jersey Social Studies Standards
- NJ Mandate Review

Presentation to the Board: August 22, 2022

DEI Mandate: English Language Arts

ELA Text Audit

- Audited anchor texts in regards to genre, author, copyright, writing style, and social justice themes
- Key Findings included mostly fiction texts written by white, male, authors

Diversified Text Selection

- Researched, selected and implemented more diverse, contemporary and inclusive texts such as authors of color and characters who mirror our students
- More genres such as graphic novels, memoirs and nonfiction

Professional Development

- Social Justice
 - *Zooming Out from the Individual to the Social*
 - *Moving Beyond Diversity to Social Justice*
 - *Navigate book challenges through the lens of social justice education*
 - *Creation of social justice themed ELA units*
- Inquiry Units of Study

Curriculum Revisions

- High School Curriculum Revisions
 - Social Justice Themed Units
 - Correlating Text Lists
- Elementary Curriculum Revisions
 - Grade 4 Unit 6: Historical Fiction
 - Grade 5 Unit 2: Social Issues/ Persuasive Essay
 - Grade 5 Unit 5: Researching Debatable Issues/ Research-Based Argument Essay

DEI Mandate: Library Science

Curriculum and Instruction

- Collection analysis is conducted annually which provides the data necessary to ensure each is updated and representative of the student population and curricula across all subject areas.
- Curriculum was written during the 2021-2022 school year for both the middle and high school programs in alignment with the state mandates and new standards.
- Media Specialists provide virtual book rooms, resources, author visits, and lessons which meet the DEI mandates across all subject areas.
- Physical and virtual book displays, bulletin boards

Literary Committee

- To review challenged materials and the procedures for addressing challenges to text or materials in alignment with the BOE policies
- Committee to review
- Selection Policy
- Board policy

Promoting Literacy Across the Curriculum

- **Read Across America:** To further support literacy and highlight various genres, authors and stories, each year we will adopt an National Education Association (NEA) theme in order to provide support and vetted resources for our teachers and staff.
 - 2021-2022 Theme: Play with Stories
- Summer Reading Lists on all grade levels
- Partnership with WOPL
- Book Swaps Fall and Spring

DEI Mandate: Mathematics

A Pathway to Equitable Math Instruction

STRIDE 2. Fostering Deep Understanding

- Highlights the diversity of student thinking, misconceptions, alternate solutions, and connections so any student, regardless of level, can contribute in meaningful discussion and gain agency and deep conceptual understanding.
- Teachers also build pedagogical content knowledge, cultivate the flexibility to work with diverse students, and practice continuous improvement through activities in daily/weekly lessons that incorporate equity in math instruction.
- Topics covered during PD and are being infused during instruction include:
 - Anticipating
 - Monitoring
 - Selecting
 - Sequencing
 - Connecting

A Pathway to Equitable Math Instruction

Resources and guidance to support Black, LatinX, and Multilingual students to thrive in grades 6-8

A Pathway to Equitable Math Instruction is an integrated approach to mathematics that centers Black, Latinx, and Multilingual students in grades 6-8, addresses barriers to math equity, and aligns instruction to grade-level priority standards. The Pathway offers guidance and resources for educators to use now as they plan their curriculum, while also offering opportunities for ongoing self-reflection as they seek to develop an anti-racist math practice. The toolkit "strides" serve as multiple on-ramps for educators as they navigate the individual and collective journey from equity to anti-racism.

DEI Mandate: Professional Development

Library Science & English Language Arts

2020-2021

- Social Justice Professional Development (K-12 librarians, Reading Specialists, ELA Teachers)
 - Zooming Out from the Individual to the Social
 - Moving Beyond Diversity to Social Justice
 - Navigate book challenges through the lens of social justice education
 - Creation of social justice themed ELA units

2021-2022

Career Education and Library Science

- Beyond the Framework: Navigating Complex Conversations
- Social Justice Framework
- Prompts for Complex Conversations

English Language Arts

- Developing Inquiry Units of Study
- Using Picture Books to Help Secondary Students Discuss Complex Social Themes

Building Based

- Across the District

District Wide K-12

- Implicit Bias Training K-12 (Equity Leadership Group-all subjects via DEAC)

Asian American Pacific Islander Mandate

“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.*”

Social Studies ■ Professional Development
■ English Language Arts

Asian American Pacific Islander Mandate

Social Studies

Elementary

- In the elementary level, the social studies curriculum has designated units regarding Cultural Traditions and Celebrating Culture (Kindergarten-Unit 2, Grade 1-Unit 2, Grade 2-Unit 5, Grade 3-Unit 5).
- An example of several diverse texts include *Grandfather's Journey* by Allen Say, *The Name Jar* by Yangsook Choi, *Chinese New Year* by Judith Jango-Cohen.
- At the elementary level students research immigrant labor conditions and study various topics related to fair labor practices, both in historic and modern times (Grade 4-Unit 6).
- Elementary level students also “meet young immigrants” who recently immigrated to America. Students read the different stories of the children and their families, the immigration experience and the culture the families have (Grade 4, Unit 6).

Asian American Pacific Islander Mandate

Social Studies

Secondary

- Students on the secondary level study Asian immigration patterns to the United States during the 19th and 20th centuries as well as the accomplishments and prejudice Asian Americans experienced (Grade 6-Units 4 and 5, Grade 10 Units 5 and 6, Grade 11 Units 1, 2, 6, 7, 8).
- Additionally Japanese internment camps and the case: *Korematsu v. U.S* are studied (Grade 11 Units 4 and 6).
- Students participate in a Socratic seminar studying/examining different peoples who lived through American history during the late 18th and 19th centuries (Grade 10 Unit 6, Grade 11 Unit 8).
- The Civil Rights movement is studied and the quest for equal rights among the Asian American and Pacific Islander community is included (Grade 11 Units 6, 7)

Asian American Pacific Islander Mandate

English Language Arts

Integration of texts such as:

- *Round is a Mooncake: A Book of Shapes* by Roseanne Thong
- *Front Desk* by Kelly Yang, *Long Walk to Water* by Linda Sue Park
- *I am Malala* by Malala Yousafzai
- *Life of Pi* by Yann Martel
- *They Called Us Enemy* by George Takei
- *The Joy Luck Club* by Amy Tan
- *Everything I Never Told You* by Celeste Ng
- *Interpreter of Maladies* by Jhumpa Lahiri

Examples of Teacher Resources

- [Asian Pacific American Heritage in the Collections \(Smithsonian\)](#)
- [History of Angel Island Immigration Center](#)
- [The Asian American Education Project](#)
- [The Immigrant History Initiative](#)

Professional Development

- Why AAPI Curriculum Matters (4-12) provided by the Asian American Heritage Project (2022).
- Additional professional development is being planned for the 2022-2023 school year.



Comprehensive Health and Physical Education Revised Standards 2020

Comprehensive Health and Physical Education (2020)

Health Curriculum Updates (2022-2023)

- 2020 REVISED NJ Student Learning Standards for Comprehensive Health and Physical Education (September 2022)
- NJDOE Clarification Memo
 - District Discretion to Adopt Curriculum
 - Addressing Specific Expectations
 - Parents Statement of Conflict with Conscience / Family Engagement



Date: April 14, 2022
To: Chief School Administrators, Charter School and Renaissance School Project Leads
Route To: Principals, Assistant Superintendents of Curriculum and Instruction, Comprehensive Health and Physical Education Supervisors and Teachers, and Parents
From: Angelica Allen-McMillan, Ed.D., Acting Commissioner

Clarification Regarding 2020 New Jersey Student Learning Standards -- Comprehensive Health and Physical Education

The New Jersey Department of Education (NJDOE) has become aware of numerous misrepresentations of the content, meaning, and role of the 2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education (NJSL-CHPE) in guiding classroom instruction, particularly certain elements of Standard 2.1: Personal and Mental Health. The 2020 NJSL-CHPE were designed to address the needs of each student to gain knowledge and skills in caring for themselves, interacting effectively, respectfully and safely with others, and analyzing the impact of health choices. The standards were adopted by the State Board of Education after a five-month period of discussion, public comment, and revision. Prior to introduction to the State Board, the standards were developed in consultation with stakeholders and experts in the field.

This broadcast memo reiterates the intent and spirit of the NJSL-CHPE; the discretion of local educational agencies (LEAs) to select and adopt curricula aligned to the NJSL-CHPE; the importance of parental input into their child's education; and the ability of parents to opt-out of instructional activities aligned with the NJSL-CHPE.

LEA Discretion to Adopt Curricula

The NJDOE does not review, approve, or actively endorse instructional materials, software, or videos in any content area. Generally speaking, material adoption is a local LEA decision, based on the local curriculum. N.J.A.C. 6A:8-3.1. All locally adopted instructional materials should be current, medically accurate, developmentally- and age-appropriate, and through meaningful and ongoing consultation with the school community report indicating that the NJDOE has approved a specific vendor or related to the implementation of NJSL-CHPE or any other content area.

Addressing Specific Expectations

These standards are based on research making clear that receiving education is essential for students' physical and emotional well-being. The standards are necessary for understanding 13 disciplinary concepts, including Development and Social and Sexual Health. The standards reinforce progressive levels of depth and complexity.

There are three standards in particular that seem to have caused confusion below, reciting the [Open in DoHub](#) by clarification of the standard.



West Orange Public Schools
179 Eagle Rock Avenue
West Orange, New Jersey 07052
(973) 669-5400 ext. 20512 Fax (973) 669-1432

Interim Superintendent of Schools

C. Lauren Schoen

2022-2023 School Year

Dear Parent/Guardian:

The New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education require all students to learn about human relationships and sexuality (Standard 2.1). Enacted in 1983, the New Jersey State Mandate requires the teaching of human development in all school districts each year and also includes a provision for families to opt out of this portion of the Health Curriculum.

To review a copy of the Health Curriculum, please go to our [Curriculum Portal](#) on the District website.

We believe that this is a valuable program with a distinct benefit to the education of all students. However, if you would like your child excused from these specific lessons due to family, moral, or religious beliefs, you can submit a formal request in writing to your building principal without loss of credit or grade. Please note, all students are required to take Health annually and no child will be excused from the entire health course.

All parents will be informed by the health teacher in advance of these specific lessons and the date(s) they will be taught in order for the student to be appropriately excused. Please understand that if you choose to exempt your son or daughter from one or more units of the Health Curriculum, the student will be given an alternate assignment so he/she can still receive full credit for the course.

Sincerely,

C. Lauren Schoen, Ed. D.
Interim Superintendent of Schools

Comprehensive Health and Physical Education (2020)

Health Curriculum Updates

Personal and Mental Health

Grades 3-5	Removed examples given in parenthesis and replaced with district curricular examples, as examples are not a State requirement of the standards. <ul style="list-style-type: none">2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g. mood swings, timing of pubertal onset).
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Personal Safety

1-5	Added Standard (N.J.S.A 18A:35-4.5a.): Sexual abuse and assault awareness and prevention education. Related Skills <ul style="list-style-type: none">Describe what Personal Boundaries are and how to use them. Good touch / ouch touch / uncomfortable touch.
4-5	Removed examples given in parenthesis and replaced with district examples, as this is not a State requirement of the standards and added district covered topics). <ul style="list-style-type: none">2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g. mood swings, timing of pubertal onset).

Comprehensive Health and Physical Education (2020)

Health Curriculum Updates

Social and Emotional Health (SEL)

Grade 2	<p>Added Standard 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>Related Content / Skills: Gender Roles / Stereotypes - Describe the range of ways people express their gender.</p>
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5	<p>Added Standards</p> <ul style="list-style-type: none">• 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.• 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.• 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Family members impact the development of their children physically, socially, and emotionally. <p>Related skills:</p> <ul style="list-style-type: none">• explain why all individuals should feel welcome and included regardless of their gender, gender expressions, or sexual orientation.• describe gender-role stereotypes and their potential impact on self and others.• differentiate between sexual orientation and gender identity.• demonstrate ways to promote dignity and respect for all people (sexual orientation, gender identity, and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).• explain how family members impact the development of their children physically, socially, and emotionally.• describe how families can share common values, offer emotional support, and set boundaries and limits.
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NJ Curricular Mandates Presentation

WEST ORANGE PUBLIC SCHOOLS CURRICULAR MANDATES

[DEI Mandate](#) (January 2020)

[NJ Amistad Mandate](#) (2002, 2021)

[Holocaust/Genocide Mandate](#) (90's)

[Peoples with Disabilities and LGBTQ Mandate](#) (Sept 1 2020)

[Asian American and Pacific Islander Mandate](#) (Sept 2022)

[Climate Change Mandate](#) (Sept 2019)

BOARD PRESENTATION

Diversity, Equity, Inclusion (DEI) MANDATE, 2020		
"Each school district shall incorporate instruction on diversity and inclusion <i>in an appropriate place</i> in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards."		
English Language Arts		
	K-5	6-12
Curriculum & Instruction	<p>2022-2023</p> <ul style="list-style-type: none"> Building classroom guided reading libraries to include more diverse and inclusive selections. Continue adding additional mentor texts that are more representative. (ongoing) <p>2021-2022</p> <ul style="list-style-type: none"> Addition of diverse and inclusive mentor texts (titles & authors) to be used during instruction that are more representative of our student populations. (ongoing process) <ul style="list-style-type: none"> K-5 Text Selections & Unit Alignments Read Across America <ul style="list-style-type: none"> Read Across America Implementation 2022 Teacher Communication 	<p>2022-2023</p> <ul style="list-style-type: none"> MS ELA Curriculum Revision to include social justice thematic units and more diverse and inclusive texts Implement new HS course electives <p>2021-2022</p> <ul style="list-style-type: none"> HS ELA Curriculum Revision to include social justice thematic units and more diverse and inclusive texts <ul style="list-style-type: none"> WOHS English Department Curriculum Revision, 21-22 Anchor Text List, grades 9-12 Developed two new high school electives for implementation in 2022-2023 <ul style="list-style-type: none"> Black Authors & Voices Young Adult Literature & Graphic Novels

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Posted on Curriculum Website (8/9/2022)

- Board Presentation
- [Companion Document](#)

	<p>2020-2021</p> <ul style="list-style-type: none"> ELA, Elementary Curriculum Revisions <ul style="list-style-type: none"> Grade 4 Unit 6: Historical Fiction Grade 5 Unit 2: Social Issues/ Persuasive Essay Grade 5 Unit 5: Researching Debatable Issues/ Research-Based Argument Essay Summer 2020 evaluated curricular mentor texts with a committee <ul style="list-style-type: none"> Reading specialists, library media specialists, and committee members created grade level virtual book Rooms that aligned to curricular units Instructional resource support during virtual/hybrid platforms <ul style="list-style-type: none"> Book Room (Sample-Read Alouds) 	<p>2020-2021</p> <ul style="list-style-type: none"> Purchased and implemented contemporary and inclusive texts based on text evaluation and analysis, such as: <ul style="list-style-type: none"> ELA 6, <i>Harbor Me</i> by Jacqueline Woodson ELA 7, <i>Stamped</i> by Jason Reynolds and Dr. Ibram X. Kendi English 9, <i>How the Garcia Girls Lost Their Accent</i> by Julia Alvarez and <i>If You Come Softly</i> by Jacqueline Woodson English 10, <i>Just Mercy</i> by Bryan Stevenson, <i>They Called Us Enemy</i> by George Takei English 12, <i>Born a Crime</i> by Trevor Noah <p>2019-2020</p> <ul style="list-style-type: none"> ELA 6-12 researched more contemporary and inclusive texts to infuse into the curriculum. Selected and reviewed texts. <p>2018-2019</p> <ul style="list-style-type: none"> FLA 6-12 Evaluation Committee: Evaluated texts for
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New and Revised Curriculum 2022-2023

Posted on Curriculum
Website (7/19/2022)

- New and Revised Curriculum for the 2022-2023 School Year
- Revised Health Curriculum

WEST ORANGE CURRICULUM PORTAL	
Elementary Curriculum (Pre-K - 5)	▼
> Kindergarten	
> 1st Grade	
> 2nd Grade	←
> 3rd Grade	
> 4th Grade	
> 5th Grade	
Middle School Curriculum (6 - 8)	▼
> Career Education (6-8)	
> English Language Arts (6-8)	
> ESL (6-8)	
> Health (6-8)	
> Mathematics (6-8)	
> Physical Education (6-8)	
> Science (6-8)	
> Social Studies (6-8)	
> Visual & Performing Arts (6-8)	
> World Languages (6-8)	
High School Curriculum (9 - 12)	▼
> Career Education (9-12)	
> English Language Arts (9-12)	

[Home](#) » [Curriculum](#) » [West Orange Curriculum Portal](#) » [Elementary Curriculum \(Pre-K - 5\)](#) » [2nd Grade](#)

2ND GRADE CURRICULUM

-  [2nd Grade: English Language Arts](#)
-  [2nd Grade: English Language Arts \(Foundations Pacing Chart\)](#)
-  [2nd Grade: ESL](#)
-  [2nd Grade: Gifted & Talented](#)
-  [2nd Grade: Health & Physical Education](#)
-  [2nd Grade: Math](#)
-  [2nd Grade: Science](#)
-  [2nd Grade: Social Studies](#)
-  [2nd Grade: Visual & Performing Arts](#)
-  [2nd Grade: World Languages](#)



Thank you!