Unit Overview: The need for clear, concise, and appropriate communications by institutions in the public, private, and the not-for- profit sector is never ending. In the fast-paced digital age that we live in, good public relations is the key for gaining and maintaining public confidence. In this course, through five units of study, students will come to know the practice of public relations through the use of timely case studies, interviews, news photos, and other techniques. Students will come to understand that proper public relations practice must be underpinned by a strong sense of ethics. Students will also hone their writing skills to master the fundamentals of public relations writing as well as the proper requisites for writing for the Internet and social media. The material covered in Unit 1 will familiarize students to the concept of public relations and encourage them to make active and relevant connections in their own lives.

Enduring Understanding/ Essential Questions

• The practice of public relations is a valuable and powerful societal force in the 21st century.
• The principle of "doing the right thing" is what should distinguish the utilization of public relations.
• As important as social media has become to public relations work, the field still depends on technical skill, experience, and judgment, all grounded in solid relationships with colleagues, constituents, and media.
• Public relations practice confronts an ever-changing landscape of problems and opportunities.
• The public relations field is a personal relationship-oriented practice, demanding experienced judgment and finely-honed interpersonal skills.

Why is it so difficult to define/explain "public relations? How do public relations professionals influence public opinion? Why are PR professionals considered interpreters for the organizations/entities they represent? How have technological changes brought greater interdependence to people and organizations? How do the functions of public relations differ from the functions of marketing and advertising? Why is public relations considered a continuously evolving science?

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term over terms over the course of a text.
RI.1-12.7 Integrate and evaluate multiple sources of information presented in different media or forms (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5 Develop and strengthen writing as needed by planning, revising, writing, rewriting or trying a new approach.
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues.

21st Century Skills Standard and Progress Indicators:
Critical Thinking and Problem Solving
Creativity and Innovation
Collaboration, Teamwork, and Leadership
Cross-Cultural Understanding and Interpersonal Communication
Accountability, Productivity, and Ethics

Unit 1 Academic Vocabulary
Media relations, social media interface, case study, proponent, opponent, primary public, secondary public, marginal public, investor relations, crisis communication, advocacy, ethics, globalization, muckrakers

Application in Classroom
Reading-Students read subject-matter appropriate, informational texts at grade level and use post it notes or another agreed upon annotation strategy to jot ideas/responses/findings in classroom notebook to complete close reading for meaning.
Writing- Throughout the unit, students will have multiple opportunities to read and write across a variety of forms for various purposes.
Speaking and Listening-Students follow agreed-upon rules for discussions and carry out assigned roles.
Technology—Students utilize technology to research course subject matter, process and publish their writing as well as to create multimedia presentations.

Instructional Plan					Reflection
Pre-assessment SGO assessment					
Unit Learning Objectives	**Instructional Practice**	**Student Strategies**	**Formative Assessment**	**Resources and Activities**	**Reflection**

SWBAT:				Anchor Text	Teacher Questions for Self-Reflection
Define the practice of public relations and understand its importance as a valuable and powerful societal force in the 21st century. Explore the various publics of public relations as well as the field's more prominent functions. Understand the ethical nature of the field and reject the notion that public relations practitioners as employed in the practice of "spin". Examine the requisites—both technical and attitudinal—that constitute an effective public relations professional.	Identify and demonstrate effective classroom behaviors/habits Establish and practice guidelines for organization, structure, procedures, and behaviors during small group and independent learning. Review of Technological Requirements and Student Need for Training and/or Remediation Business Writing Fundamentals Differentiation/Modifications as necessary	Active Listening Discussion Consolidating Thought: Summarizing, Synthesizing, Inferring, Discussion Web Interest-Based Options/Student Process/Product Choice Close reading of text: Annotation Academic Vocabulary acquisition	Misconception Checks Index Card Summaries and Questions Visual Representation Written Responses Using Individual White Boards Exit Slips Additional selected strategies as determined by student readiness Strategies for Student Reflection http://www.uvm.edu/ dewey/reflection_manual/ starting.html	Anchor Text: Seitel's *The Practice of Public Relations* 12th edition (Unit 1 covers text pages 1-47). Text provides structured support to Instructional Model with defined text features which reinforce key concepts and learning objectives of the course. Students should be introduced to the field using the US Department of Labor's Occupational handbook website www.bls.gov. Ethics instruction and discussion to begin and progress from Professional Organizations: Public Relations Society of America (PRSA www.prsa.org). Code of Ethics Appendix A. International Association of Business Communications (IABC www.iabc.com). Code of Ethics Appendix B. PR Ethics Mini-Case: refortified emphasis on ethics. **"*Firing the Nazi in the House of Dior" p.10*; "*Burson Fumbles Facebook Flap" p.36*** Case Study: current and relevant topics in the industry. "***BP's Loose Lips Sink Credibility Ship*" p.18**; '***The Tylenol Murders*"p.42** Student Laptop access	Here are ten questions to ask yourself, answer, and consider as part of a self-reflection about your teaching. Each question also has sub-questions to help refine thinking, ideas, and practices. These are also good questions for shared reflection and group discussion. They might lead to a rethinking of teaching and learning as well as suggest thoughtful ways to set new goals, teach in different ways, assess more effectively, customize learning, and make instructional improvements during the school year. 1. *What am I trying to accomplish with my students? What's the core?* What are my short-term goals versus long-term goals? Why are these goals important? Essential? Core? Where do these goals come from? Are they helpful to someone living in a 21st century world? How do my goals connect and relate to the school's goals? The district's? Other teachers that I work with? What critical skills am I trying to develop? Attitudes? Understandings? Behaviors? Are these goals specific enough to suggest what they will look like in practice? Do these goals suggest the ways that my students will differ at the end of my teaching them from when I began teaching them? 2. *What are my beliefs about how students learn?* How "up-to-date" are my beliefs? How much are they based on research or on my own opinions and ideas? How do my beliefs influence the way I teach?

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Track the development of the practice of public relations from ancient times to the present day. Underscore the pioneering policies and philosophies that set the tone for modern day public relations. Chart the growth of public relations and its emergence as a major societal force in the 21st century.	Do Now Anticipatory Set Direct Instruction Modeling Guided/Independent Practice Homework	Cooperative Learning-Small Groups Questions and Material Check Think Pair Share Oral Questioning Fishbowl	Last Word and Discussion Starters (p.17) Last Word and Discussion Starters (p.41)	Pick of Literature "***Rethinking Reputation: How PR Trumps Advertising and Marketing in the New Media World***" **p. 17**; "***A Century of Spin: How Public Relations Became the Cutting Edge of Corporate Power***" **p.42** Technology Integration - **YouTube:** www.youtube.com - **TeacherTube:** www.teachertube.com - **Google Docs/Drive:** https://drive.google.com/ - **Facebook:** www.facebook.com - **Pinterest:** http://pinterest.com/ - **Edmodo:** www.edmodo.com/ - **Blogs:** www.blogger.com/ - **Cicero:** http://cicerohistory.com/ - **Student Surveys:** www.polleverywhere.com or www.socrative.com. - **Word Clouds:** www.wordle.net or www.tagul.com. - **Class Website:** www.weebly.com - **Online Q & A:** www.quizlet.com, www.studyboost.com, or www.studyblue.com - **Podcasts:** A multimedia digital file made available on the Internet for downloading to a portable media player, computer, etc. - **PowerPoint**	*3. How do I create a positive climate for learning?* How do I build strong, positive relationships with my students? Engage and motivate all my students to learn? Inspire my students to learn and to continue their learning after they leave me? *4. What "essential" questions do I want my students to explore?* Instead of thinking about my teaching in terms of goals and objectives, how can I design core, essential to promote inquiry among my students? What questions should be the starting points for my teaching during the year? *5. What are the primary, core types of instructional strategies that I use regularly?* Are these effective? Are they "powerful"? Engaging? Why do I use these? Do they work? Why or why not? *6. How do I know when my students have accomplished my goals?* What are the best ways for me to determine whether my students have accomplished my goals? What types of student work will best demonstrate success? Student performances? Behaviors? Use and application of skills? Attitudes? *7. How do I get feedback from my students on how well they are doing? How do I use feedback to improve student learning?* What types of student work demonstrates progress on the part of my students? How can I provide constructive feedback so that students improve on what they do over time? *8. How do I customize and individualize learning for my students?* What can I do to help every student achieve my goals? What can I do better to make this happen?

					9. What's special and unique about my teaching? What makes my individual style of teaching unique and special? What makes it work for me? Why do I do what I do? 10.*How will I work on my teaching in order to improve what I do?* What opportunities are there for improvement? Who and what helps me to improve? What resources do I use? How do I collaborate with others? http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection

Summative Written Assessments	
Unit 1 Reading Informational Text, Argument Writing	

Summative Performance Assessment	
Unit 1 Oral Presentation, Multimedia Presentation	