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| Planned Course: Journalism | Course Number: E108AH | Department: English | |
| Unit: Writing Reviews | 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.</p> | <p>What differentiates a review from other types of writing? What characteristics separate the different types of reviews? Why do journalists write reviews?</p> | <ul style="list-style-type: none"> • Direct instruction • Class discussion • Read school newspaper reviews to decide effectiveness of reviews given audience; in small groups decide what types of reviews should be included in school paper • Locate many examples of reviews found in local newspapers; list the good and bad qualities of each • Do the same using national papers • Define critic and reviewer, making a list of characteristics that display the differences between the two • Find two reviews of the same play or motion picture—one critical, the other written in factual or expository style; clip and mount the reviews; compare the two styles and evaluate based on lecture • Following the style of a critic, write a review that displays the characteristics of a critical review; take that same column and write it in a factual or expository style | <ul style="list-style-type: none"> • Written report • Oral report • Teacher observation of student’s participation in discussion • Ongoing publication of student reviews in the online newspaper • Student written critique based on type of review, audience, structure, content, and purpose • Objective assessment based on lecture and activities • Self-evaluation of the significance of both critical and expository style, discussing the appropriateness of each • Written review of a school play or musical appropriate for the school newspaper • Student written review of a movie or a CD appropriate for the school newspaper |
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1.4 Writing

CC.1.4.11–12.G

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H

Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise, knowledgeable claim.

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.

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.

CC.1.4.11–12.K

Write with an awareness of the stylistic aspects of composition.

- 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 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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