Public Relations
Unit 3: The Publics, Part 1
Grade Level: 11-12
Timeframe: 10-15 days

Unit Overview: For public relations professionals, the trend toward news on the Internet, often through mobile hand-held devices, greatly influences the time-honored public relations responsibility of dealing with the media. As the number of the world's citizens using the internet expands exponentially, it is urgent that public relations professionals understand the new technology and its capabilities and increase their competence in employing and monitoring it. Since, management relies principally on public relations professionals for expertise in handling the media effectively, practitioners must not only know their own organization and management, but must be conversant in and respectful of the role and practice of journalist. They must also understand that within these organizations, employee communication is today much more appreciated for it strategic importance. Organizations that build massive marketing plans to sell products have begun today to apply that same knowledge and energy to communicating with their employees.

Enduring Understandings/ Essential Questions

• In public relations work, the key to productive media relations is professionalism.
• Media has become fragmented, omnipresent, busy 24/7 hours a day/seven days a week and populated by a new breed of reporter.
• In assessing and dealing with the media, public relations professionals should base their own opinions on "objective" as much as possible. .
• Mastering and monitoring the Internet have become priorities for public relations professionals.
• Those PR professionals who can blend the traditional skills of writing and media and communications knowledge with the online skills of the Internet should find a rewarding calling in the PR practice.
• PR professionals must foster the open climate that employees want and the two-way communications that organizations need.
Why is it necessary for public relations practitioners to remain objective? What is the difference between advertising and publicity? Why is it necessary to understand the do's and don'ts of interviews? How has social media affected journalism—commerce—internal communications? How should organizations protect themselves from online attack? What is the difference between an intranet and an extranet? What are the key elements of effective employee relations? How should an organization respond to and use social media with employees? What are the primary considerations in adopting internal social media?

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.11-12.1 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.

CAR © Bormann and Wright 2009, 2011

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.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.3Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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 3 Academic Vocabulary

Devil's advocate, objectivity, blogs, publicity, controlled circulation, phenomenon, tweet, HTML, obsolete, "first face", stickiness, search engine optimization, Generation Next, blogosphere, conversation monitor, halo effect, intranets, extranets, wikis, podcasting, RSS, QR codes, LBS, rogue websites, urban legends, bogus, intellectual capital, credibility, S-H-O-C communication, internal communications audits, ghost tweeting

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 Informational Reading MC (Readings culled from Textual Material)					
Unit Learning Objectives	**Instructional Practice**	**Student Strategies**	**Formative Assessment**	**Resources and Activities**	**Reflection**

SWBAT:				Anchor Text: Seitel's *The Practice of Public Relations* 12th edition (Unit 3 covers text pages 167-248). Text provides structured support to Instructional Model with defined text features which reinforce key concepts and learning objectives of the course.	**Teacher Questions for Self-Reflection**
Discuss the importance of media relations as the most fundamental skill in public relations work.	Business Writing Fundamentals Differentiation/Modifications as necessary Gradual Release	Active Listening Discussion Consolidating Thought: Summarizing, Synthesizing, Inferring, Discussion Web	Misconception Checks Index Card Summaries and Questions Visual Representation		(See Unit 1) http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection
Explore media communication in all its forms—print, electronic, Internet.		Interest-Based Options/Student Process/Product Choice Close reading of text: Annotation Academic Vocabulary acquisition	Written Responses Using Individual White Boards Exit Slips Additional selected strategies as determined by student readiness	PR Ethics Mini-Case: refortified emphasis on ethics. **"MSNBC Cries "Wawa" with Made-up Romney Gaffe" p.181; "Blogger Backlash Crushes ConAgra Conclave" p.20;"I Hate You, I'm Leaving, Where's my Check?"p.233**	
Discuss the value of publicity as more powerful and valuable than advertising.			Strategies for Student Reflection http://www.uvm.edu/dewey/reflection_manual/starting.html	Case Study: current and relevant topics in the industry. "**They're Heeere" p.195; "Ronald McDonald's Brush with Antisocial Media"p.222; "Consultant Drops F-bomb, Chrysler Drops Consultant" p.246**	
Examine the proper way of dealing with journalists vis-à-vis organizational publicity.			Last Word and Discussion Starters (p.194) Outside the Lines—Two-Minute Media Relations Drill	Student Laptop access	

CAR © Bormann and Wright 2009, 2011

		Cooperative Learning-Small Groups	Last Word and Discussion Starters (p.221)	Pick of Literature "*When the Headline is You*" **p. 195**; "*Social Media and Public Relations*" **p.227; "*Inside the Organization: Perspectives on Employee Communications*" p. 245**	
Discuss the phenomenon of social media and its lasting impact on the practice of public relations.	Do Now Anticipatory Set Direct Instruction				
Explore the general parameters of public relations and the Internet.	Modeling Guided/Independent Practice	Questions and Material Check Think Pair Share	Last Word and Discussion Starters (p.244)		
Discuss the social media vehicles of Facebook, Twitter, LinkedIn, and YouTube and how public relations professionals use them	Homework	Oral Questioning Fishbowl			
Examine the pros and cons of dealing with bloggers and the new journalists who populate the Internet.					
Discuss the core critical constituency for organizational management, the internal public.					
	and Wright 2009, 2011				

Explore the dynamic of dealing with employees in an era of layoffs and meager job growth. Discuss the various tactics—print, online, and broadcast—of communicating with the internal public. Examine the ways that social media have complicated and made more challenging the function of communicating with employees.	Build Textual Accuity—Exposure to Course Specific Informational Texts. Texts to be determined by Unit 3 enduring understandings and essential questions; including but limited to: •Advertisements •Agendas• Autobiographies •Biographies• Company profiles • Correspondence • Essays /speeches • Feature articles • Government documents • Histories • Interviews •Journal articles • Legal Documents/ contracts • Magazine articles/ news articles • Memoirs • Editorial pieces • Political cartoons • Product specifications • Science investigations • Training manuals	Webbing/Clustering/Mapping Close Reading: Text Chunking Margin Notes Consolidated Thought: Summarizing-Synthesizing-Inferring-Discussion Clues		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**	

Summative Written Assessments	
Unit 3 Reading Informational Text, Argument	

Summative Performance Assessment	
Unit 3 Oral Presentation, Multimedia Presentation	