

UNIT # 2 : Survival	TIMEFRAME: Oct-Nov 6 weeks
<p>BIG IDEA(S): <u>Practice important reading strategies:</u></p> <ul style="list-style-type: none"> ● Paraphrasing ● Inference ● Vocabulary in Context ● Summarizing ● Figurative Language <p><u>Topics:</u> Empathy, Caring, Perspectives, Tolerance, Racism</p> <p><u>Writing Strategies:</u></p> <ul style="list-style-type: none"> ● Argument vs Evidence Step 3 ● Supporting the topic sentence with evidence ● Figurative Language ● <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ● Root words: ob, bene, min/i, cardi/o, serv ● Dialogue ● Verb tenses ● Transition words <p><u>Test Prep:</u></p> <ul style="list-style-type: none"> ● NJSLA narrative writing ● Open-ended response ● Annotating strategy 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ● What role has race played in American history? ● What is tolerance, and why is it important? ● What is empathy, and why is it important? ● Why is it important to get to know someone before you make a judgment? ● Why are people intolerant? <p>Strategies:</p> <ul style="list-style-type: none"> ● What strategies do good writers use? ● What does a good topic sentence tell our readers? ● What strategies do good readers use?
<p>ENDURING UNDERSTANDINGS: Students will understand that...</p> <ul style="list-style-type: none"> ● They should use different reading strategies in order to comprehend texts. ● Tolerant people accept other peoples' differences. ● Empathetic people put themselves in other peoples' shoes (figuratively) and are better able to understand how other people feel. ● They should use "robust" vocabulary to enhance their writing. ● All open-ended responses will include restatement of the question using names not pronouns, punchy insight, 4-6 sentences, ample, accurate and relevant evidence to support the answer, strong vocabulary, and effective transitions. ● They should paraphrase passages/sentences to assist them in comprehending what they are reading. ● All students will use the 4 Key Critical reading skills: Paraphrasing, (literal comprehension), inference, (extended reasoning), vocabulary in context, and finding the main idea/argument, (summarizing) in order to comprehend text. ● All students will utilize the Socratic discussion to enhance their reading and writing skills. 	

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> ● RL.CR. 6.1 ● RL.CI. 6.2 ● RL.IT.6.3 ● RL.TS.6.4 ● RL.PP.6.5
<ul style="list-style-type: none"> ● Recall plot details in text. ● Identify the characteristics of realistic fiction ● What is external and internal conflict? ● Compare and Contrast different characters in Maniac Magee. ● Explain “self-to-text” connections, and provide an example while reading <u>Maniac Magee</u> or a short passage or story. ● Pretend they are Maniac Magee, and write how they would handle his situations throughout the novel. ● Make flashcards for our new root words. ● Define more words based on their root words. ● Add new root words to a running list. <p>Introduce Story Vocabulary:</p> <ul style="list-style-type: none"> ● Define vocabulary selected by the teacher from the book <u>Maniac Magee</u>. They will create a user-friendly definition by using the context in the story/passage. Students will read, identify, and discuss vocabulary words in sentences. The words will be placed on the word wall. ● Define the literary terms: onomatopoeia, simile, metaphor, personification, and hyperbole. They will identify examples of the literary terms throughout the novel <u>Maniac Magee</u>. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> ● <u>Maniac Magee</u> ● D.DAT Chart TLC: ● http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D90&http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D90&Bringing Words To Life p. 72-102 ● <u>Bringing Words To Life</u> p. 72-102
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> ● RL.CR. 6.1 ● RL.CI. 6.2 ● RL.IT.6.3 ● RL.TS.6.4 ● RL.PP.6.5

<ul style="list-style-type: none"> ● Make inferences while reading the novel using QIEE. Explain how conflict affects the characters in the novel. ● Make an argument about which conflict is hardest to deal with in <u>Maniac Magee</u>. ● Analyze the characters and make inferences from the Description, Dialogue, Action, and Thoughts (D.DAT). (Maniac Magee, Amanda Beale, and Mars Bar) ● Analyze character conflicts in <u>Maniac Magee</u>. ● Use context clues to infer the meaning of new root words and confirm by checking the dictionary. They will add new vocabulary to their vocabulary lists. Story vocabulary: <ul style="list-style-type: none"> ● Use the relationship between particular words to better understand each of the words. ● Look up unfamiliar words in a dictionary ● Demonstrate how the definitions could be misleading or hard to understand. They will look at what was helpful to them in understanding the definition and what was confusing. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> ● <u>Maniac Magee</u> ● D.DAT Chart TLC: ● http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D90& ● D.DAT Chart with Evidence TLC: ● http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D90& ● <u>Bringing Words To Life</u> p. 72-102 ● <u>QIEE organizer</u> ● http://www.literacycookbook.com/download.php?did=90 ● <u>Character Analysis organizer</u> http://www.literacycookbook.com/download.php?did=90
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> ● RL.CR. 6.1 ● RL.CI. 6.2 ● RL.IT.6.3 ● RL.TS.6.4 ● RL.PP.6.5
<ul style="list-style-type: none"> ● “If Maniac were in this class, how do you think he would act in class?” The students will explain their response using evidence from the text. (Collect responses) ● Evaluate Maniac’s behavior after he leaves Aunt Dot and Uncle Dan: provide an argument on why or why not Maniac did the right thing when he ran away from Aunt Dot and Uncle Dan’s house. (Think, pair, share) ● Use root words in their writing and speaking. ● Write in their vocabulary journal entries that use some of the vocabulary words properly. ● Create posters of their favorite examples of similes and onomatopoeia. The 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> ● <u>Maniac Magee</u> ● <u>Bringing Words To Life</u> p. 72-102 ● <u>What’s Important organizer</u> http://www.literacycookbook.com/download.php?did=90 ● <u>QIEE organizer</u> ● http://www.literacycookbook.com/download.php?did=90 ● <u>Character Analysis organizer</u> http://www.literacycookbook.com/download.php?did=90

<p>poster will include the students' interpretations of the similes and onomatopoeia. Story vocabulary:</p> <ul style="list-style-type: none"> • Synthesize vocabulary words by creating posters of vocabulary words. The poster will include definitions, sentences, synonyms, antonyms, and pictures that will help synthesize the word. 	
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Student summaries of each chapter using the What's Important organizer. • Students answer the question, "If Maniac were in this class, how do you think he would act in class?" • Complete D-DAT for each character. • Complete character analysis chart for Maniac, Mars Bar, Amanda, and the McNabs • Students will chart the different conflicts Maniac faces in different chapters. • Respond to open-ended questions. • Quizzes on vocabulary • Tests on sections of the text • Vocabulary Posters • Quiz on figurative language 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Smartboard
<p>WRITING and GRAMMAR</p>	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • W.AW. 6.1 • W.AW. 6.1a • W.AW. 6.1b • W.AW. 6.1c • W.AW. 6.1d • W.AW. 6.1e • W.NW. 6.3 • W.NW 6.3a • W.NW 6.3b • W.NW 6.3c • W.NW 6.3d • W.NW 6.3e • L.VI. 6.4 • L.VI. 6.4a • L.VI. 6.4b • L.VI. 6.4c • L.VI. 6.4d

<ul style="list-style-type: none"> • Identify topic sentences. • List different topic sentences. • Identify the evidence that supports the topic sentence in a given paragraph. • Distinguish between argument and evidence. • Identify the different types of figurative language. • Identify the components of proper dialogue punctuation by reviewing a mentor text, then writing dialogue of their own to practice. They will look at “The Little Boy and the Old Man” to review the placement of dialogue tags. • Define a list of transition words and explain when it’s appropriate to use specific words in their writing. • Explain the importance of maintaining a consistent verb tense in their writing. • Identify the elements of an argumentative sentence (debatable words, cause and effect relationships, raising “How” or “Why” questions). 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • <u>Mechanically Inclined</u> Verb Tense p. 119-120 Dialogue p. 53-57; 144-146 Transition words p. 138-141 • <u>Grammar Workshop Textbook</u> Verb Tense p. 168-192 Dialogue p. 344-347; 370-371 Transition Words p. 306 Topic Sentences p. 38-39 • <u>Literacy Cookbook</u> Writing Effective Topic Sentences www.literacycookbook.com/page.php?id=18 • “The Little Boy and the Old Man” by Shel Silverstein • Vocabulary Posters Rubric • Argument vs Evidence (Step 3) • https://theliteracycookbook.wordpress.com/2012/09/05/approaches-to-the-common-core-argument-vs-evidence-step-3/
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • W.AW. 6.1 • W.AW. 6.1a • W.AW. 6.1b • W.AW. 6.1c • W.AW. 6.1d • W.AW. 6.1e • W.NW. 6.3 • W.NW 6.3a • W.NW 6.3b • W.NW 6.3c • W.NW 6.3d • W.NW 6.3e • L.VI. 6.4 • L.VI. 6.4a • L.VI. 6.4b • L.VI. 6.4c • L.VI. 6.4d
<ul style="list-style-type: none"> • Generate their own topic sentences for their narrative writing. • Generate evidence to support their topic sentence. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • <u>Mechanically Inclined</u> Verb Tense p. 119-120 Dialogue p. 53-57; 144-146 Transition words p. 138-141

<ul style="list-style-type: none"> ● Match arguments with relevant evidence. ● Punctuate dialogue correctly. ● Change verb tenses in sentences. ● Use different transition words. ● Identify the different types of figurative language used in the text. ● Finish sentence starters with the vocabulary which demonstrates the knowledge of the vocabulary and how to use it correctly in a particular context. ● Create similes and the use of onomatopoeia in their own writing. ● Build the strength of their argument sentences by writing argument sentences for an otherwise-complete paragraph. They will analyze the paragraph, determine the main idea, and craft a strong claim. Teacher will model this process, pointing out tips for finding the main idea. Students will then work on a paragraph in pairs, and then independently. ● Write claims/argument sentences using strong evidence from the chapter and coherent justification. ● Apply proper dialogue rules and transition words to their writing in class. ● Apply their knowledge of transition words to their writing, inserting transition words to make paragraphs more effective. ● Apply dialogue rules to a scene from <i>Crash</i> by Jerry Spinelli. It is written in the novel in a script format. Students will insert quotation marks, commas, and dialogue tags. 	<ul style="list-style-type: none"> ● <u>Grammar Workshop Textbook</u> Verb Tense p. 168-192 Dialogue p. 344-347; 370-371 Transition Words p. 306 Topic Sentences p. 38-39 ● <u>Literacy Cookbook</u> Writing Effective Topic Sentences www.literacycookbook.com/page.php?id=18 ● <u>Maniac Magee</u> ● <i>Crash</i>, “Chapter 26” page 92-94, by Jerry Spinelli ● Vocabulary Posters Rubric ● Argument vs Evidence (Step 3) ● https://theliteracycookbook.wordpress.com/2012/09/05/approaches-to-the-common-core-argument-vs-evidence-step-3/ ●
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> ● W.AW. 6.1 ● W.AW. 6.1a ● W.AW. 6.1b ● W.AW. 6.1c ● W.AW. 6.1d ● W.AW. 6.1e ● W.NW. 6.3 ● W.NW 6.3a ● W.NW 6.3b ● W.NW 6.3c ● W.NW 6.3d ● W.NW 6.3e ● L.VI. 6.4

	<ul style="list-style-type: none"> • L.VI. 6.4a • L.VI. 6.4b • L.VI. 6.4c • L.VI. 6.4d
<ul style="list-style-type: none"> • Write a 1 1/2-2 page(s) narrative essay. They will create more than 1 draft. The students will evaluate how to revise and edit to make their writing better. • Write and punctuate dialogue correctly in their narrative writing piece. • Given arguments, students must support them with their own relevant evidence and explanation. • Write using correct verb tenses. • Use transition words correctly in their narrative writing piece. • Evaluate the meaning of figurative language as used in the text. • Use figurative language in their own writing. • Draft open-ended responses to the class novel, analyzing specific elements of the section they are reading (see TLC resources). • Evaluate the open-ended responses of their partner, looking specifically at the evidence—is it strong? Was it integrated into the paragraph properly? Students will use their text to find 1-2 other pieces of evidence that would also support the claim. Students will work together to evaluate which piece of evidence is strongest. • Evaluate their peers' responses for transition words, highlighting the words they see and determining their effectiveness. • Synthesize their growing knowledge of narrative conventions with the work that they're doing in class by adding these elements to their novel responses (dialogue punctuation, consistent verb tenses, transition words). 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • <u>Mechanically Inclined</u> Verb Tense p. 119-120 Dialogue p. 53-57; 144-146 Transition words p. 138-141 • <u>Grammar Workshop Textbook</u> Verb Tense p. 168-192 Dialogue p. 344-347; 370-371 Transition Words p. 306 Topic Sentences p. 38-39 • <u>Literacy Cookbook</u> Writing Effective Topic Sentences <p>www.literacycookbook.com/page.php?id=18</p> <ul style="list-style-type: none"> • <u>Maniac Magee</u> • Vocabulary Posters Rubric • Argument vs Evidence (Step 3) • https://theliteracycookbook.wordpress.com/2012/09/05/approaches-to-the-common-core-argument-vs-evidence-step-3/ •
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Drafts and final copy of a 1 1/2- 2 page narrative essay. • Students will write an engaging narrative hook. • Quiz on punctuating dialogue 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Smartboard • Laptops

<ul style="list-style-type: none"> • Quiz on verb tenses • Quiz on Transition words 	
TEST PREP	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • RL.CR. 6.1 • RL.CI. 6.2 • RL.IT. 6.3 • RL.TS. 6.4 • W.AW. 6.1a • W.AW. 6.1b • W.AW. 6.1e
<ul style="list-style-type: none"> • Use the annotation strategy to find the main idea. • Find main idea/ important ideas and paragraphs and underline them (texts should have a task at the beginning so students have a focus) • Identify 4 major components of an OER (topic sentence, evidence/example, explanation and concluding sentence) • Identify and label vocabulary in context questions. • Review and identify the differences between a good exemplar and poor exemplar of an open-ended response. • Discuss the elements needed in a good open-ended response • Provide examples of what a punchy insight (inferences) means. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • <u>Literacy Cookbook</u> Open-ended response http://www.literacycookbook.com/page.php?id=148 Comprehension 101 http://www.literacycookbook.com/page.php?id=5 Punchy Insights Poster https://www.literacycookbook.com/download.php?did=149 • Annotation handout http://www.literacycookbook.com/download.php?did=90
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • RL.CR. 6.1 • RL.CI. 6.2 • RL.IT. 6.3 • RL.TS. 6.4
<ul style="list-style-type: none"> • Annotate to provide evidence for a specific thesis statement. (“How do people show intolerance?”) • Analyze paragraphs to identify which details support the main idea of how characters showed intolerance toward the East Enders and how others showed intolerance toward Maniac. • Analyze and critique sample writing responses to identify elements that are missing and how the response could be 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • <u>Literacy Cookbook</u> Open-ended response http://www.literacycookbook.com/page.php?id=148 Comprehension 101 http://www.literacycookbook.com/page.php?id=5 Punchy Insights Poster https://www.literacycookbook.com/download.php?did=149

<p>improved. Students can use Think-Pair-Share.</p> <ul style="list-style-type: none"> • Apply what they have learned about punchy insights, and include them in their responses to an open-ended question. • Analyze which moments in <u>Maniac Magee</u> best correlate with the purpose they have for reading. We will be reading, often, with the purpose of finding a theme, so students will be looking for significant changes in a character, repetition, and any lessons the character has learned. • 	<ul style="list-style-type: none"> • Annotation handout http://www.literacycookbook.com/download.php?did=90
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • RL.CR. 6.1 • RL.CI. 6.2 • RL.IT. 6.3 • RL.TS. 6.4 • W.WP. 6.4
<ul style="list-style-type: none"> • Write a 1 1/2-2 paragraph narrative piece. They will create more than 1 draft. The students will evaluate how to revise and edit to make their writing better. • Write OERs using <u>Maniac Magee</u>. • Evaluate their own OERs using an exemplar provided by the teacher. The teacher will model this strategy first, and students will evaluate their work and the work of their peers. • Evaluate other students' responses and establish if they met the requirements of the rubric scoring system. • Use their analysis of the sample responses to assist them in answering a separate open-ended question. • Write a 5 paragraph essay with evidence for a specific thesis statement. ("How do people show intolerance?") 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • <u>Literacy Cookbook</u> Open-ended response http://www.literacycookbook.com/page.php?id=148 https://theliteracycookbook.wordpress.com/2013/03/20/open-ended-response-care-package/Comprehension 101 http://www.literacycookbook.com/page.php?id=5 Punchy Insights Poster https://www.literacycookbook.com/download.php?did=149 • Annotation handout http://www.literacycookbook.com/download.php?did=90
<p>STUDENT WORK PRODUCTS/ASSESSMENTS:</p> <ul style="list-style-type: none"> • Compare/contrast essay • OER paragraphs • Narrative writing 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • <u>Maniac Magee</u> Movie • Smartboard
<p>SPEAKING/ LISTENING</p>	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • SL.PE. 6.1

	<ul style="list-style-type: none"> • SL.PE. 6.1a • SL.PE. 6.1b • SL.PE. 6.1c • SL.PE. 6.1d • SL.ES. 6.3 • SL.PI. 6.4
<ul style="list-style-type: none"> • Describe how a Socratic discussion of words. • Review the Socratic Seminar Rubric 2011. • Share their writing with the class each week. • Define and practice procedures for Think-Pair-Share. • Define and practice Habits of Discussion sentence starters. • Brainstorm and prepare notes (answer open-ended questions, or identify literary devices from a specific text) for discussion in the center of the circle (Socratic Seminar). • Take notes on the discussion or complete an Observation Checklist. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • Socratic Seminar Rubric 2011 TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& • Socratic Seminar Observation Checklist: • http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& • Socratic Seminar Questions on Short Stories TLC: • http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& • <u>Maniac Magee</u>
Tier 2 Activities/Strategies (Application/Analysis)	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • SL.PE. 6.1 • SL.PE. 6.1a • SL.PE. 6.1b • SL.PE. 6.1c • SL.PE. 6.1d • SL.ES. 6.3 • SL.PI. 6.4
<ul style="list-style-type: none"> • Work in pairs to answer questions about the text. • Share the opinion/thoughts of their partner. • Provide evidence during the discussion to support their arguments. • Record evidence to support their peers' knowledge and participation. • Analyze peer evidence and arguments and respond to the discussion topics. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • Socratic Seminar Rubric 2011 TLC: • http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& • Socratic Seminar Observation Checklist: • http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73&

	http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& <ul style="list-style-type: none"> • Socratic Seminar Questions on Short Stories TLC:
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • SL.PE. 6.1 • SL.PE. 6.1a • SL.PE. 6.1b • SL.PE. 6.1c • SL.PE. 6.1d • SL.ES. 6.3 • SL.PI. 6.4
<ul style="list-style-type: none"> • Critique and debate the essential questions from their text, <u>Maniac Magee</u> (“How do people show intolerance?”) • Create original arguments using the original discussion topics. • Provide constructive feedback to their peers on how they performed in the Socratic Seminar. • Defend their opinions using evidence from the text. • Respond to each other’s opinions, providing further evidence or a rebuttal. • Synthesize the arguments of their peers, providing an overview of the class’s thoughts on the subject. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • Socratic Seminar Rubric 2011 TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& <ul style="list-style-type: none"> • Socratic Seminar Observation Checklist: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& <ul style="list-style-type: none"> • Socratic Seminar Questions on Short Stories TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& <ul style="list-style-type: none"> • <u>Maniac Magee</u>
STUDENT WORK PRODUCTS/ ASSESSMENTS:	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:
<ul style="list-style-type: none"> • Socratic Seminar—graded on their participation in the discussion and on how they listen and take notes during the process. • Participating in Socratic Seminar discussion on <u>Maniac Magee</u>. They will be evaluating character development, and how characters adapt to survive in their worlds. 	<ul style="list-style-type: none"> • Videos of Socratic Seminars and Think-Pair-Shares as models

Teacher: _____

New Jersey Legislative Statutes and Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35- 4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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