

**IRVINE UNIFIED SCHOOL DISTRICT**  
**Planning Standards-Based Instruction**

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| <b>Students will:</b><br><i>What will they be able to do when we're finished?</i> | <b>Standards:</b><br><i>Which will we address?</i>  | <b>Traits:</b><br><i>On which will they be assessed?</i> |
| <b>Final Assessment Method</b>  | <i>How will I assess mastery?</i>   |  |
| <b>Prerequisite Skills</b>  | <i>What do they need to know first?</i>   |  |
| <b>Entry-level Assessment</b>   | <i>How will I check pre-instructional skills?</i>   |  |
| <b>Instructional Delivery</b>   | <i>What strategies will I use to teach this skill? What specific activities will I use?</i> |  |
| <b>Monitoring of Progress</b>   | <i>How will I check to be sure students are progressing?</i>                                |  |
| <b>Differentiated Instruction:<br/>Reading Difficulties<br/>or Disabilities</b>   | <i>How will I diversify my instruction to meet a variety of needs?</i>                      |  |
| <b>Advanced Learners</b>  |   |  |
| <b>English Learners</b>   |   |  |
| <b>Instructional Materials and Resources</b>                                      | <i>What materials do I need to teach this unit?</i>   |  |
| <b>Reporting Method</b>   | <i>How and to whom will I report results?</i>   |  |

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| <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>■ Analyze organizational patterns, arguments, and positions advanced.</li> <li>■ Analyze how authors use these features to achieve their purposes.</li> <li>■ Generate relevant questions about readings that can be researched.</li> <li>■ Extend ideas through analysis, evaluation, and elaboration.</li> <li>■ Evaluate the credibility of an author’s argument.</li> <li>■ Critique the relationship between generalizations and evidence.</li> <li>■ Evaluate the author’s intent and how that affects the text’s structure, tone, and meaning.</li> <li>■ Design and publish multi-page documents in different media for a range of audiences.</li> <li>■ Anticipate and address readers’ potential misunderstandings, biases, and expectations.</li> <li>■ Structure ideas and arguments in a sustained and logical fashion.</li> <li>■ Deliver speeches and presentations in various contexts for different purposes.</li> <li>■ Use multimedia tools to support presentation of information.</li> </ul> | <p><b>Standards:</b></p> <p>R 2.0<br/> R 2.1<br/> R 2.3<br/> R 2.5<br/> R 2.8<br/> R 2.8<br/> R 2.8</p> <p>W 1.8</p> <p>WA 2.3.e</p> <p>WA 2.4.a<br/> SA 2.0<br/> LS 1.7</p>   |
| <p><b>Final Assessment Method</b></p>   | <p>After reading John Steinbeck’s <i>Harvest Gypsies</i>, students will prepare a presentation to promote change in an area of social need. Presentations may take any of the following forms: PowerPoint presentation, website, or video.</p>   |
| <p><b>Prerequisite Skills</b></p>   | <p>Students should:</p> <ul style="list-style-type: none"> <li>■ Understand basic elements of persuasion</li> <li>■ Analyze text that uses proposition and support patterns</li> <li>■ Be able to balance researched information and original ideas</li> <li>■ Support a thesis</li> <li>■ Have basic technology skills to design presentation</li> </ul>  |
| <p><b>Entry-level Assessment</b></p>  | <p>Prerequisite skills will be assessed through</p> <ul style="list-style-type: none"> <li>■ classroom assignments during reading of <i>Harvest Gypsies</i></li> <li>■ review of persuasive essays written for <i>Julius Caesar</i> unit</li> <li>■ review of technology skills evident in Harlem Renaissance research project</li> </ul>  |
| <p><b>Instructional Delivery</b></p>  | <ul style="list-style-type: none"> <li>■ Set historical perspective for unit</li> <li>■ Study of Steinbeck and his involvement in the issues surrounding migrant workers</li> <li>■ Read <i>Harvest Gypsies</i> articles and analyze persuasive techniques</li> <li>■ Analyze use of photography to strengthen arguments; compare to current use of media for persuasion</li> <li>■ Practice constructing arguments orally in class</li> </ul> |
| <p><b>Monitoring of Progress</b></p>  | <ul style="list-style-type: none"> <li>■ Reading Guides for <i>Harvest Gypsies</i> articles</li> <li>■ “One-pager” critique of photography used as a persuasive tool in <i>Harvest Gypsies</i></li> <li>■ Conferences about progress of Social Issues Project</li> </ul>   |

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| <b>Differentiated Instruction:</b>           |   |
| <b>Reading Difficulties or Disabilities</b>  | <ul style="list-style-type: none"> <li>■ Cloze sentence version of Reading Guides</li> <li>■ Summary provided of main points in each article</li> <li>■ Offer “Dust Bowl” video during Tutorial</li> </ul>  |
| <b>Advanced Learners</b>                     | <ul style="list-style-type: none"> <li>■ Expect higher level analysis of articles</li> <li>■ Expect presentations to analyze problem in more depth and provide more realistic solutions</li> </ul>  |
| <b>English Learners</b>                      | <ul style="list-style-type: none"> <li>■ Offer “Dust Bowl” video during Tutorial</li> <li>■ Use overhead transparencies/Averkey in class discussions to provide visual support of material being covered</li> <li>■ Present unusual vocabulary in class, prior to reading assignments</li> </ul>  |
| <b>Instructional Materials and Resources</b> | <ul style="list-style-type: none"> <li>■ Steinbeck Biography video</li> <li>■ “Dust Bowl” video</li> <li>■ Save all websites to be used in unit in “Favorites”</li> <li>- <a href="http://memory.loc.gov/ammem/afctshtml/tshome.html">http://memory.loc.gov/ammem/afctshtml/tshome.html</a></li> <li>- <a href="http://www.pbs.org/wgbh/amex/dustbowl/">http://www.pbs.org/wgbh/amex/dustbowl/</a></li> <li>- <a href="http://drylands.nasm.edu:1995/bowl.html">http://drylands.nasm.edu:1995/bowl.html</a></li> <li>- <a href="http://thecity.sfsu.edu/pacific.pix/WEBPAGE/dorothea3.html">http://thecity.sfsu.edu/pacific.pix/WEBPAGE/dorothea3.html</a></li> <li>■ Check out posters from Library</li> <li>■ Write rubric for presentations</li> </ul> |
| <b>Reporting Method</b>                      | <ul style="list-style-type: none"> <li>■ Grades for all assignments</li> <li>■ Rubric to score presentations</li> <li>■ Class commentary and critique of presentations</li> </ul>   |