

**Mullica Township Schools**  
**Year-Long Plan**  
**Grade: 8**  
**Subject Area: English Language Arts**  
**Mullica Township Middle School**

<u>Unit 1</u> Time Frame: Sept. - Nov. Title: “The Dangers of Conformity”	<u>Unit 2</u> Time Frame: Nov. - Jan. Title: “A Midsummer Night’s Dream and the Comedy of Control”	<u>Unit 3</u> Time Frame: Feb. - April Title: “The Civil Rights Movement and the Little Rock Nine”	<u>Unit 4</u> Time Frame: May - June Title: “Sustainability of the U.S. Food Supply Chain”
<u>STANDARDS</u> RL.8.1 RL.8.2 RL.8.3 RL.8.6 RL.8.10 RI.8.10 W.8.4 W.8.5 W.8.6 W.8.9 W.8.9.a W.8.10 SL.8.1 SL.8.1.a SL.8.1.b	<u>STANDARDS</u> RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.5 RL.8.6 RL.8.7 RL.8.9 RL.8.10 RI.8.1 RI.8.2 RI.8.5 RI.8.6 RI.8.10 W.8.1	<u>STANDARDS</u> RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.7 RI.8.9 RI.8.10 W.8.2 W.8.2.a W.8.2.b W.8.2.c W.8.2.d W.8.2.e W.8.2.f W.8.3	<u>STANDARDS</u> RI.8.1 RI.8.5 RI.8.6 RI.8.8 RI.8.9 RI.8.10 W.8.1 W.8.1.a W.8.1.b W.8.1.c W.8.1.d W.8.1.e W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9

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SL.8.1.c	W.8.1.a	W.8.3.a	W.8.9.b
SL.8.1.d	W.8.1.b	W.8.3.b	W.8.10
L.8.1	W.8.1.c	W.8.3.c	SL.8.1
L.8.1.a	W.8.1.d	W.8.3.d	SL.8.1.a
L.8.1.b	W.8.1.e	W.8.3.e	SL.8.1.b
L.8.1.c	W.8.3	W.8.4	SL.8.1.c
L.8.1.d	W.8.3.a	W.8.5	SL.8.1.d
L.8.2	W.8.3.b	W.8.6	SL.8.2
L.8.2.a	W.8.3.c	W.8.9	SL.8.3
L.8.2.b	W.8.3.d	W.8.9.b	SL.8.4
L.8.2.c	W.8.3.e	W.8.10	SL.8.5
L.8.3	W.8.4	SL.8.1	SL.8.6
L.8.3.a	W.8.5	SL.8.1.a	L.8.1
L.8.4	W.8.6	SL.8.1.b	L.8.1.a
L.8.4.a	W.8.9	SL.8.1.c	L.8.1.b
L.8.4.b	W.8.9.a	SL.8.1.d	L.8.1.c
L.8.4.c	W.8.10	L.8.1	L.8.1.d
L.8.4.d	SL.8.1	L.8.1.a	L.8.2
L.8.5	SL.8.1.a	L.8.1.b	L.8.2.a
L.8.5.a	SL.8.1.b	L.8.1.c	L.8.2.b
L.8.5.b	SL.8.1.c	L.8.1.d	L.8.2.c
L.8.5.c	SL.8.1.d	L.8.2	L.8.3
L.8.6	L.8.1	L.8.2.a	L.8.3.a
	L.8.1.a	L.8.2.b	L.8.4
			L.8.4.a
			L.8.4.b
			L.8.4.c
			L.8.4.d

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	L.8.1.b	L.8.2.c	L.8.5
	L.8.1.c	L.8.3	L.8.5.a
	L.8.1.d	L.8.3.a	L.8.5.b
	L.8.2	L.8.4	L.8.5.c
	L.8.2.a	L.8.4.a	L.8.6
	L.8.2.b	L.8.4.b	
	L.8.2.c	L.8.4.c	
	L.8.3	L.8.4.d	
	L.8.3.a	L.8.5	
	L.8.4	L.8.5.a	
	L.8.4.a	L.8.5.b	
	L.8.4.b	L.8.5.c	
	L.8.4.c	L.8.6	
	L.8.4.d		
	L.8.5		
	L.8.5.a		
	L.8.5.b		
	L.8.5.c		
	L.8.6		

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<u><b>INTERDISCIPLINARY CONNECTIONS</b></u>	<u><b>INTERDISCIPLINARY CONNECTIONS</b></u>	<u><b>INTERDISCIPLINARY CONNECTIONS</b></u>	<u><b>INTERDISCIPLINARY CONNECTIONS</b></u>
<p>6.1.12.D.11.d  Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.  (secondary to MSLS3-2)</p>	<p>1.2.8.A.2  Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.4.8.A.1  Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>1.4.8.A.5  Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>6.2.8.D.4.g  Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p>	<p>6.1.12.A.13.b  Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.C.13.a  Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p> <p>6.1.12.D.13.a  Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p>	<p>LS2.A: Interdependent Relationships in Ecosystems  Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (MS-LS2-1)  In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (MS-LS2-1)  Growth of organisms and population increases are limited by access to resources. (MS-LS2-1)  Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism</p>

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			requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (MS-LS2-2)
<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSL 8 AND 9</b></p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSL 8 AND 9</b></p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSL 8 AND 9</b></p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSL 8 AND 9</b></p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p> <p>8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to</p>

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<p>CRP7. Employ valid and reliable research strategies</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>CRP7. Employ valid and reliable research strategies</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>CRP7. Employ valid and reliable research strategies</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>peers.</p> <p>8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system.</p> <p>8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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<p><b>INSTRUCTIONAL MATERIALS</b></p> <p>RL – The Giver, Lois Lowry</p> <p>RL – The Lottery, Shirley Jackson</p> <p>RL – Harrison Bergeron, Kurt Vonnegut Jr.</p> <p>Lower-level supplementary text: “My Blue is Happy”</p> <p>RI – Informational texts @ various levels paired with the topics/issues raised in the central texts. Available at Newsela.com, readworks.org</p>	<p><b>INSTRUCTIONAL MATERIALS</b></p> <p>RL - A Midsummer Night’s Dream, William Shakespeare</p> <p>RI – Various informational articles (leveled) about Shakespeare and the universal appeal of his works. Available at Newsela.com, readworks.org</p>	<p><b>INSTRUCTIONAL MATERIALS</b></p> <p>RI - Warriors Don’t Cry Melba Pattillo Beals</p> <p>RI - Little Rock Girl 1957: How a Photograph Changed the Fight for Integration, Shelley Tougas</p> <p>RI – Additional texts including primary source historical documents. Leveled articles available at newsela.com</p>	<p><b>INSTRUCTIONAL MATERIALS</b></p> <p>RI—The Omnivore’s Dilemma: The Secrets Behind What You Eat, Michael Pollan</p> <p>RI – Various informational texts (leveled) for extensive research project. Available from sources such as newsela.com, readworks.org</p>
<p><b>ASSESSMENTS</b></p> <p><u>Formative Assessments:</u> Text Dependent Questions, Quick Writes, Selected Responses, Short Constructed Responses, discussion, observation, exit tickets, classwork</p> <p><u>Summative Assessments:</u> Process writing pieces: Literary Analysis – Character Development/Jonas’ Perspective; Narrative: Dystopian</p>	<p><b>ASSESSMENTS</b></p> <p><u>Formative Assessments:</u>Text Dependent Questions, Quick Writes, Selected Responses, Short Constructed Responses, discussion, observation, exit tickets, classwork</p> <p><u>Summative Assessments:</u> Process writings: Argument Essay- Controlling others in A Midsummer Night’s Dream , Narrative -</p>	<p><b>ASSESSMENTS</b></p> <p><u>Formative Assessments:</u> Text Dependent Questions, Quick Writes, Selected Responses, Short Constructed Responses, discussion, observation, exit tickets, classwork</p> <p><u>Summative Assessments:</u> Process writings: Informational Essay - “How do various mediums shape the story?”, Nonfiction Narrative -</p>	<p><b>ASSESSMENTS</b></p> <p><u>Formative Assessments:</u> Text Dependent Questions, Quick Writes, Selected Responses, Short Constructed Responses, discussion, observation, exit tickets, classwork</p> <p><u>Summative Assessments:</u> Process writings: Research Simulation; Argument/Position Paper - Which of Michael Pollan’s Four Food</p>

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<p>Society; extended responses to reading</p> <p><u>Alternative Assessments:</u> Portfolio style assessment (choice of writing piece and reading responses to be graded)</p> <p><u>Benchmark:</u> Study Island #1</p>	<p>Character Confessional; extended responses to reading</p> <p><u>Alternative Assessments:</u> Multimedia presentations, literature and informational choice boards</p> <p><u>Benchmark:</u> Study Island #2</p>	<p>Recount a moment in another member of the Little Rock Nine’s journey; extended responses to reading</p> <p><u>Alternative Assessments:</u> Creation and presentation of role-play, Reader’s Theater</p> <p><u>Benchmark:</u> Study Island #3</p>	<p>Chains Would Best Feed the United States?; extended responses to reading</p> <p><u>Alternative Assessments:</u> Multimedia presentations, literature and informational choice boards</p> <p><u>Benchmark:</u> Study Island #4</p>
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**MODIFICATIONS**

**IEP:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student’s Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student’s attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

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**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Expand students' time for free reading; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; participating in regional and national competitions such as spelling bees and essay competitions.

Board approval: 11/28/2018