

Unit #5: What's Your Opinion: The Editorial and Other News Stories

Content Area: **English**
Course(s): **Journalism**
Time Period: **November**
Length: **15**
Status: **Published**

Unit Overview

The news media consist of other forms of writing besides the "hard" news. This unit will examine and develop those other types of articles. The unit will address the following types of news disseminators: editorial and editorial cartoon, comics, sports reporting, human interest, features, and entertainment. Advertisements, the classified, and weather columns will also be reviewed and written, plus a lesson on photojournalism. The unit will also examine the restrictions in student journalism.

Enduring Understandings

- Editorials Reflect the Writer's Opinion
- Photography plays an important role in recording the news and history.
- There are many different types of articles that make up a newspaper-print or electronic.

Essential Questions

- How do sports and entertainment reporting differ from news articles?
- In what ways can a writer express opinion?
- What are effective types of editorials?

Lesson Titles/Objectives

- Book Reviews
- Editorial Cartoons
- Entertainment Writing: Movies, Music, Theater
- Photography and Taking the Best Picture
- Restaurant Reviews
- Restrictions in Student News Publications
- Sports Writing
- Types of Editorials
- Variety in Writing Editorials
- Writing an Effective Editorial
- Writing an Obituary

- Writing Classifieds and Advertisements

Standards

LA.9-12.3.5.A	Constructing Meaning from Media
LA.9-12.3.5.C	Living with Media
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Indicators

LA.9-12.3.5.12.A.2	Identify and evaluate how a media product expresses the values of the culture that produced it.
LA.9-12.3.5.12.A.3	Identify and select media forms appropriate for the viewer's purpose.
LA.9-12.3.5.12.B.4	Compare and contrast how the techniques of three or more media sources affect the message.
LA.9-12.3.5.12.C.1	Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions, cf. health and physical education standards and visual and performing arts standards).
LA.9-12.3.5.12.C.2	Identify and discuss the political, economic, and social influences on news media.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.1.a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.11-12.1.b	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.
CCSS.ELA-Literacy.W.11-12.2.a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

	comprehension.
CCSS.ELA-Literacy.W.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.W.11-12.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Inter-Disciplinary Connections

- Athletics
- Books
- Politicals and History
- The Arts

Instructional Strategies/Learning Activities

- Cameras and Cell Phone Cameras
- Class discussion
- Internet
- Powerpoints
- Researching an Editorial
- Smartboard
- Writing Assignments and Handouts

Formative Assessment

- Group assignments
- Taking pictures
- Varied writing assignments: sports, entertainment, op-ed, cartoons
- Watching sports events

Summative Assessment

- Tests, Quizzes
- Writing Assignments

Resources & Technology

- Cameras
- Class discussions

- Internet
- Live news-TV or Internet
- Smartboard
- Supplemental reading sources, i.e. news articles, newspapers, other periodicals
- Textbooks
- Videos
- Websites