



Spanish III

Unit	Objectives	Standards	Resources
Benchmarks		<p>NJ: 2014 SLS: 21st Century Life and Careers</p> <p>NJ: All Grades</p> <hr/> <p>Career Ready Practices Career Ready Practices</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>NJ: Grade 12 9.2 Career Awareness, Exploration, And Preparation Strand C: Career Preparation</p> <p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	<p>Textbook: Avancemos 3, McDougal Littell</p> <p>Teacher created activities; handouts</p> <p>Smartboard activities</p> <p>Internet Resources</p> <p>This Is Language</p> <p>Other resources will be used during this course when and where deemed appropriate.</p>
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issues, building on others' ideas and expressing their own clearly and persuasively.

NJ: 2020 SLS: World Languages

NJ: Intermediate-Low

Interpretive Mode

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural

during this course when and where deemed appropriate.

practices) in the target culture(s) and in one's own culture.

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations.

Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum
Intermediate Low learners understand and communicate at the sentence level and can use

simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

NJ: 2014 SLS: Technology

NJ: Grades 9-12

8.1 Educational Technology

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use

and/or Creative Commons to an original work.

NJ: 2014 SLS: World Languages
NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

<p>Unit 2 Nos divertimos al aire libre</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe a camping trip • talk about what they did with their friends • talk about nature • give their reflections on short literary works • talk about past experiences 	<p>NJ: 2020 SLS: World Languages NJ: Intermediate-Mid</p> <hr/> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Intermediate Mid learners understand and communicate at</p>	<p>Textbook: Avancemos 3, McDougal Littell</p> <p>Teacher created activities; handouts</p> <p>Smartboard activities</p> <p>Internet Resources</p>

the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions

Other resources will be used during this course when and where deemed appropriate.

of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

Presentational Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intermediate Mid learners speak and write using sentences and

strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

NJ: 2014 SLS: Technology

NJ: Grades 9-12

8.1 Educational Technology

**B. Creativity and Innovation:
Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.**

8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

A. Interpretive Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Identify the main idea and some supporting details when reading.**
- Understand the gist and some supporting details of conversations dealing with everyday life.**
- Infer the meaning of some unfamiliar words when used in familiar contexts.**

7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar

situations through appropriate responses.

7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

B. Interpersonal Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

-Ask and answer questions related to everyday life.

-Handle simple transactions related to everyday life:

1. Initiate, maintain, and end a conversation.

2. Ask for and give permission.

3. Express needs.

4. Give reasons.

- 5. Request, suggest, and make arrangements.**
- 6. Extend, accept, and decline an invitation.**
- 7. Express an opinion and preference.**

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

C. Presentational Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

-Handle simple transactions related to everyday life

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

7.1.IM.C.2 Dramatize student-created and/or authentic short plays,

skits, poems, songs, stories, or reports.

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

NCSS: Social Studies 2010

NCSS: High

CULTURE

Products

Learners demonstrate understanding by

Presenting a media documentary about the cultural contributions of a local, regional, national, or international cultural group;

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[Interdisciplinary Standards Spanish 3 Unit 2.docx](#)

identify the main idea and some

supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information

Other resources will be used during this course when and where deemed appropriate.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

NJ: 2014 SLS: Technology

NJ: Grades 9-12

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

A. Interpretive Mode

preference.
4. Request and suggest.

7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

NCSS: Social Studies 2010

NCSS: High

CULTURE

**Products
Learners demonstrate
understanding by**

Preparing a podcast highlighting the role of cultural unity and diversity in a past or present example of conflict or cooperation.

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- 2020.

[Interdisciplinary Standards Spanish
3.docx](#)

<p>Unit 4 El futuro de nuestro planeta</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • discuss the impact of technology • express environmental concerns and possibilities • make predictions and discuss causes and effects • reflect on a literary work • talk about their future plans • discuss obligations and responsibilities • present and support an opinion • express a point of view and make recommendations 	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Integration of Knowledge and Ideas NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>NJ: 2020 SLS: World Languages NJ: Intermediate-Mid</p> <hr/> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.</p>	<p>Textbook: Avancemos 3, McDougal Littel</p> <p>Teacher created activities; handouts</p> <p>Smartboard activities</p> <p>Internet Resources</p> <p>This Is Language</p> <p>Other resources will be used during this course when and where deemed appropriate.</p>
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7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to

deduce meaning of new and unfamiliar structures.

7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings,

opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of

the target culture(s), including the effects of climate change, with those of students' own culture.

NJ: 2014 SLS: Technology

NJ: Grades 9-12

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

A. Interpretive Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:
-Identify the main idea and some supporting details when reading.
-Understand the gist and some supporting details of conversations dealing with everyday life.

-Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

B. Interpersonal Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

-Ask and answer questions related to everyday life.

-Handle simple transactions related to everyday life:

1. Initiate, maintain, and end a conversation.

2. Ask for and give permission.

3. Express needs.

4. Give reasons.

5. Request, suggest, and make arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

C. Presentational Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

-Handle simple transactions related to everyday life

1. Express needs.

2. Give reasons.

3. Express an opinion and preference.

4. Request and suggest.

7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared

		<p>virtually with a target language audience.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>Copyright © State of New Jersey, 1996 - 2020. Interdisciplinary Standards Unit 4.docx</p>	
			<p>www.njamistadcurriculum.net</p> <p>Other resources will be used during this course when and where deemed appropriate.</p>
Holocaust	For students to appreciate the causes and impact of the Holocaust.		Holocaust Curriculum Universal9-12.docx

			<p>Other resources will be used during this course when and where deemed appropriate.</p>
<p>LGBTQ+</p>	<p>For students to understand the importance of including the LGBTQ Community in our society and affording them the same civil rights that all people should enjoy and be entitled to.</p> <p>C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.</p> <p>1. A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.</p> <p>C.18A:35-4.36 Policies, procedures pertaining to inclusive instructional materials.</p> <p>2. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section 1 of this act. When adopting instructional materials for use in the schools of the district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with</p>		<p>https://www.teach.lgbt/subject...</p> <p>https://www.glsen.org/activity...</p> <p>Other resources will be used during this course when and where deemed appropriate.</p>

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