

3 - Subcommittee Mini-Lesson - Social Media Copied from: Journalism 3, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **1 week**
Status: **Published**

General Overview, Course Description or Course Philosophy

This academic- and arts-based elective is a course in which students will, by in large, independently apply their knowledge of the field of journalism and all its subsets. Students will focus on producing print issues of the Coly Chronicle and web issues for ColtChronicle.org. The curriculum was created using the New Jersey Student Learning Standards, as well as the Standards for 21st Century Life and Careers Standards, and the Association Of College & Research Libraries Information Literacy Competency Standards For Journalism Students And Professionals. The Standards for English Language Arts / Literacy lay out a vision of what it means to be a literate person in the twenty-first century. The skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading; artful writing; and eloquent speaking that is at the heart of understanding and enjoying journalism, general informational writing and the world around us. They will also be able to use their knowledge of journalism law and ethics to reason and justify decisions in a variety of both hypothetical and real-world scenarios. They will habitually perform the critical reading skills necessary to pick carefully through the staggering amount of information available today in print and digital media. They will actively seek the wide, deep, and thoughtful engagement with high-quality informational texts that builds knowledge, enlarges experience, and broadens worldviews. They will reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. THIS COURSE IS DUAL-ENROLLMENT FOR THREE COLLEGE CREDITS FROM WILLIAM PATERSON UNIVERSITY. THIS COURSE IS THE EQUIVALENT OF WILLIAM PATERSON'S [SCOMM 2100 \(MEDIA WRITING\) COURSE](#).

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- Social media is now a required and integral part of journalism
- Journalism runs on a 24/7 cycle which must be constantly monitored and updated
- Twitter, Facebook and Instagram are the primary social media outlets for journalism, but they are used for different audiences
- Different posts must be written depending on the social media platform
- Every word counts, despite the platform
- Visuals and audience interaction are also critical.
- Social media platforms can be used to network, build audience bases, post new content or advertise/market

CONTENT AREA STANDARDS

W.11-12.4. 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.11-12.5. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LA.W.11-12.4	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.11-12.5	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.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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).

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

1.2. Identifies a variety of information sources to meet the information need

3.1. Summarizes and synthesizes the main ideas of the information gathered

EVIDENCE OF LEARNING

- Teacher/Student Conferences
- Student Interviews

- Social Media Posts

Alternate Assessment

Formative Assessments

- Drafts of social media posts (to be approved by teacher)
- plan for use of supplementary platform tools in posts
- frequently of platform updates
- self-assessment
- one-on-one conferences with teacher

Summative Assessments

Finalized social media posts

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- How to decide what content to post on various social media platforms
- How to divvy up the work between its members equally and based on individual platform skill
- The different ways to write a post based on social media platform
- The target audiences for each platform (Twitter is for journalists, education; Facebook is for parents/community members); Instagram is for students)
- The various tools available on each platform (tagging, location, retweeting, polls, etc.

Students will be able to define: social media, platform, tagging, location, retweeting, polls, hashtag, mention,

Instagram, Facebook, Twitter

Procedural Knowledge

Students will be able to:

- use technology (social media platforms) to produce, share and update content)
- share articles with strategically different teasers
- create polls to increase reader interactivity (sometimes related to articles we are publishing; sometimes to crowdsourcing what we should be covering)
- strategize with regard to days and times you post.
- analyze and use Colt Chronicle analytics to gauge posts and content.
- advertise events for Colt Chronicle (fundraisers, assemblies, print issues, etc.)
- develop clear and coherent posts on social media, differing information and writing style based on platform
- edit and revise posts
- create weekly newsletters, with specific lens to audience to be sent via email to the student body and staff
- advertise events for Colt Chronicle (fundraisers, assemblies, print issues, etc.)

RESOURCES (Instructional, Supplemental, Intervention Materials)

[Regular Production Cycle](#)

[Subcommittees and Job Descriptions](#)

[Self-Assessment Document](#)

[One-on-One Conference Questions](#)

[PowerPoint](#)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts

Information Writing
Implementation of conventions of Standard English

Social Studies

Current Events

Social relationships among people

Ethics

Technology/Multimedia

Researching based writing

Google

Media Literacy

Educational tech applications

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Gifted and Talented:

- Set individual goals
- Conduct research and provide a presentation of appropriate topics.
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Students at Risk of School Failure:

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Model to be mastered.