

READINGTON PUBLIC SCHOOL DISTRICT

1st Grade Social Studies 2026

Authored by:

Rachel Tomson
Krista Gras
Kristi Dauernheim

Reviewed by:

Dr. Stacey Brown, Supervisor of Humanities
Dr. Jonathan Hart, Superintendent of Schools

Approval Date:

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Members of the Board of Education:

David Rizza, President
Ellen DePinto, Vice-President
Pamela Cassidy
Elizabeth Fiore
Paulo Lopes
Michele Mencer
Richard Pieros
Linda Rad
Justina Ryan

Readington Township Public Schools
52 Readington Road, Whitehouse Station, NJ 08889
www.readington.k12.nj.us

I. PURPOSE AND OVERVIEW

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum's foundation is an inquiry-based learning model that prepares students to produce and critically consume information in our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM

All students receive social studies instruction from Kindergarten through Grade 8. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on a deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

III. GOALS

This curriculum is linked to the 2020 New Jersey Student Learning Standards for Social Studies. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts, and Core Ideas, and Practices outlined in this document.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, investigations and the resulting projects taking informed action, and analysis of primary sources, charts, and diagrams. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. PACING GUIDE

Units	Key Topics
Unit 1 Our Special Location September to November	• Location, natural features, and climate shape daily life • Goods and services are produced to address community needs and wants • Community interdependence • Showing pride and caring for the community • What makes a location special

Unit 2 Families Near and Far December to Mid-March	• Family can take many forms • There are various roles and responsibilities that contribute to a family structure • What makes a family unique
Unit 3 Civic Engagement Mid-March to June	• Engaging in civic life • Civic participation • Rights, responsibilities, fairness, rules, and laws • Working together for the good of a community

VI. UNITS OF STUDY

1st Grade: Unit 1 Our Special Location	
Desired Results	
Standards: 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols) and purposes (wayfinding, thematic). 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought). 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. 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.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries. 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	
Understandings: • The location, natural features, and climate shape daily life, and available goods and services are produced to address community needs and wants. • Many people we interact with every day work together to build and sustain the community.	Essential Questions: • How can we show others where we are? • How does the environment shape life here? • How does our community meet our needs and wants? • How do people make our community special?

People come together to show pride and care for the community.	
<i>Students will be able to...</i> Module 1: - Identify characteristics of their special location - Recognize key vocabulary for the unit, with support Module 2: - Recognize that maps can be used to locate and identify places - Locate, describe, and represent the community as part of a larger region (ex. community < state < country) - Create and use map symbols, including cardinal directions - Identify various map types and purposes - Read and construct simple maps Module 3: - Identify, describe, and represent landforms and bodies of water - Describe the climate of various regions, including their own - Explain how places, including their own location, are distinctive because of their physical characteristics - Draw reasoned conclusions about how the environment shapes daily life - Create representations of the local environment Module 4: - Describe characteristics of urban, suburban, and rural communities - Distinguish how goods and services help people meet their needs and wants - Identify local goods and services and those that are produced elsewhere - Describe why people in one region trade goods and services with people in other regions - Identify and represent ways that needs and wants are met in their own community Module 5: - Explain various ways that people participate in and contribute to their communities - Draw a conclusion about a contribution they make to their community - Give examples to identify how actions, relationships, and roles contribute to community culture - Make an evidence-based claim about how people make their location special	
Learning Activities	
Module 1: - Hook Activity: Noticing Our Special Location - Generating Investigation Questions Module 2: - Mapping Our Location - Reading Map Symbols - Creating a Treasure Map - All Kinds of Maps - Reflecting on Our Location Module 3: - Our Environment - Identifying Natural Features - How Climate Shapes Ways of Life - Reflecting on Environment and Daily Life - Focus on historical data and how it influenced our local community - Partner Critique Module 4: - Community Needs and Wants - Goods and Services in My Community - Types of Communities: Urban, Suburban, Rural	

• Goods Near and Far • Reflecting on Community Needs and Wants Module 5: • Communities at Work • Representing Community in Symbols ◦ Discuss regional folk heroes, stories, and/or songs that influenced the culture of our community (LHH) • Synthesizing Findings and Drawing Conclusions	
Interdisciplinary Connections	
Language: SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Activity: Brainstorm various ways that their community is set up to provide for community needs and wants, including its important places, its goods and services, and how it is organized. Science: 1-PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. Activities: Climate Change Global Citizen - C3 Teachers Describe three traits of a good citizen. (Fulfilled through NJ Commission on Climate Change) Why Should I Be a Global Citizen? C3 Teachers NASA Climate Kids	
Career Readiness, Life Literacies, and Key Skills	
Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). Activity: After watching videos on climate change, explain how students' actions as good citizens can impact our climate. 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits. Activity: After watching "Community Helpers" BrainPopJr, students will make a list of the different types of jobs that there are in their communities. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. Activity: After reading <i>Everybody Bakes Bread</i> by Norah Dooley, students will discuss key details in the story that reflect the richness of diversity. Students then represent and share an example of a time they tried something new in their community to deepen their understanding of the value of diversity. (LHH)	
Computer Science and Design Thinking	
8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. Activity: Discuss how internet access affects our community by connecting people across communities. Zoom with a different class and ask questions about their community. Compare and contrast how both communities are special or connect with a community helper via Zoom/Google Meet and interview them about how they use the internet to connect with others and help the community in their various roles.	
Assessment Evidence	
Formative:	Benchmark: Inquiry Product Rubric

- Review “Special Location” handouts and observe the class to gauge their general entry point to key concepts and skills, including an understanding of features and characteristics of their special location; look for: - Prior knowledge about their special location - Begin to apply new vocabulary terms in the correct context - Draft Postcard Template handouts - Part 1 of Community Symbols handouts Summative: - Where Are We? Handouts - Finalized Postcard Template handouts - Reflecting on Community Needs and Wants handouts - Part 2 of Community Symbols handouts - Module 2 Observations teacher worksheet - Module 3 Observations teacher worksheet - Module 4 Observations teacher worksheet - Module 5 Observations teacher worksheet - Unit project	Student Participation Assessment Alternative: - Teacher observation - Oral reporting of formative assessments
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Resources

Core Materials:

- Most updated version of InquirED Inquiry Journeys Grade 1

Supplemental Materials:

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- Technology:
 - Chromebooks
 - Your City or Town Way Back in Time*** – This [interactive map](#) by Meilan Solly in *Smithsonian Magazine* allows you to view the status of your geographic location at intervals over the last 750 million years.
 - [Community Helpers](#)
 - [Global Citizen - C3 Teachers](#)
 - [Why Should I Be a Global Citizen? | C3 Teachers](#)
 - [NASA Climate Kids](#)

1st Grade: Unit 2 Families Near and Far

Desired Results

Standards: 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. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). 6.1.2.EconET.1: Explain the difference between needs and wants. 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. 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.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	
Understandings: • A family can take many forms; there's no single definition. • Various roles and responsibilities contribute to a family structure. • Every family is unique and should be appreciated for its differences and similarities.	Essential Questions: • How are families similar and different? • Why are traditions important? • How can family members take care of one another? • How does our diversity strengthen our community?
<i>Students will be able to...</i> Module 1: • Compare and contrast perspectives • Generate meaningful questions about families • Differentiate between closed-ended and open-ended questions Module 2: • Describe how families are similar and different • Represent their own family in words and images • Recognize and appreciate that there are many different ways to be a family Module 3: • Identify and describe traditions • Analyze evidence from multiple sources • Describe and reflect on their own family traditions • Explain how family traditions can help us understand and stay connected to our families, cultures, and communities Module 4: • Identify the different roles and responsibilities people may have in a family • Recognize the difference between needs and wants • Describe how family members meet one another's needs and wants Module 5: • Explain how differences are valuable • Explain how people can respond to differences (by causing conflict or welcoming new and positive experiences) • Identify challenges and opportunities for action	
Learning Activities	
Module 1: • Hook: Unique Individuals, Unique Families • Generating Investigation Questions Module 2: • Exploring Family Structures	

- Comparing and Contrasting Families
 - Read Aloud: *And Tango Makes Three* by Justin Richardson
- Families Are Unique
- My Family Is Special
 - Students will create a Class Quilt Unit-Long Display, which will build a visual representation of the diversity and uniqueness of families. Optional read-alouds: *The Arabic Quilt* by Aya Khalil, [Alma and How She Got Her Name](#) by Juana Martinez-Neal. (Diversity/Inclusion, LHH)

Module 3:

- Special Items and Traditions
 - Activity - [Binny's Diwali](#) (AAPI)
- Holiday Traditions
- Food Traditions
- Identifying Traditions
- Reflecting on Our Own Traditions

Module 4:

- Defining Family Needs and Wants
- Exploring Roles and Responsibilities
- Family Roles Changing Over Time
- Helping Out at Home
- Comic Strip Partner Critique

Module 5:

- Defining Diversity
- How Differences Enrich a Community (LHH)
- Responding to Differences (Holocaust)
 - After reading “The Berenstain Bears New Neighbors” by Stan and Jan Berenstain, students will discuss “Why did Papa Bear make a fuss at the difference of the new family?” and “How does Papa Bear overcome his prejudice?”
- Working Together
- Reflecting on Family Findings

Interdisciplinary Connections

Writing: W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. Activity: Students will listen to the book [The Day You Begin](#) by Jacqueline Woodson. Students will create a Google Slide with images that represent them and their world. (LHH)

Mathematics: 1.G.A.1 Reason with shapes and their attributes. 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. Activity: Students begin the module with an exploration of the concept of diversity. Groups work together to create two different images: one that is made up of just one type of shape and one that is made up of several different shapes. Then, they read and discuss the book *All Are Welcome* by Alexandra Penfold to explore how diversity can strengthen a community.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Model integrity, ethical leadership and effective management. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). Activity: Read the book *All Are Welcome* by Alexandra Penfold to explore how diversity can strengthen a community. Discuss how students can be an important part of their community.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits. Activity: Comic Strip (Module 4: Lesson 4)(LHH) 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives: 9.4.2.CI.2: Demonstrate originality and inventiveness in work. Activity: Students will participate in a game of <i>Where the Wild Wind Blows</i>. Unit 2, Module 1.	
Computer Science and Design Thinking	
CI: Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process. Activity: Students will create a chronological sequence of events as they create their comic strip in Module 4, Lesson 4.	
Assessment Evidence	
Formative: - Observe the class and gauge their general entry point to key concepts and skills; look for: - Understanding of the concept of family - Recognition that all families are different and special - Draft Comic Strips Summative: - My Family Is Special Quilt Squares - Final Comic Strips - Appreciating Differences handouts - Module 2 Observations teacher worksheet - Module 3 Observations teacher worksheet - Module 4 Observations teacher worksheet - Module 5 Observations" teacher worksheet - Unit project	Benchmark: Inquiry Product Rubric Student Participation Assessment Alternative: - Teacher observation - Oral reporting of formative assessments
Resources	
Core Materials: - Most updated version of InquirED Inquiry Journeys Grade 1 Supplemental Materials: - Read Aloud: <i>Binny's Diwali</i> by Thrity Umrigar Binny's Diwali Lesson Plan - Read Aloud: "The Berenstain Bears New Neighbors" by Stan and Jan Berenstain - Subject-specific leveled texts are available in school book rooms and classroom libraries Diversity, Equity & Inclusion Educational Resources - Technology - Chromebooks Family - C3 Teachers	

**1st Grade: Unit 3
Civic Engagement**

Desired Results

Standards:

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPI.6: Explain what government is and its function.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

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.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

Understandings:

- There are different forms of civic participation.
- Civic engagement is connected to rights, responsibilities, fairness, rules, and laws.
- Everyone can work together for the good of their community.

Essential Questions:

- How do rights and responsibilities shape our roles in a community?
- How do citizens in a community make informed choices?
- How can people stand up for fairness?
- How do people work for change in their communities?

Students will be able to...

Module 1:

- Explore the concept of citizenship
- Explore the rights and responsibilities of all citizens
- Determine what our responsibilities are to ourselves, each other, and the wider community

Module 2:

- Explain the purpose and function of rules and laws
- Describe rights and responsibilities we have as citizens of our community
- Describe different leadership roles and responsibilities
- Explain connections between key concepts and vocabulary (fairness, rights, responsibilities, rules, laws, leadership)

Module 3:

- Explain the difference between fact and opinion
- Use facts to support an opinion

- Demonstrate respect for the rights and opinions of others in discussions, and agree or disagree respectfully
- Explain fair ways to make informed choices for the good of the community

Module 4:

- Use historical case studies to investigate how people worked to change unfair rules and laws
- Reflect on historical examples to identify ways they can stand up for fairness themselves -
- Describe themselves as champions for change in words and images

Module 5:

- Recognize how all people play an important role in their community
- Use case studies to analyze community challenges, strategies for action, and outcomes
- Reflect on findings about how citizens can work together for the common good
- Generate ideas about ways to address challenges and opportunities in their community

Module 6:

- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

Learning Activities

Module 1:

- Hook: What a Citizen Can Do
- Generating Investigation Questions

Module 2:

- Rules and Laws
- Determining Fairness
- Exploring Leadership Roles
- Reflecting on Key Concepts

Module 3:

- Sharing Our Ideas and Opinions
- Making Informed Decisions
- Determining What Information Is Valuable
- Practice with Respectful Discourse
- Reflecting on Making Fair and Informed Choices

Module 4:

- Standing Up Against Unfair Rules (Part 1 of 2)
 - *Read Aloud: 28 Days: Moments in Black History that Changed the World* by Charles Smith (Amistad)
- Standing Up Against Unfair Rules (Part 2 of 2)
- Champion for Change
- Partner Critique

Module 5:

- Taking Action for Change
- Case Study: Passing of the Americans with Disabilities Act
- Synthesizing Findings and Drawing Conclusions
- Constructing the Inquiry Challenge Statement

Module 6: The teacher and students from each classroom will select their inquiry product from the ideas provided in the Inquiry Product section of the Unit Dashboard

- Brainstorm: Comparing Models to Develop Success Criteria
- Brainstorm: Team Norms
- Brainstorm: Generating Ideas for the Work

• Prototype: Outlining the Written Work • Improve: Critiquing Rough Drafts • Improve: Developing the Work • Reflect: Revisiting the Inquiry Challenge	
Interdisciplinary Connections	
The Arts: 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose. Activity: After listening to the song “A Better Place” by Playing for Change Band, students will discuss various citizenship prompts with a partner. (Module 1, Lesson) ELA: L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. Activity: Students will be introduced to the vocabulary words citizen, citizenship, rights, and responsibilities and will use them appropriately in a sentence.	
Career Readiness, Life Literacies, and Key Skills	
Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). 9.4.2.TL.5: Describe the difference between real and virtual experiences. Activity: Students will brainstorm and discuss ideas for business that could support positive community change. 9.2.2.CAP3: Define entrepreneurship and social entrepreneurship. Activity: Students will brainstorm and discuss ideas for business that could support positive community change. 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Activity: Students inspire others by creating a graphic novel that showcases champions for change. They conduct further research about champions for change, perhaps on ones in their community, then create a graphic novel to tell the story of who they are, how they identified the challenge or opportunity, the action they took, and the outcome. (Unit Inquiry Project)	
Computer Science and Design Thinking	
8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. Activity: Students will discuss the different ways that the internet can be a platform for change.	
Assessment Evidence	
Formative: • Observe the class and gauge their general entry point to key concepts and skills; look for: ◦ Gives examples of rights and responsibilities that we have as citizens • Parts 1 of Making Fair and Informed Choices handouts • Draft Champion for Change handouts Summative: • Rights and Responsibilities handouts • Parts 2 and 3 of Making Fair and Informed Choices handouts	Benchmark: Inquiry Product Rubric Student Participation Assessment Alternative: • Teacher observation • Oral reporting of formative assessments

• Finalized Champion for Change handouts • Stand Up for My Community handouts • Module 2 Observations teacher worksheet • Module 3 Observations teacher worksheet • Module 4 Observations teacher worksheet • Module 5 Observations" teacher worksheet • Unit project	
Resources	
Core Materials: • Most updated version of InquirED Inquiry Journeys Grade 1 Supplemental Materials: • Read Aloud: <i>28 Days: Moments in Black History that Changed the World</i> by Charles Smith • Subject-specific leveled texts are available in school book rooms and classroom libraries • Technology: ◦ Chromebooks ◦ “A Better Place” Song	

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

The Amistad Curriculum requirements in New Jersey (A1301) mandate that all public schools infuse the history of Africans and African Americans into K-12 social studies, world history, and other subject areas to provide a complete, accurate, and inclusive narrative of America. This law focuses on highlighting accomplishments and experiences across all academic areas.

Holocaust Law N.J.S.A. 18A:35-28: Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

New Jersey's curriculum legislation (P.L. 2021, c.416/S4021) mandates that all public schools integrate Asian American and Pacific Islander (AAPI) history and contributions into their curriculum for kindergarten through grade 12.

The Act concerning instruction on Latinos and Hispanics in public schools (A3871) requires school districts to provide instruction on the history and contributions of Latino and Hispanic Americans in grades K-12 as part of the implementation of the New Jersey Student Learning Standards.