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| Planned Course: Journalism | Course Number: E108AH | Department: English | |
| Unit: Writing Editorials | Grade Level: 9-12 | | |
| Estimated Time: 10 Days | Level/Track: Elective | Date Approved: 08/27/2018 | |
| PA Academic Standards | Core Concepts (in question format) • Skills/Knowledge | Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities) | Assessments (include types and topics) |

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| <p>English/Language Arts Standards 1.2 Reading Informational Texts CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 1.4 Writing</p> | <p>What differentiates an editorial from other types of writing? Why do newspapers have editorial policies? How do editorial policies relate to an individual’s first amendment rights? How do the different styles of an editorial affect the content and style of the article?</p> | <ul style="list-style-type: none"> • Direct instruction • Class discussion • Study the editorial page a local newspaper over a period of a week, listing the types of editorials that are published and the frequency of each type • List the types of materials besides editorials found on the editorial page • locate an editorial from a previous edition of the school paper; analyze the editorial structurally and stylistically, using teacher set criteria • Locate an example of each of the different types of editorials; label each example and note the characteristics that place it in its individual category • Choose a school-related topic and write the appropriate type of editorial; defend your choice in a small group discussion | <ul style="list-style-type: none"> • Written report • Oral report • Teacher observation of student’s participation in discussion • Ongoing publication of student editorials in the online newspaper • Objective assessment based on definitions and lecture material • Graded writing assignment based on rubric • Student critiqued editorial based on the structure, content, and purpose • Assess student analysis of feature article using a rubric |
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| <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none">● Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">● Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.● Establish and maintain a | | | |
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formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.11–12.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11–12.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.11–12.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information

into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.1.4.11–12.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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