

**Califon Public School  
Curriculum**



|                                 |                             |                            |                                                |
|---------------------------------|-----------------------------|----------------------------|------------------------------------------------|
| <b>Subject:</b><br><b>LGTBQ</b> | <b>Grade:</b><br><b>6th</b> | <b>Unit #:</b><br><b>1</b> | <b>Pacing:</b><br><b>Integrated Throughout</b> |
|---------------------------------|-----------------------------|----------------------------|------------------------------------------------|

**Unit Title: Political & Economic Contributions**

**OVERVIEW OF UNIT:**

This unit shall include instruction on the political and economic contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum.

**Big Ideas**

- Political contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people
- Economic contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people

**Essential Questions**

- What are the political contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people?
- What are the economic contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people?

**Objectives**

- Students will be able to identify the political contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.
- Students will be able to identify the economic contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

**Assessment**

**Formative Assessment:**

- observation
- self-reflections
- teacher-student conferences

**Summative Assessment:**

- online quizzes & tests
- projects

**Benchmark:**

- Unit Pre-Test

**Alternative:**

- performance tasks
- projects

**Key Vocabulary**

- Gender identity
- Gender expression
- Assigned Sex at Birth (ASAB)

- Gender Assigned at Birth
- Sexual Orientation
- Transgender
- Transition
- LGBTQ
- Gender Expansive/Gender Diverse/Gender Fluid/Gender Non-Binary/Agender/Gender
- Queer
- Cisgender

### Resources & Materials

- GLSEN - <https://www.glsen.org/>
- HRC - <https://www.hrc.org/>
- Teaching Tolerance - <https://www.tolerance.org/>
- Garden State Equality - <https://www.gardenstateequality.org/>

### Technology Infusion

#### Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

#### Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

#### Activities:

- LGTBQ History Timeline - In this lesson, students learn about important leaders and events throughout LGBTQ American history. They hear stories about Francis Bacon, a noted gay man who coined the term “masculine love”(1623), brilliant trans women of color, Marsha P. Johnson and Sylvia Rivera, who led the revolution at Stonewall (1969), and when Audre Lorde, a critically acclaimed novelist, poet, and fierce civil rights activist is named as the state poet of New York (1991). Students are each given a History Card with an important event from LGBTQ history and are asked to guess their place in chronological order. This activity allows for the sharing of these often untold stories and also facilitates a much-needed discussion about the erasure of LGBTQ history in what is considered American history, and the value of critical thinking in history classes. After examining the LGBTQ visibility (or invisibility) in their current history curriculum or textbooks, students proactively create newspaper articles using Google Apps to highlight the stories of LGBTQ leaders and bring them into the classroom. <https://www.glsen.org/activity/lgbtq-history-timeline-lesson>

| Standard   | Standard Description                                                                                      |
|------------|-----------------------------------------------------------------------------------------------------------|
| 8.1.8.AA.2 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |

### Interdisciplinary Integration

#### Activities:

- LGTBQ History Timeline - In this lesson, students learn about important leaders and events throughout LGBTQ American history. They hear stories about Francis Bacon, a noted gay man who coined the term “masculine love”(1623), brilliant trans women of color, Marsha P. Johnson and Sylvia Rivera, who led the revolution at Stonewall (1969), and when Audre Lorde, a critically acclaimed novelist, poet, and fierce civil rights activist is named as the state poet of New York (1991). Students are each given a History Card with an important event from LGBTQ history and are asked to guess their place in chronological order. This activity allows for the sharing of these often untold stories and also facilitates a much-needed discussion about the erasure of LGBTQ history in what is considered American history, and the value of critical thinking in history classes. After examining the LGBTQ visibility (or invisibility) in their current history curriculum or textbooks, students proactively create newspaper articles using Google Apps to highlight the stories of LGBTQ leaders and bring them into the classroom. <https://www.glsen.org/activity/lgbtq-history-timeline-lesson>

#### Resources:

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- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard              | Standard Description                                                                                                          |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------|
| NJSLS-ELA<br>W.WR.6.5 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- Challenging Assumptions - This lesson provides students an opportunity to experience what it’s like to be labeled in a negative way, and as a result, develop empathy for those whom others label, even though those labels don’t fit. <https://www.glsen.org/activity/challenging-assumptions>

| Standard    | Student Learning Objectives                                                                                |
|-------------|------------------------------------------------------------------------------------------------------------|
| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |

| Careers                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Activities:</b> <ul style="list-style-type: none"> <li>LGBTQ Supreme Court Case - Read and discuss articles related to the Supreme Court decision in regards to LGBTQ job discrimination. Then students will role-play scenarios from work situations to show how to make all feel more included in the work environment.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Practice                                                                                                                                                                                                                                                                                                                                | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Act as a responsible and contributing community members and employee.                                                                                                                                                                                                                                                                   | Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good                                                                           |
| Model integrity, ethical leadership and effective management.                                                                                                                                                                                                                                                                           | Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.                                                            |
| Plan education and career paths aligned to personal goals.                                                                                                                                                                                                                                                                              | Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. |

| Differentiation                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students with 504 plans                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>Preferential seating</li> <li>Guided notes</li> <li>Extra time</li> <li>Teacher check-ins</li> <li>Use graphic organizers</li> <li>Redirect attention</li> <li>Prioritize tasks</li> <li>Small group testing</li> <li>Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul> |

**Special Education**

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

**Response to Intervention (RTI)**

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

**English Language Learners (ELL)**

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

**Enrichment**

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

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| <b>Subject:</b><br><b>LGBTQ</b> | <b>Grade:</b><br><b>6th</b> | <b>Unit #:</b><br><b>2</b> | <b>Pacing:</b><br><b>Integrated Throughout</b> |
|---------------------------------|-----------------------------|----------------------------|------------------------------------------------|

**Unit Title: Social Contributions**

**OVERVIEW OF UNIT:**

This unit shall include instruction on the social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum.

**Big Ideas**

- Social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people
- Develop empathy for those whom others label

**Essential Questions**

- What are the social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people?
- How can we develop empathy for those whom others label?

**Objectives**

- Students will be able to identify the social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.
- Students will be able to identify ways to develop empathy for those whom others label.

**Assessment**

**Formative Assessment:**

- observation
- self-reflections
- teacher-student conferences

**Summative Assessment:**

- online quizzes & tests
- projects

**Benchmark:**

- Unit Pre-Test

**Alternative:**

- performance tasks
- projects

**Key Vocabulary**

- Gender identity
- Gender expression
- Assigned Sex at Birth (ASAB)
- Gender Assigned at Birth
- Sexual Orientation

- Transgender
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### Technology Infusion

#### Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

#### Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

#### Activities:

- School Climate Survey - Students will utilize online tools to survey the school population and analyze the data to determine what the school climate is like for the students. The students will then create informational posters using graphs to display the data and share the experiences of the LGBTQ students. <https://www.glsen.org/research/school-climate-survey>

| Standard   | Standard Description                                                                                      |
|------------|-----------------------------------------------------------------------------------------------------------|
| 8.1.8.AA.2 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |

### Interdisciplinary Integration

#### Activities:

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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description                                                                                                                                                                                                                                                                                                                   |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.SP.A.1 | Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages. |
| 6.SP.A.2 | Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.                                                                                                                                                                            |

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- Identity Lesson - In this lesson, students will explore their own identities and personal experiences with race, culture, ability, family structure, religion or spirituality, and gender identity and expression. After individual reflection and group discussion, students will create their own identity flowers, filling each petal with words, adjectives, and/or identity terms that describe them.  
<https://www.glsen.org/activity/identity-lesson-grades-3-5>

| Standard    | Student Learning Objectives                                                                                |
|-------------|------------------------------------------------------------------------------------------------------------|
| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |

### Careers

#### Activities:

- Identity Lesson - In this lesson, students will explore their own identities and personal experiences with race, culture, ability, family structure, religion or spirituality, and gender identity and expression. After individual reflection and group discussion, students will create their own identity flowers, filling each petal with words, adjectives, and/or identity terms that describe them.  
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| Practice                                                              | Description                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Consider the environmental, social and economic impacts of decisions. | Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their |

|  |                                                                                                                      |
|--|----------------------------------------------------------------------------------------------------------------------|
|  | work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
|--|----------------------------------------------------------------------------------------------------------------------|

### Differentiation

#### Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

#### Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

#### Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

#### English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

#### Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts

- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
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**Califon Public School  
Curriculum**



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|---------------------------------|-----------------------------|----------------------------|------------------------------------------------|
| <b>Subject:</b><br><b>LGBTQ</b> | <b>Grade:</b><br><b>8th</b> | <b>Unit #:</b><br><b>3</b> | <b>Pacing:</b><br><b>Integrated Throughout</b> |
|---------------------------------|-----------------------------|----------------------------|------------------------------------------------|

**Unit Title: LGBTQ History, including events & pioneers**

**OVERVIEW OF UNIT:**

This unit shall include instruction on important LGBTQ historical events and about towering figures like two of New Jersey's own: Babs Siperstein, a transgender equality pioneer, and Marsha P. Johnson, who ignited the Stonewall Riots. Students will also learn about Harvey Milk, one of the first openly gay elected officials in America, and Bayard Rustin, Martin Luther King's closest adviser who organized the March on Washington - and many more.

**Big Ideas**

- Historical events
- Turning points in history
- Pioneers

**Essential Questions**

- How were LGBTQ people involved in important parts of American history?
- What events helped pave the way for LGBTQ people to have equal rights?
- Who were some of the pioneers leading the way in the struggle for equal rights for LGBTQ people?

**Objectives**

- Students will be able to explain how LGBTQ people were involved in important parts of American history.
- Students will be able to identify specific events that helped pave the way for equal rights for LGBTQ people.
- Students will be able to identify pioneers in the struggle for equal rights for the LGBTQ community.

**Assessment**

**Formative Assessment:**

- observation
- self-reflections
- teacher-student conferences

**Benchmark:**

- Unit Pre-Test

**Summative Assessment:**

- online quizzes & tests
- projects

**Alternative:**

- performance tasks
- projects

### Key Vocabulary

- Gender identity
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### Technology Infusion

#### Teacher Technology:

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#### Student Technology:

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- Internet Sources
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#### Activities:

- LGTBQ History Timeline - In this lesson, students learn about important leaders and events throughout LGBTQ American history. They will focus on the lavender scare, pink triangles from the Holocaust, Bayard Rustin (who organized the March on Washington with Dr. Martin Luther King), Babs Siperstein, a transgender equality pioneer, Marsha P. Johnson, who ignited the Stonewall Riots, Harvey Milk, one of the first openly gay elected officials in America, and Pete Buttigieg. In addition, they will study the “Don’t Ask, Don’t Tell” military policy, the 2020 Supreme Court workplace discrimination, state laws (including NJ) mandating the inclusion of LGBTQ curriculum in schools. This activity allows for the sharing of these often untold stories and also facilitates a much-needed discussion about the erasure of LGBTQ history in what is considered American history, and the value of critical thinking in history classes. After examining the LGBTQ visibility (or invisibility) in their current history curriculum or textbooks, students proactively create newspaper articles using Google

Apps to highlight the stories of LGBTQ leaders and bring them into the classroom.

<https://www.glsen.org/activity/lgbtq-history-timeline-lesson>

- “Unheard Voices” - This activity has several lesson plans that explore broad themes – such as silence and invisibility, inclusion and exclusion, and name-calling – as well as specific topics related to the interviews, such as marriage equality and gender identity. One or more oral histories are integrated into each lesson plan. <https://www.glsen.org/sites/default/files/UV%20Lessons.pdf>

| Standard   | Standard Description                                                                                      |
|------------|-----------------------------------------------------------------------------------------------------------|
| 8.1.8.AA.2 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |

### Interdisciplinary Integration

#### Activities:

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| Standard              | Standard Description                                                                                                          |
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| Standard | Student Learning Objectives |
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|             |                                                                                                            |
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| Careers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Activities:</b> <ul style="list-style-type: none"> <li>“Unheard Voices” - This activity has several lesson plans that explore broad themes, such as silence and invisibility, inclusion and exclusion, and name-calling, as well as specific topics related to the interviews, such as marriage equality and gender identity. One or more oral histories are integrated into each lesson plan. <a href="https://www.glsen.org/sites/default/files/UV%20Lessons.pdf">https://www.glsen.org/sites/default/files/UV%20Lessons.pdf</a></li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Consider the environmental, social and economic impacts of decisions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| Use technology to enhance productivity increase collaboration and communicate effectively.                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.                                       |

| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with 504 plans</b> <ul style="list-style-type: none"> <li>Preferential seating</li> <li>Guided notes</li> <li>Extra time</li> <li>Teacher check-ins</li> <li>Use graphic organizers</li> <li>Redirect attention</li> <li>Prioritize tasks</li> <li>Small group testing</li> <li>Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul>                                                                                                                              |
| <b>Special Education</b> <ul style="list-style-type: none"> <li>Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>Position the student near a helping peer or have quick access to the teacher</li> <li>Modify or reduce assignments/tasks</li> <li>Reduce the length of the assignment for different modes of delivery</li> <li>Increase one-to-one time</li> <li>Prioritize tasks</li> <li>Use graphic organizers</li> <li>Use online resources for skill-building</li> </ul> |

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- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources