Unit Overview: The practice of public relations has never been as accepted or respected as it is today. A successful communications professional must be knowledgeable about all aspects of the communications mix. For an individual who writes well and communicates clearly, and who understands that integrity and reputation are critical for success, the practice of public relations will continue to offer career opportunities. Employers will increasingly seek experienced and competent public relations professionals to help them communicate. PR novices must work to hone their writing skills, seize internships, and join professional communications organizations in order to network for employment.

Enduring Understandings/ Essential Questions

• Even in the age of social media and the Internet, writing remains the key to public relations.
• Public relations practitioners are professional communicators.
• There is no substitute for clear and precise language in informing, motivating, and persuading.
• Beginning public relations professionals are expected to have mastery over the written word and the various writing forms of the "industry".
• The need for integration—for communications cross-training—to learn the different skills of marketing, advertising, sales promotion, and public relations—becomes a requirement for all communicators.
• The watchword in business today is branding—creating a differentiable identity or position for a company or product.
• Integrated marketing communications becomes paramount in preparing public relations professionals for the challenges of the second decade of the 21st century.
Why is writing the foremost technical skill of public relations professionals? What is purpose of a news release? What is an SMR and what distinguishes it? What are the differences among advertising, marketing, and public relations? What are the purposes of public relations advertising? What is the cardinal rule for communicating in a crisis? What steps can a college student take to get a jump on public relations employment?

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.
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.11-12.3 Apply 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 5 Academic Vocabulary

Inverted pyramid, rationale, nourishing quotes , taboo terms, social media releases, integrated marketing communications, third-party endorsement, infomercials, buzz marketing, crisis management

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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 Research Simulation assessment (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 5 covers text pages 311-377). 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 reasons that the public relations professional must be the best writer in the organization.	Business Writing Fundamentals: News Releases	Active Listening	Misconception Checks		(See Unit 1)
		Discussion	Index Card Summaries and Questions		http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection
	Differentiation/Modifications as necessary	Consolidating Thought: Summarizing, Synthesizing, Inferring, Discussion Web	Visual Representation		
Explore the fundamentals of writing, from the drafting to style to ensure worthwhile content.	Gradual Release	Interest-Based Options/Student Process/Product Choice	Written Responses Using Individual White Boards		
		Close reading of text: Annotation	Exit Slips	PR Ethics Mini-Case: refortified emphasis on ethics. "*Bad Taste Tweet Release*" p.321; "*Shilling the Morning Joe*" p.341;"*Kobe's Nimble Public Relations Once Again Saves the Day*" p.355	
Discuss the rationale for and the elements of the news release, the most practical and ubiquitous of public relations writing vehicles.		Academic Vocabulary acquisition	Additional selected strategies as determined by student readiness		
			Strategies for Student Reflection http://www.uvm.edu/dewey/reflection_manual/starting.html	Case Study: current and relevant topics in the industry. "*The Raina, Inc. News Release*" p.326; "*Resurrecting Brand Vick*"p.344; "*Carnival's Cruise Crisis*" p.360	
Examine the requisites of writing for the Internet and social media.			PARCC Rubrics	Student Laptop access	
			Last Word and Discussion Starters (p.325-326)	OWL @Purdue Online Writing Lab	

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Discuss the synthesis of advertising, marketing, and public relations to yield an integrated marketing approach in promoting products, services and brands.

Explore the distinctions among advertising, marketing, and public relations.

Discuss the two marketing differentiators of public relations—publicity and third-party endorsement.

Examine the various tactics and techniques that distinguish integrated marketing, from the traditional—public relations advertising, trade shows, cause-related marketing—to the 21st-century innovations—social media marketing, brand integration, buzz marketing. | 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.343-344) | Pick of Literature "*The Public Relations Writer's Handbook*" **p. 326**; "*Strategic Integrated Marketing Communications*" **p.344; "*Crisis Management in the New Strategy Landscape*" p.359; "*Ready to Launch: The PR Couture Guide to Breaking Into Fashion PR*" p.375** | |

Discuss the importance in counseling on the actions and managing the communication of an organization in crisis. Explore the role of public relations in managing issues and risks and communicating in crisis. Discuss the aspects of crisis planning, message mapping, and implementing crisis communication. Examine how media relations differ in time of crisis than in normal everyday operations.	Build Textual Accuity—Exposure to Course Specific Informational Texts. Texts to be determined by Unit 5 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	Last Word and Discussion Starters(p.358-359)	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**	

Discuss how a public relations student or novice finds position in the practice of public relations. Explore the role of public relations in time of economic uncertainty, charting how the field has improved its position in times of stress. Discuss the aspects of organizing the search, job letters, resumes, interviewing, and follow-up. Examine how an individual can map his or her course for long-term public relations success.			Last Word and Discussion Starters (p.374-375) Planning and Organizing a PR Job Search Organizing and Writing a PR resume Organizing and Preparing for a PR Job Interview	From the Top: "Ultimate Word to the Wise (Student): An Interview with Bill Heyman	

Summative Written Assessments	
Unit 5 Reading Informational Text, Research Simulation Task	
Summative Performance Assessment	
Unit 5 Oral Presentation, Multimedia Presentation	