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|  | **Learning Target (I am Learning about…)** | **Criteria for Success (I can…)** | **Activation/Instruction** | **Collaboration/Guided Practice** | **Independent Learning/Assessment** | Closure |
| **Monday, Sept 1** | LABOR Day | LABOR Day | LABOR Day | LABOR Day | LABOR Day | LABOR Day |
| **Tuesday, Sept 2** | I am learning about the usefulness of discussing the writing process and setting goals. | I can discuss the usefulness of the writing process and setting goals by analyzing the progress that was done on the previous newsletter. | Students will work on a GUM warm up.  **Timeline for October Issue:** First Draft – September 17  Workshop in person – September 19  Final Draft – September 26  Publish – October 1 | Students will then be asked what they felt like their strengths and weaknesses were on this previous newsletter and how they can improve. | They will then be asked to complete a peer review on the members of their group. This will be a part of their major grade. | Students will complete a survey in Canvas on if they would prefer to keep the same section, or if they would like to include a new section. |
| **Wednesday, Sept 3** | I am learning how to recognize and analyze the rights and responsibilities guaranteed by the First Amendment. | I can recognize and analyze the responsibilities guaranteed by the First Amendment by looking at a variety of contexts where it applies to scholastic journalism and the interrelationships among the five freedoms: speech, press, religion, assembly, and petition. | First Amendment – what are five freedoms that are outlined in the text?  Supreme court cases that define limits to any of the five freedoms: *NY Times vs Sullivan, NY Times vs United States, Near vs Minnesota, Schenk vs United States* | Research the Supreme Court cases related to each of the five freedoms identified in the First Amendment. Introductory investigation begins with the cases detailed. Individuals or groups may be assigned one of the five freedoms. They must report their findings back to the larger group.  Reporting should include the important question defined by the majority decision in the case, and how the decision helps modern courts define the freedom explored in the case. Advanced students should specifically explore Tinker and Hazelwood and demonstrate their understanding of these cases in their practice of journalistic investigation. | Research the Supreme Court cases related to each of the five freedoms identified in the First Amendment. Introductory investigation begins with the cases detailed. Individuals or groups may be assigned one of the five freedoms. They must report their findings back to the larger group.  Reporting should include the important question defined by the majority decision in the case, and how the decision helps modern courts define the freedom explored in the case. Advanced students should specifically explore Tinker and Hazelwood and demonstrate their understanding of these cases in their practice of journalistic investigation. | Students will start discussing their research. |
| **Thursday, Sept 4** | I am learning how to recognize and analyze the rights and responsibilities guaranteed by the First Amendment. | I can recognize and analyze the responsibilities guaranteed by the First Amendment by looking at a variety of contexts where it applies to scholastic journalism and the interrelationships among the five freedoms: speech, press, religion, assembly, and petition. | Students will finish up their research from the day before as needed. | Students will finish up their research from the day before as needed. | Students will finish up their research from the day before as needed. | Students will finish up their research from the day before as needed. |
| **Friday, Sept 5** | I am learning how to write a News Lead. | I can write a news lead by analyzing other news leads that are currently in the media and identify the who, what, when where, why, and how. | Students will receive notes on identifying and writing news leads. | We will look at a sample newslead as students identify the different aspects as we mentioned. | Students will find their own newsleads. | Students will write a sample newslead. |