

UNIT #3: Third Marking Period:	TIMEFRAME: 3rd marking period January 22, 2016- March 30, 2016
<p>BIG IDEA(S):</p> <p><u>Reading Strategies/Vocabulary</u></p> <ul style="list-style-type: none"> • Literary Analysis • Compare and Contrast • Themes • Summarizing • Illustrations • Predicting • Vocabulary in Context • Compare and Contrast • Character Analysis • Conflict • Author's purpose • Paraphrasing vs. Inference • Predicting • Finding Main Idea • Annotating questions • Restating questions • Read to make Self-to-Text <p>Connections</p> <ul style="list-style-type: none"> • Read to make Text-to Text <p>Connections</p> <ul style="list-style-type: none"> • Poetry <p><u>Topics</u></p> <p>People relating to each other and their environment. Coexisting. Tolerance. Beliefs/cultures.</p> <p><u>Writing Strategies</u></p> <p>Literary Analysis</p> <p>Open-Ended Response</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Action and linking verbs • Using forms of "be" • Main verbs and helping verbs • Contractions with "not" • Present-tense verbs • Subject-verb agreement • Past-tense verbs 	<p>ESSENTIAL QUESTIONS:</p> <p>How are people and nature connected?</p> <p>How do people explain nature in order to understand it?</p> <p>How can people help animals that are in danger?</p> <p>Why should people help nature/each other?</p> <p>What is conflict?</p> <p>What are the four types of conflict?</p> <p>What is prejudice? Does it come in different forms?</p> <p>Why is it important to get to know someone before you make a judgment?</p>

<p>Test Prep Open-ended response Practice and apply test-taking strategies PARCC Literary Analysis</p>	
<p>ENDURING UNDERSTANDINGS: Students will understand that...</p> <ul style="list-style-type: none"> • Good readers summarize infer, and paraphrase texts. • Good readers always question the text. • Tolerant people accept other peoples' differences. • We need to respect our environment. • Themes are presented in general terms and are not about specific characters. • Writers use "strong vocabulary" to enhance their writing. • All open-ended responses will include restatement of the question, using names not pronouns, 4-6 sentences, ample, accurate and relevant evidence to support their answer, strong vocabulary, effective transitions, and punchy insight. • Students should always choose the verb tense that tells when the action of the sentence happens. • An irregular verb shows past tense by using a different form of the main verb. • Prejudice is prejudgment, or forming an opinion before one becomes aware of the relevant facts. • Prejudice is based on a variety of factors: race, ethnicity, gender, religion, age, weight, looks, where one lives... • Authors convey a central message or lesson. 	
READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • RL.CR.3.1 • RL.CI.3.2 • RL.IT. 3.3 • L.VL.3.4 • RL.TS.3.4 • RL.PP.3.5 • RL.MF.3.6 • RL.CT.3.8 • RI.CR.3.1 • RI.CL.3.2 • RL.PP.3.5 • RI.MF.3.6 • RI.AA.3.7 • RI.CT.3.8 • L.RF.3.3 • L.RF.3.4c • L.VL.3.2a-d, • L.VI.3.3a-c • L.WF.3.2
<ul style="list-style-type: none"> • Use context clues in order to define vocabulary. • Define text vocabulary. • Students will identify parts of speech, synonyms, and antonyms for vocabulary words. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • "Pushing Up the Sky" <i>Reading Street</i> textbook • "A Symphony of Whales" <i>Reading Street</i> textbook • "Volcanoes: Nature's Incredible Fireworks" <i>Reading Street</i> textbook

<ul style="list-style-type: none"> ● Identify key words that indicate comparisons and contrasts. ● Define conflict as a struggle between two opposing forces. ● Define different types of connections that readers make, and how they enhance the story. ● List and define four types of conflict - (Person vs. Self, Person vs. Man, Person vs. Nature, Person vs. Society.) ● Define basic poetry terms such as: stanza, rhyme pattern, metaphor, simile, line breaks. 	<ul style="list-style-type: none"> ● Read Alouds: ● <i>Through My Eyes</i> by Ruby Bridges ● <i>Back of the Bus</i> by Aaron Reynolds ● <i>The Other Side</i> by Jacqueline Woods ● <i>Honey, I Love and Other Poems</i> by Eloise Greenfield
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> ● RL.CR.3.1 ● RL.CI.3.2 ● RL.IT. 3.3 ● L.VL.3.4 ● RL.TS.3.4 ● RL.PP.3.5 ● RL.MF.3.6 ● RL.CT.3.8 ● RI.CR.3.1 ● RI.CL.3.2 ● RL.PP.3.5 ● RI.MF.3.6 ● RI.AA.3.7 ● RI.CT.3.8 ● L.RF.3.3, L.RF.3.4c ● L.VL.3.2a-d ● L.VI.3.3a-c ● L.WF.3.2
<ul style="list-style-type: none"> ● Hypothesize the meaning of vocabulary words using context clues. ● Use context clues to figure out the meaning of unfamiliar words from <i>Vocabulary Workshop</i> and come up with synonyms ● Use context clues to figure out the meaning of unfamiliar words from <i>Vocabulary Workshop</i> and come up with antonyms. ● Analyze and describe examples of four different types of conflict -person vs. self, person vs. man, person vs. nature and person vs. society. ● Write a reason that explains why each type of conflict is that type. ● Identify an example of each type of conflict in “Pushing Up the Sky” with a 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> ● <i>Vocabulary Workshop</i> ● <i>Communities</i> Social Studies textbook/workbook ● <i>A Closer Look</i> Science textbook/workbook ● <i>Through My Eyes</i> by Ruby Bridges ● “Pushing Up the Sky” <i>Reading Street</i> textbook ● “A Symphony of Whales” <i>Reading Street</i> textbook ● <i>Honey, I Love and Other Poems</i> by Eloise Greenfield ● <i>Back of the Bus</i> by Aaron Reynolds ● <i>The Other Side</i> by Jacqueline Woods

<p>partner or in a small group. Justify in writing how each is an example.</p> <p>Vocabulary home practice.</p> <ul style="list-style-type: none"> Identify basic poetry terms such as: stanza, rhyme pattern, metaphor, and simile as we read from <i>Honey, I Love and Other Poems</i> by Eloise Greenfield. Compare and contrast characters from different stories by completing a graphic organizer with details from “A Symphony of Whales” and <i>Through My Eyes</i>. 	
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> RL.CR.3.1 RL.CI.3.2 RL.IT. 3.3 L.VL.3.4 RL.TS.3.4 RL.PP.3.5 RL.MF.3.6 RL.CT.3.8 RI.CR.3.1 RI.CL.3.2 RL.PP.3.5 RI.MF.3.6 RI.AA.3.7 RI.CT.3.8 L.RF.3.3 L.RF.3.4c L.VL.3.2a-d L.VI.3.3a-c L.WF.3.2
<ul style="list-style-type: none"> Present examples of conflict from “Pushing up the Sky” with classmates for discussion. Compare and contrast going to school for Ruby Bridges to your going to school. Draw inferences from poems using TLC Paraphrase, Question, Infer, and Summarize chart. Write sentences using vocabulary words to show meaning. Consult reference materials, glossary, and beginning dictionaries to check and correct spellings. Determine or clarify the meaning of unknown and multiple meaning words and phrases using reference materials (ex., dictionaries, glossaries, and thesauruses) across all subject areas. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> “Pushing Up the Sky” <i>Reading Street</i> textbook <i>Through My Eyes</i> by Ruby Bridges “A Symphony of Whales” <i>Reading Street</i> textbook Teachers can select sample texts from Social Studies textbook, Science textbook, etc. <i>Honey, I Love and Other Poems</i> by Eloise Greenfield TLC Paraphrase, Question, Infer, and Summarize chart <p>http://www.literacycookbook.com/download</p>

<p>Students will write a 4 paragraph essay, complete with introduction and punchy ending, comparing and contrasting characters from the different stories using details from the “A Symphony of Whales” and <i>Through My Eyes</i>.</p>	
<p>● STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> ● Decide what you would do if you were Ruby Bridge’s classmate. What is your reaction to what is happening outside the school? When she walks through the classroom door? At recess? ● Character Analysis worksheet ● Vocabulary hypothesis sheet. ● Students will take a vocabulary test every week to measure progress. Vocabulary mastery will also be informally assessed through its integration into homework assignments. ● Students will take reading comprehension test to measure progress. Comprehension will also be informally assessed through participation in class discussions. 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> ● Computers ● Smartboard
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> ● W.AW.3.1 ● W.IW.3.2 ● W.NW.3.3 ● W.WP.3.4 ● W.WR.3.5 ● W.RW.3.7 ● L.KL.3.1a-c ● L.VL.3.2a-d ● L.VI.3.3a-c ● L.WF.3.2
<ul style="list-style-type: none"> ● Identify main verbs, helping verbs, linking verbs, action verbs, present-tense verbs and past-tense verbs. ● Recognize the difference between action and linking verbs. ● Recognize the difference between present-tense verbs and past-tense verbs. ● Identify forms of “be.” ● Define “contraction” and identify contractions in sentences. ● Define predicting. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> ● Writing journals ● <i>Wordly Wise Book 3</i> spelling textbook ● Language Arts textbook ● Language Arts workbook ● PARCC Prep: Literary Analysis Writing Task The LiteracyCookbookblog ● “Eruption!” and “Fleeing Goma: Eruption in the Congo” ReadWorks.org

<ul style="list-style-type: none"> ● Define literary analysis writing by listing and discussing the steps involved and modeling a sample of how to compare and contrast text. ● Paraphrase the directions and unpack the question for sample literary analysis tasks. ● Identify key words that indicate comparisons and contrasts. ● Identify unfamiliar words from “Walking Tall” and “Winning the Vote.” 	<ul style="list-style-type: none"> ● <i>Honey, I Love and Other Poems</i> by Eloise Greenfield ● <i>Communities</i> Social Studies textbook/workbook Unit 3 ● <i>A Closer Look</i> Science textbook/workbook Unit 3 ● “Winning the Vote” and “Walking Tall” ReadWorks.org
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> ● W.AW.3.1 ● W.IW.3.2 ● W.NW.3.3 ● W.WP.3.4 ● W.WR.3.5 ● W.RW.3.7 ● L.KL.3.1a-c ● L.VL.3.2a-d ● L.VI.3.3a-c ● L.WF.3.2
<ul style="list-style-type: none"> ● Analyze verbs to determine if they are action or linking. ● Analyze verbs to determine if they are main or helping verbs. ● Explain what action verbs, linking verbs, main verbs and helping verbs. ● Explain what contractions are and identify contractions in sentences. ● Analyze verbs to determine if they are present or past tense. ● Identify the features of a play. ● Identify features of a poem. ● Analyze how “Walking Tall” and “Winning the Vote” are similar. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> ● Writing journals ● <i>Wordly Wise Book 3</i> spelling textbook ● Language Arts textbook ● Language Arts workbook ● “Eruption!” and “Fleeing Goma: Eruption in the Congo” ReadWorks.org ● <i>Honey, I Love and Other Poems</i> by Eloise Greenfield ● “Winning the Vote” and “Walking Tall” ReadWorks.org
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> ● W.AW.3.1 ● W.IW.3.2 ● W.NW.3.3 ● W.WP.3.4 ● W.WR.3.5 ● W.RW.3.7 ● L.KL.3.1a-c ● L.VL.3.2a-d ● L.VI.3.3a-c ● L.WF.3.2

<ul style="list-style-type: none"> • Use main verbs, helping verbs, linking verbs, and action verbs in sentences. • Use contractions in sentences. • Use correct subject verb agreement in writing. • Use present tense and past tense verbs correctly in writing. • Imagine that he or she is Ruby and write a diary account of daily thoughts and activities the day before you go to school and when you come home. • Write: How do make-believe stories help us wonder about real things? • Identify and define unfamiliar words from “Eruption!” and “Fleeing Goma: Eruption in the Congo” and use in complete sentences. • Write an open-ended response answering the prompt: If the Colima volcano (in Mexico) erupts, would the eruption be likely to affect people in Colima? Explain why or why not, using evidence from both articles. • Write two examples for each type of conflict – one from <i>Through My Eyes</i> and another from a book he/she has read in the past. Justify in writing how the example demonstrates each conflict, not just _____ vs. _____. • Write an open-ended response answering the prompt: Compare how Ruby Bridges changed America with how women in the suffrage movement changed America. Give specific details from both texts to explain your answer. 	<ul style="list-style-type: none"> • L.WF.3.3 <p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • Writing journals • <i>Wordly Wise Book 3</i> spelling textbook • Language Arts textbook • Language Arts workbook • Pushing Up the Sky” <i>Reading Street</i> textbook (a play) • “Eruption!” and “Fleeing Goma: Eruption in the Congo” ReadWorks.org • <i>Through My Eyes</i> by Ruby Bridges • “Winning the Vote” and “Walking Tall” ReadWorks.org
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Students will create a writing piece using their vocabulary words. • Comprehension will also be assessed informally through class participation • Writing Journals • Language Arts notebooks • PARCC practice test <p>PARCC Writing prep. Compare how Ruby Bridges changed America with how women in the suffrage movement changed America using steps learned for literary analysis.</p>	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • SMARTboard • Type writing on laptops • Answer open test questions using information from the text. • Track and grade student participation in class answering questions in complete sentences and tracking peers.

TEST PREP	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • RL.CR.3.1 • RL.CI.3.2 • RL.IT. 3.3 • L.VL.3.4 • RL.TS.3.4 • RL.PP.3.5 • RL.MF.3.6 • RI.CR.3.1 • RI.CL.3.2 • RL.PP.3.5 • RI.MF.3.6 • RI.AA.3.7 • RI.CT.3.8 • L.RF.3.3a,d • L.RF.3.4a-c • W.AW.3.1 • W.NW.3.3 • SL.PE.3.1 • SL.II.3.2 • SL.ES.3.3 • SL.PI.3.4 • SL.AS.3.6 • L.WF.3.2
<ul style="list-style-type: none"> • Read through Open-ended Response Rubric to review criteria needed to earn a 4. Students will define vocabulary and ask questions to clarify. • Review basic test-taking strategies such as: process of elimination, referring back to the passage, and using context clues to determine meanings of unknown words using stories from Unit 1 of <i>NJ Progress</i> book • Restate the question by using NAMES instead of pronouns. • Identify and label vocabulary in context. • Compare and contrast paired texts. • Identify author's purpose, theme in a poem, and figurative language. • Write OERs citing evidence from paired texts. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • "Open-ended Response Rubric" on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66& • "All in a Week" http://www.readworks.org/passages/all-week • "Fleeing Goma: Eruption in the Congo/" "Eruption-http://www.readworks.org/passages/fleeing-goma-eruption-congo • "Hispanic Population Soars"- http://www.readworks.org/passages/hispanic-population-soars-0 • "Into the Flames"- http://www.readworks.org/passages/flames • <i>NJ Progress</i> book
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • RL.CR.3.1 • RL.CI.3.2 • RL.IT. 3.3 • L.VL.3.4

	<ul style="list-style-type: none"> • RL.TS.3.4 • RL.PP.3.5 • RL.MF.3.6 • RI.CR.3.1 • RI.CL.3.2 • RL.PP.3.5 • RI.MF.3.6 • RI.AA.3.7 • RI.CT.3.8 • L.RF.3.3a, 3.3d, • L.RF.3.4a-c • W.AW.3.1 • W.NW.3.3 • SL.PE.3.1 • SL.II.3.2 • SL.ES.3.3 • SL.PI.3.4 • SL.AS.3.6
<ul style="list-style-type: none"> • Practice applying test-taking strategies. • Make inferences when reading a variety of texts. • Compare and contrast within a text. • Practice identifying author's purpose, theme, vocabulary in context, and figurative language. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • “Fleeing Goma: Eruption in the Congo/ “Eruption-http://www.readworks.org/passages/fleeing-goma-eruption-congo • “Smoking Hurts the Heart and Lungs”- http://www.readworks.org/passages/smoking-hurts-lungs-and-heart-0 • “Stay Candle Safe” - http://www.readworks.org/passages/stay-candle-safe • “Reef Building” - http://www.readworks.org/passages/reef-building
Tier 3 Activities/Strategies (Synthesis/Evaluation)	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • RL.CR.3.1 • RL.CI.3.2 • RL.IT. 3.3 • L.VL.3.4 • RL.TS.3.4 • RL.PP.3.5 • RL.MF.3.6 • RI.CR.3.1 • RI.CL.3.2 • RL.PP.3.5 • RI.MF.3.6 • RI.AA.3.7 • RI.CT.3.8 • L.RF.3.3a, 3.3d • L.RF.3.4a-c • W.AW.3.1 • W.NW.3.3 • SL.PE.3.1 • SL.II.3.2 • SL.ES.3.3

	<ul style="list-style-type: none"> • SL.PI.3.4 • SL.AS.3.6
<ul style="list-style-type: none"> • Practice applying test-taking strategies. • Make inferences and identify theme when reading a variety of texts. • Provide inferences based on evidence from the text. • Write OERs comparing/contrasting paired text. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • “Fleeing Goma: Eruption in the Congo/ “Eruption-http://www.readworks.org/passages/fleeing-goma-eruption-congo • “Tough Talkin’!: Discussing Bullies and Other Problems” -http://www.readworks.org/passages/tough-talkin • “The Lobster Blues” - http://www.readworks.org/passages/lobster-blues
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • ANet assessment • PARCC practice test • PARCC Writing prep. Compare how Ruby Bridges changed America with how women in the suffrage movement changed America using steps learned for literary analysis. • ANET quizzes • Write OERs comparing multiple texts 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • Use laptops to complete ANet assessment • SmartBoard use online tools to annotate passages and questions
SPEAKING/ LISTENING	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • SL.PE.3.1 • SL.II.3.2 • SL.ES.3.3 • SL.PI.3.4 • SL.AS.3.6
<ul style="list-style-type: none"> • Listen to the opinions of others, taking notes, and possibly change their own opinion. • Students will read their writing (Writing: If the Colima volcano (in Mexico) erupts, would the eruption be likely to affect people in Colima? Explain why or why not, using evidence from both articles) to the class as classmates take notes. • Listen to stories that explain nature’s mysteries. • Paraphrase portions of a text read aloud. • Listen to a Reader’s Theater and respond to questions. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • “Eruption!” and “Fleeing Goma: Eruption in the Congo” ReadWorks.org • <i>Through My Eyes</i> by Ruby Bridges • <i>Back of the Bus</i> by Aaron Reynolds • <i>The Other Side</i> by Jacqueline Woods • <i>Honey, I Love and Other Poems</i> by Eloise Greenfield • Student Journals • Performance rubric-teacher made document (Rubistar.com)
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • SL.PE.3.1

	<ul style="list-style-type: none"> • SL.II.3.2 • SL.ES.3.3 • SL.PI.3.4 • SL.AS.3.6
<ul style="list-style-type: none"> • Identify areas in which they agree or disagree with peers' writing. • Discuss stories that explain nature's mysteries, and how these stories are often passed down orally from generation to generation. • Students will participate in small group and one-on-one discussions about the stories read in this unit. They will be required to come prepared with important materials and take notes during the discussion. • Students will be called on to share the opinion/thoughts of their partner. • Work in pairs to answer questions about the texts. • Act out a Readers Theater with feeling • Infer what the message is in Reader's Theater. • Perform Readers Theater for Kindergarten and respond to their questions. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • "Eruption!" and "Fleeing Goma: Eruption in the Congo" ReadWorks.org • <i>Through My Eyes</i> by Ruby Bridges • <i>Back of the Bus</i> by Aaron Reynolds • <i>The Other Side</i> by Jacqueline Woods • <i>Honey, I Love and Other Poems</i> by Eloise Greenfield • Student Journals
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • SL.PE.3.1 • SL.II.3.2 • SL.ES.3.3 • SL.PI.3.4 • SL.AS.3.6
<ul style="list-style-type: none"> • Defend their opinions using evidence from the text. • Respond to each other's opinions, providing further evidence. • Students will share their writing and reading journal entries with the class and the teacher. • Judge classmates' performance in the Readers Theater using the performance rubric. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • "Eruption!" and "Fleeing Goma: Eruption in the Congo" ReadWorks.org • <i>Through My Eyes</i> by Ruby Bridges • <i>Back of the Bus</i> by Aaron Reynolds • <i>The Other Side</i> by Jacqueline Woods • <i>Honey, I Love and Other Poems</i> by Eloise Greenfield • Student Journals • Performance rubric – teacher made document (Rubistar.com)
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • Speaking and listening will be informally assessed by participation in class discussions and accuracy of answers. • Students will participate in guided discussions. 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • Ability to listen attentively and speak effectively is invaluable in school, in career, and in life.

<ul style="list-style-type: none"> • Participation in small group and one-on-one discussions. • Students notes during discussion. • Writing and Reading journal entries. • Observation of the accuracy of the students' performance in the Reader's Theater. 	
ADDITIONAL OVERALL NOTES (e.g., field trips, guest speakers):	

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>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		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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