



Inclusive Curriculum Implementation Guidance Condensed Edition

Equality Illinois | Illinois Safe Schools Alliance, a program of Public
Health Institute of Metropolitan Chicago | The Legacy Project



Introduction

On August 9, 2019, Governor J.B. Pritzker signed House Bill 246 (Public Act 101-0227) into law. This made Illinois the fifth state in the nation requiring public schools to include instruction and adopt instructional materials that accurately portray the political, economic, and social contributions of lesbian, gay, bisexual, and transgender (LGBT) individuals. The law took effect July 1, 2020 with the intent of implementing during the 2020 - 2021 school year. The Inclusive Curriculum Law offers public school students a more accurate, complete, and equitable picture of American society and provides LGBTQ+ students the opportunity to see themselves represented in history.

With the intent of supporting schools and communities in implementing the law by creating materials and gathering tools and resources to support instruction, Equality Illinois, Illinois Safe Schools Alliance – a program of Public Health Institute of Metropolitan Chicago – and the Legacy Project formed the Illinois Inclusive Curriculum Advisory Council (IICAC). IICAC works in partnership with the Illinois State Board of Education, Illinois Education Association, Illinois Federation of Teachers, and other stakeholders. This collaboration will help create the foundation to transform classrooms in Illinois into those that are reflective and protective of the experience of the LGBTQ+ community.

This is a quick start guide to support educators as they begin implementing the Inclusive Curriculum Law. It is the condensed edition of a longer document that will be made available before the end of 2020. The full version will include an overview of the Inclusive Curriculum Law, the law's impact on students, best practices for creating an affirming environment, frameworks and strategies to implement the law, additional resources, and more.



Impact on Students and School Climate

LGBTQ+ youth – especially Black and brown LGBTQ+ youth – face a disproportionate number of challenges both in and outside the classroom.

- 60% of high school students report hearing anti-LGTBQ+ language frequently¹
- 35% of LGBTQ+ students drop out of high school, which is three times the national average²
- 65% of all homeless youth identify as LGBTQ+³
- Queer youth are four times more likely to attempt suicide than cisgender and/or straight youth⁴

The challenges are amplified for Black and brown LGBTQ+ youth. According to GLSEN, 80% of LGBTQ+ students of color have reported being verbally harassed, 33-54% experienced physical violence, and more than half were harassed because of their race or ethnicity. ⁵

Inclusion of LGBTQ+ history in curriculum:

- Instills in students the intrinsic worth of all individuals and the value of a diverse society
- Encourages positive educational outcomes and successes of all students
- Provides LGBTQ+ students an opportunity to see themselves reflected in the classroom
- Promotes the creation of a safe and affirming school climate including lower rates of bullying, harassment, and discrimination

¹GLSEN (2017). National School Climate Survey.

²GLSEN (2016). Educational exclusion: Drop out, push out, and school-to-prison pipeline among LGBTQ youth.

³ National Coalition for the Homeless (2017).

⁴ CDC (2016). Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9-12: Youth Risk Behavior Surveillance Summary.

⁵GLSEN (2009). Shared Differences: The Experiences of Lesbian, Gay, Bisexual, and Transgender Students of Color in Our Nation's Schools.



Instructional Frameworks and Strategies

Frameworks provide educators with a structure or perspective on an issue or topic, while strategies provide the process for implementation. The condensed edition of this guidance covers one framework – inquiry-based learning – and uses the strategy of alignment to the Illinois State Board of Education’s Social Science Standards. Although this guidance focuses on social sciences, this framework can be applied to other school subjects such as literature, science, mathematics, humanities, etc. insofar as these capture the historical development of Illinois and the United States.

Framework: Inquiry-Based Learning

Through the Social Science Standards Revision Task Force, ISBE adopted inquiry-based learning as a core framework to develop young people’s skills in creativity, critical thinking, working in diverse groups to solve complex problems, global awareness, and financial literacy. With each inquiry opportunity, young people can practice and demonstrate these skills through specific areas. Below you will find an example inquiry-based process for LGBTQ integration, highlighted in yellow:

- **Developing Questions and Planning Inquiries**
 - Constructing Essential Questions
 - *How did the Stonewall Riots incite the gay liberation movement?*
 - Constructing Supporting Questions
 - *What or who did the gay liberation movement leave behind?*
 - Determining Helpful Sources
 - *Search for textbooks, LGBTQ+ archives, nonfiction books found in public libraries, etc.*
- **Evaluating Sources and Using Evidence**
 - Gathering and Evaluating Sources
 - *Example activity: “swipe right” if you think it’s a fact, “swipe left” if you think it’s fiction.*
 - Developing Claims and Using Evidence
 - *Marsha P. Johnson was one of the leaders of the Stonewall riots. We know this because...*
- **Communicating Conclusions and Taking Informed Action**
 - Communicating Conclusions
 - *The Stonewall Riots incited the beginning of the gay liberation movement because of x, y, and z...*
 - Critiquing Conclusions
 - *The gay liberation movement did leave groups of LGBTQ+ people behind, however. These include...*
 - Taking Informed Action



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- **Create a fundraiser to send funds to the Sylvia Rivera Law Project. Discuss why doing so is important.**

The goal of using this framework is that young people in the classroom will gain the ability to think critically about the roles and contributions of LGBTQ individuals, whether they identify with them or not. With the ability to do so, students will gain the confidence to engage with LGBTQ-related issues and locate their positionality within them.

Strategy: Alignment and Integration with Illinois Learning Standards

One recommended strategy involves aligning LGBTQ content with the Illinois learning standards to support seamless integration into existing curricula. The social sciences [standards](#) provided by ISBE cultivate civic mindedness, historical thinking, economic decision making, geographic reasoning, and psychological and sociological intellect across all disciplines and grade levels. The learning standards can be used across all school subjects. Please note that the social science standards are currently being reviewed for updating. When the standards are updated, this document will also be updated to conform to any changes in the revised standards.

As a refresher, this is how to read the standards:

Proposed CIVICS Standards by DISCIPLINE

Civic and Political Institutions	
K	SS.CV.1.K. Describe roles and responsibilities of people in authority.
1	SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community
2	SS.CV.1.2. Explain what governments are and some of their functions (e.g., making and enforcing laws, protecting citizens, and collecting taxes).

SS = Social Science
Content Discipline
1. The number of the standard
2. Indicates the grade level

The following table integrates inquiry-based LGBT content into learning standards located within the school subject of history. This approach meets the mandate, but is by no means exhaustive. Here, the table is focused on 4th grade, grades 6-8, and grades 9-12. Educators may use many of the same educational materials and texts they currently and additional resources are listed in the “Resources” section below. LGBT content integration can be found underneath ‘LGBT Integration Opportunity.’ [Lesson plans](#) accessed through The Legacy Project’s Education Initiative or other vetted resources may be used.



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Topics	History		
	Grade 4: Our State, Our Nation	Grades 6-8 (Less Complex)	Grades 9 - 12
Perspectives	<p>SS.H.1.4. Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.</p> <p>LGBT Integration Opportunity</p> <ul style="list-style-type: none"> • Why did LGBT people have to hide in society? • What symbols exist (both old and new) that celebrate LGBT people's differences? 	<p>SS.H.2.6-8.L.C. Explain how and why perspectives of people have changed over time.</p> <p>LGBT Integration Opportunity</p> <ul style="list-style-type: none"> • What were some of the groups that did not believe the LGBT community should have certain rights? • What did the Supreme Court ruling of 2015 change for LGBT people? 	<p>SS.H.4.9-12. Analyze how people and institutions have reacted to environmental, scientific, and technological challenges.</p> <p>SS.H.5.9-12. Analyze the factors and historical context that influenced the perspectives of people during different historical eras.</p> <p>SS.H.6.9-12. Analyze the concept and pursuit of the "American Dream."</p> <p>SS.H.7.9-12. Identify the roles of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.</p> <p>SS.H.8.9-12. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.</p> <p>LGBT Integration Opportunity</p> <ul style="list-style-type: none"> • How did the AIDS crisis impact the LGBT community? Socially? Politically? Economically? • Why is discrimination and harassment against the LGBT community so prevalent? • What might the "American Dream" mean if you identify as LGBT? • What recent events have shaped the LGBT community? How does it impact their safety, freedom, equality, and concept of justice?



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Historical Sources and Evidence	SS.H.2.4. Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois. LGBT Integration Opportunity <ul style="list-style-type: none">• How did Jane Addams contribute to the founding and development of Illinois?• Students can take a field trip to the Hull House located in Chicago.	SS.H.3.6-8.L.C. Classify the kinds of historical sources used in a secondary interpretation. LGBT Integration Opportunity <ul style="list-style-type: none">• Compare one account of Frida Kahlo that fails to describe her LGBT identity with one that discloses it. How does this change the scope of her work? Her life?	SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. LGBT Integration Opportunity <ul style="list-style-type: none">• Describe the reasons why LGBT people in history are often portrayed as being straight/heterosexual or cisgender.
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Resources

- **Lesson Plans** - The Legacy Project launched its [Education Initiative](#) in 2013. This resource has been adapted into a searchable repository of proprietary and third-party lesson plans to help teachers identify historically significant LGBTQ+ people who contributed towards nearly every subject and field presently studied in Illinois public schools. The portal is accessible at <https://icl.legacyprojectchicago.org/>.
- **Foundational information on LGBTQ+ students**
 - [Illinois 2019 Youth Risk Behavior Survey](#)
 - [Strengthening Inclusion in Illinois Schools: Report of the Affirming and Inclusive Schools Task Force to Governor JB Pritzker](#)
 - [GLSEN: 2017 National School Climate Survey](#)
- **Best Practices for Affirming Learning Environments**
 - [Gender Spectrum: Gender Inclusive Schools Framework](#)
 - [Teaching Tolerance: Best Practices for Serving LGBTQ Students](#)
 - [Illinois State Board of Education: Remote Learning Recommendations](#)
- **Resources for an Inclusive Curriculum**
 - [GLSEN: Developing LGBTQ-Inclusive Classroom Resources](#)
 - [Stonewall Education for All: Creating an LGBT-Inclusive Curriculum: A Guide for Secondary Schools](#)
 - [The Legacy Project Lesson Plans](#)
 - ["It's Elementary" film](#)
 - [Fair Education Act Resources](#)



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Closing

To create an equitable society that is inclusive and affirming for people of all sexual orientations and gender identities, it is necessary to teach young people the roles and contributions of the LGBTQ+ community. To receive the full Inclusive Curriculum Implementation Guidance, please sign up for the Illinois Inclusive Curriculum Advisory Council's [newsletter](#), which provides resources related to the law.

Contact

The Illinois Inclusive Curriculum Advisory Council (IICAC) is comprised of:

Equality Illinois

<https://www.equalityillinois.us/>

Illinois Safe Schools Alliance (ISSA)

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

Public Health Institute of Metropolitan Chicago

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

The Legacy Project

<https://legacyprojectchicago.org/>