Unit 10: Principles of Criticism - Opinion Matters

Content Area: **Language Arts Literacy**
Course(s): **Print Journalism 1, Print Journalism 2, Print Journalism 3, Print Journalism 4**
Time Period: **June**
Length: **7 blocks**
Status: **Published**

Enduring Understandings

The First Amendment protects journalists to report the news free of persecution but is not a blanket freedom.

An editorial represents the opinion of the news-gathering

Columns provide an opportunity for experienced journalists to express personal opinion.

Critiques and reviews are ways of evaluating media.

Letters to the editor allow readers to respond to the news.

Editorial cartoons are time honored and express an opinion as effectively as their verbal counterparts.

Essential Questions

What freedoms are provided under the First Amendment to the United States Constitution and why?

How does an entire media organization possibly express its opinion?

How do journalists convince their audience to believe something?

What type of material is subject to critiques and reviews?

What standards and/or requirements are letters to the editor held to?

Content

Vocabulary

op-ed, column

Skills

Write opinion supported by facts and other info

Analyze and utilize facts and key information to support opinion

Utilize appropriate tone depending on subject/topic

Develop story ideas

Check facts for accuracy

Edit and revise the work of others

Layout and design newspaper

Determine stories/items worth coverage

Assign coverage

Delegate editorial responsibilities

Resources

Student Writing

Chromebooks

Google Classroom

Google Docs

http://crimsoncourier.weebly.com

Standards

LA.11-12.W.11-12.1 - [*Progress Indicator*] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.11-12.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.

LA.11-12.W.11-12.1.B - Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.

LA.11-12.W.11-12.1.C - Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.11-12.W.11-12.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.11-12.W.11-12.1.E - Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

LA.11-12.W.11-12.7 - [*Progress Indicator*] - 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.

LA.11-12.W.11-12.8 - [*Progress Indicator*] - 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. (MLA or APA Style Manuals).

LA.11-12.W.11-12.9 - [*Progress Indicator*] - Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.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.
LA.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.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.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.
LA.W.11-12.7	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.
LA.W.11-12.8	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. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.