

5 - Subcommittee Mini-Lesson -In-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 the student body and teaching staff is critical to whether you create a positive relationship with them
- A positive relationship is vital to growing the audience and readership of the publication
- Typically, thinking outside of the box is necessary in getting students to be readers of a school newspaper
- Flyers and other advertising/marketing materials must look professional, include key words, be easy to read, colorful and neat
- Getting student buy-in typically involves different strategies in terms of content and language than getting adult/community buy-in

CONTENT AREA STANDARDS

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. 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.

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.

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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.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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 divvy up the work between its members equally
- Using other people's platforms (Morning Show, weekly newsletter) can help boost exposure
- How you approach the student body and teaching staff is critical to whether you create a positive relationship with them
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Procedural Knowledge

Students will be able to:

- Create posters (handmade or using technology) for general information about Colt Chronicle or any fundraisers or special events we're hosting
- Email Mr. DeWall teasers (argumentative and informational writing) for new articles and any upcoming information about the club or journalism classes (fundraisers, events, new issues, etc.)
- Brainstorm, plan and execute ways to get the school more involved with the Colt Chronicle (a

comments/suggestions/story ideas box, fundraisers, contests, events, etc.

- Email Mrs. Nieto any news or information we would like mentioned in Mr. Suda's weekly Friday newsletter.
- Continually update the Colt Chronicle display board with any announcements and new articles (print them out in color)

EVIDENCE OF LEARNING

Alternate Assessments

- Poster Projects
- Storyboards
- Individual Pitches
- Teacher/Student Conferences

Formative Assessments

- Drafts of emails to Mrs. Nieto and Mr. deWall
- Draft sketches of how new display board will look
- Poster pitches
- Brainstorming and planning sheets for fundraisers, contests, etc.
- One-on-one conferences
- Self-assessments

Summative Assessments

Execution of emails to Mrs. Nieto and Mr. deWall

Execution of events (fundraisers, etc.)

Flyers

Display board outside New Cafe

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

Technology/Multimedia

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.