



Springfield Public Schools
Springfield, New Jersey 07081

**LGBTQIA+
& People with Disabilities
Grades 9-12**

Curriculum Guide

2026

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved July 27, 2026*

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 21

Introduced By: Mrs. Gamarekian

Seconded By: Vice President Rinaldi

Adopted: July 27, 2026

Curriculum Adoption

To approve the following new and revised curriculum and courses for the 2026-2027 school year:

1. High School Courses

- a. AP Cybersecurity (new course)
- b. AP Business with Personal Finance (new course)
- c. AP Biology
- d. AP Chemistry
- e. AP Physics I
- f. PLTW Robotics and Automation
- g. PLTW Introduction to Engineering Design
- h. PLTW Principles of Engineering
- i. Biology
- j. Biology Honors
- k. Chemistry
- l. Chemistry Honors
- m. Conceptual Physics
- n. Physics
- o. Environmental Science
- p. Forensics
- q. Human Anatomy and Physiology
- r. Oceanography
- s. Science 8
- t. Molecular Biology Research Lab (new course)

2. Middle School Courses

- a. Science 6
- b. Science 7

3. Elementary School Courses

- a. Kindergarten Science
- b. Grade 1 Science
- c. Grade 2 Science

(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 27, 2026 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 28th day of July 2026.

SEAL.



Michelle Calas
School Business Administrator/ Board Secretary



Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Norman Francis- JDHS Principal

Candice Schiano- Supervisor of Humanities

Mandee Bellarosa- Social Studies Teacher

Joseph Pawlica- Social Studies Teacher

Matthew Vandeursen- Social Studies Teacher



Unit Overview Template

Content Area:	Social Studies	Grade Level:	9	Unit Title:	Western Civilizations
Unit Summary: Students will understand and appreciate the struggles and accomplishments of the LGBTQIA and disabled community in various parts of the world.					
Primary Interdisciplinary Connections: ELA					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: This unit will cover the accomplishments and struggles of both the LGBTQIA+ community as well as achievements and struggles of people with disabilities. Nations and governments have had varying reactions and laws regarding behavior of the aforementioned communities.					
Career Readiness (Standard 9): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.					
Career Development:	Students will gain an appreciation for history of and knowledge of laws surrounding people with disabilities as well as the LGBTQIA+ community around the world.				

Learning Targets

Standards:	SOC.6.1.12.HistoryCC.11.d; SOC.6.2.12.CivicsPI.5.a; SOC.6.3.12.CivicsHR.1; SOC.6.3.12.HistoryCA.2; RI.9-10.4; W.AW.9-10.1; SOC.6.2.12.EconGE.6.a; SOC.6.2.12.CivicsHR.5.a; CAEP.9.2.12.C.7; CAEP.9.2.12.C.8; CAEP 9.4.2.CI.1; CAEP 9.4.2.CI.2; CAEP 9.4.2.CI.1; CAEP 9.4.2.CT.2; CAEP 9.4.2.CT.3
Content Statements:	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.12.HistoryCC.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
SOC.6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
SOC.6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.



RI.9-10.4	RI.9-10.4: "Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
W.AW.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
SOC.6.2.12.E conGE.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.6.2.12.Ci vicsHR.5.a	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
CAEP.9.2.12. C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9 .2.12.C. 8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP 9.4.2.CI .1	Demonstrate openness to new ideas and perspectives
CAEP 9.4.2.CI .1	Demonstrate originality and inventiveness in work
CAEP 9.4.2.C T.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, CAEP 8.2.2.ED.3)
CAEP 9.4.2.C T.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit Essential Questions:

- How have laws changed in Europe with respect to LGBTQIA+ rights and rights of people with disabilities?
- What are the achievements of people with disabilities and the LGBTQIA+ population?
- How has the LGBTQIA+ population been discriminated against in various European countries and around the world?

Unit Enduring Understandings:

- Students will analyze the accomplishments of LGBTQIA+ and people with disabilities in Europe.
- Students will discuss the struggles of LGBTQIA+ and people with disabilities in Europe.
- Students will analyze developments in rights of LGBTQIA+ and people with disabilities and compare them with various nations and around the world.

Unit Learning Targets:

Students will analyze and evaluate changes in rights and accomplishments of LGBTQIA+ and people with disabilities in Western Civilizations.



Evidence of Learning

Summative Assessment: Unit Test, 1 Day

Equipment Needed: Laptops, Internet

Teacher Laptops, Internet

Resources:

Formative Assessments:

- Group discussion
- Quiz
- Review Game
- Class debate
- DBQ

Lesson Plans

Lesson	Time Frame
Lesson 1 Alan Turing	5 Days
Lesson 2 20th Century development of LGBTQIA rights in Europe, as well as people with disabilities' rights in Europe	5 Days
Lesson 3 Napoleonic Code and LGBTQIA Rights	4 Days

Teacher Notes:

Lesson 1 on Alan Turing can be either taught with or after the unit on WWII along with the movie The Imitation Game.

The time frame is approximate and is subject to change based on the needs of the students. Modified formative and summative assessments are appropriate for each lesson and are used accordingly, as well as variation of instruction.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

newsela.com

<https://www.khanacademy.org/>

Movie: *Imitation Game*



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Alan Turing WWII Time Frame: 5 Days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Math, Science, ELA

Integration of Technology: Movie, laptops, online textbook

Equipment Needed: Laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the technological advancements of the war - Discuss the achievements of Alan Turing and the group that defeated the German enigma machine - Evaluate the impact of Alan Turing's invention on computer technology - Discuss the British laws on homosexuality that ultimately led to Alan Turing's death	Lesson Sequence - Pre-reading text. Students will pre-read the online book and discuss. Students will have a preliminary idea of what technologies are available to the armies prior to WWII. - Unit discussions on WWII. Students will go through the regular sections and chapters of WWII and analyze the causes, outcomes, and impact on various countries, regions, and people. <u>Imitation Game</u> movie analysis. After studying WWII, students will watch and analyze the movie. Students will have a question sheet to answer and reflect after each segment. - Notes/discussion on British laws against	- Class discussion at various points in the movie. Students will discuss with the class feelings about contributions, struggles, and achievements of Alan Turing at various points during the movie. - Movie analysis essay comparing the laws of the British and their treatment of significant members of their history. - Quiz on a comparison between laws and rights in the 20th century of various European nations, and a comparison to US laws.



	homosexuality. Towards the end of the movie students will discuss the laws against homosexuality and analyze those laws' history, and compare them to other nations.	
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Differentiation:

Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.

Resources Provided:

- Online Textbook
- Movie
- Primary and Secondary Resources



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	20th Century development of LGBTQIA+ rights in Europe, as well as people with disabilities' rights in Europe	Time Frame:	5 Days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Science, ELA

Integration of Technology: Laptops, online textbook, digital resources

Equipment Needed: Laptops, Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Compare and contrast laws in Europe for LGBTQIA+ rights in the 20th century - Trace the developments in laws and rights for persons of disabilities and LGBTQIA+ - Analyze the changes in workers rights in the post 2nd industrial revolution era - Compare and contrast laws and regulations in war time for people with disabilities and LGBTQIA+	Lesson Sequence - Pre-Reading - Articles and notes from Newsela and textbook on changes in rights post-2nd Industrial Revolution. - Articles from Newsela about accomplishments from the LGBTQIA+ community as well as workers rights. Students will discuss these articles and will be given a list of questions regarding the articles or will be asked to write a reflection. - Class discussion on rights of LGBTQIA+ and people with disabilities. Students will discuss what rights people have in the US	- Discussion review on pre-reading questions. Students will discuss any articles that arise in class on achievements and struggles of the LGBTQIA+ community and people with disabilities. Students should also discuss the history of how rights have been granted and compare them to 19th and 20th century rights and treatment. - KWL Chart to see what students already know and want to know about rights in the US, as well as any rights,



	today, and compare them to 19th and 20th century rights of Europeans. Students will also look at the treatment of the LGBTQIA+ community and people with disabilities, including those of whom may be veterans, government employees, etc. 4. Comparative Essay on different countries' rights post-industrialization and in politics. Students will choose two countries to compare and analyze the rights and treatment of the LGBTQIA+ community and people with disabilities in regards to their participation in military, employment, and general rights.	achievements, and treatment of people of the LGBTQIA community and people with disabilities. • Article questions from Newsela and post-note taking questions. Students will be either given a set of questions to answer about an article presented to them, or be asked to write and discuss a reflection of the topic. • Essay on changes in rights throughout the 20th century. Students will choose two European countries to compare and contrast rights of the 20th century. Students will then discuss those findings with the class. • Students will also be asked to reflect on the treatment of Alan Turing in particular by the British government at the conclusion of the movie and will discuss with the class.
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Differentiation:

Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.

Resources Provided:

- Online resources
- Online textbook
- Primary/secondary sources



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Napoleonic Code and LGBTQIA+ Rights Time Frame: 4 Days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA/geography/civics

Integration of Technology: Microsoft office, laptops, online resources

Equipment Needed: Laptops, whiteboard, projector, online textbook, and online resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the rights of LGBTQIA and people with disabilities in 18th-century France - Evaluate the efficacy of the Napoleonic Code with regards to people's rights - Analyze the differences in rights for LGBTQIA before, during, and after Napoleon - Discuss the lasting impact of basic rights after the Congress of Vienna	Lesson Sequence - Pre-reading. Students will pre-read the unit on Napoleon, and the Napoleonic Code - Notes on Napoleonic Code. Students will take notes on the general unit on Napoleon. As the students read the Napoleonic Code they will be asked to summarize the rights that were given and/or taken away during his reign. Students will discuss his treatment of homosexuality. Students will compare the "laws against nature" section with application of treatment of homosexuality in 19th-century France.	- Class discussion on Enlightenment thinkers' views on homosexuality. Students will be asked to think about how the philosophers of the Enlightenment might view homosexuality. Students will discuss the Napoleonic Code taking away "Laws against nature" but still having negative treatment and policing of homosexuality. - Students will review articles and excerpts that relate to French laws on LGBTQIA community and people with disabilities and will be able to trace the application of laws from



3. Discussion on application of Enlightenment philosophies. Since the French Revolution is partly a culmination of the Enlightenment, students will discuss the Enlightenment thinkers' views on homosexuality in the 18th century and how it changed by the time it got to Napoleon. Students will also review laws later in the 19th and 20th century and how those laws have changed to today. Students will also make note of the history of similar laws and treatments in the United States.
4. Unit Test

- the 18th century to the present.
- Unit Test on Napoleon will include treatment of various social, political laws and regulations which will include laws, and application of laws in the LGBTQIA+ community.

Differentiation:

Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.

Resources Provided:

- Textbook
- Online resources digital resources
- Laptops



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Social Studies	Grade Level: 9	Unit Title:	Western Civilizations
Created:	Mandee Bellarosa and Joseph Pawlica		Board Approved on:	



Unit Overview Template

Content Area: US to 1900 **Grade Level:** 10 **Unit Title:** LGBTQIA+

Unit Summary: Students will be able to understand the historic struggles of the LGBTQIA+ community. This unit will benefit all learners by promoting acceptance and respect while teaching them more about the diverse people and families in their communities and abroad.

Primary Interdisciplinary Connections: ELA

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy
X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: This unit focuses on the idea that students of all ages must be given an opportunity to learn that the words “gay,” “lesbian,” and “transgender” are adjectives that should be used with respect to describe people in their community, not words used in a negative way to hurt, insult, and degrade. This unit supports a student’s ability to empathize, connect, and collaborate with a diverse group of peers, and encourages respect for all.

Career Readiness (Standard 9):

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Learning Targets

Standards: 6.1.12.CivicsPI.1.a, 6.1.12.HistoryCC.2.b, 6.1.12.HistoryUP.2.c, 6.1.12.CivicsPI.3.a, 6.1.12.CivicsDP.4.b, TECH.8.1.12.B.CS1, TECH.8.1.12.B.CS2, RI.9-10.4, W.AW.9-10.1, CAEP.9.2.8.B.3, CAEP.9.2.12.C.7

Content Statements: The examination of individual experiences, historical narratives and events promotes an understanding of individuals, their heritage, and communities. Responses to the violation of fundamental rights, the passion to pursue such rights, and development of a democratic system of government requires knowledge and active participation of its citizens.

CPI#: **Cumulative Progress Indicator (CPI):**

6.1.12.CivicsPI.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.HistoryCC.2.b Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).



6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.HistorySE.2.a	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
TECH.8.1.1 2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.1 2.B.CS2	Create original works as a means of personal or group expression.
RI.9-10.4	RI.9-10.4: "Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
W.AW.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
CAEP.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.
CAEP.9.2.1 2.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Unit Essential Questions:

- How can the way that history is taught and remembered create or reinforce "in" groups and "out" groups in a society?
- How did anti-gay laws and slavery become hallmarks of colonies founded to escape persecution and oppression?
- How have women contributed to the Civil War?
- In what ways have gender, masculinity, and social norms hindered the way that we view the female war effort?
- What sacrifices and dangers did women face that chose to confront the social norms of the Civil War period?

Unit Enduring Understandings:

- With the founding of the American colonies, freedom and rights were stripped from certain groups of people, including homosexuals and slaves. Those opposed to the oppression of one of these groups typically advocated for the rights of the other as well.
- Students will gain knowledge about the various roles in which women played throughout the Civil War and how gender constructs have often inhibited our understanding of how some women ultimately were able to negotiate around these social norms and create for themselves



a place in which they were silently successful in pushing back against societal expectations for women at the time.

Unit Learning Targets:

Students will....

Evaluate how and why the pursuit of civil rights for one group often leads to similar movements for other groups.

Come to understand the legal battle over legalizing same-sex marriage and the process of amending the U.S. Constitution.

Describe how some women were able to defy societal constructs by fighting as “men” during the American Civil War.



Evidence of Learning

Summative Assessment: Unit Test, 1 day

Equipment Needed: Laptop/Internet

Teacher: Laptop/Internet

Resources:

Formative Assessments:

- Class Discussion
- Small group discussion
- Personal Reflection

Lesson Plans

Lesson	Time Frame
Lesson 1 Colonial Dilemmas	2-3 hours/days
Lesson 2 Constitutional amendments and same-sex marriage	2 hours/days
Lesson 3 Women and the Civil War	2 hours/days

Teacher Notes:

Constitutional Amendments and Same Sex Marriage can be used while teaching about the Consitution and Bill of right however it can also be included with the unit on the Civil War and Reconstruction as it addresses the 14th amendment.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.teach.lgbt/>

<http://www.lgbtqhistory.org>

<https://www.khanacademy.org/>



Lesson Plan 1 Template

Content Area: US History to 1900 Lesson Title: Colonial Dilemmas Time Frame: 2-3hours/days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology:

The students will be using laptops to access information as well as to organize, create and present the material – poster, Google slides, etc.

Equipment Needed:

Students will need standard supplies, such as paper, pens, highlighters and laptops.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand how and why homosexuality was prevalent during the founding and settling of the American colonies - Assess and explain why those opposed to slavery often advocated on behalf of homosexuals as well - Evaluate how and why the pursuit of civil rights for one group often leads to similar movements for other groups	Lesson Sequence Model: Students will begin the class by reviewing the reasons for the settlement of the American colonies, and discussing how the settlements in the three regions – the New England colonies, the Middle colonies and the Southern colonies – were both similar and different. - The conversation will then move towards the topic of oppression, asking students which groups were oppressed by colonial settlers and why. The teacher should be prepared to discuss the experience of African	At the end of the lesson, students should reflect on their learning by writing or journaling on the following: Why do you think there exists such a strong correlation between the abolitionist movement – and, later, the Civil Rights movement – and gay rights?



- slaves in America, indentured servants, Native Americans, homosexuals, etc.
3. The class will then discuss movements against oppression in Colonial America and encourage discussion regarding the counterintuitiveness of this practice in the colonies.

Guided Practice

1. Break the class up into four groups and assign each group one of the following topics:
 - How and why were anti-gay (anti-sodomy) laws justified in Colonial America?
 - How and why was slavery justified in Colonial America?
 - Who were key advocates against anti-gay (anti-sodomy) laws during the colonial period?
 - Who were key abolitionists in the Colonial period and why did they support abolition?
2. Students should work together to research their topic, then determine how to organize and present the material – poster, Google slides, etc.



3. Once students have completed their assigned task, the first two groups (i and ii) and the second two groups (iii and iv) should begin to analyze and discuss what similarities they found in their research – ie. common themes, acts, people, etc.

4. Students will then present their small group research to the class, allowing for questions and discussion. Once the first two groups have presented their work, representatives from each group will take time to highlight significant overlaps or similarities they noted. This will be repeated after the second two groups present their research.

Independent Practice

1. To conclude the lesson, students should utilize the timeline of LGBTQIA+ history and the timeline of Black American history to choose another point in time in order to compare – and contrast – the struggle for Black rights and for LGBTQIA+ rights during another period of American history. Students should identify and cite at least two sources as they research their selected timeframe. Students should also



	provide synthesis in their argument, illustrating a connection between the colonial period and their chosen time period.	
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Differentiation:

- Level texts according to ability
- Provided guided notes, written instructions and/or scaffold outline
- Use visual aids

Resources Provided:

- Sodomy Law: New Netherland, 1613
- LGBTQ America: A Theme Study of Lesbian, Gay, Bisexual, Transgender and Queer History (NPS, 2016, pages 19.2-19.4)
- A Timeline of Lesbian, Gay, Bisexual, and Transgender History in the United States (GSAFE, pages 2-4)
- Founding Fathers and leaders who were LGBT-friendly, in honour of LGBT History Month (Pink News, 10/19/17)
- Introduction to Colonial African American Life (Colonial Williamsburg)
- The Birth of Race-Based Slavery (Slate, 5/19/15)
- Slavery and the Making of America (PBS)
- Black History: A History of Permanent White Oppression, from 1619-2016 (Medium, 3/1/16)
- African American History Timeline (NPS)



Lesson Plan 2 Template

Content Area: US History to 1900	Lesson Title: Constitutional Amendments and Same Sex Marriage	Time Frame: 2 hours/days
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Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: The students will be using laptops to access information

Equipment Needed: Laptop with Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Examine the process of amending the U.S. Constitution through the issue of same-sex marriage	Lesson Sequence - Have students carefully read NewsHour Extra's timeline of same-sex marriage laws. - Discuss the readings as a class. - Next have students examine the 14th Amendment in order to answer the following questions: The 14th Amendment does not directly concern marriage. How could it guarantee the right to marry? How could the 14th Amendment be used to protect other civil liberties? - Discuss the responses as a class.	- Students will write their own amendments to the Bill of Rights of the U.S. Constitution. In order to do so, they must first closely read the Bill of Rights and decide which amendment they wish to modify. Then, have them carefully compose a paragraph that: 1) directly addresses an issue in the amendment, and 2) offers specific modifications to the amendment. You may wish to use the following questions to guide the activity: - The First Amendment provides the fundamental freedoms that so many Americans cherish. Is there any part of it that you could amend to either expand the freedoms that



		Americans have or to limit them? ○ The Second Amendment concerns the right to “keep and bear arms.” How could this amendment be redefined to reflect our current society and the widespread use of handguns? ○ The Fourth Amendment is often criticized because it can limit the investigative powers of law-enforcement officials. If you were to amend the Fourth Amendment, how might you grant the executive branch (which includes law enforcement) more latitude in how they conduct investigations and arrests?
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Differentiation:

Assign reading to be done and discussed in small groups before coming back together to debrief as a class.

Resources Provided:

- Timeline of same-sex marriage laws
- The 14th Amendment
- Bill of Rights



Lesson Plan 3 Template

Content Area: US History to 1900 Lesson Title: Women and the Civil War Time Frame: 2 hours/days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: The students will be using laptops to access information

Equipment Needed: Laptops with Internet Access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the ways in which women contributed to the war effort - Describe how some women were able to defy societal constructs by fighting as "men" - Discuss the implications and potential risks these women took, and why they did	Lesson Sequence 1. Model: As students enter into the classroom, the teacher should have pre-printed some various photographs of women fighting in the Civil War, as well as some other generalized photographs of soldiers. Begin a generalized conversation about the photos. With topics such as: - What can we infer from the photographs? - How do they speak to us about the time period? - What are some questions that you have about the photographs? Provide students with a copy of a woman that	- Utilizing their photographs, students will be given a graphic organizer that asks them to place themselves into the role of the female fighter and answer the following questions. Teachers are prompted to provide students with a small background on the fighter (where she was from, what her role was in the war, what battles she engaged in, what happened after) to explore the ways in which the war could have potentially impacted her life and her family. - Students will then at the end of the lesson have the chance to go back and change the title of their original photograph as a



fought in the Civil War dressed in uniform. Ask students to take a very close look at the photograph – what do they notice? Have students jot down a title for the photograph. Tell students that they will have the chance to change it after the lesson

2. Guided Practice

Provide students with the audio/transcript of a podcast of teacher's choice (i.e. Backstory provides a more generalized history, while She Wore The Pants is more specific to females in war.) – utilize selected clips to foster engagement of students, pausing to ask the following:

- What would make these women want to fight?
- Were there benefits to being a soldier?
- What risks (if any) were there?
- How were they perceived by society?
- What happened to them after the war?
- Why is this history important? Why should we study it?

part of their exit ticket. Teachers should ask why students may or may not have changed their response to engage in further discussion about the topic of female fighters in the Civil War.



The teacher should engage students in a discussion of Victorian roles in society, and how throughout time, due to a patriarchal lens, this history often is lost or misconstrued, and it is important to recognize their efforts to the war, as well as the ways in which they pushed back against the social norms of women in the feminine sphere, thus allowing for future generations of perhaps LGBTQIA+ people were able to break barriers within their society and assimilate into the “normative” culture.

Be sure to explain that these women, while some of them chose to live the rest of their lives as men, the term transgender did not exist, and therefore, we must study these peoples in the lens in which they lived, however, we can infer that they definitely helped to begin to define what would become the modern concept of transgender.

Differentiation:

Teachers should hand-pick photographs that appeal and meet the needs of the learning level of the course.

Teachers have the option of providing students with transcript copies of the podcast or an audio version.

Websites referenced have short readings associated with the topic; teachers should use discretion about which ones to utilize and provide to their students.



Resources Provided:

- Copies of Backstory's "Why They Fought" Civil War Podcast. See the website for various clips that can help students to gain a better understanding of the reasons why people fought during the Civil War, and the dynamics that surround the fight. Transcripts are also available:
 - <https://www.backstoryradio.org/shows/civil-war-150th-why-they-fought-rebroadcast/>
- Copies of photographs (for the gallery wall) from various Civil War sites that highlight not only male soldiers, but female soldiers as well:
 - <https://www.battlefields.org/learn/articles/female-soldiers-civil-war>
 - <https://www.smithsonianmag.com/history/the-women-who-fought-in-the-civil-war-1402680/>
 - <https://www.archives.gov/research/military/civil-war/photos>
 - <https://www.archives.gov/publications/prologue/1993/spring/women-in-the-civil-war-1.html>
- Graphic Organizer that helps students contextualize a photograph of their choice



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 10	Unit Title: US to 1900
Created: Mandee Bellarosa		Board Approved on:



Unit Overview Template

Content Area:	20th Century	Grade Level:	11	Unit Title:	LGBTQIA + Disabled Communities throughout 20th Century History
Unit Summary: Students will be able to understand and analyze major figures and events of the LGBTQIA and disabled communities throughout 20th Century history.					
Primary Interdisciplinary Connections: ELA					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale: This unit plan will shed light on the struggles and accomplishments that the LGBTQIA+ and Disabled communities have experienced throughout the 20th Century. In years past, these groups have been highly under represented in the 20th Century curriculum.					
Career Readiness (Standard 9): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.					

Learning Targets

Standards:	SOC.6.1.12. HistoryCC.11.d, SOC.6.2.12. CivicsHR.4.a, SOC.6.1.12. HistorySE.14.a, SOC.6.1.12. HistoryCC.12.c, SOC.6.1.12. HistoryCC.13.b, SOC.6.1.12. HistoryCC.13.c, SOC.6.1.12. HistoryCC.13.d, SOC.6.2.12. CivicsDP.3.a, SOC.6.3.12. HistoryCA.1, SOC.6.1.12. CivicsDP.5.a, CAEP.9.2.8.B.3, CAEP.9.2.12.C.7, CAEP.9.4.12.CT.2, CAEP.9.4.12.IML.2, RI.9-10.4; W.AW.9-10.1;
Content Statements:	The examination of individual experiences, historical narratives and events promotes an understanding of individuals, their heritage, and communities. Responses to the violation of fundamental rights, the passion to pursue such rights, and development of a democratic system of government requires knowledge and active participation of its citizens. To better understand the historical perspective, one must consider historical context. Historical sources and evidence provide an understanding of different points of view about historical events. Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.12. HistoryCC.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.



SOC.6.2.12. CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
SOC.6.1.12. HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
SOC.6.1.12. HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
SOC.6.1.12. HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
SOC.6.1.12. HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure Civil Rights for all Americans.
SOC.6.1.12. HistoryCC.13.d	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of Civil Rights and equal opportunities
SOC.6.2.12. CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
SOC.6.3.12. HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy
SOC.6.1.12. CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination
CAEP.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.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace
CAEP.9.4.12.CT.2:	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
CAEP.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
RI.9-10.4	RI.9-10.4: "Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
W.AW.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.



Unit Essential Questions:

- Why are the experiences of homosexual victims of the Holocaust largely missing from the larger narrative of this genocide?
- How did the conditions of the Cold War lead to the criminalization of lesbian, gay, bisexual, transgender and queer Americans?
- How was the Lavender Scare instrumental in advancing the gay rights movement in the United States?
- How were Stonewall and other fights of the 1960s more than just fights for social acceptance but fights for the right to live?
- How does The Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act expand protections against hate crimes?
- What actions can people take to help create a more inclusive society for all?
- How can I be an ally?

Unit Enduring Understandings:

- In the decades after the Holocaust, homosexuality was often criminalized and met with social stigma. As a result, homosexual victims of the Holocaust rarely shared their stories.
- The term Lavender Scare refers to the identification and firing of some 5,000 homosexual people from the US government between 1950 and 1973.
- The Lavender Scare was connected to Senator Joseph McCarthy's Red Scare hearings intended to purge communists and communist sympathizers from the government.
- The interrogations and firings of the Lavender Scare were based on the belief that like communists, homosexuals posed a risk to national security.
- Struggles for civil rights are continuing in the 21st century — including rights concerning women, sexual preference, and the treatment of African Americans. The common thread between each movement is the fight for equality by a group of people who are being treated unfairly.
- Civil rights movements exist, not only at the national level, but also at the school and community levels.
- A person who has faced discrimination and/or bullying and harassment due to their sexual orientation or gender identity faces many challenges in today's society.
- We all have the ability to do something about the injustices you see in the world or to positively impact your community.

Unit Learning Targets:

Students will....

- Identify and explain why people with disabilities and homosexuals were targeted as victims during the Holocaust.
- Identify factors that hindered homosexual survivors from sharing their stories and testimonies in the decades following the Holocaust.
- Explain what the Lavender Scare was and how it was implemented.
- Identify several key actors involved in the Lavender Scare, as well as the actions they took.
- Explain the impacts of the Lavender Scare on the LGBTQIA+ community, both during the Lavender Scare and the years after.
- Review and summarize questions about the struggle for equality and apply them to other civil rights struggles.
- Learn about the Stonewall uprising of 1969 and its relevance to today.



- Analyze the difference between the words “riot” and “uprising.”
- discuss the similarities and differences between hate crimes and bullying/teasing.
- Identify important dates and milestones in the history of LGBTQIA+ rights and activism.
- Understand the definition of “hate” and be able to use alternate words.
- Develop understanding of the concept of government protection.

Evidence of Learning

Summative Assessment: Bullying & Hate Crimes: Overcoming Adversity Project 5 days

Equipment Needed: Laptops

Teacher download (adl.org)

Resources: Program2WebsiteCopy-Complete.pdf (liveoutloud.info)
 glsen.org (glsen.org)

Formative Assessments:

- Class Discussion
- Small group discussion
- Personal Reflection

Lesson Plans

Lesson	Time Frame
Lesson 1 Victims of the Holocaust	3 days
Lesson 2 The Lavender Scare & McCarthyism	2 days
Lesson 3 The Stonewall Riots	2 days

Teacher Notes: Students will trace the development of LGBTQIA+ rights through the 20th century from being victimized during the Holocaust and intimidated by McCarthyism to finding a voice and political empowerment during the Civil Rights Movements of the 1960s and in the aftermath of the brutalization of LGBTQIA+ people to ultimately learn how they can be an active participant in the continuing fight for equality and representation by standing up against hate and discrimination in our own community and beyond.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Lesson 1:

<https://encyclopedia.ushmm.org/content/en/article/mosaic-of-victims-an-overview>

<https://encyclopedia.ushmm.org/content/en/article/euthanasia-program>

<https://www.ushmm.org/information/press/press-kits/traveling-exhibitions/nazi-persecution-of-homosexuals/background>

<https://encyclopedia.ushmm.org/content/en/article/persecution-of-homosexuals-in-the-third-reich>

<https://www.haaretz.com/jewish/holocaust-remembrance-day/.premium.MAGAZINE-the-nazis-tolerated-gays-then-everything-changed-1.6869815>

Us vs. Them: The process of othering | CMHR (humanrights.ca)

<https://www.history.com/news/pink-triangle-nazi-concentration-camps>



Lesson 2:

<https://newsela.com/subject/social-studies/2000053586/2000154484/2000154498/2000154502/resources/text-set/2000154502>

<https://www.tolerancc.org/magazine/summer-2019/teaching-stonewall>

Lesson 3:

Teaching Stonewall | Teaching Tolerance

Bayard Rustin: The Fight for Civil and Gay Rights | Teaching Tolerance

<https://www.adl.org/education/educator-resources/lesson-plans/the-stonewall-uprising>



Lesson Plan 1 Template

Content Area: Holocaust	Lesson Title: Victims of the Holocaust	Time Frame: 2-3 Days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: The students will be using laptops to access information

Equipment Needed: Laptops, art/craft supplies to create presentation/gallery walk materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain why people with disabilities and homosexuals were targeted as victims during the Holocaust - Identify factors that hindered homosexual survivors from sharing their stories and testimonies in the decades following the Holocaust - Analyze how and why lesbians were treated differently than gay men by the Reich - Analyze eye witness accounts to identify specific homosexual victims and survivors and detail their experiences during the Holocaust	Lesson Sequence - Students will begin class by reviewing how and why Jews became the primary target of the Third Reich during the Holocaust. This can be handled through a 'Do Now' style writing assignment or through class discussion. Once completed, students should work with a partner to identify other victims of the Holocaust and ascertain why these various groups were targeted by the Nazis. Students will then discuss their findings with the class, comparing evidence. - As students discuss the other victims of the Holocaust, the teacher should discuss why less is known about these victims, ultimately introducing the topic of the pink triangle and the experience of homosexuals during the Holocaust. The teacher should provide a brief overview of the pink triangle,	Students will be assessed by answering the following questions for content and accuracy. - When a victim of genocide is forced into silence and still labeled as 'other' – even after the genocide is over – how does that impede their ability to heal and to move on? - Why is it important to allow all victims of genocide to tell their stories? Students will read <u>How the Nazi Regime's Pink Triangle Symbol Was Repurposed for LGBTQ Pride</u> (Time, 5/31/18) and <u>The Pink Triangle: From Nazi Label to Symbol of Gay Pride</u> (History, 6/3/19), and reflect on how the pink triangle evolved from relative obscurity to a symbol of



utilizing USHMM resources, and discuss why so little is known about the gay victims of the Holocaust.

1. Students should work in small groups to continue their research of homosexuals during the Holocaust. They should seek to answer the following questions:
 - a. How did the treatment of disabled and homosexuals change before, during and after the Holocaust?
 - b. What is the significance of Paragraph 175?
 - c. How did the experiences of homosexuals differ, specifically in the camps, from other victims of the Holocaust?
2. Working in small groups, students will complete a PBL-style assignment. Each group should be assigned a topic in order to study some aspect of the pink triangle in greater detail. Students should create a poster about their assigned topic. The posters will then be hung around the classroom, similar to a gallery walk, allowing students to appreciate how each poster is like a chapter in a story,

both pride and demonstration by answering the questions below.

1. How did various LGBTQIA+ movements and demonstrations change the narrative of the pink triangle?
2. Why is this important to the legacy and memory of those victims who wore the pink triangle?



- providing details and facts that support what comes before and after it. Once the posters are completed and hung, student groups will present on their topics, similar to museum docents, and answer questions from both the teacher and their peers.
3. Topics could include: how and why were lesbians treated differently than gay men; why so little know about the homosexual victims survivors of the Holocaust; prominent gay victims of the Holocaust (Heinz Heger (Josef Kohout) Robert Oelbermann Friedrich-Paul von Groszheim Karl Gorath as possible topics)

Differentiation:

Level texts according to ability

Provided guided notes, written instructions and/or scaffold outline

Use visual aids

Resources Provided:

- <https://time.com/5295476/gay-pride-pink-triangle-history/>
- <https://www.history.com/news/pink-triangle-nazi-concentration-camps>



Lesson Plan 2 Template

Content Area: Cold War	Lesson Title: The Lavender Scare and McCarthyism	Time Frame: 2 days
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Lesson Components

21st Century Themes

☒ Global Awareness	☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy	☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation	☒ Critical Thinking and Problem Solving	☒ Information Literacy
☐ Life and Career Skills	☐ Communication and Collaboration	☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: The students will be using laptops to access information

Equipment Needed: Student Laptops, projector, Internet connection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain what the Lavender Scare was and how it was implemented - Identify several key actors involved in the Lavender Scare, as well as the actions they took - Explain the impacts of the Lavender Scare on the LGBTQ+ community, both during the Lavender Scare and the years after	Lesson Sequence: Use the various resources below to understand how McCarthy also allowed for discrimination against the LGBTQIA+ community. 1. What factors indicate that Washington DC (before the Lavender Scare) was accepting of gay men and women and bisexuals and they were allowed to work in the federal government and be "out". Why did the percentage of gay men and women and bisexuals in federal employment increase during the 1930s and 1940s? 2. How were communists and homosexuals conflated* as a threat to American society in the Past WWII period? What was the basis of the argument used against homosexuals that overlapped with the threat of	Closing Analysis: By criminalizing homosexuality, explain how the Lavender Scare both limited opportunities for gay men and women and bisexuals in America beginning in the 1950s but also sowed the seeds for the modern gay rights movement?



communism? Explain how sentiments changed in the late 1940s and early 1950s and the impact of those changes. Why do you think the argument was constructed so that it equated homosexuality with criminality and mental illness?

Differentiation:

Level texts according to ability

Provided guided notes, written instructions and/or scaffold outline

Use visual aids

Resources Provided:

- The Lavender Scare | JSTOR Daily
- The Lavender Scare: Gay and Lesbian Life in Post-WWII America | Facing History and Ourselves
- The Lavender Scare: Gay and Lesbian Life in Post-WWII America | Facing History and Ourselves
- Gay men, McCarthy and the Mattachine Society | Philadelphia Gay News (epgn.com)
- Interview with David K. Johnson, author of The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government (uchicago.edu)
- The lavender scare: How the federal government purged gay employees - CBS News
- "These People Are Frightened to Death" | National Archives



Lesson Plan 3 Template

Content Area: Civil Rights Movement	Lesson Title: The Stonewall Riots	Time Frame: 2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Teaching Tolerance

Equipment Needed: Student Laptops, projector, Internet connection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the events leading up to and after the Stonewall Riots - Explain what caused the Stonewall Riots - Connect the injustices that occurred at Stonewall to other Civil Rights events	Lesson Sequence 1. Introduction: Stonewall PowerPoint. a. Slide 2: Greenwich Village, Slide 3: The Lavender Scare. Legal and social discrimination against LGBTQIA+ people. Slide 4: Early Organizations. In the mid-20th century, there were very few LGBTQIA+ organizations. Slide 5: Stonewall's Legacy. 2. Divide students into small groups, and ask them to analyze the excerpts and react to them. Ask students: "What is the statement being made? What reasoning is used to make the statement? Do you agree or disagree? Why?"	Write a Reflection based on the following questions: 1. What does Rustin's relationship with Dr. King reveal about the connection between gay rights and civil rights? 2. Are gay rights separate from civil rights? 3. Do you think that gay rights and civil rights should be studied separately, or should they be taught together?"



3. Explain to students that it's important to analyze or deconstruct the text. Have them consider some of these suggested questions from the Center for Media Literacy: "Who created this message? How might different people understand this message differently from me? Whose point of view is presented? What reasons might an individual have for being interested in this message?"

4. Ask student to read "Gays are the New N*****" again and complete the graphic organizer about the life of Bayard Rustin, which asks the following questions: In what organizations was Rustin active? When was he involved with these organizations? What cause or movement did the organization support? What role did Rustin play with the group? What leaders and activists did he meet due to the diversity of his political activism?

5. Have a class discussion about Rustin's accomplishments and their significance. Ask students some of the following questions: "Is it possible to talk about Dr. Martin Luther King Jr.'s leadership in the civil rights movement without also discussing Bayard Rustin? How did Rustin directly influence Dr. King's leadership philosophy? How did Dr. King feel about Rustin's homosexuality? Did Rustin's sexuality impact the



	ways in which he was able to contribute to the civil rights movement?	
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Differentiation:

Level texts according to ability

Provided guided notes, written instructions and/or scaffold outline

Use visual aids

Resources Provided:

- <https://newsela.com/read/lib-stonewall-riots-timeline>
- Microsoft Word - Stonewall Riots Lesson Plan.docx (stanford.edu)



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 11	Unit Title: 20th Century & Beyond
Created: Mandee Bellarosa and Joe Pawlica		Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools

James Caldwell

Thelma L. Sandmeier

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The "[*Strengthening Gifted and Talented Education Act*](#)" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

[NJDOE Fast Facts](#)

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.