



[Grade 6 New Jersey State Learning Standards](#)

Marking Period		Unit Title	Recommended Instructional Days
4		"Imagination"	45
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit</b>	
<i>Progress Indicator: RL.6.3, RL.6.5, RL.6.6, RL.6.10</i>	<i>Progress Indicator: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10</i>		
<b>Companion Standards Subject:</b>	<b>Writing Strand:</b>	<b>Essential Question/s:</b> <ul style="list-style-type: none"> <li>● Where can imagination lead?</li> <li>● Can fiction teach us about life?</li> <li>● Can fiction reveal the truth?</li> <li>● What kind of adventures can you experience when you use your imagination?</li> <li>● How do we read between the lines?</li> <li>● How can reading literature help us learn about culture?</li> <li>● What drives people to explore?</li> </ul> <b>Activity Description:</b> <b>Whole-Class Learning</b> <b>Anchor Text (Drama):</b> <i>The Phantom Tollbooth, Act I</i> play by Susan Nanus, based on the book by Norton Juster <b>Anchor Text (Drama):</b> <i>The Phantom Tollbooth, Act II</i> play by Susan Nanus, based on the book by Norton Juster	
<i>Progress Indicator: SCI.MS-ESS1-3, SCI.MS-ESS2-2, SCI.MS.ESS1.C, SCI.MS-ESS1-3, SOC.6.1, SOC.6.2, SOC.6.2.3, MA.6.RP, MA.6.NS.A, MU.6-8.1.3.A.8.Re</i>	<i>Progress Indicator: W.6.2, W.6.2a, W.6.3, W.6.3.a-b</i>		
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>	<b>Activity Description:</b> <b>Whole-Class Learning</b> <b>Anchor Text (Drama):</b> <i>The Phantom Tollbooth, Act I</i> play by Susan Nanus, based on the book by Norton Juster <b>Anchor Text (Drama):</b> <i>The Phantom Tollbooth, Act II</i> play by Susan Nanus, based on the book by Norton Juster	
<i>Progress Indicator: SL.6.2, SL.6.6</i>	<i>Progress Indicator: L.6.1, L.6.3, L.6.3.a, L.6.4, L.6.4.b, L.6.5, L.6.5.c, L.6.6</i>		
<b>Social and Emotional Learning:</b>	<b>Social and Emotional Learning:</b>		

Competencies	Sub-Competencies	Multimedia: from <i>The Phantom Tollbooth</i>
 <p><b>Second Step Unit Plans</b></p> <ul style="list-style-type: none"> <li>• Self Awareness</li> <li>• Self Management</li> <li>• Social Awareness</li> <li>• Responsible Decision-Making</li> <li>• Relationship Skills</li> </ul>	 <p><b>Responsible Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one’s actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul>	<p><b>Multimedia: from <i>The Phantom Tollbooth</i></b></p> <ul style="list-style-type: none"> <li>• Read and analyze character and plot development. <b>RL.6.3</b></li> <li>• Expand Knowledge and use of academic and concept vocabulary. <b>RL.6.4</b></li> <li>• Write a fictional narrative as you develop imagined experiences or events using effective techniques. <b>W.6.3</b></li> <li>• Conduct research projects of various lengths to explore a topic and clarify its meaning. <b>W.6.7</b></li> <li>• Combine sentences for variety. <b>L.6.1</b></li> <li>• Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. <b>SL.6.1</b></li> <li>• Integrate audio, visuals, and text in presentations. <b>SL.6.5</b></li> </ul> <p><b>Small Group Learning</b></p> <ul style="list-style-type: none"> <li>• from “Alice’s Adventures in Wonderland” by Lewis Carroll</li> <li>• “Jabberwocky” by Lewis Carroll</li> <li>• “The Importance of Imagination” by Esha Chhabra</li> <li>• Unit 5: from “Lewis and Clark” by Nick Bertozzi</li> </ul> <p><b>Independent Learning:</b></p> <ul style="list-style-type: none"> <li>• from “The Wonderful Wizard of Oz” by L. Frank Baum</li> <li>• “Our Wreath of Rose Buds” by Corrinne</li> <li>• “Fantasy” by Gwendolyn Bennett</li> <li>• “The Shah of Blah” by Salman Rushdie</li> <li>• “Prince Francis” by Roddy Doyle</li> </ul> <p><b>Conventions:</b></p> <ul style="list-style-type: none"> <li>• complete subjects, interrogative sentences, independent clauses, conjunctions, dependent clauses, invented</li> </ul>

		<p>language, interjections, pronoun-antecedent agreement, complete predicates, compound sentences, prepositional phrases, appositive phrases, &amp; sensory details, <b>predicate noun, predicate adjective</b></p> <p><b>Interdisciplinary Connections: Content; NJSL#:</b></p> <p><b><u>WRITING:</u></b></p> <p><b><u>Literary Analysis Task:</u></b></p> <ul style="list-style-type: none"><li>● Milo meets many characters throughout “The Phantom Tollbooth” that teach Milo many lessons.<ul style="list-style-type: none"><li>○ Compare and contrast two characters and their viewpoints.</li><li>○ Describe the characters and the lesson learned.</li><li>○ Make sure to gather textual evidence and analyze any quotes.</li></ul></li><li>● There are several settings in “<i>Phantom Tollbooth</i>”. Choose two or three of these scenes and explain the significance.<ul style="list-style-type: none"><li>○ How are the two/three scenes connected?</li><li>○ How does Norton Juster’s use of imagery enhance the visualization of the reader?</li><li>○ Make sure to cite the text accordingly.</li></ul></li></ul> <p><b><u>Expository/Explanatory Writing Task:</u></b></p> <ul style="list-style-type: none"><li>● In <i>The Phantom Tollbooth</i>, the author Norton Juster plays tricks with words to connect the stages of Milo’s journey to stages we go through in our lives. For example, Milo travels towards a place called “Expectations” but gets caught in the “Doldrums,” just as we travel in life towards things we are excited about (Expectations) but sometimes lose steam or get discouraged along the way (Doldrums, or depression). Choose any part of the book you like, and talk about what the author’s “word tricks” mean and symbolize in that section. Use evidence from the text to show the connections to what you think Juster was talking about both literally and figuratively.</li></ul> <p><b><u>Narrative Writing Task</u></b></p> <ul style="list-style-type: none"><li>● Demonstrating your knowledge of writing events in sequence and</li></ul>
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using descriptive language, write a very short story telling of a fantastical adventure such as the one Milo takes when he goes through the magical tollbooth (you can also think about other similar stories you've heard, such as *The Wizard of Oz* or *Alice in Wonderland*). Be as creative as you'd like; go down a drainpipe, into a grain of sand, to the reaches of outer space, or inside the mind of your dog - you name it! Compare yourself to at least one character from one other book, movie, or poem in your piece using proper title punctuation.

- Take the setting(s) of the novel and imagine a place with completely opposite features-geography, climate, and wildlife. Write a narrative in the author's voice following the main plot of the story.

**Argument Writing Task**

- After reading *The Phantom Tollbooth* and learning about the history and use of numbers and letters, write an opinion essay arguing which you think is more important, letters or numbers. Just like the kings of Dictionopolis and Digitopolis, many people think that numbers are more useful or important than letters and words, and other people think the opposite. Most of us feel like we are a little better at math than English, or a little better at English than math. Using evidence from at least two of these texts: *Ox, House, Stick: The History of our Alphabet*, *Don Robb, Where Words Come From*, *Jack Umstatter; Why Pi?*, *Johnny Ball*, or *The Phantom Tollbooth*, support your argument that words or numbers are more important. If we had numbers and not letters, could we still function as a society? What if the reverse were true?

**Compare/Contrast Writing Task**

- After reading Chapters 1-2 of *The Phantom Tollbooth*, watching the beginning of Disney's *Alice in Wonderland*, as well as reading Common Lit's *Down the Rabbit Hole*, complete a Venn Diagram to show the similarities and differences between the two stories. Then, write a compare/contrast essay. Possible similarities to

		<p>writing about are how Milo and Alice both went into different worlds, they were bored with life, met nonsense characters throughout their journey, and did not like learning. Possible differences to write about how Milo went through the tollbooth on purpose while Alice accidentally fell into the rabbit hole, Milo's reason for going through was because he had nothing better to do while Alice's reason for falling in was due to her becoming distracted and curious about a white rabbit.</p> <p><b><u>Poetry Aligned to Text:</u></b></p> <ul style="list-style-type: none"> <li>● "Our Wreath of Rose Buds" by Corrinne</li> <li>● "Fantasy" by Gwendolyn Bennett</li> <li>● "Today is Very Boring" by Jack Prelutsky</li> <li>● "Boredom" by Eleanor Farjeon</li> <li>● "Hope is the thing with feathers" by Emily Dickinson</li> <li>● "Frozen Dream" by Shel Silverstein</li> </ul> <p><b><u>Music Aligned to Text:</u></b></p> <ul style="list-style-type: none"> <li>● "Imagine" by John Lennon</li> <li>● "Pure Imagination" by Anthony Newley &amp; Leslie Bricusse sung by Gene Wilder</li> </ul>
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Any or all My Perspectives Unit 4 Assessments</li> <li>● My Perspectives End-of-Year Assessment</li> <li>● Pre-Writing/Pre-Reading Assessments</li> <li>● Entrance/Exit Tickets</li> <li>● Daily/Weekly Student Reflections</li> <li>● Quizzes that mirror multiple-choice questions on the NJSLA exam. Each question will contain both Part A and Part B, as well as multiple sources (video, text, poetry, and articles) to be compared to the novel.</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Assessments of comprehension and standards taught</li> <li>● District Assessments</li> <li>● Interim Assessments</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit Assessment</li> <li>● Essay</li> <li>● Assessment of standards taught in novel</li> <li>● Presentations</li> </ul>

<p>These quizzes will cover theme, characters, setting, central idea, point of view, structure, and vocabulary in context.</p>	<ul style="list-style-type: none"> <li>● Peer/Self Evaluation</li> <li>● Cumulative Reflection/Growth Mindset</li> <li>● State Assessments</li> <li>● Benchmark Assessments</li> <li>● End of Unit/ Chapter Tests</li> <li>● Final Projects</li> <li>● Video Presentations</li> </ul>		
<p><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
<ul style="list-style-type: none"> <li>● MyPerspectives Anthology Unit 4</li> <li>● “The Great Universal Undo”</li> <li>● “The Phantom Tollbooth Acts I &amp; II” by Susan Nanus</li> <li>● “The Phantom Tollbooth” media</li> <li>● “Alice’s Adventures in Wonderland” by Lewis Carroll</li> <li>● “Jabberwocky” by Lewis Carroll</li> <li>● “The Importance of Imagination” by Esha Chhabra</li> <li>● “The Wonderful Wizard of Oz” by L. Frank Baum</li> <li>● “Our Wreath of Rose Buds” by Corrine &amp; Gwendolyn Bennett</li> <li>● “The Shah of Blah” by Salman Rushdie</li> </ul>	<ul style="list-style-type: none"> <li>● Modified Versions of Texts</li> <li>● Audio of Text</li> <li>● Large Font Text</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> <li>● Provide options for perception</li> </ul>	<ul style="list-style-type: none"> <li>● Spanish language version of the text (when available)</li> <li>● Converse in Native Language.</li> <li>● ESL Basics</li> <li>● Cultivate Relationships and be culturally responsive.</li> <li>● Topic choice</li> <li>● Reflection activities</li> <li>● Various assessment strategies</li> <li>● Pair work</li> <li>● Online Thesaurus</li> <li>● Extra Support Readers</li> <li>● Tiered Content/Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Above level IXL</li> <li>● Above level “Choice” text</li> <li>● Anchor Text plus two additional texts.</li> <li>● Group and individual presentations</li> <li>● Assign independent projects.</li> <li>● Speak to Student Interests</li> <li>● Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous material, blogs, and poetry</li> </ul>

<ul style="list-style-type: none"> <li>● “Prince Francis” by Roddy Doyle</li> <li>● Unit 5: from “Lewis and Clark” by Nick Bertozzi</li> <li>● “The Phantom Tollbooth” Novel by Norton Juster</li> <li>● Learning Contracts</li> <li>● Centers/Stations</li> <li>● Interactive Journals</li> <li>● Level Readers</li> <li>● Online Simulations</li> <li>● Teacher Editions</li> <li>● Student Editions</li> </ul>			
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**Supplemental Resources**

**Technology:**

- **Device, Film application (FlipGrid, IMovie, Screencastify, etc.), Smart Board, Meet application (Google Meet, Zoom, etc.) Digital whiteboard application, Camera and microphones as needed, Kami-PDF annotations- ([https://web.kamihq.com/web/viewer.html?browser\\_action=true](https://web.kamihq.com/web/viewer.html?browser_action=true); document camera where applicable, Google Meets, Breakout Rooms**
- **Slidesmania link for free virtual interactive notebooks**
- **NoRedInk**
- **Prezi**
- **Bookcreator**
- **TedED Talks**
- **Padlet**
- **Peardeck**
- **Nearpod**
- **Newsela**
- **Commonlit**
- **Edpuzzle**
- **Actively learn**
- **IXL**
- **BrainPOP**
- **Flocabulary**

**Other:**

- White Board, Chart Paper, Markers, Exemplar of Writing Task, Outlines

**New Jersey Legislative Statutes and Administrative Code Resources**

- “The Importance of Imagination” by Esha Chhabra
  - (Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*)
- “Our Wreath of Rose Buds” by Corinne
  - (Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*)
- “The Shah of Blah” by Salman Rushdie
  - (Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*)
- “Fantasy” by Gwendolyn Bennett
  - (Amistad Law: *N.J.S.A. 18A 52:16A-88*)
- Unit 5: “from Lewis and Clark” by Nick Bertozzi
  - Call students’ attention to panel 18 and note that African American man enslaved by Clark’s family. Have students listen to the interviews and reread the excerpt from the graphic novel. Ask students how knowing more about York can help them better understand this section of the graphic novel.
  - (Amistad Law: *N.J.S.A. 18A 52:16A-88*)
- “The Guitar” by Federico Garcia Lorca
  - Narrative Writing Task: Write an essay about how the Guitar becomes a character in *The Phantom Tollbooth*.
  - (LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*)
- The United States Holocaust Memorial Museum: “Hidden Children”
  - Research the effects the Holocaust had on surviving children. Create a comic strip presentation showing how children used their imaginations during this time.
  - (Holocaust Law: *N.J.S.A. 18A:35-28*)
- “The Importance of Imagination in Times of Climate Crisis” by Josephine Becker
  - (Standards in Action: *Climate Change*)

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources	ELL Core Resources	Gifted & Talented Core
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	<i>IEP/504/At-Risk/ESL</i>		
<ul style="list-style-type: none"> <li>● My Perspectives Anthology</li> <li>● “The Phantom Tollbooth” by Norton Juster</li> <li>● Learning Contracts</li> <li>● Centers/Stations</li> <li>● Interactive Journals</li> <li>● Level Readers</li> <li>● Online Simulations</li> <li>● Teacher Editions</li> <li>● Student Editions</li> </ul>	<ul style="list-style-type: none"> <li>● Extra Support Readers</li> <li>● Provide options for comprehension</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> <li>● Provide options for perception</li> <li>● Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>● Four Corners Activity, Sentence Stems, Anchor Chart for Vocabulary &amp; Text Structure</li> <li>● Converse in Native Language.</li> <li>● ESL Basics</li> <li>● Cultivate Relationships and be culturally responsive.</li> <li>● Topic choice</li> <li>● Reflection activities</li> <li>● Various assessment strategies</li> <li>● Pair work</li> <li>● Online Thesaurus</li> <li>● Extra Support Readers</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>● Above level IXL</li> <li>● Above level “Choice” text</li> <li>● Anchor Text plus two additional texts.</li> <li>● Group and individual presentations</li> <li>● Assign independent projects.</li> <li>● Speak to Student Interests</li> <li>● Plan for differentiation.</li> <li>● Consider pre-assessments, extension activities, and compacting the curriculum.</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous material, blogs, and poetry.</li> <li>● Leadership Roles</li> <li>● Provide a variety of above-level material</li> </ul>
<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ul style="list-style-type: none"> <li>● Financial Health</li> <li>● Financial Landscape</li> <li>● Money Management</li> <li>● Career Awareness and Planning</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem-solving</li> <li>● Digital Citizenship</li> <li>● Global and Cultural Awareness</li> <li>● Information and Media Literacy</li> <li>● Technology Literacy</li> </ul>		
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> <li>● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters</li> </ul>	

- creativity and innovative thinking
- Multiple solutions often exist to solve a problem
- An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
- There are tradeoffs between allowing information to be public and keeping information private and secure.
- Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
- Digital communities are used by individuals to share information, organize and engage around issues and topics of interest.
- **Climate Change -Digital technology and data can be leveraged by communities to address the effects of *climate change*.**
- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
- Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
- Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
- The mode of information can convey a message to consumers or an audience.
- Sources of information are evaluated for accuracy and relevance when considering the use of information.
- There are ethical and unethical uses of information and media.
- There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
- Some digital tools are appropriate for gathering, organizing,

		<p>analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p> <ul style="list-style-type: none"> <li>• Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</li> </ul>
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> <li>• 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</li> <li>• 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</li> <li>• 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</li> <li>• 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</li> <li>• 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</li> <li>• 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</li> <li>• 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</li> <li>• 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to the effects of climate change (e.g., smart cities).</li> <li>• 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</li> <li>• 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information</li> <li>• 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</li> </ul>

		<ul style="list-style-type: none"> <li>● 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</li> <li>● 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</li> <li>● 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</li> <li>● 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</li> <li>● 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships and facilitate data-based decision-making</li> <li>● 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</li> </ul>
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	
	<p>Act as a responsible and contributing community member and employee.</p> <ul style="list-style-type: none"> <li>● Consider the environmental, social, and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership, and effective management.</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>	

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

X	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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