

LEGISLATIVE FISCAL ESTIMATE: No

VETO MESSAGE: No

GOVERNOR'S PRESS RELEASE ON SIGNING: Yes

FOLLOWING WERE PRINTED:

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REPORTS: No

HEARINGS: No

NEWSPAPER ARTICLES: Yes

Melanie Burney; The Philadelphia Inquirer, 'Murphy signs law requiring media literacy for K-12 Gov. Phil Murphy signs law to make NJ first state to require media literacy for K-12', Press of Atlantic City, The (online), 6 Jan 2023 5A

end

P.L. 2022, CHAPTER 138, *approved January 4, 2023*
Senate Committee Substitute (*Second Reprint*) for
Senate, No. 588

1 AN ACT concerning the New Jersey Student Learning Standards and
2 supplementing Title 18A of the New Jersey Statutes.

3

4 **BE IT ENACTED** by the Senate and General Assembly of the State
5 of New Jersey:

6

7 1. a. As used in this act, the term “information literacy” means
8 a set of skills that enables an individual to recognize when
9 information is needed and to locate, evaluate, and use effectively
10 the needed information. Information literacy includes, but is not
11 limited to, digital, visual, media, textual, and technological literacy.

12 b. The State Board of Education shall adopt New Jersey
13 Student Learning Standards in ²**[the separate content area of**
14 **Information Literacy]** information literacy². The content ²**[area]**²
15 of ²**[Information Literacy]** information literacy² shall include
16 ²**[instruction on]**², at a minimum:

17 (1) the research process and how information is created and
18 produced;

19 (2) critical thinking and using information resources;

20 (3) research methods, including the difference between primary
21 and secondary sources;

22 (4) the difference between facts, points of view, and opinions;

23 (5) accessing peer-reviewed print and digital library resources;

24 (6) the economic, legal, and social issues surrounding the use of
25 information; and

26 (7) the ethical production of information.

27 ²c. Each school district shall incorporate instruction on
28 information literacy in an appropriate place in the curriculum of
29 students in grades kindergarten through 12 as part of the district’s
30 implementation of the New Jersey Student Learning Standards. The
31 school library media specialist shall be included in the development
32 of curriculum concerning information literacy whenever possible.²

33

34 2. The ²**[State board]** Department of Education² shall convene
35 a committee comprised of educators, the majority of which shall

EXPLANATION – Matter enclosed in bold-faced brackets **[thus]** in the above bill is
not enacted and is intended to be omitted in the law.

Matter underlined thus is new matter.

Matter enclosed in superscript numerals has been adopted as follows:

¹Assembly AED committee amendments adopted September 22, 2022.

²Assembly AST committee amendments adopted October 17, 2022.

1 include certified school library media specialists, as well as
2 ¹**【teachers】** teaching staff members¹ across a broad spectrum of
3 subject areas, ²**【and Department of Education personnel】**² to
4 develop New Jersey Student Learning Standards in ²**【the separate**
5 **content area of Information Literacy】** information literacy². The
6 committee shall engage experts to review the standards it develops.
7

8 3. Prior to adopting New Jersey Student Learning Standards
9 ²**【in the separate content area of Information Literacy】** concerning
10 information literacy², the State board shall conduct at least one
11 public hearing in the northern part of the State, at least one public
12 hearing in the central part of the State, and at least one public
13 hearing in the ¹**【Southern】** southern¹ part of the State for the
14 purpose of permitting the public to comment on the rigor, clarity,
15 and reasonableness of the standards developed by the committee.
16

17 4. This act shall take effect immediately. ²The standards
18 adopted by the State Board of Education pursuant to subsection b.
19 of section 1 of P.L. _____, c. _____ (C. _____) (pending before the
20 Legislature as this bill) shall occur concurrent with each update to
21 the New Jersey Student Learning Standards required pursuant to
22 section 4 of P.L.2007, c.260 (C.18A:7F-46).²
23
24
25

26
27 _____
28 Directs DOE to develop New Jersey Student Learning Standards
in information literacy.

SENATE, No. 588

STATE OF NEW JERSEY 220th LEGISLATURE

PRE-FILED FOR INTRODUCTION IN THE 2022 SESSION

Sponsored by:

Senator MICHAEL L. TESTA, JR.

District 1 (Atlantic, Cape May and Cumberland)

Senator SHIRLEY K. TURNER

District 15 (Hunterdon and Mercer)

Co-Sponsored by:

Senators Gopal, A.M.Bucco, Singer, Greenstein and Stanfield

SYNOPSIS

Requires instruction on information literacy in curriculum of students in grades kindergarten through 12.

CURRENT VERSION OF TEXT

Introduced Pending Technical Review by Legislative Counsel.



(Sponsorship Updated As Of: 5/9/2022)

1 AN ACT concerning public school instruction on information
2 literacy and supplementing chapters 26 and 35 of Title 18A of
3 the New Jersey Statutes.

4
5 **BE IT ENACTED** by the Senate and General Assembly of the State
6 of New Jersey:

7
8 1. As used in this act, the term “information literacy” means a
9 set of skills that enables an individual to recognize when
10 information is needed and to locate, evaluate, and use effectively
11 the needed information. Information literacy includes digital,
12 visual, media, textual, and technological literacy.

13
14 2. A school district shall incorporate instruction on information
15 literacy in an appropriate place in the curriculum of students in each
16 of the grades kindergarten through 12. The instruction shall be
17 based on the curriculum guidelines established by the
18 Commissioner of Education pursuant to section 3 of this act. The
19 instruction shall be included in the curriculum for each grade in a
20 manner adapted to the age and understanding of the students and
21 shall provide a thorough and comprehensive treatment of the
22 subject.

23
24 3. a. The Commissioner of Education, in consultation with the
25 New Jersey State Librarian, shall develop curriculum guidelines for
26 school districts on information literacy. The guidelines shall
27 provide for a sequential course of study for each of the grades
28 kindergarten through 12, and shall include, at a minimum, the
29 following:

30 (1) knowledge of the research process and the ways in which
31 information is created and produced;

32 (2) skills in using information resources and critical thinking
33 about those resources;

34 (3) the abilities to evaluate information critically and
35 competently, to recognize relevant primary and secondary
36 information, and to distinguish among facts, points of view, and
37 opinions;

38 (4) access to information and information tools through
39 instruction, learning strategies, and practice; and

40 (5) an understanding of economic, legal, and social issues
41 surrounding the use of information, and an understanding of how to
42 use information ethically and legally.

43 The guidelines shall include model instructional units, define
44 learning objectives, and recommend instructional materials suitable
45 for each grade level.

46 b. The guidelines developed pursuant to this section shall be
47 reviewed annually and shall be updated as appropriate to ensure that
48 the curriculum reflects the most current information available on

1 the identity, analysis, retrieval, evaluation, and navigation of
2 information.

3
4 4. a. Following the development of the curriculum guidelines
5 on information literacy pursuant to section 3 of this act, the
6 commissioner, in consultation with the New Jersey State Librarian,
7 shall establish in-service training programs for school
8 administrators and certified school library media specialists on
9 developing information literacy instruction for students. In-service
10 training programs shall also be provided to the teaching staff
11 members who will provide the instruction on information literacy in
12 each grade, and shall allow the opportunity for collaboration among
13 teachers and certified school library media specialists to advance
14 information literacy in the kindergarten through grade 12
15 curriculum. The commissioner shall also make the in-service
16 programs available to such other instructional and supervisory staff
17 as he deems necessary and appropriate.

18 b. A school district shall provide time for the in-service
19 training programs during the regular school schedule in order to
20 ensure that teaching staff members are prepared to teach the
21 educational program on information literacy in each grade.

22
23 5. The commissioner, in consultation with the New Jersey State
24 Librarian, shall develop and administer a system for evaluating the
25 effectiveness of instructional programs on information literacy
26 established by school districts pursuant to this act. The
27 commissioner shall make programs that are shown to be effective
28 available as model programs to other school districts throughout the
29 State. The evaluation of instructional programs on information
30 literacy shall be designed to aid school administrators and certified
31 school library media specialists in sustaining and expanding the
32 school library program.

33
34 6. A regionally-accredited institution of higher education
35 offering a teacher preparation program for a New Jersey
36 instructional certificate, and the preparation program for any person
37 seeking an instructional certificate through the State's alternate
38 route program, shall incorporate programming on the subject of
39 information literacy, as that term is defined in section 1 of
40 P.L. , c. (C.) (pending before the Legislature as this bill).
41 The programming shall include, but need not be limited to, the
42 inquiry-based research skills necessary to access, collect, and
43 evaluate information credibly, accurately, and ethically.

44
45 7. The State Board of Education shall promulgate regulations
46 pursuant to the "Administrative Procedure Act," P.L.1968, c.410
47 (C.52:14B-1 et seq.), necessary to effectuate the provisions of
48 this act.

1 8. This act shall take effect immediately and shall first apply to
2 the first full school year following the date of enactment.

3

4

5

STATEMENT

6

7 This bill requires school districts to incorporate instruction on
8 information literacy into the curriculum in each of the grades
9 kindergarten through 12. "Information literacy," as used in the bill,
10 means a set of skills that enables an individual to recognize when
11 information is needed and to locate, evaluate, and use effectively
12 the needed information. Information literacy includes digital,
13 visual, media, textual, and technological literacy.

14 The bill directs the Commissioner of Education, in consultation
15 with the New Jersey State Librarian, to develop curriculum
16 guidelines on information literacy to be used by school districts.
17 The guidelines will provide for a sequential course of study for each
18 of the grades kindergarten through 12 and must include, at a
19 minimum, the following: (1) knowledge of the research process and
20 how information is created and produced; (2) skills in using
21 information resources and critical thinking about those resources;
22 (3) the abilities to evaluate information critically and competently,
23 to recognize relevant primary and secondary information, and to
24 distinguish among facts, points of view, and opinions; (4) access to
25 information and information tools; and (5) an understanding of
26 economic, legal, and social issues surrounding the use of
27 information, and how to use information ethically and legally. The
28 guidelines also will include model instructional units, define
29 learning objectives, and recommend suitable instructional materials.
30 The guidelines will be reviewed annually and updated as
31 appropriate.

32 In addition, the bill requires the commissioner, in consultation
33 with the State Librarian, to establish in-service training programs on
34 information literacy instruction for school administrators, certified
35 school library media specialists, and the teaching staff members
36 who will provide the instruction on information literacy in each
37 grade. The in-service training programs will provide the
38 opportunity for collaboration among teachers and school library
39 media specialists to advance information literacy in the
40 kindergarten through grade 12 curriculum.

41 Under the bill, the commissioner, in consultation with the State
42 Librarian, will develop a system for evaluating the effectiveness of
43 instructional programs on information literacy established by school
44 districts pursuant to the bill's provisions. The commissioner will
45 make programs that are shown to be effective available as model
46 programs to other school districts throughout the State.

- 1 Finally, the bill requires that teacher preparation programs and
- 2 alternate route programs for a New Jersey instructional certificate
- 3 incorporate programming on the subject of information literacy.

SENATE EDUCATION COMMITTEE

STATEMENT TO

SENATE COMMITTEE SUBSTITUTE FOR SENATE, No. 588

STATE OF NEW JERSEY

DATED: JUNE 2, 2022

The Senate Education Committee favorably reports a Senate Committee Substitute for Senate Bill No. 588.

This bill directs the State Board of Education to adopt New Jersey Student Learning Standards in the separate content area of Information Literacy. As defined in the bill, the term “information literacy” means a set of skills that enables an individual to recognize when information is needed and to locate, evaluate, and use effectively the needed information. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy.

Under the bill, the content area of Information Literacy will include instruction on, at minimum:

- (1) the research process and how information is created and produced;
- (2) critical thinking and using information resources;
- (3) research methods, including the difference between primary and secondary sources;
- (4) the difference between facts, points of view, and opinions;
- (5) accessing peer-reviewed print and digital library resources;
- (6) the economic, legal, and social issues surrounding the use of information; and
- (7) the ethical production of information.

Also under the bill, the State board will convene a committee comprised of educators, the majority of which will include certified school library media specialists, as well as teachers across a broad spectrum of subject areas, and Department of Education personnel to develop New Jersey Student Learning Standards in the separate content area of Information Literacy. The committee will engage experts to review the standards it develops. The bill also requires that prior to adopting New Jersey Student Learning Standards in the separate content area of Information Literacy, the State board will conduct at least one public hearing in the northern part of the State, at least one public hearing in the central part of the State, and at least one public hearing in the Southern part of the State for the purpose of permitting the public to comment on the rigor, clarity, and reasonableness of the standards developed by the committee.

ASSEMBLY EDUCATION COMMITTEE

STATEMENT TO

SENATE COMMITTEE SUBSTITUTE FOR **SENATE, No. 588**

with committee amendments

STATE OF NEW JERSEY

DATED: SEPTEMBER 22, 2022

The Assembly Education Committee favorably reports a Senate Committee Substitute for Senate Bill No. 588 with committee amendments.

As amended, this bill directs the State Board of Education to adopt New Jersey Student Learning Standards in the separate content area of Information Literacy. As defined in the bill, the term “information literacy” means a set of skills that enables an individual to recognize when information is needed and to locate, evaluate, and use effectively the needed information. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy.

Under the bill, the content area of Information Literacy will include instruction on, at minimum:

- (1) the research process and how information is created and produced;
- (2) critical thinking and using information resources;
- (3) research methods, including the difference between primary and secondary sources;
- (4) the difference between facts, points of view, and opinions;
- (5) accessing peer-reviewed print and digital library resources;
- (6) the economic, legal, and social issues surrounding the use of information; and
- (7) the ethical production of information.

Also under the bill, the State board will convene a committee comprised of educators, the majority of which will include certified school library media specialists, as well as teaching staff members across a broad spectrum of subject areas, and Department of Education personnel to develop New Jersey Student Learning Standards in the separate content area of Information Literacy. The committee will engage experts to review the standards it develops. The bill also requires that prior to adopting New Jersey Student Learning Standards in the separate content area of Information Literacy, the State board will conduct at least one public hearing in the northern part of the State, at least one public hearing in the central part of the State, and at least one public hearing in the southern part of the State for the

purpose of permitting the public to comment on the rigor, clarity, and reasonableness of the standards developed by the committee.

As amended and reported by the committee, this bill is identical to the Assembly Committee Substitute to Assembly Bill No. 4169, which was also reported by the committee on this same date.

COMMITTEE AMENDMENTS:

The committee amended the bill to replace a reference to “teachers” with “teaching staff members” and make a technical change to a geographical reference.

ASSEMBLY SCIENCE, INNOVATION AND TECHNOLOGY
COMMITTEE

STATEMENT TO

[First Reprint]

SENATE COMMITTEE SUBSTITUTE FOR
SENATE, No. 588

with committee amendments

STATE OF NEW JERSEY

DATED: OCTOBER 17, 2022

The Assembly Science, Innovation and Technology Committee reports favorably and with committee amendments the Senate Committee Substitute for Senate Bill No. 588 (1R).

As amended and reported, this bill directs the State Board of Education to adopt New Jersey Student Learning Standards in information literacy. As defined in the bill, the term “information literacy” means a set of skills that enables an individual to recognize when information is needed and to locate, evaluate, and use effectively the needed information. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy.

Under the bill, the content of information literacy will include, at a minimum:

- (1) the research process and how information is created and produced;
- (2) critical thinking and using information resources;
- (3) research methods, including the difference between primary and secondary sources;
- (4) the difference between facts, points of view, and opinions;
- (5) accessing peer-reviewed print and digital library resources;
- (6) the economic, legal, and social issues surrounding the use of information; and
- (7) the ethical production of information.

Also under the bill, the Department of Education will convene a committee comprised of educators, the majority of which will include certified school library media specialists, as well as teaching staff members across a broad spectrum of subject areas, to develop New Jersey Student Learning Standards in information literacy. The committee will engage experts to review the standards it develops. Each school district is required to incorporate instruction on information literacy 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. The

bill also requires that, prior to adopting New Jersey Student Learning Standards concerning information literacy, the State board will conduct at least one public hearing in the northern part of the State, at least one public hearing in the central part of the State, and at least one public hearing in the southern part of the State for the purpose of permitting the public to comment on the rigor, clarity, and reasonableness of the standards developed by the committee.

As amended and reported by the committee, this bill is identical to the Assembly Committee Substitute for Assembly Bill No. 4169, which was also amended and reported by the committee on this date.

COMMITTEE AMENDMENTS:

The committee amended the bill to require each school district to incorporate instruction on information literacy 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 and to include school library media specialists in the development of the curriculum whenever possible. The amendments also replace the State Board of Education with the Department of Education as the administrative entity responsible for convening the committee of educators to develop the New Jersey Student Learning Standards in information literacy. The amendments also make additional technical changes concerning grammar and capitalization.

ASSEMBLY, No. 4169

STATE OF NEW JERSEY 220th LEGISLATURE

INTRODUCED JUNE 2, 2022

Sponsored by:

Assemblyman DANIEL R. BENSON

District 14 (Mercer and Middlesex)

Assemblywoman PAMELA R. LAMPITT

District 6 (Burlington and Camden)

Assemblywoman MILA M. JASEY

District 27 (Essex and Morris)

Co-Sponsored by:

**Assemblyman Conaway, Assemblywoman Jaffer and Assemblyman
Caputo**

SYNOPSIS

Requires instruction on information literacy in curriculum of students in grades kindergarten through 12.

CURRENT VERSION OF TEXT

As introduced.



(Sponsorship Updated As Of: 9/15/2022)

1 AN ACT concerning public school instruction on information
2 literacy and supplementing chapters 26 and 35 of Title 18A of
3 the New Jersey Statutes.

4
5 **BE IT ENACTED** *by the Senate and General Assembly of the State*
6 *of New Jersey:*

7
8 1. As used in this act, the term “information literacy” means a
9 set of skills that enables an individual to recognize when
10 information is needed and to locate, evaluate, and use effectively
11 the needed information. Information literacy includes digital,
12 visual, media, textual, and technological literacy.

13
14 2. A school district shall incorporate instruction on information
15 literacy in an appropriate place in the curriculum of students in each
16 of the grades kindergarten through 12. The instruction shall be
17 based on the curriculum guidelines established by the
18 Commissioner of Education pursuant to section 3 of this act. The
19 instruction shall be included in the curriculum for each grade in a
20 manner adapted to the age and understanding of the students and
21 shall provide a thorough and comprehensive treatment of the
22 subject.

23
24 3. a. The Commissioner of Education, in consultation with the
25 New Jersey State Librarian, shall develop curriculum guidelines for
26 school districts on information literacy. The guidelines shall
27 provide for a sequential course of study for each of the grades
28 kindergarten through 12, and shall include, at a minimum, the
29 following:

30 (1) knowledge of the research process and the ways in which
31 information is created and produced;

32 (2) skills in using information resources and critical thinking
33 about those resources;

34 (3) the abilities to evaluate information critically and
35 competently, to recognize relevant primary and secondary
36 information, and to distinguish among facts, points of view, and
37 opinions;

38 (4) access to information and information tools through
39 instruction, learning strategies, and practice; and

40 (5) an understanding of economic, legal, and social issues
41 surrounding the use of information, and an understanding of how to
42 use information ethically and legally.

43 The guidelines shall include model instructional units, define
44 learning objectives, and recommend instructional materials suitable
45 for each grade level.

46 b. The guidelines developed pursuant to this section shall be
47 reviewed annually and shall be updated as appropriate to ensure that
48 the curriculum reflects the most current information available on

1 the identity, analysis, retrieval, evaluation, and navigation of
2 information.

3
4 4. a. Following the development of the curriculum guidelines
5 on information literacy pursuant to section 3 of this act, the
6 commissioner, in consultation with the New Jersey State Librarian,
7 shall establish in-service training programs for school
8 administrators and certified school library media specialists on
9 developing information literacy instruction for students. In-service
10 training programs shall also be provided to the teaching staff
11 members who will provide the instruction on information literacy in
12 each grade, and shall allow the opportunity for collaboration among
13 teachers and certified school library media specialists to advance
14 information literacy in the kindergarten through grade 12
15 curriculum. The commissioner shall also make the in-service
16 programs available to such other instructional and supervisory staff
17 as he deems necessary and appropriate.

18 b. A school district shall provide time for the in-service
19 training programs during the regular school schedule in order to
20 ensure that teaching staff members are prepared to teach the
21 educational program on information literacy in each grade.

22
23 5. The commissioner, in consultation with the New Jersey State
24 Librarian, shall develop and administer a system for evaluating the
25 effectiveness of instructional programs on information literacy
26 established by school districts pursuant to this act. The
27 commissioner shall make programs that are shown to be effective
28 available as model programs to other school districts throughout the
29 State. The evaluation of instructional programs on information
30 literacy shall be designed to aid school administrators and certified
31 school library media specialists in sustaining and expanding the
32 school library program.

33
34 6. A regionally-accredited institution of higher education
35 offering a teacher preparation program for a New Jersey
36 instructional certificate, and the preparation program for any person
37 seeking an instructional certificate through the State's alternate
38 route program, shall incorporate programming on the subject of
39 information literacy, as that term is defined in section 1 of
40 P.L. , c. (C.) (pending before the Legislature as this bill).
41 The programming shall include, but need not be limited to, the
42 inquiry-based research skills necessary to access, collect, and
43 evaluate information credibly, accurately, and ethically.

44
45 7. The State Board of Education shall promulgate regulations
46 pursuant to the "Administrative Procedure Act," P.L.1968, c.410
47 (C.52:14B-1 et seq.), necessary to effectuate the provisions of
48 this act.

1 8. This act shall take effect immediately and shall first apply to
2 the first full school year following the date of enactment.

3

4

5

STATEMENT

6

7 This bill requires school districts to incorporate instruction on
8 information literacy into the curriculum in each of the grades
9 kindergarten through 12. “Information literacy,” as used in the bill,
10 means a set of skills that enables an individual to recognize when
11 information is needed and to locate, evaluate, and use effectively
12 the needed information. Information literacy includes digital,
13 visual, media, textual, and technological literacy.

14 The bill directs the Commissioner of Education, in consultation
15 with the New Jersey State Librarian, to develop curriculum
16 guidelines on information literacy to be used by school districts.
17 The guidelines will provide for a sequential course of study for each
18 of the grades kindergarten through 12 and must include, at a
19 minimum, the following: (1) knowledge of the research process and
20 how information is created and produced; (2) skills in using
21 information resources and critical thinking about those resources;
22 (3) the abilities to evaluate information critically and competently,
23 to recognize relevant primary and secondary information, and to
24 distinguish among facts, points of view, and opinions; (4) access to
25 information and information tools; and (5) an understanding of
26 economic, legal, and social issues surrounding the use of
27 information, and how to use information ethically and legally. The
28 guidelines also will include model instructional units, define
29 learning objectives, and recommend suitable instructional materials.
30 The guidelines will be reviewed annually and updated as
31 appropriate.

32 In addition, the bill requires the commissioner, in consultation
33 with the State Librarian, to establish in-service training programs on
34 information literacy instruction for school administrators, certified
35 school library media specialists, and the teaching staff members
36 who will provide the instruction on information literacy in each
37 grade. The in-service training programs will provide the
38 opportunity for collaboration among teachers and school library
39 media specialists to advance information literacy in the
40 kindergarten through grade 12 curriculum.

41 Under the bill, the commissioner, in consultation with the State
42 Librarian, will develop a system for evaluating the effectiveness of
43 instructional programs on information literacy established by school
44 districts pursuant to the bill’s provisions. The commissioner will
45 make programs that are shown to be effective available as model
46 programs to other school districts throughout the State.

1 Finally, the bill requires that teacher preparation programs and
2 alternate route programs for a New Jersey instructional certificate
3 incorporate programming on the subject of information literacy.

ASSEMBLY EDUCATION COMMITTEE

STATEMENT TO

ASSEMBLY COMMITTEE SUBSTITUTE FOR ASSEMBLY, No. 4169

STATE OF NEW JERSEY

DATED: SEPTEMBER 22, 2022

The Assembly Education Committee favorably reports an Assembly Committee Substitute for Assembly Bill No. 4169.

This committee substitute directs the State Board of Education to adopt New Jersey Student Learning Standards in the separate content area of Information Literacy. As defined in the bill, the term “information literacy” means a set of skills that enables an individual to recognize when information is needed and to locate, evaluate, and use effectively the needed information. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy.

Under the bill, the content area of Information Literacy will include instruction on, at minimum:

- (1) the research process and how information is created and produced;
- (2) critical thinking and using information resources;
- (3) research methods, including the difference between primary and secondary sources;
- (4) the difference between facts, points of view, and opinions;
- (5) accessing peer-reviewed print and digital library resources;
- (6) the economic, legal, and social issues surrounding the use of information; and
- (7) the ethical production of information.

Also under the bill, the State board will convene a committee comprised of educators, the majority of which will include certified school library media specialists, as well as teaching staff members across a broad spectrum of subject areas, and Department of Education personnel to develop New Jersey Student Learning Standards in the separate content area of Information Literacy. The committee will engage experts to review the standards it develops. The bill also requires that prior to adopting New Jersey Student Learning Standards in the separate content area of Information Literacy, the State board will conduct at least one public hearing in the northern part of the State, at least one public hearing in the central part of the State, and at least one public hearing in the southern part of the State for the purpose of permitting the public to comment on the rigor, clarity, and reasonableness of the standards developed by the committee.

As reported by the committee, this bill is identical to the Senate Committee Substitute for Senate Bill No. 588, which was also reported by the committee with amendments on this same date.

ASSEMBLY SCIENCE, INNOVATION AND TECHNOLOGY
COMMITTEE

STATEMENT TO

ASSEMBLY COMMITTEE SUBSTITUTE FOR
ASSEMBLY, No. 4169

with committee amendments

STATE OF NEW JERSEY

DATED: OCTOBER 17, 2022

The Assembly Science, Innovation and Technology Committee reports favorably the Assembly Committee Substitute for Assembly Bill No. 4169 with committee amendments.

As amended and reported, this bill directs the State Board of Education to adopt New Jersey Student Learning Standards in information literacy. As defined in the bill, the term “information literacy” means a set of skills that enables an individual to recognize when information is needed and to locate, evaluate, and use effectively the needed information. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy.

Under the bill, the content of information literacy will include, at a minimum:

- (1) the research process and how information is created and produced;
- (2) critical thinking and using information resources;
- (3) research methods, including the difference between primary and secondary sources;
- (4) the difference between facts, points of view, and opinions;
- (5) accessing peer-reviewed print and digital library resources;
- (6) the economic, legal, and social issues surrounding the use of information; and
- (7) the ethical production of information.

Also under the bill, the Department of Education will convene a committee comprised of educators, the majority of which will include certified school library media specialists, as well as teaching staff members across a broad spectrum of subject areas, to develop New Jersey Student Learning Standards in information literacy. The committee will engage experts to review the standards it develops. Each school district is required to incorporate instruction on information literacy 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. The bill also requires that, prior to adopting New Jersey Student Learning

Standards concerning information literacy, the State board will conduct at least one public hearing in the northern part of the State, at least one public hearing in the central part of the State, and at least one public hearing in the southern part of the State for the purpose of permitting the public to comment on the rigor, clarity, and reasonableness of the standards developed by the committee

As amended and reported by the committee, this bill is identical to the Senate Committee Substitute for Senate Bill No. 588(1R), which was also amended and reported by the committee on this date.

COMMITTEE AMENDMENTS:

The committee amended the bill to require each school district to incorporate instruction on information literacy 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 and to include school library media specialists in the development of the curriculum whenever possible. The amendments also replace the State Board of Education with the Department of Education as the administrative entity responsible for convening the committee of educators to develop the New Jersey Student Learning Standards in information literacy. The amendments also make additional technical changes concerning grammar and capitalization.

Governor Murphy Signs Bipartisan Legislation Establishing First in the Nation K-12 Information Literacy Education

01/4/2023

Legislation will Direct the New Jersey Department of Education to Develop New Jersey Learning Standards in Information and Media Literacy

TRENTON – Governor Phil Murphy today signed legislation (S588) establishing the requirement of K-12 instruction on information literacy under the implementation of the New Jersey Student Learning Standards. The signing of this bipartisan legislation reaffirms the Governor’s commitment to leading the nation in public education while preparing students for lifelong learning by equipping them with the skills they need to accurately assess information.

The bill requires the New Jersey Department of Education to develop New Jersey Student Learning Standards in “information literacy,” which is defined as a set of skills that enables an individual to recognize when information is needed and to locate, evaluate, and effectively use the needed information. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy.

“Our democracy remains under sustained attack through the proliferation of disinformation that is eroding the role of truth in our political and civic discourse,” **said Governor Murphy**. “It is our responsibility to ensure our nation’s future leaders are equipped with the tools necessary to identify fact from fiction. I am proud to sign legislation that is critical to the success of New Jersey’s students and essential to the preservation of our democracy.”

Primary sponsors of the bill include Senators Michael Testa and Shirley Turner, and Assemblymembers Daniel Benson, Pamela Lampitt, and Mila Jasey.

The bill requires the Commissioner of the Department of Education to convene a committee, including certified school library media specialists and teaching staff members, to assist in developing the information literacy standards. The standards will be reviewed by experts as they are developed. This will provide an opportunity for collaboration among teachers and school library media specialists to advance information literacy in the K-12 learning standards. The proposed information literacy standards will also be subject to public input prior to their adoption by the State Board of Education.

“Information literacy is more important now than ever before, especially with the growing prevalence of social media and online news,” **said Dr. Angelica Allen-McMillan, Acting Commissioner of Education**. “Students for generations will be well-served by this legislation, which sets into statute the requirement for schools to provide instruction on information literacy.”

Each school district will incorporate instruction on information literacy 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. The guidelines will include, at a minimum, the following:

1. the research process and how information is created and produced;
2. critical thinking and using information resources;
3. research methods, including the difference between primary and secondary sources;
4. the difference between facts, points of view, and opinions;
5. accessing peer-reviewed print and digital library resources;
6. the economic, legal, and social issues surrounding the use of information; and
7. the ethical production of information.

"Teaching children about information literacy will help them to weigh the flood of news, opinion, and social media they are exposed to both online and off," **said Senator Michael Testa**. "This law isn't about teaching kids that any specific idea is true or false, rather it's about helping them learn how to research, evaluate, and understand the information they are presented for themselves."

"This signing feels especially timely as we approach the two year anniversary of the January 6th attack on the US Capitol. It is incredibly important that our children are taught how to discern reliable sources and recognize false information," **said Senator Shirley Turner**. "This legislation will equip the next generation with the tools they need to spot deceptive sites and become savvy consumers of media."

"Living in the digital era gives us access to endless information, but not all is equal. That is why it's so important to prepare students in New Jersey with a robust information literacy education," **said Assemblymembers Dan Benson, Pamela Lampitt, and Mila Jasey in a joint statement**. "The Learning Standards will provide New Jersey students with the foundational skills necessary to effectively engage with and evaluate information found online. Having the ability to look at a piece of information and assess its validity is important for everyone. Whether you are writing a research paper or learning about current events, being able to use critical thinking skills to determine the credibility of information is crucial."

"A primary role of our public schools is to prepare students to be informed, engaged participants in our American democracy," **said NJEA President Sean M. Spiller**. "At a time when misinformation and disinformation are eroding the foundations of that democracy, it is imperative that students have the tools they need to determine what information they can trust. This law will help ensure that New Jersey students are equipped to separate fact from fiction as they prepare for their role as citizens and future leaders."

"We thank Governor Murphy and the Legislature for their support of information literacy education," **said Jessica Trujillo, President of the New Jersey Library Association**. "School librarians are integral in ensuring that our New Jersey students have the knowledge and tools to assess information, determine accurate sources, and think critically. This literacy bill will ensure that students are well prepared to navigate a world where misinformation and disinformation are prevalent."

"The New Jersey Association of School Librarians (NJASL) applauds Governor Murphy and the Legislature for bringing to light the need for Information Literacy in education," **said Ewa Dziedzic-Elliott, NJASL President**. "Adding Information Literacy to the current NJ Student Learning Standards gives strength to the need for the instruction and implementation of Information Literacy. As stated in the Bill #S588: Information Literacy 'means a set of skills that enables an individual to recognize when information is needed and to locate, evaluate, and use effectively the needed information. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy.' Passing the bill, and incorporating it into New Jersey law, affirms the role school librarians play in our schools and validates their strong presence in the fabric of the New Jersey education system. New Jersey students will be the beneficiaries of this important standard ensuring their equitable access to how to navigate and evaluate the masses of information they face every day."

The legislation signed today also builds on the Governor's overarching commitment to addressing the threat of disinformation. In April 2022, the New Jersey Office of Homeland Security and Preparedness launched a [disinformation portal](#) to assist the public in identifying and vetting any truth-obscuring, manufactured information.



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INTELLIGENCE PRODUCTS

[ANALYSIS \(HTTPS://WWW.NJOHSP.GOV/ANALYSIS\)](https://www.njohsp.gov/analysis)

[DISINFORMATION PORTAL \(/DISINFORMATION\)](#)

[TERRORISM SNAPSHOTS \(/TERRORISM-SNAPSHOTS\)](#)

[THREAT ASSESSMENT \(2023\) \(HTTPS://WWW.NJOHSP.GOV/ANALYSIS/2023-THREAT-ASSESSMENT\)](https://www.njohsp.gov/analysis/2023-threat-assessment)

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DISINFORMATION PORTAL

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Various actors, including state and non-state entities, attempt to spread disinformation in order to sow discord within New Jersey and elsewhere. Disinformation has the potential to exhaust resources, incite panic, create distrust between the government and people, increase polarization in groups, influence governmental actions or law enforcement responses, or cause undue harm, among other concerns.

WHAT IS DISINFORMATION?

Disinformation: manufactured information that is deliberately created or disseminated with the intent to cause harm, obscure the truth or influence public opinion

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dis·in·for·ma·tion
manufactured information that is deliberately created or disseminated with the intent to cause harm, obscure the truth, or influence public opinion

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Consider the Source
Who created the account or article or captured the original piece of content?

Check the Author's Motivations
Why was the account established, website created, or piece of content captured?

Check the Date
When was it created? Content, including pictures and videos, is often recycled and may not relate directly to the article.

Check Your Biases
What are your preconceived notions of the topic? Consider if your own beliefs may affect your view of the information.

Read Beyond
What is the whole story? Headlines can be misleading.

Supporting Sources
Where is the information from? Are you looking at the original account, article, or piece of content?

For more information on disinformation and other related topics, visit njohsp.gov/disinformation.

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DISINFORMATION FREQUENTLY ASKED QUESTIONS

What distinguishes disinformation and misinformation on social media?

What groups employ disinformation campaigns?

What are the consequences of various groups spreading disinformation and misinformation?

How is disinformation identified?

What is a deepfake?

How can I identify an altered video?

INTELLIGENCE PRODUCTS ON DISINFORMATION



Domestic Extremists Promote Violence To Oppose Elections
(/Analysis/Domestic-Extremists-Promote-Violence-To-Oppose-Elections)

Domestic extremists, predominately white racially motivated extremists (WRMEs), will likely criticize the electoral process in an attempt to incite supporters to conduct attacks, threaten election officials, and target racial and ethnic minorities who they believe are causing the genocide of the white race. Since 2020, domestic extremists have posted threats online claiming poll

workers and election officials have stolen votes and conducted election fraud during gubernatorial and primary elections.

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(/analysis/domestic-extremists-

promote-
violence-to-
oppose-
elections)

Nov 4, 2022 ·

Anti-Government Extremist (/analysis?tag=Anti-Government+Extremist), White Racially Motivated Extremist (/analysis?tag=White+Racially+Motivated+Extremist), Disinformation (/analysis?tag=Disinformation)



Anti-Government Extremist Disinformation Targets Law Enforcement (/Analysis/Anti-Government-Extremist-Disinformation-Targets-Law-Enforcement)

Anti-government extremists will likely spread online disinformation that fabricates law enforcement capabilities and government legislation as well as falsifies attacks against federal law enforcement officers. On August 12, federal law enforcement agencies warned of an increase in threats to law enforcement and government officials by anti-government extremists eager to exploit the FBI's search of former President Donald Trump's home.

(/analysis/anti-
government-
extremist-
disinformation-
targets-law-
enforcement)

Aug 26, 2022 ·

Disinformation (/analysis?tag=Disinformation), Anti-Government Extremist (/analysis?tag=Anti-Government+Extremist)



Disinformation Hampers Efforts To Curb Spread Of Monkeypox (HMPXV) (/Analysis/Disinformation-Hampers-Efforts-To-Curb-Spread-Of-Monkeypox-Hmpxv)

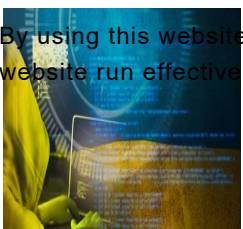
Monkeypox (hMPXV) disinformation has spread online through misleading videos, falsely attributed information, and recycling of conspiracies from COVID-19, causing confusion among the public. On August 4, President Joe Biden issued a public health emergency declaration on monkeypox (hMPXV) to allow for improved government resource allocations. As of August 11, the total confirmed cases of monkeypox (hMPXV) stood at 11,177 nationwide, according to data from the Centers for Disease Control and Prevention (CDC).

(/analysis/disinformation-
hampers-efforts-
to-curb-spread-
of-monkeypox-
hmpxv)

Aug 16, 2022 · Disinformation (/analysis?tag=Disinformation)

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Domestic Extremists Exploit War In Ukraine (/Analysis/Domestic-Extremists-Exploit-War-In-Ukraine)



Domestic extremists will likely continue to spread disinformation online regarding the war in Ukraine to disparage Jewish people and minority refugees, support racially motivated extremist groups, and sow distrust of US government officials and institutions. Extremists regularly alter

(/analysis/domestic-extremists-exploit-war-in-ukraine)

online propaganda to capitalize on global events and spread disinformation that perpetuates their violent ideologies.

Apr 14, 2022 ·

Disinformation (/analysis?tag=Disinformation), Foreign Threat Actors (/analysis?tag=Foreign+Threat+Actors)



Disinformation Spread Via Deepfake Technology (/Analysis/Disinformation-Spread-Via-Deepfake-Technology)

Nefarious actors will likely exploit deepfake technology to spread misleading news from politicians, impersonate established institutions, and commit crimes. Deepfakes are synthetic media generated with artificial intelligence (AI) technology to create believable and realistic videos, pictures, audio, and text of events that never happened. According to an Italian-based research organization, deepfake videos identified online doubled in six months since January 2020, with the United States being the most targeted country of this content (50.1%).

Mar 31, 2022 ·

Foreign Threat Actors (/analysis?tag=Foreign+Threat+Actors), Disinformation (/analysis?tag=Disinformation)

(/analysis/disinformation-spread-via-deepfake-technology)



Social Media Used As A Vehicle For Disinformation (/Analysis/Social-Media-Used-As-A-Vehicle-For-Disinformation)

State and non-state actors will likely continue to circulate disinformation and misinformation on social media to alter public perspectives, influence global affairs, and spread falsehoods. In January 2021, a U.S.-based think tank released a report that found social media engagements with deceptive sites reached record highs in 2020. In the fourth quarter of 2020, this content received 1.2 billion interactions on Facebook and 47 million retweets from verified accounts on Twitter.

Mar 30, 2022 · Disinformation (/analysis?tag=Disinformation)

(/analysis/social-media-used-as-a-vehicle-for-disinformation)



Foreign Disinformation Prevalent Amid War In Ukraine (/Analysis/Foreign-Disinformation-Prevalent-Amid-War-In-Ukraine)

Foreign actors are conducting disinformation campaigns, creating false narratives, and recycling existing media to mislead the public and other targeted audiences amid Russia's invasion of Ukraine. In March, a Western research institution found that Russia's war in Ukraine saw closer coordination between China and Russia in their respective disinformation campaigns against the West. In January, U.S. Secretary of State Antony Blinken stated, "We see a significant effort to push propaganda against Ukraine, NATO, and the United States... [including] malign social media operations."

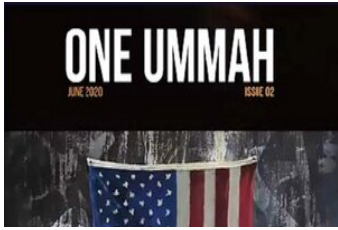
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(/analysis/foreign-disinformation-

prevalent-amid-war-in-ukraine)

Mar 30, 2022 ·

Disinformation (/analysis?tag=Disinformation), Foreign Threat Actors (/analysis?tag=Foreign+Threat+Actors)



FTO Propaganda Exaggerates US Domestic Issues (/Analysis/Fto-Propaganda-Exaggerates-Us-Domestic-Issues)

Foreign terrorist organizations (FTOs) will attempt to capitalize on the easing of COVID-19 restrictions, exploit domestic unrest and anti-government sentiments, and rely on disinformation and conspiracy theories to garner support and motivate homegrown violent extremists (HVEs) to conduct attacks. In April, al-Qa'ida published the fifth issue of its One Ummah magazine, which emphasized societal division and portrayed the United States as vulnerable.

Jun 28, 2021 ·

Homegrown Violent Extremist (/analysis?tag=Homegrown+Violent+Extremist), Al-Qa'ida (/analysis?tag=Al-Qa%E2%80%99ida), ISIS (/analysis?tag=ISIS), Disinformation (/analysis?tag=Disinformation)

(/analysis/fto-propaganda-exaggerates-us-domestic-issues)



Non-Kinetic Warfare Challenging US Global Stance (/Analysis/Non-Kinetic-Warfare-Challenging-Us-Global-Stance)

Nation-state adversaries are leveraging non-kinetic warfare strategies that include disinformation campaigns, cyber attacks, and economic espionage against federal, state, and local governments to gain strategic and economic advantages over the United States. These tactics, particularly from the People's Republic of China (PRC) and Russia, will challenge the United States' global bearing as it manages its post-pandemic recovery and addresses political tensions and domestic unrest.

Jun 25, 2021 · Disinformation (/analysis?tag=Disinformation)

(/analysis/non-kinetic-warfare-challenging-us-global-stance)

US Interest In Virus Origins Unlikely To Halt Disinformation (/Analysis/Us-Interest-In-Virus-Origins-Unlikely-To-Halt-Disinformation)

The US government's renewed focus on the origins of COVID-19 will likely not alter the behavior of actors leveraging the pandemic to discredit the United States, including nation-states and various extremist groups. China will likely challenge US motives and credibility and spread disinformation, while domestic extremists and foreign terrorist organizations (FTOs) will use the investigation and its conclusion to justify calls for violent action against the government and citizens of the United States. Speculation since the start of the pandemic over the origins of the coronavirus has fueled conspiracy theories, helped spread disinformation, and been leveraged to justify violence, such as the US Capitol riots on January 6.

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Jun 7, 2021 · Disinformation (/analysis?tag=Disinformation)

(/analysis/us-interest-in-virus-origins-unlikely-to-halt-disinformation)





Changes In Extremist Operating Environment Due To COVID-19
(/Analysis/Changes-In-Extremist-Operating-Environment-Due-To-Covid-19)

COVID-19 altered the operational landscape of domestic and international violent extremists who viewed the global pandemic as an opportunity for expansion and revival. While attacks and resulting deaths decreased across the globe, violent extremists increased online recruitment activities, spread disinformation and conspiracy theories, and modified strategies for attack. The lifting of COVID-19 restrictions on populations in the United States and elsewhere will likely cause a reemergence of attacks and other violent extremist activity.

Jun 1, 2021 ·

White Racially Motivated Extremist (/analysis?tag=White+Racially+Motivated+Extremist), Anti-Government Extremist (/analysis?tag=Anti-Government+Extremist), Disinformation (/analysis?tag=Disinformation)

(/analysis/changes-in-extremist-operating-environment-due-to-covid-19)

EXTERNAL DISINFORMATION RESOURCES

- U.S. State Department - Fact vs. Fiction: Russian Disinformation on Ukraine (<https://www.state.gov/fact-vs-fiction-russian-disinformation-on-ukraine/>)
- Cybersecurity & Infrastructure Security Agency - Rumor Control (<https://www.cisa.gov/rumorcontrol>)
- FBI - Combating Foreign Influence (<https://www.fbi.gov/investigate/counterintelligence/foreign-influence>)

DISCLAIMER

It is highly recommended that the public reports any posts containing threats, calls to action or potential violence to local law enforcement as soon as possible.

Suspicious activity with a possible nexus to terrorism should be reported

immediately to NJOHSP's Counterterrorism Watch at 1-866-4-SAFE-NJ or tips@njohsp.gov (<mailto:tips@njohsp.gov>).

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