



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
Services

Office of Standards





**More Than Just a
Month:**

**Integrating
*Hispanic-Latino/a/x
American History*
into the K-12 Social
Studies Curriculum**

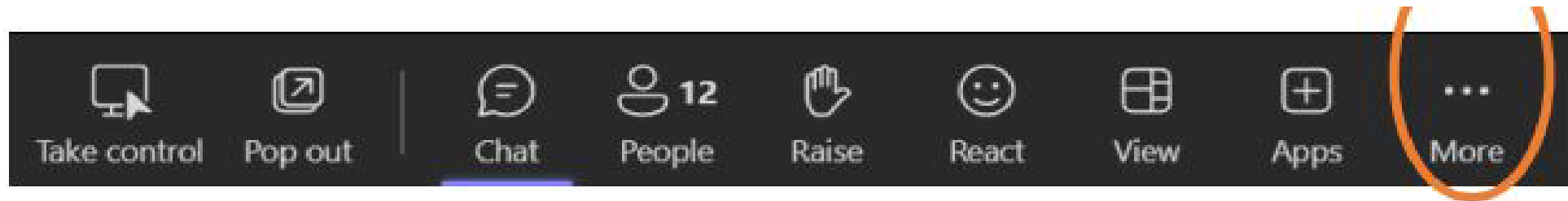
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To turn on live captions:



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



- Go to “Language and Speech” and click on “Turn on live captions”.



On today's Learning Lounge...



- Ashley Woolsey-Greene (she/her), Social Studies coordinator, Office of Standards.
- Dr. Rosina Lozano, Associate Professor, Princeton University.





Purpose of today's Learning Lounge



- Present legislation and standards that call for the integration of Hispanic-Latinx American history in K-12 social studies instruction.
- Offer a brief introduction to the history of Hispanic and Latino Americans in the United States.
- Share strategies for inclusive and respectful instruction.
- Provide vetted instructional resources.



Diversity & Inclusion Legislation



18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.



2020 New Jersey Student Learning Standards for Social Studies Connections





2020 NJSL-SS: Grades K-2



- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.GeoGI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 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.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.



2020 NJSLS-SS: Grades 3-5



- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 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.





2020 NJSLS-SS: Grades 6-8



- 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
- 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
- 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
- 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.





2020 NJSLS-SS: Grades 9-12



- 6.1.12.HistoryCC.6.b: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power. (Spanish-American War)
- 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources). (Panama Canal)
- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).



2020 NJSLS-SS: Grades 9-12 cont.

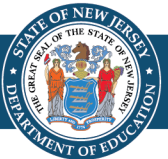


- 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 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.

Hispanic and Latino/a/x American History A Brief Introduction



Instructional Strategies for Diversifying the Historical Narrative



Discussion

Thinking of your instruction and curriculum, what historical narrative shapes your teaching? Is it the dominant narrative, or is it compilation of diverse perspectives?



Inclusive US History Instruction



- Highlight the diversity within communities, including different national origins, cultures, and experiences.
- Explore the intersectionality of individuals with other identities.
- Acknowledge the problems with generalizing or stereotyping people.
- Celebrate the achievements and resilience of communities as part of the shaping of American society and culture.
- Avoid using outdated or offensive terminology.
- Present primary sources to incorporate diverse resources and perspectives; don't rely solely on textbooks.
- Connect historical events to current issues and ongoing movements.





Respectful and Culturally Responsive Instruction



- Use inclusive terminology and explain the differences between terms like Hispanic, Latino/a, Latinx, and specific national identities.
- Discuss the varied experiences of Hispanic-Latinx people in different regions of the United States.
- Include age-appropriate discussions about racism, discrimination and stereotypes faced by Hispanic-Latinx people.
- Avoid presenting Hispanic-Latinx cultures as static; emphasize their dynamic nature and evolution.
- Address immigration history and policies, including both challenges and contributions of immigrants.
- Approach difficult topics like colonization, discrimination, or border issues with sensitivity, but don't avoid them.
- Don't assume all students of Hispanic-Latinx heritage have the same level of cultural knowledge or experiences.



Instructional Resources



- [American Latino Heritage Theme Study](#)
- [EDSITEment! Hispanic and Latino Heritage and History in the United States](#)
- [Latino Cultures in the US](#)
- [Latino Patriots in American Military History](#)
- [Latino Oral History Collection \(NJ Hispanic Research & Information Center\)](#)
- [PBS Latino Americans Timeline](#)
- [Smithsonian Hispanic Heritage Month](#)

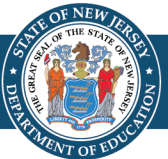




Conclusion



- Start with the standards.
- Learn together.
- Hispanic-Latinx American history is US history.
- Acknowledge the contributions, challenges, triumphs and diverse experiences of Hispanic and Latino Americans in shaping America.





Q & A

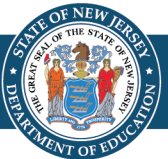




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Thank You!



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