

4 - Subcommittee Mini-Lesson -Out-of School Advertising and Marketing Committee 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

- How you approach a business owner is critical to whether you create a positive relationship with that business and the general community
- A positive relationship with the surrounding community is vital to growing the audience and readership of the publication
- The school community is larger than simply students and staff; it includes parents, board of education members, other stakeholders, etc.
- Thinking outside of the box can help to get community members more involved and knowledgeable about the publication
- Flyers and other advertising/marketing materials must look professional, include key words, be easy to read, colorful and neat

CONTENT AREA STANDARDS

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

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.

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| 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.SL.11-12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |

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).

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- How to decide what businesses to approach to extend promotion to the community
- How to divvy up the work between its members equally
- How to professionally approach a business owner
- Thinking outside of the box can help to get community members more involved and knowledgeable about the publication
- Flyers and other advertising/marketing materials must look professional, include key words, be easy to read, colorful and neat
- Appealing to an adult audience is much different than appealing to a teenage audience in terms of content and language

Procedural Knowledge

Students will be able to:

- build relationships with local businesses; contact local businesses and ask them if they would be willing to showcase issues of Colt Chronicle in their store for community members to take.
- ask local businesses and ask them if they would be willing to have a flyer that helps promote the website.
- brainstorm, plan and execute ways to get the community involved with the Colt Chronicle (events, fundraisers, a recurring alumni spotlight feature, etc.)
- create flyers (using craft materials or Canva) that look professional, include key words, are easy to read, colorful and neat
- generate communications that address appropriate audience and team needs

EVIDENCE OF LEARNING

Alternate Assessments

- Teacher/Student Conferences
- Individual Brainstorming Sheets
- Visual Flyers

Formative Assessments

- Scripts for approaching various businesses that anticipate yes, maybe and no responses
- A list of businesses to approach, divided by members of the subcommittee
- one-on-one teacher conferences
- self-assessment and reflections on how each meeting went
- brainstorming and planning sheets for various activities

Summative Assessments

Execution of relationships made with local businesses (photo proof)

Execution of events (fundraisers, etc.)

Flyers

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

Argumentative Writing

Implementation of conventions of Standard English

Social Studies

Social relationships among people

Ethics

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.