



Pitman Public Schools: LGBT and Disabilities Law Alignment Index
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

This guidance document identifies Social Studies, ELA , VPA, and other instructional units and concepts in alignment with (N.J.S.A.18A:35-4.36) LGBT and Disabilities Law.

Pitman Middle School (Grades 6-8) <i>Note: Hyperlinks connect to Garden State Equality guidance documents related to the concepts addressed.</i>			
Grade Level and Concept as identified by the Garden State Equality Commission	Where this concept fits in existing curricula (Subject/ Map Unit Number/ Name)	Garden State Equality Commission or GLSEN Recommended Text	Instructional material that may be used in conjunction with Garden State Equality recommended texts.
<p>Gr 6-8: “No Name Calling Week”- “Challenging Assumptions”</p> <p><i>Lesson Rationale: “This lesson provides students an opportunity to experience what it’s like to be labeled in a negative way, and as a result, develop empathy for those who others label, even though those labels don’t fit” (GLSEN).</i></p>	<p>Guidance- Pitman Middle School “Diversity Week”</p> <p><i>The district holds a “Diversity Week” to celebrate our differences while locating quality guest speakers/ lecturers to address issues of importance to our students. Past topics of discussion have included life as a LGBTQ teen, bullying, drug abuse, and discrimination.</i></p>	<p>GLSEN-No Name Calling Week Activity Document</p>	<p><i>-A study of current events, case law, and close collaboration between history and guidance departments is recommended.</i></p>
<p>Gr 6- “Cultural and Personal Identity”</p> <p><i>Lesson Rationale: “Teaching young people about major identifiers helps them to learn about their own unique identities, as well as the myriad identities in their classroom communities. This lesson supports each student’s ability to empathize, connect, and collaborate with a diverse group of peers—skills that are of increasingly important in our multicultural, global society. In this lesson, students will explore their own identities and personal experiences with race,</i></p>	<p>Social Studies, Unit 2, Ch. 4- India</p> <p><i>The India unit begins the 6th grade study of comparative religion and cultural identity. The themes of identity, religion, and culture are addressed in a manner that reflects the spirit of this activity.</i></p>	<p>GLSEN- Identity Flower Activity</p>	<p>District Repository Supplemental Readings</p> <p>Grade 6 World Religions Overview Holt- McDougal- Ancient Civilizations</p>

<p><i>culture, ability, family structure, religion or spirituality, and gender identity and expression.</i> <i>After individual reflection and group discussion, students will create their own identity flowers, filling each petal with words, adjectives, and/or identity terms that describe them” (GLSEN).</i></p>			
<p>Gr 7- “Civic Action to Evoke Change”</p> <p><i>Lesson Rationale: “Civic action on the state or national level isn’t like a school project that is over in a few weeks. It takes years or even decades to make changes in government and society. Think about all the work involved! First, a group that wants change must educate the public and lawmakers about the problems that exist. Sometimes this means changing peoples’ attitudes and misconceptions. Then, the group must work to get laws passed, make sure the laws are carried out correctly, and maybe even defend the laws against challenges in the courts. It takes all three branches of the government to make change, as well as the “fourth branch”—citizens!” (iCivics).</i></p>	<p>Social Studies, Unit 6, Intro to Civic Involvement</p> <p><i>Social reform, civic activism, and civil rights are the essence of this unit. Encouraging students to speak out, defend their beliefs, and the rights of others is of paramount importance as Americans and the backbone of a civics course. Most of the model curricula produced by Garden State Equality reflects this theme. The current curricular framework works in concert with the activities and tasks in the LGBTQ inclusive curriculum.</i></p>	<p><i>This concept was overviewed in the curricular mandate but there were no explicit supplemental resources in the Garden State Equality portal. Instructional aides addressing the component of the mandate have been sourced from iCivics, the student textbook, and all applicable district repository materials.</i></p>	<p>iCivics- I am Chart/ Civic Action Presentation</p> <p>iCivics- Taking Civic Action to Effect Change Student Documents.pdf</p> <p>Inquiry Lesson w Primary Sources- Is Protest Patriotic.pdf</p>
<p>Gr 7- “Civil Rights/ Anti LGBT Crimes”- “Sakia Gunn”</p> <p><i>Lesson Background: “The 2003 murder of Sakia Gunn in Newark, NJ was a hate crime that mobilized friends, and family into action, and marked a turning point in Newark queer history. The events that led up to and followed their death demonstrates how structural systems of social control intersect and overlap in numerous ways, influencing beliefs and actions of people across and within groups. In learning about Sakia Gunn, their death, and response to it in the community and across local and national media outlets through analysis of primary and secondary materials, students can develop an understanding of the persistence of systems such as patriarchy, hyper-masculinity, homophobia, and racism, with the hopeful result of developing a comprehensive toolkit to confront and dismantle them” (Garden State Equality).</i></p>	<p>Social Studies, Unit 8, Bill of Rights</p> <p><i>The study of Civil Rights, personal liberties, and the opposition to Civil Rights/ discrimination is covered in this unit. The case of Sakia Dunn is one of many examples that could be used within the scope of this unit to discuss the violation of one’s Civil Rights.</i></p>	<p>Garden State Equality -Grade 7- Sakia Gunn, Media Coverage of Anti-LGBTQ crimes, and Value Assumptions (1).pdf</p> <p>Garden State Equality -Grade 7- Sakia Gunn, Safe Spaces, and NJ Anti-LGBTQ Violence Mobilization.pdf</p>	<p>Teachers may use any (appropriate) current event publication to further reinforce these concepts. CNN10 curates news articles/ videos related to these concepts. The district has developed a CNN10 news media evaluation form to assist students in understanding current events related content.</p> <p>Inquiry Lesson w Primary Sources- Is Protest Patriotic.pdf</p>
<p>Gr 7- “The History of Discrimination Under Law”</p>	<p>Social Studies, Unit 7, Foundations of American</p>	<p><i>This concept was</i></p>	<p>iCivics-Plessy_Lesson</p>

<p>Lesson Rationale: This lesson reviews landmark Supreme Court Cases that have institutionalized or overturned discriminatory practices at the federal level. Examples of cases examined in this lesson include:</p> <ul style="list-style-type: none"> ● <i>Plessy V. Ferguson</i> ● <i>Brown V. Board of Education</i> ● <i>Title VII of the 1964 Civil Rights Act</i> ● <i>United States v. Windsor (2013)</i> ● <i>Obergefell v Hodges (2015)</i> ● <i>The Americans with Disabilities Act</i> 	<p>Democracy</p> <p><i>This unit teaches the Judicial Branch of American government through the examination of landmark cases and current events.</i></p>	<p><i>overviewed in the curricular mandate but there were no explicit supplemental resources in the Garden State Equality portal. Instructional aides addressing the component of the mandate have been sourced from iCivics, the student textbook, and all applicable district repository materials.</i></p>	<p>Plan.pdf</p> <p>iCivics- Brown v. BOE student.pdf</p> <p>TIME- 9 Landmark Supreme Court Cases That Shaped LGBTQ Rights in America</p> <p>Inquiry Lesson w Primary Sources- Religious Freedom.pdf</p> <p>District Repository Supplemental Readings</p>
<p>Gr 7-8- “Gender Inequality in the Art World: American Women Sculptors”</p> <p><i>Lesson Rationale: “Women artists, especially LGBTQ women of color, are underrepresented in art history and museum collections. It is not historically accurate to place a modern label like “non-binary” on the artists Edmonia Lewis, Anne Whitney, and Harriet Hosmer, in addition to other women who lived in the 19th century and broke from the “norms” of gender expression. However, it is important to note that these women lived what were considered divergent lifestyles and in spite of adversity grew their artistic practices to become the first professional women sculptors on record in the United States. This lesson seeks to balance the scales of representation in art history and considers the use of mainstream neoclassical sculpture to represent ideas of emancipation, women’s suffrage, and more generally equality” (Garden State Equality).</i></p>	<p>Social Studies/ Art- Where applicable to facilitate an interdisciplinary panel discussion</p> <p><i>Discussion of discrimination based upon gender norms happens extensively in the 8th Grade Social Studies unit titled Antebellum Reform. Throughout this unit, the Women’s Rights, Temperance, Social Welfare, Treatment of the Mentally Ill, and Workers Reform movements are introduced and discussed. Contemporary issues like “the Gender Pay Gap” and other discriminatory practices based upon race, gender etc are used to further illustrate this argument. The Garden State Equality lesson in the previous cell may be used in conjunction with these themes.</i></p>	<p>Garden State Equality- Grade 7-8-Gender Inequality in the Art World American Women Sculptors.pdf</p>	<p>Holt McDougal: American History- Beginnings to 1877 Unit: Social Reform</p> <p>Document Based Activity- The Gender Wage Gap.pdf</p> <p>District Repository Supplemental Readings</p>
<p>Gr 8- “Understanding Patriarchy in Colonial America”</p>	<p>Social Studies, Unit 2, Colonial America</p>	<p>Garden State Equality-</p>	<p>Project MUSE-The</p>

<p><i>Lesson Rationale: “Understanding the roles patriarchy, gender, and expressions of masculinity played in colonial America is important because of the direct connections between how and why early government structures developed as they did, and the effects on individuals based on their gender and identity. This lesson uses primary and secondary texts to examine gender in colonial America and how prevailing understandings from the period created cultures and laws that have affected individuals for centuries up to the present” (Garden State Equality).</i></p>	<p><i>Life in English colonial America was male dominated and governed by specific ideals regarding masculinity. The study of early colonial governors and the experience at Jamestown colony may be expanded upon using Garden State Equality materials (linked in the next cell) in conjunction with existing curricula.</i></p>	<p>Grade 8- Understanding Patriarchy and its Role in Colonial American Social, Political, And Economic Institutions.pdf</p>	<p>Lord Cornbury Scandal: The Politics of Reputation in British America (review)</p> <p>District Repository Supplemental Readings</p>
<p>Gr 8- “Women in the American Revolution”</p> <p><i>Lesson Rationale: “In this lesson, students will explore some of the roles white colonist women played during the Revolutionary War by analyzing primary and secondary documents related to the period. In particular, students will analyze primary and secondary documents related to Revolutionary War soldier Deborah Sampson to consider how the prevailing ideas of women’s physical abilities and expectations of roles and appearance affected her and other women during and after the War” (Garden State Equality).</i></p>	<p>Social Studies, Unit 3, American Revolution</p> <p>The concept of American Revolutionary War contributions by groups diminished in colonial society is a point of emphasis in the 8th grade curricula. Students are asked to draft a DBQ addressing contributions made by women, Europeans, and African Americans. Individuals like Deborah Sampson (Robert Shirliff), the Baron Friedrich Wilhelm Von Steuben, Mary Ludwig Hayes (Molly Pitcher), are included in existing district curricula and the Garden State Equality framework.</p>	<p>Garden State Equality- Grade 8- Women in the Revolutionary War</p>	<p>Holt- McDougal Revolutionary War Contributions- Revolution DBQ-p.pdf</p> <p>District Repository Supplemental Readings</p>
<p style="text-align: center;">Additional Readings for Interdisciplinary Planning:</p> <p>Supplemental Reading (novels) for students in grades 6-8 with an interest in LGBTQ centric topics/ concepts as curated by the Garden State Equality Commission. LINK: Book Rec Middle School.pdf</p>			

Pitman High School (Grades 9-12)

Note: Hyperlinks connect to Garden State Equality Commission guidance documents related to the concepts addressed.

Grade Level and Concept as identified by the Garden State Equality Commission	Subject/ Map Unit Number/ Name	Garden State Equality Commission or GLSEN Recommended Text	Instructional material that may be used in conjunction with Garden State Equality recommended texts.
<p>Gr.9- World History: “Historical Limitations Placed Upon Minority Groups”</p> <p><i>Lesson Rationale: “Comparative analysis of histories of marriage discrimination within the Asian-American, African-American, LGBT, and disabled populations throughout American history for the purpose of understanding the various identities of American and how each has encountered obstacles to equal protection before the law” (Garden State Equality).</i></p>	<p>World History, Unit 1, Religions</p> <p><i>This unit is an extension of 6th grade regarding the study of comparative religion and cultural identity. The themes of identity, religion, culture, and discrimination with regards to these concept is a point of emphasis throughout this unit..</i></p>	<p>Garden State Equality- High School 9-12-Historical Limitations on Minority Groups.pdf</p>	<p>Reading Like a Historian- Womens War Student Materials.pdf</p> <p>Document Based Activity-Apartheid.pdf</p> <p>District Repository Supplemental Readings</p>
<p>Gr. 10- US-1: “Anti- Gay Laws/ Slave Codes”</p> <p><i>Lesson Rationale: “As early as colonial times, activists sought to support the rights of homosexuals. For example, when Jamestown - an all-male colony - was founded, anti-gay laws were put in place almost immediately. At the same time, slavery was established in the region. Abolitionists opposed to the slave trade were often sensitive to the plight of homosexuals as well, and sought to end the oppression of both slavery and anti-gaylaws. These movements continued to align well into the Civil Rights era and beyond” (Garden State Equality).</i></p>	<p>US-1, Unit 1, Constitution</p> <p><i>Social reform, civic activism, and civil rights are the essence of this unit. Encouraging students to speak out, defend their beliefs, and the rights of others is of paramount importance as Americans and the backbone of a civics course. Most of the model curricula produced by Garden State Equality reflects this theme. The current curricular framework works in concert with the activities and tasks in the LGBTQ inclusive curriculum.</i></p>	<p>Garden State Equality- Colonial Dilemmas</p>	<p>DBQ- Salem Witch Trials.pdf</p> <p>District Repository Supplemental Readings</p>

<p>Gr. 10- US-1: “Women in the Civil War”</p> <p><i>Lesson Rationale: “In this lesson, students will focus upon women during the Civil War who have often been “othered” or “silenced” as a result of their gender. Students will take a deeper dive into analyzing the history of women during the Civil War, and the ways in which they contributed to the war effort. In particular, students will be studying how some women chose to blur the gender lines by dressing as males and “passing” within society, during the Civil War and sometimes even after; thus allowing for a lens in the understanding of LGBTQ history/rights” (Garden State Equality).</i></p>	<p>US-1, Unit 4, Civil War</p> <p><i>The concept of American Civil War contributions by groups diminished in American society is a point of emphasis in the US-1 curricula. Students are asked to draft a DBQ, FRQ, or structured writing task pertaining to “Civil War Contributions”. Materials from the Garden State Equality curriculum unit will be utilized in conjunction with existing district resources.</i></p>	<p>Garden State Equality- Grade 10- Women in the Civil War.pdf</p>	<p>Reading Like a Historian- Civil War Photographs Student Materials.pdf</p> <p>District Repository Supplemental Readings</p>
<p>Gr. 11/12- US-2: “Civil Rights”</p> <p><i>Unit Rationale: “While the 1960s are considered a pivotal point in the fight for equality by various minority American groups, including Black Americans indigenous Americans, Latino Americans, and LGBTQ Americans, many within these communities continue to face oppression and discrimination” (Garden State Equality).</i></p>	<p>US-2, Unit 4, 1960’s and Civil Rights Era</p> <p><i>The study of Civil Rights, personal liberties, and the opposition to Civil Rights/ discrimination is covered in this unit.</i></p>	<p>Garden State Equality- Grade 11- Civil Rights Activism.pdf</p> <p>Garden State Equality- Grade 11-12- Creating a Space for Change.pdf</p>	<p>District Repository Supplemental Readings</p> <p>Reading Like a Historian- Women in the 1950s Lesson Plan_0.pdf</p> <p>Reading Like a Historian- Women in the 1950s Graphic Organizer.pdf</p>
<p>Gr. 11/12- US-2: “Analyzing How Events Unfold (Stonewall Riots)” (Possible ELA Interdisciplinary Lesson)</p> <p><i>Lesson Rationale: “This lesson utilizes a mentor text that helps the reader see what it means to advance the plot. In this case, students are introduced to one of the most prominent locations in history when it comes to fighting for the rights of LGBTQIA+ individuals. A bibliography and a list of resources allow students to conduct further research based on their interests, wonders, and lingering questions” (Garden State Equality).</i></p>	<p>US-2, Unit 6, Modern America</p> <p><i>The movement for LGBT rights of the 1970s (1969)-1990’s is covered extensively in unit 6 “Modern America”. The Stonewall Riots, Harvey Milk, and other campaigns for Civil Rights are covered in existing district curricular resources. The Garden State Equality Commission’s lesson materials pertaining to Civil Rights may be used in conjunction with this unit.</i></p>	<p>Garden State Equality- Grade 11- Analyzing How Events Unfold-A Look at Stonewall.docx.pdf</p>	<p>District Repository Supplemental Readings</p> <p>Reading Like a Historian- Stonewall Riots Teacher Materials.pdf</p> <p>Reading Like a Historian- Equal Rights Amendment Teacher Materials_0.pdf</p>
<p>Gr. 11/12- US-2 and Genocide Elective: “The Pink Triangle</p>	<p>US-2, Unit 2, World War II and Holocaust and</p>	<p>Garden State Equality-</p>	<p>District Repository</p>

<p>(LGBTQ victims of Genocide)”</p> <p><i>Lesson Rationale: “Just as Jewish victims of the Holocaust were forced to wear the Star of David to identify themselves, homosexual victims wore pink triangles (‘die Rosa-Winkel’). Gay victims of the Holocaust, however, were largely ignored until the late 1970s, when testimonies of these victims began to appear, albeit sparingly. Now, the pink triangle is more widely recognized not just as a mark of the Third Reich’s oppression, but as a symbol of unity within the gay community, and of protest against the oppression of homosexuals in places like Chechnya” (Garden State Equality).</i></p>	<p>the PHS Genocide Elective</p> <p>Existing district curricula discusses the Holocaust and Genocide in accordance with the Holocaust Commission Mandate. Materials from the Garden State Equality Holocaust unit will be used in conjunction with Holocaust Commission resources.</p>	<p>Grade 11-12-The Pink Triangle (LGBTQ Victims of Genocide).pdf</p> <p>District Genocide Elective Course Syllabus Social Studies GUIDE - Genocide.doc</p>	<p>Supplemental Readings</p> <p>Reading Like a Historian- Japanese American Incarceration Teacher Materials.pdf</p> <p>US-2- Model Curriculum Unit 1- Great Depression and WW2.pdf</p> <p>District Holocaust Commission Alignment Index</p>
<p>Garden State Equality Curriculum Portal- https://www.teach.lgbt/login/ GLSEN Curriculum Materials- https://www.glsen.org/ Stanford University- Reading Like a Historian- https://sheg.stanford.edu/history-lessons</p>			