

## 11-12 ELA Standards: Communication

### ELA Reading Standards for Communication

**RC.11-12.1** Cite specific textual evidence to support analysis of written communication, attending to important distinctions the author makes and to any gaps, inconsistencies, or bias in the account.

**RC.11-12.2** Determine central ideas or conclusions of a text and analyze their development; summarize the complex concepts, processes, or information presented in a text, including any legal and/or ethical issues as determined by law or code of ethics, by paraphrasing them in simpler but still accurate terms.

**RC.11-12.3** Analyze written communication, both historical and current, in a variety of formats from government, workplace, personal, and news media for historical impact and current effectiveness in contemporary society.

**RC.11-12.4** Determine the meaning and impact of photographs (e.g., emotional connection, enhanced text, reader response, storytelling quality, composition), multimedia elements, and key domain-specific terms, as they are used for communication in government, workplace, personal, and news media.

**RC.11-12.5** Analyze how the text uses print and design elements to structure information or ideas into categories or hierarchies, demonstrating an understanding of the information or ideas while adhering to an appropriate code of ethics.

**RC.11-12.6** Analyze the author's purpose in providing an explanation, describing a procedure, or reporting an event that includes identifying important interpersonal or societal issues that may remain unresolved.

**RC.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RC.11-12.8** Evaluate the data analysis, sources, and conclusions in written communication, verifying any data when possible and corroborating sources or challenging conclusions.

**RC.11-12.9** Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**RC.11-12.10** By the end of grade 12 read and comprehend written communication in the grades 11-12 text complexity band independently and proficiently.

## ELA Writing Standards for Communication

**WC.11-12.1** Write arguments focused on discipline-specific content.

**WC.11-12.2** Write informative/explanatory texts including those requiring journalistic style and processes.

**WC.11-12.3** Write narratives to convey real events accurately and with sufficient detail using narrative elements to write precise descriptions of step-by-step procedures and/or sequences of events.

**WC.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WC.11-12.5** Develop and strengthen writing and design elements as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WC.11-12.6** Use technology to produce, publish, and update individual or shared writing products, including new arguments or information in response to ongoing feedback (e.g., self assessment, peer and teacher feedback).

**WC.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WC.11-12.8** Gather relevant information from multiple authoritative print, digital, and human sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, include photographs and media components strategically, avoid plagiarism through appropriate attribution when quoting directly and indirectly and overreliance on any one source, and follow a standard format for citation.

**WC.11-12.9** Draw evidence from texts to support analysis, reflection, and research.

**WC.11-12.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## ELA Speaking and Listening Standards for Communication

**SLC.11-12.1** Initiate and participate effectively in a range of *collaborative discussions*

- one-on-one
- in groups
- teacher-led

with diverse partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SLC.11-12.2** Integrate multiple sources of information that is gained by means other than reading (e.g., interviews, texts read aloud; oral presentations of charts, graphs, diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SLC.11-12.3** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SLC.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.

**SLC.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

## **ELA Language Standards for Communication**

**LC.11-12.1** Demonstrate command of the conventions of standard English grammar and usage.

**LC.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**LC.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.

**LC.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

**LC.11-12.5** Demonstrate understanding of word relationships and nuances in word meanings.

**LC.11-12.6** Acquire and use accurately a range of grade-appropriate general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

# English 11/12: Public Relations

## (0.5 Credit)

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**DISCLAIMER:** All curriculum materials (e.g., texts, authors) should be properly vetted and approved by the school district.

# COURSE

<b>Course Umbrella:</b>	<b>Communications</b>
<b>Title of the Course:</b>	<b>English 11/12: Public Relations</b>
<b>Course Code Number:</b>	<b>418100</b>
<b>Licensure Codes:</b>	<b>Link to ADE Data Center: <a href="#">Course Code Management System</a></b>
<b>Course Description:</b>	A study of the communications mediums used in public relations, sales, and marketing. Students will analyze a wide range of texts, examining changes over time in the presentation and delivery advertising materials.

## Overview of Essential Questions

<b>Communication</b>	<ul style="list-style-type: none"> <li>• How can you use language to empower yourself?</li> <li>• How is language used to manipulate and persuade?</li> <li>• How do our values and beliefs shape who we are as individuals and influence our communication behaviors?</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>• What is literature supposed to do?</li> <li>• How does literature reveal the values of a given culture or time period?</li> <li>• How can literature serve as a vehicle for social change?</li> </ul>
<b>Technical Professions</b>	<ul style="list-style-type: none"> <li>• How does technology shape and form our identities?</li> <li>• What purpose or function do ethics / philosophy have in governing technological advances?</li> <li>• What roles do chaos and order play in society through technological advances?</li> </ul>

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**Course Level Essential  
Questions:**

- What role does data play in marketing and advertising?
- How are public relations, sales, and marketing practices reflective of the values and/or priorities in a society?
- What role does technology play in public relations, sales, and marketing?

# READING

Essential Vocabulary
Data-Driven Marketing Quantifiable Research Qualitative Research Analytics Synergy

## Extended Texts

Standards		2 Extended Texts	Text Type	Example Texts & Resources	Text Complexity
Reading Standards	Language Standards	Writing Techniques and/or Series of Book Chapters or Journal articles (4-6) on Advertising and Public Relations  <b>Note:</b> Utilize <a href="#">Arkansas Traveler Database</a> for Articles and Book Chapters.	Informational	<ul style="list-style-type: none"> <li>• <a href="#">Writing Tools: 55 Essential Strategies for Every Writer</a> by Roy Peter Clark</li> <li>• <a href="#">Chapter 07 - "Advertising and Promotion."</a> The McGraw-Hill Companies, Inc., The Professional Book Group, New York, 2008. ProQuest, <a href="https://search.proquest.com/docview/189467686?accountid=41449">https://search.proquest.com/docview/189467686?accountid=41449</a>.</li> <li>• Gable, Tom. <i>Chapter 03: "Image as a Part of Corporate Strategy."</i> Kogan Page Ltd, London, 2008. ProQuest, <a href="https://search.proquest.com/docview/287927520?accountid=41449">https://search.proquest.com/docview/287927520?accountid=41449</a>.</li> <li>• "Part II: Advertising Management and Design" - Chapter 04: "Planning and Budgeting Ad Campaigns." John Wiley &amp; Sons, Inc, Hoboken, 2009. ProQuest, <a href="https://search.proquest.com/docview/189246543?accountid=41449">https://search.proquest.com/docview/189246543?accountid=41449</a>.</li> </ul>	<a href="#">Text Complexity Example</a>
1 RC.11-12.1 RC.11-12.2 RC.11-12.3 RC.11-12.8 RC.11-12.9	LC.11-12.3 LC.11-12.4 LC.11-12.5 LC.11-12.6				

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					<ul style="list-style-type: none"> <li>Black, Caroline. Chapter 08: "Creativity in Public Relations." Kogan Page Ltd, London, 2014. ProQuest, <a href="https://search.proquest.com/docview/1809568825?accountid=41449">https://search.proquest.com/docview/1809568825?accountid=41449</a>.</li> </ul>	
2	RC.11-12.1 RC.11-12.2 RC.11-12.8	LC.11-12.3 LC.11-12.4 LC.11-12.5 LC.11-12.6	Public Relations and/or Data	Informational	<ul style="list-style-type: none"> <li><a href="#">Public Relations</a> via Creative Commons</li> <li><a href="#">"Data-Driven Marketing: Push Forward or Fall Behind"</a> by Forbes Insights</li> <li><a href="#">The Business of Persuasion: Harold Burson on Public Relations</a> by Harold Burson</li> <li><a href="#">The Art of the Pitch</a> by Peter Coughter</li> </ul>	

### Supporting Texts

Standards		6-10 Supporting Texts	Text Type	Example Texts & Resources	Text Complexity
<b>Reading Standards</b>	<b>Language Standards</b>	Successful Public Relations	Informational	<ul style="list-style-type: none"> <li><a href="#">"7 Habits of Highly Successful PR People"</a> by Amanda Miller</li> <li>Hays, Betsy, and Shannon Ritchey-Escobedo. "Public Relations Entrepreneurs: An Exploration Into Keys To Success." United States Association for Small Business and Entrepreneurship, Boca Raton, 2009. ProQuest, <a href="https://search.proquest.com/docview/748841323?accountid=41449">https://search.proquest.com/docview/748841323?accountid=41449</a>.</li> <li>Jerman, Damjana, Goran Vukovic, and Bruno Završnik. "How Public Relations Impact on a Company's Effectiveness." <i>Organizacija</i>, vol. 41, no. 3, 2008, pp. 91. ProQuest, <a href="https://search.proquest.com/docview/1323897414?accountid=41449">https://search.proquest.com/docview/1323897414?accountid=41449</a>, doi:<a href="http://dx.doi.org/10.2478/v10051-008-0010-x">http://dx.doi.org/10.2478/v10051-008-0010-x</a>.</li> </ul>	<a href="#">Text Complexity Example</a>
1	RC.11-12.1 RC.11-12.2 RC.11-12.3				

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					<ul style="list-style-type: none"> <li>• TED Talk: <a href="#">Your Body May Shape Who You Are</a> by Amy Cuddy</li> </ul>	
2	<p>RC.11-12.1 RC.11-12.3 RC.11-12.4 RC.11-12.7</p>	<p>LC.11-12.3 LC.11-12.4 LC.11-12.6</p>	<p>Successful and Unsuccessful Advertising</p>	<p>Informational</p>	<ul style="list-style-type: none"> <li>• Teinowitz, Ira. "White House Drug Office in Feud Over Failed Ad Campaign." <i>Advertising Age</i>, vol. 73, no. 20, 2002, pp. 3-3,161. ProQuest, <a href="https://search.proquest.com/docview/208333108?accountid=41449">https://search.proquest.com/docview/208333108?accountid=41449</a>.</li> <li>• Morrall, Katherine. "Ads that Win Awards also Get Results." <i>Bank Marketing</i>, vol. 27, no. 12, 1995, pp. 22. ProQuest, <a href="https://search.proquest.com/docview/234278086?accountid=41449">https://search.proquest.com/docview/234278086?accountid=41449</a>.</li> <li>• "5 Most Successful Marketing Campaigns Ever" by Mary Pomerantz Advertising</li> <li>• "5 Successful Social Media Campaigns You can Learn From" by Digital Marketing Institute</li> <li>• <i>Great Big Story</i> (video): <a href="#">Remember When School Lunch April 1996</a></li> </ul>	
3	<p>RC.11-12.1 RC.11-12.2 RC.11-12.3 RC.11-12.5 RC.11-12.9</p>	<p>LC.11-12.3 LC.11-12.6</p>	<p>Social Media Marketing Rules, Guidelines, and Suggestions</p>	<p>Informational</p>	<ul style="list-style-type: none"> <li>• <a href="#">Facebook Marketing</a> by Facebook</li> <li>• <a href="#">Instagram Marketing</a> by Instagram</li> </ul>	
4	<p>RC.11-12.1 RC.11-12.2 RC.11-12.4 RC.11-12.5 RC.11-12.6</p>	<p>LC.11-12.3 LC.11-12.4 LC.11-12.5 LC.11-12.6</p>	<p>History of Ads and Public Relations</p>	<p>Informational</p>	<ul style="list-style-type: none"> <li>• "<a href="#">An Ad Campaign for Ads</a>" by Livia Gershon</li> <li>• "<a href="#">The Racism of 19th-Century Advertisements</a>" by Livia Gershon</li> <li>• Witkowski, Terrence H. "World War II Poster Campaigns: Preaching Frugality to American Consumers." <i>Journal of Advertising</i>, vol. 32, no. 1, 2003, pp. 69-82. ProQuest, <a href="https://search.proquest.com/docview/236554098?accountid=41449">https://search.proquest.com/docview/236554098?accountid=41449</a>.</li> </ul>	

5	RC.11-12.1 RC.11-12.9 RC.11-12.6 RC.11-12.7	LC.11-12.4 LC.11-12.5 LC.11-12.6	Public Relations and Marketing Firms in Arkansas	Informational	<p><b>Note:</b> These are examples of website content of Arkansas public relations and marketing firms.</p> <ul style="list-style-type: none"> <li>• <a href="#">Impact Management Group, Inc.</a></li> <li>• <a href="#">inVeritas</a></li> <li>• <a href="#">Paschall Strategic Communication</a></li> <li>• <a href="#">Ghoditti</a></li> </ul>
6	RC.11-12.1 RC.11-12.7 RC.11-12.9	LC.11-12.4 LC.11-12.5 LC.11-12.6	Understanding the Audience / Market	Informational	<ul style="list-style-type: none"> <li>• Ted Talk: <a href="#">How to Get Your Ideas to Spread</a> by Seth Godin<sup>1</sup></li> <li>• <a href="#">"How to Do Market Research--The Basics"</a> by Lesley Spencer Pyle</li> <li>• <a href="#">"Exceeding Customer Expectations by Catering to Your Customers"</a> by Jeff Caldwell</li> </ul>
7	RC.11-12.1 RC.11-12.2 RC.11-12.6	LC.11-12.4 LC.11-12.6	Sales	Informational	<ul style="list-style-type: none"> <li>• Davidson, Craig J., and CEBS. "Sales Culture: Do You have it?" <a href="#">Employee Benefit News</a> (Online), 2011. ProQuest, <a href="https://search.proquest.com/docview/1912320409?accountid=41449">https://search.proquest.com/docview/1912320409?accountid=41449</a>.</li> <li>• "What does "Winning the Sale" really Mean?" <a href="#">Industrial Distribution</a> (Online), 2018. ProQuest, <a href="https://search.proquest.com/docview/2065573119?accountid=41449">https://search.proquest.com/docview/2065573119?accountid=41449</a>.</li> <li>• <a href="#">"Beginner's Guide to Selling on Etsy"</a> by Etsy</li> <li>• <a href="#">"12 Sales Podcasts Every Rep Should be Listening to Right Now"</a> by Jackie Bai</li> </ul>
8	RC.11-12.2 RC.11-12.9	LC.11-12.3 LC.11-12.6	Talking Points and Pitches	Informational	<ul style="list-style-type: none"> <li>• <a href="#">"Writing Effective Talking Points"</a> by George Mason University</li> <li>• Ted Talk: <a href="#">TED's Secret to Great Public Speaking</a> by Chris Anderson</li> <li>• <a href="#">"How to Write a Winning Sales Pitch in Less than 10 Minutes"</a> by Steven MacDonald</li> </ul>
9	RC.11-12.2	LC.11-12.3	Blog	Informational /	<p><b>Note:</b> Promotion of oneself or an idea. Could focus</p>

<sup>1</sup> This video is dated 2003. Some of the references are slightly dated, but the ideas presented are still relevant to marketing.

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	RC.11-12.3 RC.11-12.6	LC.11-12.5 LC.11-12.6		Narrative	on a range of topics (e.g., cooking, cleaning tips, DIY, auto repair, woodworking). <ul style="list-style-type: none"> <li>● <a href="#">Pinch of Yum</a> by Lindsay Ostrom</li> <li>● <a href="#">Abby Lawson</a> by Abby Lawson</li> <li>● <a href="#">ManMade</a></li> </ul>	
10	RC.11-12.3 RC.11-12.6 RC.11-12.8 RC.11-12.9	LC.11-12.4 LC.11-12.6	Market Research	Informational	<ul style="list-style-type: none"> <li>● <a href="#">“How to Do Market Research: A 6-Step Guide”</a> by Debbie Farese</li> <li>● <a href="#">“The Best Ways to Do Market Research for Your Business Plan”</a> by Entrepreneur Media</li> <li>● <a href="#">Great Big Story</a> (video): <a href="#">The Awesome Second Lives of Billboards</a></li> </ul>	
11	RC.11-12.2 RC.11-12.3 RC.11-12.4 RC.11-12.8	LC.11-12.3 LC.11-12.6	Images and Graphics in Public Relations	Informational	<ul style="list-style-type: none"> <li>● <a href="#">“The Ultimate Guide to Using Images in Marketing”</a> by Allie Decker</li> <li>● <a href="#">“6 Powerful Reasons Why you Should Include Images in Your Marketing-Infographic”</a> by Jeff Bullas</li> </ul>	

# WRITING

Essential Vocabulary
Slogan

## Extended Process Papers

Standards		2 Extended Process Papers <sup>2</sup>	Text Type	Examples	Instructional Focus <sup>3</sup>	
Writing Standards	Language Standards	Public Relations and Marketing Campaign	Informational	<ul style="list-style-type: none"> <li>The student will develop a plan for a public relations and/or marketing campaign for a product and/or service. This could include 2-3 press releases, advertising example(s), social media component(s), and/or timeline for implementation.</li> <li>The student will develop a plan for a public relations and/or marketing campaign for a candidate for public office. This could include 2-3 press releases, advertising example(s), social media component(s), and/or timeline for implementation.</li> </ul>	Ideas, Organization, Word Choice, Conventions, Presentation	
1	WC.11-12.2 WC.11-12.4 WC.11-12.6					LC.11-12.1 LC.11-12.2 LC.11-12.5
2	WC.11-12.1 WC.11-12.4 WC.11-12.6 WC.11-12.7 WC.11-12.8	LC.11-12.1 LC.11-12.2 LC.11-12.5	Market Research	Informational	<ul style="list-style-type: none"> <li>The student will create a comprehensive plan for collecting market research on real or fictional products. This plan should include procedures for collecting reactions (quantitative and qualitative), a timeline, target audience, and the results with analysis</li> </ul>	Presentation, Ideas, Organization, Conventions

<sup>2</sup> 2-4 pages

<sup>3</sup> Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

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					<p>of findings. Report should include graphs and/or charts to compare/contrast.</p> <ul style="list-style-type: none"> <li>The student will collect data (quantitative and qualitative) on consumers' opinions on various existing brands. The student will report on these findings with recommendations on changes to improve a company's brand image.</li> </ul>	
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### Analysis Writing

Standards		8-12 Analysis Papers <sup>4</sup>	Text Type	Examples	Instructional Focus <sup>5</sup>
<b>Writing Standards</b>	<b>Language Standards</b>	Press Release	Informational	<p><b>Note:</b> Examine example press releases and/or guidelines.</p> <ul style="list-style-type: none"> <li>The student is provided with a scenario (e.g., new product release, change in company policy, breaking news on celebrity), and the student will draft a press release based on the scenario.</li> <li>The student will evaluate upcoming events at the school and/or district and draft a press release to the public.</li> </ul>	Ideas, Word Choice, Conventions
1	WC.11-12.3 WC.11-12.4 WC.11-12.6				
2	WC.11-12.3 WC.11-12.4 WC.11-12.5 WC.11-12.6 WC.11-12.1 0	Blog	Informational or Narrative	<ul style="list-style-type: none"> <li>The student will read and critique 2-3 blog posts from the same author or compare and contrast 2-3 blog posts from different authors.</li> <li>The student will identify the key components to a successful blog based on research and then write a blog post on a topic of their choosing.</li> </ul>	Sentence Fluency, Ideas

<sup>4</sup> ½ page to 1 page

<sup>5</sup> Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

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					<ul style="list-style-type: none"> <li>The student will identify affiliate links associated with blogs and determine their purpose and intent.</li> </ul>	
3	WC.11-12.2 WC.11-12.3 WC.11-12.4 WC.11-12.8	LC.11-12.1 LC.11-12.2 LC.11-12.3	Biography and/or Introduction of Guest Speaker	Informational and Narrative	<ul style="list-style-type: none"> <li>The student should interview a guest speaker and then write a brief biography which may be delivered to introduce the speaker at a public event.</li> <li>The student will write a biography piece about an individual, highlighting his or her achievements and work.</li> </ul>	Voice, Conventions, Sentence Fluency, Presentation
4	WC.11-12.1 WC.11-12.7 WC.11-12.8	LC.11-12.1 LC.11-12.2 LC.11-12.5	Speech	Narrative, Persuasive	<ul style="list-style-type: none"> <li>The student will write a personal speech to promote an idea for change. This idea could be a change in the school or community.</li> <li>The student will write a persuasive speech to promote a product.</li> </ul>	Voice, Conventions, Organization
5	WC.11-12.2 WC.11-12.7	LC.11-12.1 LC.11-12.2 LC.11-12.4	Talking Points	Informational	<ul style="list-style-type: none"> <li>The student will develop a list of talking points regarding a community initiative.</li> </ul>	Ideas, Presentation
6	WC.11-12.8 WC.11-12.9	LC.11-12.3 LC.11-12.5	Advertising Slogan(s) with Explanation	Narrative, Informational	<ul style="list-style-type: none"> <li>The student will take a real or fictional product and develop a new slogan(s). He or she will provide an explanation or justification for the slogan and survey audience responses, and include audience feedback in analysis.</li> </ul>	Presentation, Word Choice, Ideas
7	WC.11-12.6 WC.11-12.9 WC.11-12.10	LC.11-12.1 LC.11-12.2 LC.11-12.4 LC.11-12.5	Website Critique / Review	Informational	<ul style="list-style-type: none"> <li>The student will critique or review one or two websites, one good example and/or one poor example. He or she could be assigned websites or self-select websites to review.</li> <li>The student will evaluate a website's effectiveness. He or she will consider the targeted audience and intent of the product and/or service.</li> </ul>	Sentence Fluency, Organization

8	WC.11-12.2 WC.11-12.8 WC.11-12.9 WC.11-12.10	LC.11-12.1 LC.11-12.2 LC.11-12.6	Market Research and Analysis	Informational	<ul style="list-style-type: none"> <li>The student will develop advertising materials (e.g., newspaper ad, radio ad, T.V. ad, flyer) for specified product and/or service and survey intended audience. He or she will report feedback regarding recommendations for changes.</li> </ul>	Ideas, Organization, Presentation
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### Routine Daily Writing

Standards		Examples
Writing Standards	Language Standards	
WT.11-12.10	LC.11-12.1 LC.11-12.2 LC.11-12.3 LC.11-12.6	<ul style="list-style-type: none"> <li><b>Brainstorming:</b> Students list words or ideas in response to a provided a topic or question.</li> <li><b>Warm Ups:</b> Students respond to a question or complete an activity to help prepare them for the upcoming lesson.</li> <li><b>Exit Tickets:</b> Students respond to a question or reflect on their learning at the end of a lesson.</li> <li><b>Quick Writes:</b> Students write short responses to questions about a wide range of topics. Frequently used strategy for helping students organize their thoughts before a discussion.</li> <li><b>Summaries:</b> Students write a brief summary of what they have learned in the unit, using words from a vocabulary bank (co-created by the teacher and students to include the most important vocabulary terms).</li> <li><b>RAFT:</b> Role, Audience, Format, Topic</li> <li><b>GIST:</b> Students write a one sentence summary of a passage.</li> <li><b>Shrinking Notes:</b> Students condense notes to most important facts.</li> <li><b>Note Taking:</b> During close reading, students record information (e.g., summary notes, definitions for unknown words, comparisons, questions for the author, challenging ideas).</li> <li><b>Reaction Responses:</b> Students write their opinions of a selected passages.</li> <li><b>Logbooks:</b> Students catalogue their learning processes.</li> <li><b>Fact Collecting:</b> Students write down facts.</li> <li><b>Journaling or Blog Posts:</b> Students write informal responses to texts (e.g., photographs, artwork, video clips, films, poems, novels, articles).</li> <li><b>Reflections:</b> Students write reflections on their learning (e.g., points of confusion, breakthroughs in understanding, goals for discussion).</li> <li><b>Sentence Frame:</b> The teacher provides a sentence frame (for example, a thesis sentence with fill-in-the blank content). Students complete the sentence frame using their content and have it approved by the teacher before continuing to write the rest of the paragraph or essay.</li> </ul>

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# RESEARCH

**Note:** Research opportunities could connect to or be in support of extended process papers and analysis writing.

Essential Vocabulary
Ethics

## Extended Research Opportunity

Standards	1 Extended Research Opportunity	Research Type <sup>6</sup>	Examples	Research Component Focus <sup>7</sup>
LC.11-12.1 LC.11-12.2 WC.11-12.5 WC.11-12.8 WC.11-12.9	Address a Proposed Research Question	Paper, Presentation	<ul style="list-style-type: none"> <li>• How has advertising changed over the past 100 years? How has technology influenced this change?</li> <li>• What are various manipulative techniques advertisers use to draw in customers? Why are they effective? Whom do they target? Are companies behaving in an ethical way?</li> <li>• How has shopping changed over the past 50 years? What have retail companies done to stimulate this change, or how have they reacted successfully or unsuccessfully to this change?</li> </ul>	Research Question, Selection of Sources, Synthesis, Citation / Documentation

<sup>6</sup> Presentation, Project, Paper

<sup>7</sup> Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

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### Short Research Opportunities

Standards		1-2 Short Research Opportunities	Research Type <sup>8</sup>	Examples	Research Component Focus <sup>9</sup>
1	LC.11-12.1 LC.11-12.2 WC.11-12.1 LC.11-12.5 WC.11-12.6	Research the Development of a Business Website	Presentation, Project	<ul style="list-style-type: none"> <li>• Compare and contrast different companies that offer website building and hosting services.</li> <li>• Research the various components that would be needed by specified businesses (e.g., websites selling goods might be different than websites promoting artists or promotional speakers).</li> <li>• Build a website that addresses required criteria of a business.</li> </ul>	Selection of Sources, Note Taking, Synthesis
2	LC.11-12.1 LC.11-12.2 LC.11-12.5 WC.11-12.7 WC.11-12.9	Advertising Campaign	Presentation	<ul style="list-style-type: none"> <li>• Report on the effectiveness of a past advertising campaign (e.g., spokesperson, slogan, colors, graphics, music). What made it effective or ineffective? Would it work today for the same demographic?</li> <li>• Interview a local business owner or manager regarding advertising practices. Students could collect data from consumers and provide the business with recommendations for future marketing strategies.</li> </ul>	Research Question, Organization, Citation / Documentation

<sup>8</sup> Presentation, Project, Paper

<sup>9</sup> Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

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# SPEAKING AND LISTENING (COMMUNICATION)

Essential Vocabulary	
Rhetoric	

## Weekly Informal Communication

Standards		One-to-One	Speaking and Listening Skills	Non-Verbal Skills	
Speaking and Listening Standards		Language Standards			
1	SLC.11-12.1 SLC.11-12.3 SLC.11-12.6	LC.11-12.1 LC.11-12.5 LC.11-12.6	<b>Interview</b> <ul style="list-style-type: none"> <li>Interview a local business owner or manager regarding his or her marketing and advertising practices.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt speech to a variety of contexts and tasks.</li> <li>Organize a topic substantively with appropriate style to match intended purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Determine appropriate attire.</li> <li>Demonstrate effective and appropriate proxemics.</li> <li>Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> </ul>
2	SLC.11-12.1 SLC.11-12.5 SLC.11-12.6	LC.11-12.1 LC.11-12.5 LC.11-12.6	<b>Collaborate</b> <ul style="list-style-type: none"> <li>Collaborate with a partner on discussion questions and projects.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Clarify, verify, or challenge ideas and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt nonverbal communication to audience.</li> <li>Demonstrate effective and appropriate gestures.</li> </ul>
3	SLC.11-12.1 SLC.11-12.4 SLC.11-12.6	LC.11-12.1 LC.11-12.5 LC.11-12.6	<b>Conferencing with Instructor</b> <ul style="list-style-type: none"> <li>Students conference with the instructor on a wide range of topics including their writing, research, and understanding of the material.</li> </ul>	<ul style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study.</li> <li>Convey a clear and distinct perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> <li>Adapt nonverbal communication to audience.</li> </ul>

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4	SLC.11-12.1 SLC.11-12.3 SLC.11-12.4 SLC.11-12.6	LC.11-12.1 LC.11-12.5 LC.11-12.6	<b>Interview</b> <ul style="list-style-type: none"> <li>The student will conduct an interview or mock interview of a client to find out what his or her needs are regarding an advertisement. The student then designs an advertisement to meet the needs of the client.</li> </ul>	<ul style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study.</li> <li>Engage in a range of formal and informal tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Determine appropriate attire.</li> <li>Adapt nonverbal communication to audience.</li> </ul>
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### Small Group Communication

Standards		Small Group	Speaking and Listening Skills	Non-Verbal Skills	
1	<b>Speaking and Listening Standards</b> SLC.11-12.1 SLC.11-12.4 SLC.11-12.5 SLC.11-12.6	<b>Language Standards</b> LC.11-12.1 LC.11-12.6	<b>Gallery Walk</b> <ul style="list-style-type: none"> <li>Review examples of print or digital advertisements. Identify the target audience and the manipulative tools used to catch someone's attention. Hypothesize or rate success of desired outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in conversations by posing and responding to questions that probe reasoning and evidence.</li> <li>Clarify, verify, or challenge ideas and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> <li>Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>Demonstrate effective and appropriate proxemics.</li> </ul>
2	SLC.11-12.1 SLC.11-12.2 SLC.11-12.6	LC.11-12.1 LC.11-12.3 LC.11-12.6	<b>Group Discussion</b> <ul style="list-style-type: none"> <li>Discuss a text and/or discussion questions.</li> <li>Analyze advertisements from throughout history and share findings with the class.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate a speaker's perspective, and use of evidence, reasoning, and rhetoric.</li> <li>Synthesize comments, claims, and evidence made on all sides of an issue.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate gestures.</li> <li>Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> <li>Demonstrate effective and appropriate proxemics.</li> </ul>
3	SLC.11-12.1	LC.11-12.1 LC.11-12.6	<b>Writing Revising and Editing</b> <ul style="list-style-type: none"> <li>Review each other's writing</li> </ul>	<ul style="list-style-type: none"> <li>Convey a clear and distinct perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate diction and</li> </ul>

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	SLC.11-12.5 SLC.11-12.6		in small groups, providing feedback on content, organization, and conventions.	<ul style="list-style-type: none"> <li>• Demonstrate command of standard formal English when indicated or appropriate.</li> </ul>	<p>paralanguage (e.g., intonation, pitch, and/or rate of speech).</p> <ul style="list-style-type: none"> <li>• Demonstrate effective and appropriate proxemics.</li> </ul>
4	SLC.11-12.1 SLC.11-12.2 SLC.11-12.4 SLC.11-12.5 SLC.11-12.6	LC.11-12.1 LC.11-12.3 LC.11-12.6	<p><b>Project Teams</b></p> <ul style="list-style-type: none"> <li>• Work in teams and designate specific roles (e.g., project leader, communications director, graphic designer, data manager, researcher). Teams will work together on one of the extended paper and/or research options. <ul style="list-style-type: none"> <li>○ Students could present their work to the class.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Present information, findings, and supporting evidence.</li> <li>• Establish individual roles as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective and appropriate gestures.</li> <li>• Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>• Determine appropriate attire.</li> <li>• Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> <li>• Demonstrate effective and appropriate proxemics.</li> <li>• Demonstrate effective platform movement during delivery.</li> </ul>

**Whole Class Communication**

Standards		Whole Class	Speaking and Listening Skills	Non-Verbal Skills
<b>Speaking and Listening Standards</b>	<b>Language Standards</b>	<p><b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>• Discuss topics and ideas addressed throughout the course. To facilitate the discussion the instructor could present a question and/or text/artifact (e.g., article, quotation, advertisement). Students</li> </ul>	<ul style="list-style-type: none"> <li>• Work with peers to promote civil, democratic discussions and decision making.</li> <li>• Respond thoughtfully to diverse perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> <li>• Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> </ul>
1	SLC.11-12.1 SLC.11-12.2 SLC.11-12.3 SLC.11-12.6			

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			<p>respond in writing. After a written response, students could first talk with a partner and then do whole class discussion. If the topic is controversial, it is recommended that the instructor only allow students to say what they have written. In some cases, the instructor may allow a second period of writing so that students can respond to their peers.</p>		
2	<p>SLC.11-12.1                  SLC.11-12.6</p>	<p>LC.11-12.1                  LC.11-12.3                  LC.11-12.5                  LC.11-12.6</p>	<p><b>This or That / Philosophical Chairs</b></p> <ul style="list-style-type: none"> <li>• Different statements or ideas are read and the students physically move to a location that is either on a continuum or simply one side or the other. Students then discuss their reasoning for the location they selected.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a hearing for a full range of positions on a topic or issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective and appropriate gestures.</li> <li>• Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> </ul>
3	<p>SLC.11-12.1                  SLC.11-12.2                  SLC.11-12.3                  SLC.11-12.4                  SLC.11-12.6</p>	<p>LC.11-12.1                  LC.11-12.3                  LC.11-12.5                  LC.11-12.6</p>	<p><b>Socratic Seminar</b></p> <ul style="list-style-type: none"> <li>• Students prepare for a Socratic Seminar and discuss assigned text or specified question.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with peers to promote civil, democratic discussions and decision making.</li> <li>• Ensure a hearing for a full range of positions on a topic or issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective and appropriate facial expressions and posture.</li> <li>• Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech).</li> </ul>

4	SLC.11-12.1 SLC.11-12.4 SLC.11-12.6	LC.11-12.1 LC.11-12.5 LC.11-12.6	<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Analyze an advertisement, marketing campaign, and/or text with instructor.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in a range of formal and informal tasks.</li> <li>Present information, findings, and supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>Adapt nonverbal communication to audience.</li> </ul>
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## TEXT COMPLEXITY

<b>Extended Text Title:</b> Chapter 07 - “Advertising and Promotion”	
<b>Qualitative Measures</b>	
<b>Structure</b>	<b>Quantitative Measures</b>
This is an informational text that highlights attitude, promotions, and tips on how to combat advertising dilemmas.	Flesch Reading Ease - 54.4 Flesch Kincaid Grade Level - 9.4
<b>Language Conventionalty and Clarity</b>	<b>Reader-Task Considerations</b>
The syntax can be, at times, complex. Data charts are included to help support points made by the author.	Students need to be able to properly annotate and discern points made by the author.
<b>Knowledge Demands</b>	<b>Recommended Placement</b>
Students will need to have some knowledge of advertising and be able to look up information as needed. For example, the article uses the company AAA to help illustrate a point. If the reader is unfamiliar with this company, further research may be required.	As this is an informational text, it will be more challenging for some students.
<b>Purpose</b>	
To provide guidance on advertising techniques that have proven successful.	



<p><b>Supporting Text Title:</b> “Public Relations Entrepreneurship: An Exploration into Keys to Success” by Hays, Betsy, and Shannon Ritchey-Escobedo</p>	
<p><b>Qualitative Measures</b></p>	
<p><b>Structure</b></p>	<p><b>Quantitative Measures</b></p>
<p>This is an informational scholarly journal article which profiles a study that was completed. The structure of the text will be a challenge for some students due to a lack of prior exposure to similarly structured articles.</p>	<p>Flesch Reading Ease - 36.3                  Flesch Kincaid Grade Level - 13.5.</p>
<p><b>Language Conventionalty and Clarity</b></p>	<p><b>Reader-Task Considerations</b></p>
<p>The article presents extensive resources to support findings and conclusions. This can, at times, become overwhelming and hinder reading with fluency and automaticity.</p>	<p>It is recommended that it be read in small chunks with active discussion on each part.</p>
<p><b>Knowledge Demands</b></p>	<p><b>Recommended Placement</b></p>
<p>Students will need to understand how studies and research are set up. Students will need some basic knowledge of public relations and entrepreneurship.</p>	<p>This will be an incredibly difficult journal article for students to read. However, students at this grade level should become accustomed to reading articles with a similar structure</p>
<p><b>Purpose</b></p>	
<p>For students how a research model can be set up and how to interpret results.</p>	