

| Marking Period | Unit 2 | Recommended Instructional Days |
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| Marking Period 2 | Era 1. The Emergence of the First Global Age: Global Interactions and Colonialism | 35-45 Days |
| <p align="center">NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:</p> | | <p><u>Recommended Activities:</u></p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● Conduct research the indigenous peoples of mesoamerica prior to large-scale European arrival ● Explain the impact of the Scientific Revolution on the abilities of people's from Europe to spread across the Atlantic ● Conduct and present research into an aspect of the Columbian Exchange ● Debate the pros and cons of the Columbian Exchange ● Analyze documents related to the Atlantic slave trade ● Graphically represent the Columbian Exchange ● Map a recipe ● Explain the connection between the recipe and the Columbian Exchange ● Conduct and present research into an aspect of globalization in the 21st century ● DBQ What Was the Driving Force Behind European Imperialism in Africa? ● DBQ Female Mill Workers in England and Japan: How Similar Were Their Experiences? ● EUROPEAN IMPERIALISM and AFRICAN COLONIALISM Activities/Distance Learning ● Trace the survival of African cultural traditions in North, Central/Caribbean & South America |
| <i>Core Ideas:</i> | <i>Performance Expectation:</i> | |
| <p>Geographic data can be used to analyze variations in the spatial patterns</p> | <p>6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> | |
| <p>Human settlement activities impact the environmental and cultural characteristics of specific places and regions</p> | <p>6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> | |
| <p>Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private</p> | <p>6.2.12.GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth,</p> | |

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| <p>institutions, and the ability to distribute goods and services safely.</p> | <p>the desire for colonies, and the relative positions of China and Japan within the emerging global economy.</p> | <ul style="list-style-type: none"> ● Identify the impact about African food traditions and agricultural knowledge on North, Central/Caribbean & South America ● Explain how indigenous peoples attempted to resist European conquest ● Trace the survival of cultural traditions among indigenous populations as well as that of European settlers ● Construct a timeline of European exploration, conquest and settlement in the Americas ● Compare and contrast empires in the Americas with empires in other parts of the world ● Small group and large group discussions |
| <p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p> | <p>6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society.</p> <p>6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>6.2.12.GeoGE.1.d: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p> | |
| <p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p> | <p>6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic</p> | |

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| | <p>numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p> <p>6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</p> <p>6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas</p> | <p><u>Optional Extension Activities:</u></p> <ul style="list-style-type: none">● Analytical Essay:<ul style="list-style-type: none">○ Explain the impact of European explorers upon the Americas.● Graphic Organizer:<ul style="list-style-type: none">○ Create an organizer identifying Africans, Asians, and Americans. List the problems faced, and an important event for each group (include key information like time/place, etc). *Create an organizer identifying the explorers, where they traveled and their motive for exploration.● Facebook page:<ul style="list-style-type: none">○ Create a facebook/myspace page representing one key figure from the unit● Narratives:<ul style="list-style-type: none">○ Assume the role of Christopher Columbus, Ferdinand Magellan, Hernan Cortes, or Francisco Pizarro and write an eyewitness account of the sites you see and the people you meet on your journey.○ Assume the role of a Native American and write an eyewitness account of (1) the arrival of Christopher Columbus in the West Indies in 1492 or (2) the arrival of Hernan Cortes in Mexico in 1519 or (3) the fall of Tenochtitlan, or (4) Francisco Pizarro's capture of Atahualpa.● Report Card:<ul style="list-style-type: none">○ Evaluate leaders from the unit● Resume:<ul style="list-style-type: none">○ Design a resume for an explorer● Flip Book :<ul style="list-style-type: none">○ Demonstration of knowledge of key terms |
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| <p>There are multiple and complex causes and effects of historical events.</p> | <p>6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires</p> | <ul style="list-style-type: none"> ● Map: <ul style="list-style-type: none"> ○ Create pop-up map illustrating the routes of explorers. Identify the route of each explorer’s voyage, label the route, and add a short explanation of why the explorer was important to exploration. ○ Create a pop-up map of triangular trade route or the Columbian Exchange ● Student Presentations: <ul style="list-style-type: none"> ○ Choose topic of interest and present material in form of a slideshow, documentary, performance, or <p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> ● Science: Importance of climate in growing cotton and sugar ● Math: Review the concept of 0 and its impact to math ● Economic: Understanding inflation, wage inflation, commodities inflation, and what impacts cause inflation to happen. <p><u>New Jersey Legislative Statutes and Administrative</u></p> <ul style="list-style-type: none"> ● Diversity and Inclusion Law: <ul style="list-style-type: none"> ○ Introduce the idea of exploration by discussing this quote: “Exploration is really the essence of the human spirit.” and discuss Sally Ride and her accomplishments as an astronaut ● Holocaust Law: N.J.S.A. 18A:35-28 <ul style="list-style-type: none"> ○ Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers (e.g., Columbian Exchange, forced labor, slave trade and slavery practices) and have students |
| <p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p> | <p>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p> <p>6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies</p> | |
| <p>NJSLS - Active Citizenship in the 21st Century 6.3</p> | | |

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| <p>Disciplinary Strand: Disciplinary Concept:</p> | | <p>argue if they believe forced labor and slavery are possible today.</p> <ul style="list-style-type: none"> ■ Human Trafficking, Immigrant Labor, Poor Working Conditions in 3rd world and Industrialized nations ■ Reiterate the importance that each citizen bears to fight racism and hatred whenever and wherever it happens. <ul style="list-style-type: none"> ● Amistad Law: N.J.S.A. 18A 52:16A-88 <ul style="list-style-type: none"> ○ Trace the survival of African cultural traditions in North, Central/Caribbean & South America ○ Identify the impact about African food traditions and agricultural knowledge on North, Central/Caribbean & South America ○ Research and analyze the tactics taken by the colonizers when joining the New World, and their impact on the native inhabitants. <ul style="list-style-type: none"> ■ Blankets with smallpox, enslavement, and so on. ● LGBT+ and Disabilities Law: N.J.S.A. 18A:35-4.35 <ul style="list-style-type: none"> ○ Introduce the idea of exploration by discussing this quote: “Exploration is really the essence of the human spirit.” and discuss Sally Ride and her accomplishments as an astronaut |
| <p>Core Ideas:</p> | <p>Performance Expectation:</p> | |
| <p>Political and civil institutions impact all aspects of people’s lives</p> | <p>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why</p> | <p>Unit Overarching Essential Question:</p> <ul style="list-style-type: none"> ● A. Civics, Government, and Human Rights |

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| | <p>government is necessary, and the purposes government should serve.</p> | |
| <p>Governments have different structures which impact development (expansion) and civic participation.</p> | <p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p> <p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information</p> | <ul style="list-style-type: none"> ○ How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ○ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● B. Geography, People, and the Environment <ul style="list-style-type: none"> ○ How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● C. Economics, Innovation, and Technology <ul style="list-style-type: none"> ○ How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? ○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function? ● D. History, Culture, and Perspectives <ul style="list-style-type: none"> ○ How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? ○ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? |
| <p>Civic participation and deliberation are the responsibility of every member of society</p> | <p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> | |

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| | 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national | |
| Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. | 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, | |
| The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. | 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government. | |

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| <p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p> | <p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to</p> | |
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| | <p>understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p> | |
| <p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural</p> | <p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p> | |
| <p>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p> | <p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p> | |

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| <p>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p> | <p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p> | |
| <p>Social Studies Practices</p> | | |
| <ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action | | |
| <p>Social and Emotional Learning: Competencies</p> | <p>Social and Emotional Learning: Sub-Competencies</p> | |
| <ul style="list-style-type: none"> ● Self- awareness ● Social Awareness | <ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in | |

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| <ul style="list-style-type: none"> ● Self- Management ● Relationship Skills ● Responsible Decision-Making | <p>handling daily tasks and challenges.</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills. | |
| <p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> | | <p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p> |
| <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● Conduct and present research into an aspect of the Columbian Exchange ● Conduct and present research into an aspect of globalization in the 21st century | <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● District DA <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Document Analysis - Research various topics of the ● DBQ: What Was the Driving Force Behind European Imperialism in Africa? | |

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| <ul style="list-style-type: none"> ● DBQ What Was the Driving Force Behind European Imperialism in Africa? ● DBQ Female Mill Workers in England and Japan: How Similar Were Their Experiences? ● EUROPEAN IMPERIALISM and AFRICAN COLONIALISM Activities/Distance Learning ● Small group and large group discussions ● Quizzes ● Flip Books ● Debates/Discussions ● Data Based Questions ● Persuasive/Expository Writing Prompts | <ul style="list-style-type: none"> ○ Essay/Objectives/Debate Project ● DBQ: Female Mill Workers in England and Japan: How Similar Were Their Experiences? <ul style="list-style-type: none"> ○ Essay/Objectives/Debate Project ● Tests/Assessments |
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**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
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| <ul style="list-style-type: none"> ● McGraw Hill, <i>World History & Geography</i> ● Pearson, <i>The African-American Odyssey</i> ● Pearson's Pacemaker Series, World History ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online | <ul style="list-style-type: none"> ● Skill building activities ● Pearson's Pacemaker Series ● DBQ Online ● ProEd Shorts ● NewsELA ● Videos ● Leveled Assessments ● Choice Boards ● McGraw Hill, <i>World History & Geography</i> | <ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Videos in their native language ● Pearson's Pacemaker Series ● ProEd Shorts ● NewsELA | <ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects ● Genius Hour Projects ● McGraw Hill, <i>World History & Geography</i> |

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| <ul style="list-style-type: none"> ● JStor ● NewsELA ● Cicero: History Beyond the Textbook ● ArcGIS ● American Reading Company Thematic Text Sets: World Mythology & Ancient Civilizations | <ul style="list-style-type: none"> ● Pearson, <i>The African-American Odyssey</i> ● Pearson’s Pacemaker Series, World History ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● NewsELA ● Cicero: History Beyond the Textbook ● ArcGIS ● American Reading Company Thematic Text Sets: World Mythology & Ancient Civilizations | | <ul style="list-style-type: none"> ● Pearson, <i>The African-American Odyssey</i> ● Pearson’s Pacemaker Series, World History ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● NewsELA ● Cicero: History Beyond the Textbook ● ArcGIS ● American Reading Company Thematic Text Sets: World Mythology & Ancient Civilizations |
| Supplemental Resources | | | |
| <p>Technology:</p> <ul style="list-style-type: none"> ● Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, <p>Other:</p> <ul style="list-style-type: none"> ● Novels, Periodicals, Maps, artifacts, JStor, ARC’s Research Lab, NewsELA, DBQ Online | | | |
| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |

| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
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| <ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual instruction as needed ● Modify assessments and/or rubrics ● Repeat instructions as needed | <ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Choice Boards ● Multi-sensory (VAKT) approach during instruction ● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Retakes ● Additional time ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides ● Break assignments into segments of shorter tasks ● Oral rather than written answers | <ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating ● Checks for understanding/review ● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary ● Modified assessments and/or rubric ● Reading materials in the native language ● Watching videos in the native language | <ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects |

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| <p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> ● Standard 9.1 Personal Financial Literacy ● Standard 9.2 Career Awareness, Exploration, Preparation and Training ● Standard 9.3: Career and Technical Education ● Standard 9.4 Life Literacies and Key Skills | <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Money Management ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy | |
| | <p>Core Ideas:</p> | <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> |
| | <p>Performance Expectation/s:</p> | <p>Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and</p> |

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| | | Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL) |
| | Career Readiness, Life Literacies, & Key Skills Practices | |
| | <p>Continually self-reflects and seek to improve historical thinking skills:</p> <ul style="list-style-type: none"> • Critical Thinking & Problem Solving • Creativity and Innovation • Collaboration, Teamwork and Leadership • Cross-Cultural Understanding and Interpersonal Communications • Communication and Media Fluency • Accountability, Productivity and Ethics <p>Evaluate resources, understand author bias, and evaluate echo chambers; Uses effective communication and collaboration skills and resources to interact with a global society; Plans, executes, and alters goals in response to changing societal and economic conditions; Seeks to attain skill and content mastery to achieve success in a chosen career path.</p> | |

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