

All Pascack Valley Regional High School District Curricula adhere to the [New Jersey Student Learning Standards](#) as well as the [2020 Revisions for the New Jersey State Student Learning Standards](#).

Curriculum Requirements and Modifications

Interdisciplinary Connections:

Where appropriate, connections will be made between and among subjects so students are able to see the world as interconnected. Common connections can include English:Social Studies, Math: Science, World Language: English, Physical Education:Science, but non-traditional connections will be made for students as appropriate.

Career Readiness, Life Literacies, and Key Skills

Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards-Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy. Where curricularly appropriate, the Pascack Valley Regional High School District will embed these skills into existing curricula.

Computer Science and Design Thinking:

New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computer science and design thinking, engaging students in computational thinking and human-centered approaches to design through the study of computer science and technology serves to prepare students to ethically produce and critically consume technology. Where curricularly appropriate, the Pascack Valley Regional High School District will embed these skills into existing curricula.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS FOR GIFTED AND TALENTED STUDENTS, ENGLISH LANGUAGE LEARNERS, SPECIAL

EDUCATION STUDENTS, STUDENTS WITH 504 PLANS, I & RS
RECOMMENDATIONS:

Students With Disabilities: Teachers are required to review and implement all student accommodations, instructional adaptations, and/or modifications as determined by the student's IEP.

Students with a 504 Plan: Teachers are required to review and implement all student accommodations, instructional adaptations, and/or modifications as determined by the student's Approved 504 Plan.

English Language Learners: Teachers are required to review and implement student accommodations, instructional adaptations, and/or modifications as determined by the Student's Level of Language Proficiency in English.

Students At-Risk for School Failure: Teachers are required to review and implement all student accommodations, instructional adaptations, and/or modifications, recommendations and strategies resulting from I&RS Committee

Gifted and Talented Students: Teachers will adapt and adjust curriculum for identified gifted and talented students. Opportunities for students will be provided for access into Honors level and other advanced levels of subject study, based upon screened abilities.

Holocaust/Genocide Education Mandate:

New Jersey State Code (18A:35-28) requires K-12 instruction on the [Holocaust and genocides](#) in an appropriate place in all curricula. Topics to be covered include age-appropriate issues of bias, prejudice, bigotry, and bullying through the teaching of the Holocaust and other genocides. This mandate is met in integration with United States History, World History, Literature of the Holocaust (elective), and English class curricula.

Amistad Mandate:

New Jersey State Code (18A:35-4.43) signed into law in 2002 requires that local school districts develop, in consultation with the Department of Education and the [Amistad Commission](#), curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans as individuals and groups to the history and growth of the United States. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students. This mandate is met in integration with United States History, World History, and English class curricula.

NJ Diversity Initiative Connections:

[New Jersey State Code](#) (18A:35-4.36a) requires that all curricula include instruction on diversity and inclusion, with regard to economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Additionally, for middle and high school curricula, Code (18A:35-4.35) requires Boards of Education to include the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people in appropriate places in middle school and high school curricula.

Please note that this state requirement is not taught as a “stand alone” curriculum. Instead, the mandate is met through integration in existing curricula in academic subjects, where appropriate.

[New Jersey School Boards Statement regarding Educational Equity](#)