Course Title: Journalism I

Subject: Language Arts Literacy

Grade Level: 9-12

Duration: Half Year

Prerequisite: None

Elective or Required: Elective

Language Arts Literacy Mission Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

Journalism is a class designed to enrich students with extensive knowledge about the history of journalism, the contents of a newspaper, and the many types of articles that it contains. Students will acquire proficient knowledge about sections of a newspaper through in-class activities, presentations, and article writing. Students will also develop an extensive knowledge about how to gather credible information, how to judge a source’s credibility, and how to facilitate an interview. Through class activities and text readings, students will obtain knowledge about how a newspaper functions, how an edition is developed, and why it is necessary to uphold a journalism code of ethics in society.

Author: Christina Abrahamsen
Date Submitted: Summer 2015
Journalism I

Topic/Unit: History of Journalism

Approximate # Of Weeks: 4 weeks

Essential Questions:
- How has journalism evolved?
- Why is the print newspaper still important in today’s society?
- What are the ramifications of the First Amendment on journalism?
- What is considered newsworthy?

Upon completion of this unit students will be able to:
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.02)
- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.RI.06)
- Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts. (9-10.RI.09)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.06)
- 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 tasks, purposes, and audiences. (9-10.W.10 and 11-12.W.10)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (9-10.SL.05 and 11-12.SL.05)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12. SL. 06)
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.RI.02)
- Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.RI.06)
- Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. (11-12.RI.08)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.W.06)

**Interdisciplinary Standards (njcccs.org):**
- U.S. History: America in the World (Standard 6.1)
- Active Citizenship in the 21st Century (Standard 6.3)

**Activities include 21st Century Technologies:**
- Take notes about the origin of journalism in America.
- Read and analyze articles referencing the emergence of newspapers in the United States (e.g., New York Herald, New York Tribune)
- Analyze and memorize the First Amendment. Discuss its impact on journalism.
- Find examples of the eight elements of newsworthiness in print and digital articles.
- Research and conduct a class debate on the biggest news story of the 20th century. (21st Century Tech.)
- Research specific journalist and share information to the class through a power point presentation. (21st Century Tech.)
- In groups use graphic organizers to evaluate the newsworthiness of selected news stories.
- Read and analyze an article each week. In writing, identify why topic is newsworthy, the type of lead used, the facts presented, and why article was chosen (News Friday activity). Present article and analysis to the class for further discussion and reflection.

**Writing Assignments:**
- News writing drills
- Research project
- News Friday activity

**Enrichment Activities:**
• Research recommended journalism web sites and provide a written critique/evaluation of these sites (e.g. user-friendly, informative).

Methods of Assessments/Evaluation:
• Quiz on history, terms, definitions
• Research project on journalist
• News Friday activity
• Rubric
• Class participation (discussion and debate)

Resources: Text, Literature (RL), Informational (RI)
• Teacher-created materials (RI)
• Instructional Materials (RI)

Online Resources:
• Teacher webpage
• Freedom Forum First Amendment Center (www.fac.org)
• High School Journalism (www.highschooljournalism.org)
• The Poynter Institute (www.poynter.org)
• Newseum (www.newseum.org)
• Google Apps for Education (GAfE)
Journalism I

Topic/Unit: Interviewing

Approximate # Of Weeks: 2 weeks

Essential Questions:
- How are interviews used as a tool in the process of writing the news?
- How does a writer prepare for an interview?
- How can a writer effectively capture a subject in an interview?

Upon completion of this unit students will be able to:
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
- 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. (9-10.W.05)
- 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. (9-10.L.03)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (9-10.SL.03)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)
- 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. (11-12.W.05)
- 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. (11-12.L.03)
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (11-12.SL.02)

Interdisciplinary Standards (njcccs.org):
Activities-include 21st Century Technologies:
- View You Be the Reporter, which focuses on steps to conducting successful interviews to strengthen articles. (21st Century Tech.)
- Take notes on interviewing strategies.
- Write questions and plan note-taking strategies in preparation of interview.
- Conduct mock interviews with peers to practice interviewing skills.
- Interview a student and faculty member.
- Read and analyze profiles (www.nytimes.com).
- Choose from two or three interview stories in regional newspapers and rewrite the story, using the exact same quotations. Share & critique classmates’ rewritten stories.
- Contribute to The Journalist. Write a profile on a faculty member. Include anecdotes, facts, and direct quotations.
- Utilize Profile Rubric to improve, evaluate, and critique profiles.
- View Dying to Tell the Story (a documentary about photojournalism)-complete viewing guide & discuss importance of capturing a subject in an interview. (21st Century Tech.)

Writing Assignments:
- Interview
- News writing drills
- Profile article

Enrichment Activities:
- Research magazine articles that feature long interviews. Analyze the interviews in terms of information learned from this unit.

Methods of Assessments/Evaluation:
- Class work (e.g., handouts, viewing guides)
- Interview
- Profile article

Resources: Text, Literature (RL), Informational (RI)
- Teacher-created materials (RI)
- Instructional Materials (RI)
  You Be the Reporter. Film.
  Dying to Tell the Story. Film.
**Online Resources:**

- Teacher webpage
- High School Journalism ([www.highschooljournalism.org](http://www.highschooljournalism.org))
- The Poynter Institute ([www.poynter.org](http://www.poynter.org))
- Google Apps for Education (GAfE)
Journalism I

Topic/Unit: The News Story

Approximate # Of Weeks: 3 weeks

Essential Questions:
● How does news writing vary from other forms of writing?
● What are the basic forms of newsgathering?
● How does a writer structure and write a news story?
● Why is a lead so important?

Upon completion of this unit students will be able to:
● Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.02)
● Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.RI.05)
● Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.RI.06)
● 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. (9-10.W.02)
● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
● 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. (9-10.W.05)
● Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.06)
● 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 tasks, purposes, and audiences. (9-10.W.10 and 11-12.W.10)
● 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. (9-10.L.03)
● Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and
expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)

- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.RI.02)

- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.RI.06)

- 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. (11-12.W.02)

- 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. (11-12.W.05)

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.W.06)

- 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. (11-12.L.03)

**Interdisciplinary Standards (njcccs.org):**

- Computer and Information Literary (Standard 8.1)
- 21st Century Life & Career Skills (Standard 9.1)

**Activities include 21st Century Technologies:**

- Analyze news articles for sources of information and structural components.
- Create various leads for diverse news stories.
- Research and gather information for a news article. (21st Century Tech.)
- Write an article retelling a favorite childhood story as hard news, using the inverted pyramid structure. Share article with classmates.
- View News Writing: Dealing with Sources, which discusses the importance of objectivity and writing effective leads. Complete viewing guide. (21st Century Tech.)
- Edit news articles to improve clarity.
- Take notes on terms related to news writing (e.g. byline, lead). Create a poster by labeling and defining examples of newspaper terms.
- Read and analyze an article each week. In writing, identify why topic is newsworthy, the type of lead used, the facts presented, and why article
was chosen (News Friday activity). Present article and analysis to the class for further discussion and reflection.

Writing Assignments:
● News writing drills
● News articles
● News Friday activity

Enrichment Activities:
● Find examples of effective leads and provide a written explanation on why they are effective.
● Write a news article from a list of facts in a mock news story.

Methods of Assessments/Evaluation:
● Unit Test
● News article
● News Friday activity
● Class work

Resources: Text, Literature (RL), Informational (RI)
● Teacher-created materials (RI)
● Instructional Materials (RI)


News Writing: Dealing with Sources. Film.

Online Resources:
● Teacher webpage
● High School Journalism (www.hsgschooljournalism.org)
● The Poynter Institute (www.poynter.org)
● Newseum (www.newseum.org)
● Google Apps for Education (GAfE)
Journalism I

Topic/Unit: Journalism Ethics

Approximate # Of Weeks: 4 weeks

Essential Questions:
- Why is effective research crucial in a news article?
- How do ethics play a role in print journalism?
- What can a journalist do to protect himself or herself against slander and libel?

Upon completion of this unit students will be able to:
- Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. (9-10.RI.07)
- 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. (9-10.W.07)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (9-10.W.08)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
- 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. (9-10.W.05)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.06)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (9-10.SL.02)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.) (11-12.RI.07)
- 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. (11-12.W.05)
- Gather relevant information form 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 over reliance on any one source and following a standard format for citation. (11-12.W.08)
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (11-12.SL.02)

Interdisciplinary Standards (njcccs.org):
- Technology Education (Standard 8.2)
- World History, Global Studies (Standard 6.2)

Activities—include 21st Century Technologies:
- Take notes on, discuss, and analyze the Society of Professional Journalists’ code of ethics and how this code of ethics can be upheld in the work force.
- Brainstorm and discuss possible libel and slander situations and deduce how a journalist might act in that situation.
- Research the legal and ethical consideration and responsibilities which journalism entails. (21st Century Tech.)
- Read case studies and analyze ethical issues that are involved.
- View Shattered Glass a film depicting the story of Stephen Glass (a reporter who wrote fabricated articles for various news publications)-complete viewing guide. (21st Century Tech.)
- Class debate on the question of ethical beliefs when writers are charged with plagiarism. Write an essay on this topic and support position by researching a writer who has been accused of fabricating stories like Stephen Glass.
- Read and analyze an article. In writing, identify why topic is newsworthy, the type of lead used, the facts presented, and why article was chosen
(News Friday activity). Present article and analysis to the class for further discussion and reflection.

Writing Assignments:
- News writing drills
- Essay on ethics (plagiarism in the field of journalism)
- News Friday activity

Enrichment Activities:
- Participate in a field trip to the GSSPA Fall Press Day at Rutgers University. Prepare a presentation on topics learned during workshops.
- Participate in a debate regarding ethics in journalism. (Refer to current news stories and case studies)
- Locate advertising articles, headlines and photos as examples of questionable practices.

Methods of Assessments/Evaluation:
- Class work (e.g., handouts, viewing guides)
- News Friday activity
- Essay on ethics
- Rubric
- Class participation (e.g., discussion, debate)

Resources: Text, Literature (RL), Informational (RI)
- Teacher-created materials (RI)
- Instructional Materials (RI)
  Shattered Glass. Film.

Online Resources:
- Teacher webpage
- Society of Professional Journalists (www.sjp.org)
- Freedom Forum First Amendment Center (www.fac.org)
- Student Press Law center (www.splc.org)
- High School Journalism (www.highschooljournalism.org)
- “Shattered glass at the New Republic” article (http://www.ajr.org/article.asp?id=1838)
- Google Apps for Education (GAfE)
Journalism I

Topic/Unit: Feature Article Writing

Approximate # Of Weeks: 2 weeks

Essential Questions:
- How does feature writing compare to news writing and other aspects of journalism?
- How is information organized in a feature story?
- What makes an effective headline?

Upon completion of this unit students will be able to:
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.02)
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.RI.06)
- 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. (9-10.W.02)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
- 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. (9-10.W.05)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.06)
- 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 tasks, purposes, and audiences. (9-10.W.10 and 11-12.W.10)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and
expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)
● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)
● Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.RI.02)
● Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.RI.06)
● 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. (11-12.W.05)
● 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. (11-12.W.02)
● 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. (11-12.W.05)
● Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.W.06)

Interdisciplinary Standards (njcccs.org):
● 21st Century Life & Career Skills (Standard 9.1)
● Computer and Information Literacy (Standard 8.1)

Activities-include 21st Century Technologies:
● Analyze and identify differences between a feature article and news article (e.g., role of research, function of interviewing, layout).
● Using a graphic organizer, compare and contrast the content and style among diverse feature articles (e.g., editorials, lifestyles, sports)
● Choose a feature article from a newspaper, present article to class, and detail why the article is human-interest.
● Read and analyze an article. In writing, identify why topic is newsworthy, the type of lead used, the facts presented, and why article was chosen (News Friday activity). Present article and analysis to the class for further discussion and reflection.
● Take notes on the proper format for a feature article. Using a Smartboard activity, identify the differences between news article reporting and feature article writing. (21st Century Tech.)
Writing Assignments:
- News writing drills
- News Friday activity
- Feature article

Enrichment Activities:
- Find odd, amusing, and bad headlines. Present findings to class.
- Write a feature article with a political or historical slant.

Methods of Assessments/Evaluation:
- News Friday activity
- Class work
- Feature article

Resources: Text, Literature (RL), Informational (RI)
- Teacher-created materials (RI)
- Instructional Materials (RI)

Online Resources:
- Teacher webpage
- American Journalism Review (www.ajr.org)
- American Society of Newspaper Editors (www.asne.org)
- High School Journalism (www.highschooljournalism.org)
- Google Apps for Education (GAfE)
Journalism I

Topic/Unit: Editorials

Approximate # Of Weeks: 3 weeks

Essential Questions:
● What are the guidelines for writing an editorial?
● What are the differences between editorials and opinion pieces?

Upon completion of this unit students will be able to:
● Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (9-10.RI.03)
● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
● Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.06)
● 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 tasks, purposes, and audiences. (9-10.W.10 and 11-12.W.10)
● 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. (9-10.L.03)
● Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)
● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12. SL. 06)
● Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.RI.03)
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.W.06)

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. (11-12.L.03)

Interdisciplinary Standards (njcccs.org):
- 21st Century Life & Career Skills (Standard 9.1)
- Computer and Information Literacy (Standard 8.1)
- U.S. History: America in the World (Standard 6.1)

Activities include 21st Century Technologies:
- Describe and identify editorials of interpretation, criticism and persuasion, and entertainment.
- Using Smartboard identify characteristics of editorials. (21st Century Tech.)
- In groups, read opinion articles and analyze the different points of view addressed in each opinion article.
- Take notes on and discuss the format for writing reviews. Write a review of a movie or novel.
- Read an editorial on a topic and write an article on the opposing position.
- Work in pairs writing opinion articles. One student will write from one point of view, and the other partner will write from the opposing point of view.
- Research a current event and write an editorial on the topic.

Writing Assignments:
- News writing drills
- Movie review
- Editorial
- News Friday activity

Enrichment Activities:
- Scan editorial and political cartoons. Identify the various symbols used and how the symbols are altered to vary their meaning. Present findings and examples of editorial and political cartoons to the class.
- Recognize different sections of a newspaper. Write a movie review. Peer critique reviews using guided critique form.

Methods of Assessments/Evaluation:
- Editorial
- Class work
- News Friday activity
- Unit Test

Resources: Text, Literature (RL), Informational (RI)
● Teacher-created materials (RI)
● Instructional Materials (RI)

**Online Resources:**
● Teacher webpage
● High School Journalism ([www.highschooljournalism.org](http://www.highschooljournalism.org))
● The Poynter Institute ([www.poynter.org](http://www.poynter.org))
● Library of Congress-Political Cartoons ([http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/about.html](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/about.html))
● Google Apps for Education (GAfE)