

Audubon School District Curriculum
Board of Education Reapproval Date - June 2017

Content Area(s): Language Arts
Grade Level(s): 10-12
Unit Name: Editorials and Reviews
Timeline: 1-2 weeks and ongoing throughout year
Curriculum Developer(s): Kulak

ENDURING UNDERSTANDINGS (Benchmarks)

Editorials allow me to present an informed opinion which invites my readers to interact with my writing
 Editorials differ from hard news in form and function
 Editorials are based on timely topics with wide audience appeal

ESSENTIAL QUESTIONS:

How does an editorial/review differ from hard news?
 How do we decide what should be covered in an editorial?
 What rules exist for the development and writing of an editorial?
 To whom are we addressing reviews/editorials?

CONTENT			INSTRUCTION and ASSESSMENT	
STANDARDS	SKILLS (What Students Be Able to Do?)	CONCEPTS (What Students Will Understand)	ACTIVITIES/STRATEGIES (Learning Activities/Differentiation/Interdisciplinary Connections)	ASSESSMENT Reading Quizzes Homework Class Participation/Discussion Writing Exercises Group Work Workbook Activities Formal Writing (publishable work) Informal Writing

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<p><u>NJSLS.ELA-Literacy.W.11-12.1a-e</u> <u>NJSLS.ELA-Literacy.W.11-12.3 a-e</u> <u>NJSLS.ELA-Literacy.W.11-12.4-6</u></p>	<p>Identify newsworthy editorials/reviews Construct effective editorials Critique work for validity and objectivity</p>	<p>Editorials/Reviews Validity/Objectivity Editing</p>	<p>Read texts carefully and the ideas and issues in articles act as launching points for discussion Read textbook chapters for information Read newspaper and magazine articles of varying complexities Interpret and analyze content Notice form, shape, and style of writing Make connections between texts, noticing similarities and differences in writing style and voice Appreciate and notice the use of language precision and, when appropriate, humor of reporters Demonstrate understanding of assigned chapters in the textbook Examine Op-Ed page in a variety of sources Create and critique editorials</p>	<p>Reading Quizzes Homework Class Participation/Discussion Writing Exercises Group Work Workbook Activities Formal Writing (publishable work) Informal Writing</p>
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Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

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Intervention & Modification	<ul style="list-style-type: none">● Utilize “skeleton notes” where some required information is already filled in for the student● Provide access to a variety of tools for responses● Provide opportunities to build familiarity and to practice with multiple media tools● Leveled text and activities that adapt as students build skills● Provide multiple means of action and expression● Consider learning styles and interests● Provide differentiated mentors● Graphic organizers
ELLs	<ul style="list-style-type: none">● Pre-teach new vocabulary and meaning of symbols● Embed glossaries or definitions● Provide translations● Connect new vocabulary to background knowledge● Provide flash cards● Incorporate as many learning senses as possible● Portray structure, relationships, and associations through concept webs● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none">● Creativity● Innovation● Critical Thinking● Problem Solving● Communication● Collaboration	

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software