

BUSINESS EDUCATION
 ADVANCED MARKETING: ADVERTISING AND PROMOTION
 2010

Strand/Goal: Students will explore the advertising industry for potential career options.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
1.2 1.4 1.9 2.6 2.7 3.8 4.1 4.8 CA6 SS6		Students will describe the structure of the advertising industry. Students will identify the various roles within the advertising industry.	Students will work in groups to create a flowchart to describe the structure of the advertising industry. The flowchart will describe the individual roles within the advertising industry. Students will present their flowcharts to the class.	Students will work in groups to create their own ad agencies. The ad agency will create a mission statement, which describes the structure of the advertising industry. Students will assume various roles within the agency. TQ/P/TE	
		Students will differentiate between the services provided by different types of advertising agencies.	Students will research on the internet a variety of ad agencies to differentiate between the services provided by each agency. A guest speaker from an ad agency will describe to students the advertising industry, identify roles within the industry, and differentiate between the different types of ad agencies.	Students will differentiate between the 5 types of ad agencies by creating a table explaining the advantages and disadvantages of each ad agency type. TQ/T/P/TE	

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Strand/Goal: Students will demonstrate their knowledge of the integrated market communications (MIC) concept.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
1.2 1.4 1.6 1.8 2.1 2.7 3.6 3.8 4.1 CA4 CA6 M3 FA1		<p>Students will examine reasons for the importance of the IMC perspective in planning and executing advertising and promotional programs.</p> <p>Students will discuss the various elements of the promotional mix.</p> <p>Students will examine how various marketing and promotional elements must be coordinated to communicate effectively.</p> <p>Students will explore the steps in developing a marketing communications program.</p>	<p>Students will view a video of a real ad campaign examining the steps involved to put together an effective IMC plan.</p> <p>Students will work in groups and discuss the elements of the promotional mix used for the Airwalk ad campaign in the video.</p> <p>Students will examine how the various marketing and promotional elements of the Airwalk campaign were coordinated to communicate effectively to the consumer.</p> <p>Students will read, watch videotapes, and use the internet to research a variety of ad campaigns exploring the development of each marketing communications program.</p>	<p>Students will work in teams and will create an original integrated marketing communications plan for a real product. The final product will examine the reasons for using an IMC strategy. Students will discuss their rationale for the variety of promotional elements they incorporate. Students will examine how each promotional element is coordinated to communicate effectively with the consumer.</p> <p>T/TQ/T/P/TE</p>	

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1.2 1.4 2.7 2.3 3.6 4.1 CA6 SS5 SS6 SS7	Students will explain the factors that identify a consumer.	Students will research on the internet how marketers identify customers. Students will explain the factors used by marketers to reach their age group.	Students will work in groups and select a product/service. Students will research and explain the consumer for their product/service. TQ/T/P/TE	
1.2 1.4 2.3 2.7 3.6 4.1 CA6 SS5 SS6 SS7	Students will understand the role consumer behavior plays in the development and implementation of advertising and promotional programs.	Students will view the video “What Women Want?” Students will read an article about a book titled “Just Ask Women: Cracking the code of What Women Want and How They Buy.” Students will watch the video “Cool Hunters,” to gain a better understanding of the role consumer behavior plays in developing and implementing advertising and promotional plans.	Students will research teen’s lifestyles, attitudes, and buying habits. Students will develop an ad campaign for a product/service that demonstrates an understanding of the role teen’s behaviors play in the development of the ad and promotional campaign. TQ/T/P/TE	
1.2 1.4 2.3 2.7 3.6 4.1 CA6 SS5 SS6 SS7	Students will describe market segmentation. Students will differentiate between the positioning strategies.	Students will view a video “Targeting, Segmenting, and Positioning.” Students will describe how marketers differentiate between different target groups, different market segments, and the use of different positioning strategies.	Students will research various methods used by Coke marketers to segment markets for each of the Coke Products. Students will differentiate between the positioning strategies used. TQ/T/P/TE	

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1.2 1.4 2.3 2.7 3.6 4.1 CA6 SS5 SS6 SS7	Students will analyze the consumer decision-making process.	Students will analyze the decision-making process of women based on the video and additional research.	Students will analyze the decision-making process they went through on a recent major purchase. TQ/T/P/TE	
1.2 1.4 2.3 2.7 3.6 4.1 CA6 SS5 SS6 SS7	Students will describe the necessity of advertising research before, during and after an advertisement is released.	Students will view various pieces of the Sprint FONCARD campaign and see the before, during and after pieces. Students will describe the necessity of research in each phase of the ad development and the ad campaign.	Students will describe the tools and methods used and the necessity of research needed before, during and after in their ad campaign. TQ/T/P/TE	
1.2 1.4 2.3 2.7 3.6 4.1 CA6 M3 SS5 SS6 SS7	Students will develop a consumer survey. Students will conduct a focus group.	Students will view the “How Research Guides Today’s Advertiser” to understand how advertising research works. Students will take a consumer survey and be a part of a focus group. Students will discuss their likes and dislikes of each survey method. In groups, students will develop a consumer survey and conduct a focus group.	Students will develop and administer a consumer survey and conduct a focus group. Students will compile their data into a database and present their findings. TQ/T/P/TE	

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Goal/Strand: Students will demonstrate their ability to evaluate and create an effective media plan to reach customers.

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1.2 1.4 1.8 2.1 2.7 3.8 4.1 CA1 CA5 CA6 CA7 SS5 SS6 SS7 M1 M3		<p>Students will examine the structure of media classes of broadcast, print, online, and media specialty.</p> <p>Students will analyze the advantages and limitations of the different media classes.</p> <p>Students will understand the strategies and tactics involved in each promotional median.</p> <p>Students will develop a comprehensive media plan.</p>	<p>Students will examine the structure of the different media classes. Students will work in groups and examine samples of each media class.</p> <p>Students will analyze a different media piece and will determine advantages and limitations of each.</p> <p>Students will demonstrate their understanding of different strategies and tactics used in a variety of promotional media as they study a Levi Strauss and Co. global ad campaign.</p> <p>Students will analyze the development of the comprehensive media plan used in the Levi Strauss ad campaign.</p>	<p>Students will work in groups and develop a comprehensive media plan for their ad campaign.</p> <p>Students will examine each ad campaign's selection of media.</p> <p>Students will analyze each ad campaign's selection of different medias.</p> <p>Students will provide their understanding of each campaign's strategies and tactics used. TQ/T/P/TE</p>	
1.2 1.4 2.7 3.8 SS4 M1 M3		<p>Students will investigate the structure of different media pricing.</p>	<p>Students will conduct an investigation of the pricing structure used by different medias. Students will examine the pricing structure of Sports Illustrated magazine.</p>	<p>Students will investigate each media selections pricing structure to determine their media budget for their ad campaign.</p>	

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1.2 1.4 2.1 2.7 3.6 4.1 CA1 CA6 SS6		Students will examine the role public relations plays in communicating to the media.	Students will examine the role public relations played in the Firestone tire case.	Students will be given a good and bad situation for a product and will examine the situation and act as the P.R. specialist to communicate to the media. TQ/T/P/TE	
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Strand/Goal: Students will demonstrate their ability to develop a comprehensive advertising plan.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
1.2 1.4 2.1 3.6 3.8 4.1 4.5 CA1 CA6 SS5 M3		Students will identify the components of an advertising plan.	Students will watch the video “Packard Bell: The Making of Home.” Students will get a behind-the-scenes look at the advertising plan. Students will identify each component of the advertising plan.	Students will work in teams and will create an original integrated marketing communications plan for a real product. The plan will identify the components of the advertising plan. TQ/T/P/TE	
		Students will perform a situational analysis for a product or service.	Students will perform an analysis of their current situation. Students will then compare to determine what factors they have in common and what factors are unique to them.	Students will perform a situational analysis for the product used in their ad campaign. TQ/T/PTE	
		Students will determine the objectives of the advertising campaign.	Students will view the “New Balance Athletic Shoe, Inc.” ad campaign and will determine the objectives. Students will work in groups and clip magazine ads and determine from the ads the specific objectives of the ad campaign.	Students will determine specific objectives for their integrated marketing communications ad campaign. TQ/T/P/TE	
		Students will develop an effective marketing strategy to successfully execute an advertising campaign.	Students will work in groups to describe the message of a variety of advertising campaigns. Students will develop the 3 components of the strategy: identify the target segment, select a position strategy, and choose the type of advertisement. Students will evaluate the success of an ad campaign.	Students will develop an effective marketing strategy to execute their ad campaign. Students will state specific measurement criteria to evaluate the effectiveness of their ad campaign. TQ/T/P/TE	

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Strand/Goal: Students will demonstrate their creative abilities to develop an advertisement for an established product.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
1.2 1.4 2.1 2.3 3.6 4.4 4.5 CA1 CA4 CA6 CA7 FA1		Students will prepare advertising messages driven by the product and the user.	Students will work in groups to identify the reasons why people buy jewelry. Students will prepare advertising messages based on the reasons they determined.	Students will find examples of ads, which the messages are based on attributes of the product or the user, and on the impact the message has on the consumer. Students will prepare an advertising message for their ad campaign, which is driven by the product and the user. TQ/T/P/TE	
		Students will explain the principles of copywriting.	Students will explain the principles of copywriting by discussing the following: creative plan, research, elements of good ad copy, and common mistakes to avoid. Students will explain the relationship between the 5 elements of advertising copy.	Students will cut out an advertisement and select a TV commercial and will explain the principals of copywriting for both. TQ/T/P/TE	
		Students will develop an effective layout for a print advertisement.	Students will view the video “Advertising Layout.” Students will discuss how to develop an effective layout for a print advertisement.	Students will work in their ad campaign teams and develop an effective layout for a print ad. Tq/T/P/TE	
		Students will develop an effective storyboard.	Students will view storyboards from previous ad campaigns. Students will work in groups and develop an effective storyboard for a familiar commercial. Students will determine what events in the commercial they would put into their storyboard.	Students will work in their ad campaign teams and will develop an effective storyboard for their integrated communications ad campaign. TQ/T/P/TE	

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Strand/Goal: Students will evaluate the social, ethical, and economic aspects of advertising and promotion.

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1.2 1.4 2.1 2.3 2.7 3.6 3.8 4.3 4.4 CA6 SS5 SS6 HE5 HE6		<p>Students will understand how the advertising industry is regulated.</p> <p>Students will examine the social and ethical criticisms of advertising.</p> <p>Students will examine the economic role of advertising and its effects on consumer choice, competition, product costs, and prices.</p>	<p>Students will view the “How Research Guides Today’s Advertisers” to understand how advertising is regulated.</p> <p>Students will view the video “Truth in Advertising.” Students will examine how advertising affects consumer choices, competition, product costs and pricing.</p> <p>Students will examine how the advertising of healthy food choices at fast food restaurants has affected consumer choices, competition, product costs, and prices.</p>	<p>Students will examine the regulations for advertising to children. Students will demonstrate their understanding of these regulations by creating a commercial for children. TQ/T/P/TE</p> <p>Students will examine the social and ethical criticisms of food companies such as KFC promotion of low fat and low carbs chicken, Kraft Foods Mac & Cheese, and Nabisco Oreo cookie. TQ/T/P/TE</p> <p>Students will research the rise of the St. Louis Bread Company and the fall of McDonalds. Students will examine the role of advertising and its effects on consumer choices, competition, product costs, and prices. TQ/T/P/TE</p>	