**Unit 1 Standards:**

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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, Aug 11** | I am learning about the Society of Professional Journalists’ (SPJ) official code of ethics. | I can adhere to the Society of Professional Journalists’ (SPJ) official code of ethics. | Students will receive an overview of the different principles behind the Society of Professional Journalists’ (SPJ) official code of ethics:  -to seek truth and report it  -to do no harm  -to act independently  -to be accountable and transparent. | Students will come up with a list of different sections that they believe should be in a school newsletter.  We will discuss timelines and featured headings. | Students will submit their top 3 choices for sections that they would like to write about, a reason why they should be considered to write for that particular topic, and their least favorite topic to write about from the list we create. | Do you promise to adhere to the Society of Professional Journalists’ (SPJ) official code of ethics? |
| **Tuesday, Aug 12** | I am learning about different Supreme Court cases and how they affected journalism. | I can understand how different Supreme Court cases and how they affected journalism by having a discussion. | Students will receive different court cases. They will complete a gallery walk of the different court cases.  Tinker v. Des Moines  Bethel v. Fraser  Hazelwood School District v. Kuhlmeier  Morse v. Frederick  Times v. Sullivan | Students will write down information about the court cases and present the information to the class. | Students will answer some guided questions based off of the court cases. | KWL |
| **Wednesday, Aug 13** | I am learning about the rights and responsibilities that are guaranteed by the First amendment.  I am learning about what is considered protected and unprotected speech for scholastic journalism.  I am learning about the interrelationships among speech, press, religion, assembly, and petition. | I can discuss the rights and responsibilities that are guaranteed by the First Amendment.  I can determine what is considered protected and unprotected speech for scholastic journalism by looking at different hypothetical situations.  I can understand the interrelationships among the five freedoms by practicing them in my writing. | Students will learn about different scenarios, cases, and analyze the wording of the First Amendment and all the definitions pertaining to Free Speech. | Students will receive their content writing areas and move to their respective groups.  The students will then have some time to discuss potential topics that they will cover for the first student newsletter – I will offer guidance for different ideas. | Students will receive their content writing areas and move to their respective groups.  The students will then have some time to discuss potential topics that they will cover for the first student newsletter – I will offer guidance for different ideas. | Students will receive their content writing areas and move to their respective groups.  The students will then have some time to discuss potential topics that they will cover for the first student newsletter – I will offer guidance for different ideas. |
| **Thursday, Aug 14** | I am learning about “historical responsibility.” | I can understand “historical responsibility” by depicting reality in my writing and imagery. | Students will discuss the meaning of “historical responsibility.” | Students will discuss their different newsletter sections and how the process of writing. | Students will start writing as needed. | Students will provide an update on their sections. |
| **Friday, Aug 15** | I am learning about ethical photo editing and the consequences of using images out of context. | I can understand ethical photo editing and the consequences of using images out of context by looking at different hypothetical situations. | Students will receive a lesson on different ethics behind how images are used. | Students will discuss photos and the process of getting photos for publications. | Students will continue to work on their sections as needed. | Students will provide an update on their sections. |