

# EXCLUSIVE: GARDEN STATE EQUALITY CURRICULUM REVEALED (SCREENSHOTS OF ACTUAL LESSONS)



## Inclusive Language - how to use what you know to express yourself inclusively

**Grade Level:** 8th grade or Novice High Spanish Classroom setting

**Approximate lesson duration:** These lessons are designed to be used in a 58 minute block schedule.

### Brief Summary of Cultural Competencies Related to the Unit/Lesson:

Unlike English, which has adopted gender neutral terms into its lexicon, Spanish is a language that functions in a binary way. Every object and animate thing is assigned a gender that helps the Spanish language user follow the language's rules on adjective agreement. While there is one neutral term that exists in the language, the RAE (the Royal Academy of Spanish - the institution charged with safeguarding the correct use of the Spanish language) has stated that the language already presents itself in an inclusionary way and that new terms that would be the equivalents of the English "They/Them" or "Latinx" are not part of the language (read more [here](#) in English or [here](#) in Spanish).  
With this in mind, there are ways to speak and write that are more sensitive to inclusion and these lessons will serve as an introduction to novice users of the language.

### Lesson Overview:

Essential Question(s)	What is the difference between language and speech? Do the words we use when we express ourselves affect people's perception of what we are saying?
Enduring Understanding(s)	Making a conscious effort to use words that already exist in the lexicon we can be more inclusive of our audience when we speak or write.
Potential Misconceptions	As speakers of English, where the grammar has changed and become more neutral, it will be hard for instructors and students to not impose gender on everything they say. The key here is to be conscious about addressing people and not worrying about objects.

### Learning Plan, Experiences, Instruction and Learning Activities:

	The Teacher will...
W What is expected? • List the intentional learning objectives on the board	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Distinguish between exclusionary and inclusionary language</li> <li>Distinguish between grammatical and lexical rules and the rules of speech</li> <li>Substitute exclusionary language in conversations thanks to learned inclusionary terminology</li> <li>Will be able to apply inclusionary language in a variety of situations.</li> </ul> <p>Today we will be working on...</p>

H How will we hook (Introduce this to) the students? • Activate thinking • Consider the language you will use to introduce the lesson (See example in the table)	Link to Engagement This set of lessons would come after learning the basics of talking about oneself and family members or friends. These lessons best fit when students are just starting to talk about themselves and others and have a rudimentary knowledge of subjects, adjectives and description.
E What equipment, resources, or materials are needed?	For these lessons an instructor would need a smart board to present the lessons and handouts for students to practice.
R How will we rethink or revise our thinking throughout the lesson? • What learning is confirmed? • What misconceptions are uncovered? • What is your new thinking?	Students may find some of these inclusionary strategies confusing because for the most part Spanish and other romance languages always categorize things into two distinct genders. Adding neutral or inclusionary speech may be confusing in the short run. Some teachers may also find these inclusionary expressions as unnecessary at first, as the male has always defaulted to be the inclusionary form. However, it is important for us to model this reframing of speech even if we may not find the occasion to use it with great frequency in our own lives. Ultimately we are trying to teach the students that they have this option if it applies to the situation in which they find themselves.
E How will students self-evaluate and reflect on their learning?	Students will self-evaluate and reflect by explaining why they would use one expression or phrase versus another. The goal of these lessons is to provide alternative speech that doesn't break grammatical rules.
T How will we tailor learning to varied needs, interests, and learning styles?	Below I have included a few videos that can be used to explain the debate behind this idea. While the lesson will be presented without the use of the videos, I am including them here so that if someone would like to use them either as an initial presentation or as an add-on to reinforce the ideas presented in the lesson, they don't have to search for them.

O  
How will we organize the sequence of learning during the lesson?

### Scaffold the Instruction

- Model** - The instructor will start the lesson with [this](#) or a similar Kahoot activity that review the basic rules of the gender of words in Spanish. This activity serves as the perfect point of departure for this conversation. This would be followed by a slide presentation that explains what inclusive language is and isn't. This activity would wrap up with a presentation of a series of sentences that followed these grammatical rules in traditional ways. And then these phrases would be presented with alternative methods of expression - words or phrases that are inclusive of everyone that don't necessarily default to the traditional male form to refer to everyone.
- Guided Practice** - The lesson would move on to a series of words to be presented as alternatives. First as a [Quizlet](#) to be reviewed in class in a [quizlet](#) live activity and then to be applied to phrases.
- Independent Practice** - Students would be asked to write phrases of their own using these expressions. Students will also be asked to find phrases that use these provided terms and to copy and paste them into a [corruptal](#) google doc to be shared the next day in class.

Public schools should be neutral in their presentation of religious beliefs, worldview, and political ideology.

## THE LESSON: “Lesson 1 Spanish Level one (Novice)- Inclusive Language” Proposed for 8<sup>th</sup> grade and up

*This lesson uses Spanish language classes to teach Spanish is a discriminatory language.*

- 1) Declares “Spanish is a language that functions in a binary way” and is unlike English which has “adopted gender neutral terms.” It’s true all nouns in Spanish are classified as “male” or “female” nouns. Other languages like German and French also have “lexical genders”. The GSE curriculum is teaching our children that the **Spanish language** itself is inherently **discriminatory** and **non-inclusive** because it only recognizes two “genders” in speech.
- 2) GSE’s curriculum states, after these lessons, students should be able to: “Distinguish between exclusionary and inclusionary language; Distinguish between grammatical and lexical rules and the rules of speech; Substitute exclusionary language in conversations thanks to learned inclusionary terminology; Will be able to apply inclusionary language in a variety of situations.”

## THE PROBLEM: Working to Dismantle World Languages

**First Problem:** The "lexical gender" in language does not reflect how sex and gender work in the real-world.

**Second Problem:** This lesson doesn’t attempt at all to include the contributions of Spanish-speaking LGBT identifying persons, which is *all* the new law requires. GSE has already admitted they want to teach students to become activists to “dismantle” all things that “oppose” their worldview. It is clear this is the goal with the proposed Spanish lesson. Garden State Equality uses this lesson to teach the Spanish language *itself* is oppressive to LGBT people. It forces our students to take up the gauntlet for GSE’s absurd cause by teaching them to subtly *change* the Spanish language. Here is a [link to a quizlet](#) the lesson encourages teachers to give to students changing the proper Spanish terms for words into “gender inclusive” terms. Here is a [link to a video](#) GSE shares as a resource for teachers explaining “why” Spanish must change to become more “inclusive.”

## THE HARM: Indoctrinates our children

This so-called Spanish lesson indoctrinates our children into believing the English language is neutral and inclusive, unlike Spanish, as long as it is not enforcing gender “stereotypes” like using gender-based pronouns such as “he” and “she”. This lesson explicitly teaches our students “right” language is language that conforms to their ideology. This ideology includes ideas that one can change their sex (from male to female or vice versa) and that all sexual orientations are acceptable and healthy. Binary-gender-based languages, like Spanish, according to GSE are morally inferior and must be changed to affirm and encourage the truth of their radical ideas.

**Worldview:** This instructs students to adopt a postmodern worldview by deconstructing words and their meanings to invent new words and relative definitions in order to construct a different reality.

## THE SOLUTION: Parental Rights in education

Sign our [petition](#) to support the right of parents to opt their child out of lessons and materials that violate their religious or moral beliefs regarding sex, sexuality or gender identity. **Volunteer** to contact NJ Legislators to pass legislation to protect families from this dangerous agenda.

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