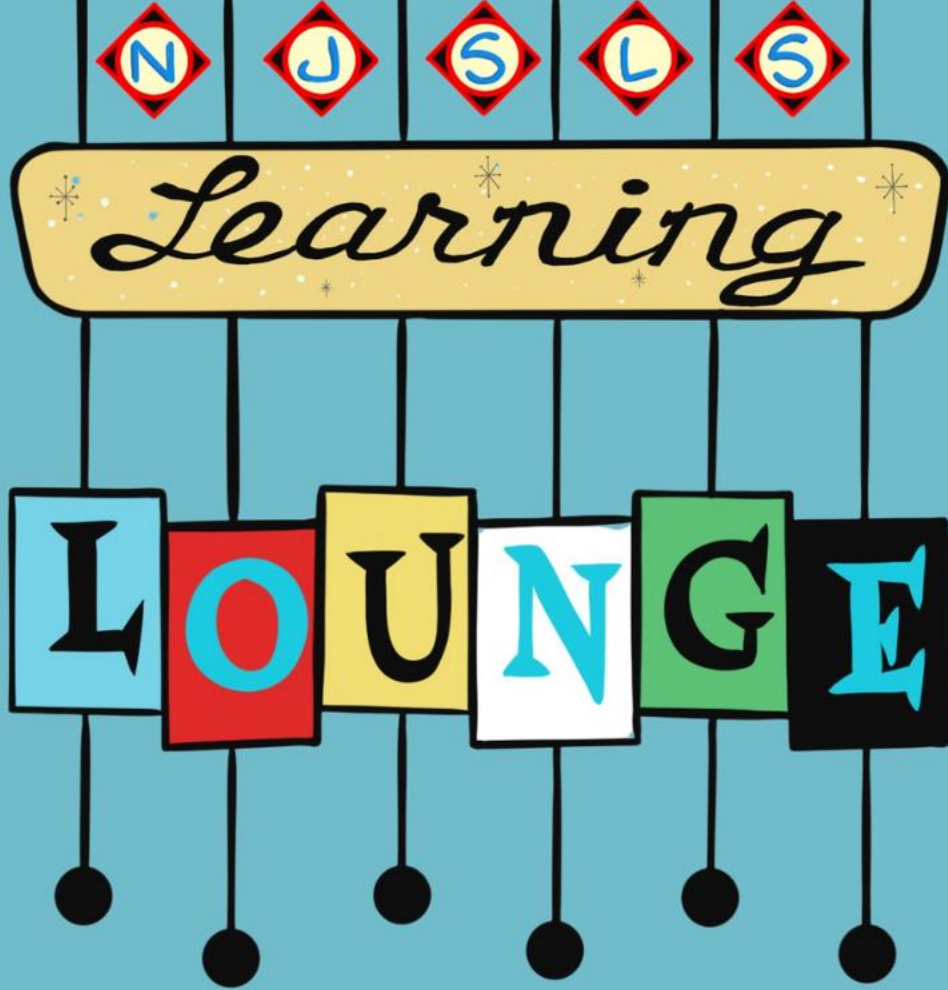


As we wait for our
Learning Lounge to begin,
please use the chat to share the
subject you teach, the grade
level(s), and what brings you
joy in your current teaching
assignment.

Division of Teaching and Learning
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Office of Standards





More Than Just a Month:

Integrating
*Asian American and
Pacific Islander
Histories*
into the K-12 Social
Studies Curriculum

**Division of Teaching and Learning
Services**

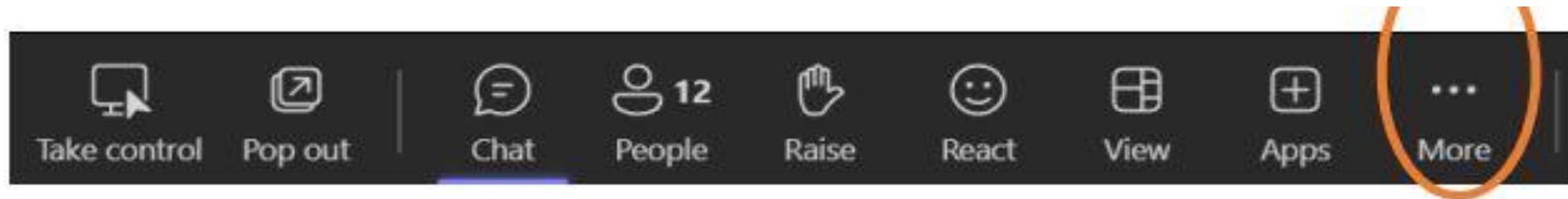
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To turn on live captions:



- Once you enter a Teams meeting or webinar, at the top of your screen, find the three dots with “more” written underneath.



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On today's Learning Lounge...



- Ashley Woolsey-Greene (she/her), Social Studies coordinator, Office of Standards.
- Sulynn Miao (she/her), Curriculum and Program Manager, AAPI New Jersey.



Purpose of today's Learning Lounge



- Discuss legislation and standards that call for the inclusion of AAPI history instruction in K-12 social studies.
- Present a historical overview of AAPI American history and the presence of AAPI communities in New Jersey.
- Provide culturally responsive instructional strategies and resources.



[N.J.S.A C18A:35-4.44](#): Instruction on Asian Americans and Pacific Islanders in public schools

- Requires instruction on the history and contributions of AAPI in an appropriate place in K-12 social studies curriculum, beginning in 2022-2023
- Boards of Education shall adopt inclusive instructional materials that portray the cultural and economic diversity of Asian Americans and Pacific Islanders



Asian Americans and Pacific Islanders (AAPI)



The history and contributions of Asian American and Pacific Islanders encompass communities and individuals having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, Hawaii, or the Pacific Islands comprised of over 50 ethnic groups in more than 40 countries.



By End of Grade 2



- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments, and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.





By End of Grade 5



- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.





By End of Grade 8



- 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.



By End of Grade 12



- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian). (1801–1861)
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration. (1801–1861)
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities. (1929–1945)
- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. (1929–1945)
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals.

Asian American and Pacific Islander A Brief History

Sulynn Miao





Inclusive US History Instruction



- Present AAPI history as fundamental to American history, highlighting early Asian immigration waves, contributions to nation-building (transcontinental railroad, agriculture), and continuous presence since the 1700s.
- Examine intersectional AAPI experiences including LGBTQ+ (George Takei), disability rights (Haben Girma), multiracial identities (Kamala Harris), and socioeconomic backgrounds.
- Document AAPI achievements in social movements (Yuri Kochiyama), science (Chien-Shiung Wu), arts (Yo-Yo Ma), and politics (Mazie Hirono) while acknowledging systemic barriers overcome.
- Examine key AAPI civil rights movements including Filipino farmworker organizing, Japanese American redress movement, Vincent Chin case, and contemporary Asian American activism against hate crimes and discrimination.





Inclusive US History Instruction



- Analyze AAPI experiences through major historical events (Chinese Exclusion Act, Japanese American incarceration, Vietnam War refugee crisis, post-1965 immigration) from diverse perspectives.
- Highlight AAPI cultural contributions spanning literature (Amy Tan, Ocean Vuong), arts (Maya Lin, Isamu Noguchi), entertainment (Bruce Lee, Ali Wong), science (Steven Chu, Flossie Wong-Staal), and business leadership.
- Counter stereotypes by teaching about AAPI military service (442nd Regiment, Korean/Vietnam War veterans), political leadership (Patsy Mink, Dalip Singh Saund), and ongoing civic engagement across American society.



Respectful and Culturally Responsive Instruction



- Use respectful, current terminology (e.g., Asian American and Pacific Islander vs. Oriental) and specific ethnic/national identifiers when appropriate.
- Recognize the vast diversity within AAPI communities, spanning East, South, Southeast Asian and Pacific Islander backgrounds, immigration histories, languages, religions, and cultural practices.
- Center AAPI voices through primary sources and contemporary perspectives.
- Challenge monolithic stereotypes like “model minority” myth and assumptions about language, profession, or cultural values.
- Connect historical events to ongoing issues facing AAPI communities.
- Move beyond textbook narratives and heritage month limitations.
- Integrate AAPI history as fundamental to American history, not just cultural celebrations.
- Support AAPI students in sharing their experiences while not placing burden of representation on them.



Resources Supporting AAPI Education



- ❖ [PBS Asian Americans](#)
- ❖ [Smithsonian Asian Pacific American Center](#)
- ❖ [Teach Asian American Stories](#)
- ❖ [Teaching with Historic Places - Asian American and Pacific Islander History](#)
- ❖ [The Asian American Education Project](#)



Conclusion



- Start with the standards.
- Learn together.
- AAPI history is US history.
- Acknowledge the contributions, challenges, triumphs and diverse experiences of Asian Americans and Pacific Islanders.



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Thank You!



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