

**Califon Public School  
Curriculum**



<b>Subject:</b> LGBTQ	<b>Grade:</b> 6 <sup>th</sup> Grade	<b>Unit #:</b> 1	<b>Pacing:</b> Integrated throughout
<b>Unit Title: Political &amp; Economic Contributions</b>			

**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.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Political contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people</li> <li>● Economic contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people</li> </ul>	<ul style="list-style-type: none"> <li>● What are the political contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people?</li> <li>● What are the economic contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people?</li> </ul>
<b>Objectives</b>	
<ul style="list-style-type: none"> <li>● Students will be able to identify the political contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.</li> <li>● Students will be able to identify the economic contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.</li> </ul>	
<b>Assessment</b>	
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● observation</li> <li>● self-reflections</li> <li>● teacher-student conferences</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● online quizzes &amp; tests</li> </ul>	

- 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/>

**Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

**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.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

### 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

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**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
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- 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 Education 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
NJLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**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 who others label, even though those labels don’t fit. <https://www.glsen.org/activity/challenging-assumptions>

Standard #	Student Learning Objectives
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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>	
CRP #	Practice
CRP1	Act as a responsible and contributing citizen and employee.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>Provide modifications &amp; accommodations as listed in the student’s IEP</li> <li>Position student near helping peer or have quick access to teacher</li> <li>Modify or reduce assignments/tasks</li> <li>Reduce length of assignment for different mode 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> <li>Provide teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>Provide text-to-speech</li> <li>Use of translation dictionary or software</li> <li>Provide graphic organizers</li> <li>NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>Tiered interventions following RTI framework</li> <li>Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>Process should be modified: higher-order thinking skills, open-ended thinking, discovery</li> <li>Utilize project-based learning for greater depth of knowledge</li> <li>Utilize exploratory connections to higher grade concepts</li> <li>Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations</li> <li>Learning environments should be modified:</li> </ul>

<ul style="list-style-type: none"><li>● Use collaborative grouping strategies such as small groups</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li></ul>			<p>student-centered learning, independence, openness, complexity, groups varied</p> <ul style="list-style-type: none"><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li></ul>
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**Califon Public School  
Curriculum**



<b>Subject:</b> LGBTQ	<b>Grade:</b> 6 <sup>th</sup> Grade	<b>Unit #:</b> 2	<b>Pacing:</b> Integrated throughout
<b>Unit Title: Social Contributions</b>			

**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.**

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>• Social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people</li> <li>• Develop empathy for those who others label</li> </ul>	<ul style="list-style-type: none"> <li>• What are the social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people?</li> <li>• How can we develop empathy for those who others label?</li> </ul>
Objectives	
<ul style="list-style-type: none"> <li>• Students will be able to identify the social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.</li> <li>• Students will be able to identify ways to develop empathy for those who others label.</li> </ul>	
Assessment	
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• observation</li> <li>• self-reflections</li> <li>• teacher-student conferences</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• online quizzes &amp; tests</li> <li>• projects</li> </ul>	

**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
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- Queer
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**Resources & Materials**

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**Technology Infusion****Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

**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.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

### Interdisciplinary Integration

**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>

**Resources:**

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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education 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
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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 which 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
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### 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.

<https://www.glsen.org/activity/identity-lesson-grades-3-5>

CRP #	Practice
CRP4	Communicate clearly and effectively and with reason.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode 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> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher-order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>



## Curriculum

<b>Subject:</b> LGBTQ	<b>Grade:</b> 6 <sup>th</sup> Grade	<b>Unit #:</b> 3	<b>Pacing:</b> Integrated throughout
<b>Unit Title:</b> LGBTQ History including events and 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.**

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>● Historical events</li> <li>● Turning points in history</li> <li>● Pioneers</li> </ul>	<ul style="list-style-type: none"> <li>● How were LGBTQ people involved in important parts of American history?</li> <li>● What events helped paved the way for LGBTQ people to have equal rights?</li> <li>● Who were some of the pioneers leading the way in the struggle for equal rights for LGBTQ people?</li> </ul>
Objectives	
<ul style="list-style-type: none"> <li>● Students will be able to explain how LGBTQ people were involved in important parts of American history.</li> <li>● Students will be able to identify specific events that helped pave the way for equal rights for LGBTQ people.</li> <li>● Students will be able to identify pioneers in the struggle for equal rights for LGBTQ community.</li> </ul>	
Assessment	
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● observation</li> <li>● self-reflections</li> <li>● teacher-student conferences</li> </ul>	

**Summative Assessment:**

- online quizzes & tests
- projects

**Benchmark:**

- Unit Pre-Test

**Alternative:**

- performance tasks
- projects

**Key Vocabulary**

- Gender identity
- Gender expression
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**Technology Infusion****Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

**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 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.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**Interdisciplinary Integration****Activities:**

- “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>

<b>Resources:</b>	
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<b>Standard</b>	<b>Standard Description</b>
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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

<b>Activities:</b>	
<ul style="list-style-type: none"> <li>● 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. <a href="https://www.glsen.org/activity/lgbtq-history-timeline-lesson">https://www.glsen.org/activity/lgbtq-history-timeline-lesson</a></li> </ul>	
<b>Standard #</b>	<b>Student Learning Objectives</b>
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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>	
CRP #	Practice
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>Provide modifications &amp; accommodations as listed in the student’s IEP</li> <li>Position student near helping peer or have quick access to teacher</li> <li>Modify or reduce assignments/tasks</li> <li>Reduce length of assignment for different mode 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> <li>Provide teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>Provide text-to-speech</li> <li>Use of translation dictionary or software</li> <li>Provide graphic organizers</li> <li>NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>Tiered interventions following RTI framework</li> <li>Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>Utilize project-based learning for greater depth of knowledge</li> <li>Utilize exploratory connections to higher grade concepts</li> <li>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>Learning environments should be modified: student-centered learning,</li> </ul>



<ul style="list-style-type: none"><li>● Use collaborative grouping strategies such as small groups</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li></ul>			independence, openness, complexity, groups varied <ul style="list-style-type: none"><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li></ul>
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