**English Learner Academic Language Development (ALD) Course Description:**

8th Grade (Course C)-English 3D Chapters 7-12

<table>
<thead>
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<th>Quarter 1</th>
<th>Quarter 2</th>
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| ★ Teaching instructional routines (3D)  
  ○ HUSD packet as supplemental  
★ CELDT Prep  
  ○ Reviewing all domains of CELDT  
  ○ Use CELDT packet first quarter  
  ○ Data Chats | **Issue 8: Should skipping school or failing classes keep teens out of the driver seat?**  
  → Writing: Summary & Response  
  → Speech: Choose- What is the best way to clean up or school environment OR should our state raise the minimum driving age?  
  → Formal Summary  
    ◆ Looking at Driver Manuals  
    ◆ Supplemental:  
      Although there are a few different sources of information, students are encouraged to explore multiple perspectives and gather evidence to support their arguments.  
    ◆ Any supplemental activities/resources at teachers discretion  
  → Novel of choice |

**Issue 7: Is it time to trash plastic bags?**

  → Writing: Summary & Response  
  → Speech: No speech  
  → Supplemental: images of animals tortured, plastic rings (sodas), Monterey Bay aquarium art pieces, possible project, art piece, Oakland Museum, google upcycled projects, mosaic art project  
  → Videos: You Tube: What happens to a plastic bag?  
  → Any supplemental activities/resources at teachers discretion  

| Issue 9: Does the media’s focus on beauty have an ugly side?  
  → Essay: Does the media harm students’ self-image?  
  → Speech: Should our school do more to promote healthy self-image?  
  → Supplemental:  
    ◆ PSA: Run like a girl  
    ◆ Time lapse: Teen to model  
    ◆ Documentary Clips: “Missrepresentation”  
    ◆ Any supplemental activities/resources at teachers discretion | Issue 12: Should parents have a say in how their teens use social media?  
  → Essay: Teachers Choice  
  → Speech: Teachers Choice  
  → Any supplemental activities/resources at teachers discretion |

| Issue 10: Does a lower minimum wage for teens pay off?  
  → Essay: Argument Essay of choice  
  → Speech: Topic choice  
  ◆ Job Applications/Interview | Issue 11: Does drug testing keep schools safe or put your rights at risk?  
  → Essay: Teachers Choice  
  → Speech: Teachers Choice  
  → Any supplemental activities/resources at teachers discretion |

| End of Year Assessment for English 3D | Novel of choice |
English 3D-Course 1-Issues 7-12
Action magazine, Wordly Wise, Academic Vocabulary Toolkit 1
Goal-setting and progress monitoring

Supplemental Novels: *The Tequila Worm* by Viola Canales; *Freak the Mighty* by Rodman Philbrick; *The Legacy of Luna* by Julia Butterfly Hill; *Bay Area Graffiti* by Steve Rotman (or any other novel not on the required reading list for Core teachers or novel relevant to issues being taught)

Lesson plan:

**Quarter One**

- CELDT Prep/Instructional Classroom routines/Data Chats/Goal Setting (1st month of school)
- Issue #7-Is it time to trash plastic bags?
  - Daily Do Now
  - Ten Minute paper
  - Ted Talks
  - Summarize strategies “section shrink”
  - Formal summary
  - Academic and key vocabulary
  - Reading strategies
  - Language functions
  - Academic conversations
  - Text structures
  - Close reading of text selections
  - Self and peer evaluations
  - Essay summary + response
  - Analyze images of plastic bag trash
  - Oakland Museum/Monterey Bay Aquarium Artists
  - Art with plastic/Mosaic
  - Ocean/waterfront cleanup assignment
Possible novel: *Legacy of Luna*

Optional: Parts of unit test used as formative assessment throughout unit

Optional: Other teacher-generated formative assessments and materials

- Quarterly “Data Chats” to encourage goal setting and reclassification
- Ongoing nonfiction readings in *Action* magazine followed by academic conversations, writing assignments, and/or interactive activities
- Ongoing work in Wordly Wise or Academic Vocabulary Toolkit 1 to build academic vocabulary

**Quarter Two**

- **Issue# 8-Should skipping school or failing classes keep teens out of the driver’s seat?**
  - Daily Do Now
  - Ten Minute paper
  - Summarize strategies “section shrink”
  - Academic and key vocabulary
  - Reading strategies
  - Language functions
  - Academic conversations
  - Text structures
  - Close reading of text selections
  - Self and peer evaluations
  - Formal summary + response
  - Looking at Drivers manuals
  - Optional: Parts of unit test used as formative assessment throughout unit
  - Optional: Other teacher-generated formative assessments and materials
  - Optional: Daily narrative journal writing from novel

- Quarterly “Data Chats” to encourage goal setting and reclassification
- Ongoing nonfiction readings in *Action* magazine followed by academic conversations, writing assignments, and/or interactive activities
- Ongoing work in Wordly Wise or Academic Vocabulary Toolkit 1 to build academic vocabulary

- **Issue #9-Does the media’s focus on beauty have an ugly side?**
- Daily Do Now
- Ten Minute paper
- Summarize strategies “section shrink”
- Formal summary
- Academic and key vocabulary
- Reading strategies
- Language functions
- Academic conversations
- Text structures
- Close reading of text selections
- Self and peer evaluations
- Write an argument essay
- Speech
- PSA: Run like a Girl
- Time Lapse: Teen to Model
- Clips of Miss Representation + curriculum
- Novel Freak the Mighty
- Optional: Parts of unit test used as formative assessment throughout unit
- Optional: Other teacher-generated formative assessments and materials

**Quarter Three**

- Issue #10- Does a lower minimum wage for teens pay off?
  - Daily Do Now
  - Ten Minute paper
  - Speech
  - Summarize strategies “section shrink”
  - Formal summary
  - Academic and key vocabulary
  - Reading strategies
  - Language functions
- Academic conversations
- Text structures
- Close reading of text selections
- Self and peer evaluations
- Write an argument essay
- Job applications/interviews
- Optional: Parts of unit test used as formative assessment throughout unit
- Optional: Other teacher-generated formative assessments and materials

- **Issue #11-Does drug testing keep schools safe or put your rights at risk?**
  - Daily Do Now
  - Ten Minute paper
  - Summarize strategies “section shrink”
  - Formal summary
  - Academic and key vocabulary
  - Reading strategies
  - Language functions
  - Academic conversations
  - Text structures
  - Close reading of text selections
  - Self and peer evaluations
  - Debate
  - Write an argument paper
  - Referring back to Issue #8
  - Optional: Parts of unit test used as formative assessment throughout unit
  - Optional: Other teacher-generated formative assessments and materials

**Quarter Four**

- **Issue #12-Should parents have a say in how their teens use social media?**
  - Daily Do Now
○ Ten Minute paper
○ Speech
○ Summarize strategies “section shrink”
○ Formal summary
○ Academic and key vocabulary
○ Reading strategies
○ Language functions
○ Academic conversations
○ Text structures
○ Close reading of text selections
○ Self and peer evaluations
○ Argument Essay

● Novel of choice for end of the year
  ○ Optional: Parts of unit test used as formative assessment throughout unit
  ○ Optional: Other teacher-generated formative assessments and materials
● Quarterly “Data Chats” to encourage goal setting and reclassification
● Ongoing nonfiction readings in Action magazine followed by academic conversations, writing assignments, and/or interactive activities
● Ongoing work in Wordly Wise or Academic Vocabulary Toolkit 1 to build academic vocabulary

Activities:

Writing Assignments:

● 4 Argument Essays
● 6 Formal summaries
● 2 Summary + Response papers

Oral Practice:

● Academic Conversations
● 3 speeches
● 1 debate
Recurring Assignments

- Academic Vocabulary routine (Wordly Wise/Academic Vocabulary Toolkit 1)
- Academic conversations to use and develop academic language
- Summarizing and paraphrasing text
- 10-minute papers including a well-stated claim and support
- Data Chat Worksheets each quarter to set personal academic goals and monitor their progress toward them.

Instructional Methods/Strategies:

- Close reading with text dependent questions
- Think-pair-share
- Writing and oral language frames to support use of academic language
- Graphic organizers
- Direct instruction
- Cooperative learning strategies
- Self and peer evaluations using rubrics
- Instructional routines

Assessment Methods:

- Formative assessment: unit tests
- Summative assessment: writing assignments
- Summative assessment: speeches and debates
- Teacher-created assessments

Evaluation Standards:

- A decrease in D’s and F’s in the students’ ELA classes
- An increased RFEP rate