

Unit 08: Marketing and Advertising Copied from: Journalism 2, Copied on: 11/15/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **3 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- advertisers must be well prepared for the pitch itself, as well as all possible responses to said pitch (yes, no, maybe)
- the goals, values and identity of a publication drives the branding, audience interaction, marketing and coverage
- social media allows for increased reader involvement and participation
- there are both pros and cons to fundraising and advertising
- there are certain ethical considerations a journalist must remember when utilizing social media for a publication

CONTENT AREA STANDARDS

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

W.9-10.2. 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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.7. 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.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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| LA.RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| LA.RI.9-10.7 | Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| LA.W.9-10.2 | 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. |
| LA.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| LA.W.9-10.7 | 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. |
| LA.SL.9-10.1.D | Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. |
| LA.SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| LA.SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. |
| LA.SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |
| LA.9-10.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice:

Gathering and Evaluating Sources.

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

ASSOCIATION OF COLLEGE & RESEARCH LIBRARIES INFORMATION LITERACY COMPETENCY STANDARDS FOR JOURNALISM STUDENTS AND PROFESSIONALS

- 1.1.c Selects the appropriate writing style and voice for the media outlet selected
- 1.1.d Initiates research by reading and exploring background information in order to identify appropriate sources
- 1.1.e Focuses the story idea or research question based on information found
- 1.2.c Identifies appropriate investigative methods
- 1.2.f Plans to conduct original research
- 2.1.d Applies search strategies to various research resources, adjusting for different user interfaces
- 2.2.b Uses research methods to conduct original research
- 4.3.c Communicates clearly and with a style that is appropriate for the story, performance, or audience

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know:

- the five ways journalists use social media
- different social media platforms are ideal for different functions
- the difference between an effective and ineffective social media post
- the difference between advertising and fundraising
- the ethical considerations of using social media as a journalist
- the types of bias to avoid in constructing a survey for a market audience
- the six steps to effectively write for social media

- define: social media, Facebook, Twitter, Instagram, Snapchat, Pinterest, advertising, fundraising, bias, market audience, profit, supply and demand, scarcity, incentive

Procedural Knowledge

Students will be able to:

- write scripts that answer yes, maybe and no responses and how to react to each
- practice their written sales pitches to peers
- analyze tone created by titles and covers on various magazines to discuss branding
- brainstorm action plans to brand the Colt Chronicle, keeping in mind the identity/values/goals of the publication and how that drives coverage and marketing
- write an effective social media post
- determine between effective and ineffective social media posts
- define a market audience and create one-page analysis on them
- create a market audience survey
- analyze and synthesize success stories of effective branding and marketing; debate ethics of tactics explored

EVIDENCE OF LEARNING

Alternate Assessments

- Debates
- Mock Trials
- Group Multimedia Presentations
- Individual Oral Presentations
- Teacher/Student Conferences
- Modified Rubrics

Formative Assessments

- Do Nows and Exit Slips
- Journal responses
- Group work/projects
- Class discussions

Summative Assessments

- survey and one-page market audience analysis
- debate and written response based on the two Netflix documentaries
- unit test
- [Fake social media creator](#)
- Written and videotaped sales pitch

RESOURCES (Instructional, Supplemental, Intervention Materials)

[Steve Jobs: One Last Thing](#) documentary, [The Founder](#) documentary, The Record, The Star-Ledger, The New York Times, Colt Chronicle, NJ.com, various award-winning NJ scholastic newspapers (print and online, Journalism: 5W and H by James Glen Stovall, Radical Write by Bobby Hawthorne, laptops, NoRedInk.com, Newsela.com, Canva.com, [Unit 8 Google Folder](#), The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Kovach and Rosenstiel, Three Rivers Press, New York (2007)

INTERDISCIPLINARY CONNECTIONS

Visual performing arts

- aesthetic analysis
- language acquisition

Social Studies

- social relationships among people
- ethics

Math

- Financial/Economic/Business/Entrepreneurial Literacy

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Gifted and Talented:

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material

- Conduct research and provide a presentation of appropriate topics.
- Provide assessments at a higher level of thinking

Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills/techniques to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher