

Elementary/Middle School Curriculum

The NJSBA believes that the elementary/middle school curriculum should foster an enthusiasm for learning and the development of the individual's abilities. The curriculum should provide a sound base for study in high school and later years in such areas as English language development and writing, computational and problem solving skills, science, social studies, foreign language, and the arts. *[Authority: DA 12/83-1, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR, DA 11/22-SR]*

World Language Curriculum

The NJSBA believes that it is desirable that students achieve proficiency in a world language because study of a world language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and helps serve the Nation's needs in commerce, diplomacy, defense, and education. *[Authority: DA 12/81-1, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR, DA 11/22-SR]*

High School Curriculum

- A. **The NJSBA believes** that the teaching of language arts in high school should equip graduates to comprehend, interpret, evaluate, and use what they read; write well-organized, effective papers; listen effectively and discuss ideas intelligently. This should include knowledge of our literary heritage, including an examination of how it enhances imagination and ethical understanding, and how it relates to the customs, ideas, and values of today's life and culture.
- B. **The NJSBA believes** that the teaching of mathematics in high school should equip graduates to understand algebraic and geometric concepts; understand elementary probability and statistics; apply mathematics in everyday situations; and estimate, approximate, measure, and test the accuracy of their calculations. Mathematics curricula at the high school- level should include instruction appropriate for college-bound and non-college-bound students.
- C. **The NJSBA believes** that the teaching of science in high school should provide students with an introduction to the concepts, laws, and processes of physical and biological sciences; the methods of scientific inquiry and reasoning; the application of scientific knowledge to everyday life; and the social and environmental implications of scientific and technological development. High school science courses should address the needs of college-bound and non-college-bound students.
- D. **The NJSBA believes** that the teaching of social studies in high school should be designed to enable students to understand their places and possibilities within the larger social and cultural structure; to understand the broad sweep of both ancient and contemporary ideas that have shaped our world; understand the fundamentals of how our economic system works and how our political system functions; and grasp the difference between free and repressive societies. *[Authority: DA 12/83 – 1, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR, DA 11/22-SR]*

Curriculum – General

The NJSBA believes that the teaching of history, across all content areas, should provide students with a comprehensive, unbiased account of the world's and our nation's history, enabling them to make valid connections to the present and to participate in democratic processes that further advance the causes of justice, security and opportunity for all. *[Authority: Da 5/24-14]*

Cross References:	6140	Curriculum adoption
	6141	Curriculum design/development
	6142.4	Physical education and health
	6142.9	Arts
	6146	Graduation requirements
	6147	Standards of proficiency

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