

Planned Course: Journalism	Course Number: E108AH	Department: English	
Unit: Investigative Reporting & Photojournalism	Grade Level: 9-12		
Estimated Time: 10 Days	Level/Track: Elective	Date Approved: 08/27/2018	
PA Academic Standards	▶ Core Concepts (in question format) <ul style="list-style-type: none"> • Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>English/Language Arts Standards</p> <p>1.2 Reading Informational Texts</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading,</p>	<p>What differentiates an investigative report from other types of news reporting?</p> <p>How does investigative reporting benefit society?</p> <p>How does photojournalism redefine the concept of a journalist?</p>	<ul style="list-style-type: none"> • Direct instruction • Class discussion • Watch <i>All the President’s Men</i> and evaluate the responsibilities and ethical ramifications of uncovering the Watergate scandal • Locate examples of investigative reporting and evaluate their structure and content • Determine the specific standards that qualify a story as an investigative report • Propose investigative reports that could be pursued by members of the newspaper • Use a camera to photograph newsworthy events in the school and conduct a peer evaluation of the picture • Locate examples of photojournalism in the mainstream media and evaluate its content and production for relevance and importance • Propose newsworthy ideas for photo opportunities that could help tell the story of the event • Produce photos that utilize photojournalistic techniques to help tell the story of their subject 	<ul style="list-style-type: none"> • Written report • Oral report • Teacher observation of student’s participation in discussion • Objective assessment on terminology and application of concepts to realistic scenarios • Article critic of existing mainstream media • Conduct an investigative report and present findings in class • Objective test of basic photography terms • Evaluation of photography according to a rubric • Evaluation of photographs for content and technical aptitude
--	---	--	---

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.

1.4 Writing

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.

--

--

--