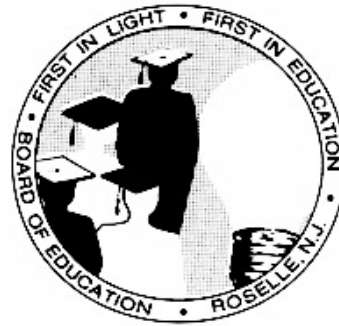


# Roselle Public Schools



**Career and Technical Education Curriculum**

## **Marketing Communications/Advertisement**

Marketing Level III  
Grade 12



## **Mission**

The Roselle Public School District is committed to and will prepare ALL of our students for college, work, and life. We will provide a safe, clean, positive and supportive learning environment in which ALL students can successfully develop socially, emotionally and academically into lifelong learners and responsible, productive citizens. We will continually strengthen and align our curriculum with state, national and international standards that are engaging, rigorous, relevant, and implemented consistently. We will ensure that all students, parents, staff, and community members are respected and informed in our family friendly schools. We will strive to motivate all of our students through various innovative instructional strategies, methods and techniques. Utilizing students' skills, talents, and unique abilities, we will prepare them to meet the demands of an ever changing competitive 21<sup>st</sup> Century global society.

## **Vision**

To prepare ALL our students for college, work and life in high achieving Roselle Public Schools.

## **Core Beliefs**

- High Academic Achievement is a priority.
- Continuous improvement is essential.
- Learning is a lifelong process.
- Students, staff, parents and community members are partners in education and all have a personal responsibility in the educational process.
- Every school in Roselle can be a high performing school.
- Curriculum and instruction must foster 21<sup>st</sup> Century skills.
- Our schools must be clean, safe, orderly, welcoming and nurturing environments where all students and staff can focus on and engage in the process of teaching and learning.
- All children have skills, talents and unique abilities.
- Children are our greatest resource and the key to our global future.
- All children can learn and shall be provided equitable opportunities for a quality, relevant education.
- Preparing our students for college, work and life is a priority.
- Our students deserve and have a right to high quality effective Principals and Teachers.



# 21st Century Skills

LEARNING & INNOVATION	INFORMATION, MEDIA & TECHNOLOGY SKILLS	LIFE & CAREER SKILLS
<p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Think Creatively</li> <li><input type="checkbox"/> Work Creatively with Others</li> <li><input type="checkbox"/> Implement Innovations</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reason Effectively</li> <li><input type="checkbox"/> Use Systems Thinking</li> <li><input type="checkbox"/> Make Judgments and Decisions</li> <li><input type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate Clearly</li> <li><input type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access and /evaluate Information</li> <li><input type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze Media</li> <li><input type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapt to Change</li> <li><input type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage Goals and Time</li> <li><input type="checkbox"/> Work Independently</li> <li><input type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interact Effectively with Others</li> <li><input type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage Projects</li> <li><input type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide and Lead Others</li> <li><input type="checkbox"/> Be Responsible to Others</li> </ul>

## Career Ready Practices



## Roselle Public Schools

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<b>CRP1</b>	Act as a responsible and contributing citizen and employee
<b>CRP2</b>	Apply appropriate academic and technical skills
<b>CRP3</b>	Attend to personal health and financial well-being
<b>CRP4</b>	Communicate clearly and effectively and with reason
<b>CRP5</b>	Consider the environmental, social and economic impacts of decisions
<b>CRP6</b>	Demonstrate creativity and innovation
<b>CRP7</b>	Employ valid and reliable research strategies
<b>CRP8</b>	Utilize critical thinking to make sense of problems and persevere in solving them
<b>CRP9</b>	Model integrity, ethical leadership and effective management
<b>CRP10</b>	Plan education and career paths aligned to personal goals
<b>CRP11</b>	Use technology to enhance productivity
<b>CRP12</b>	Work productively in teams while using cultural global competence

## Standards



<b>Career Cluster</b>		<b>9.3.MK Marketing</b>
<b>Number</b>	<b>Standard Statement</b>	
<b>By the end of Grade 12, Career and Technical Education Program completers will be able to:</b>		
9.3.MK.1	Describe the impact of economics, economics systems and entrepreneurship on marketing.	
9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.	
9.3.MK.3	Plan, monitor, manage and maintain the use of financial resources for marketing activities.	
9.3.MK.4	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.	
9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.	
9.3.MK.6	Select, monitor and manage sales and distribution channels.	
9.3.MK.7	Determine and adjust prices to maximize return while maintaining customer perception of value.	
9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.	
9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.	
9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.	
<b>Pathway</b>	<b>Marketing Communications (MK-COM)</b>	
9.3.MK-COM.1	Apply techniques and strategies to convey ideas and information through marketing communications.	
9.3.MK-COM.2	Plan, manage and monitor day-to-day activities of marketing communications operations.	
9.3.MK-COM.3	Access, evaluate and disseminate information to enhance marketing decision-making processes.	
9.3.MK-COM.4	Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.	
9.3.MK-COM.5	Communicate information about products, services, images and/or ideas to achieve a desired outcome.	

**GUIDELINES FOR ADAPTING INSTRUCTIONAL MATERIALS**



**FOR STUDENTS WITH DISABILITIES AND STUDENTS AT RISK**

Problem	Adaptation / Strategies	
<b>Enlarge Print</b>		
Visual Perception, Visual Skills for Reading Behavior	<ul style="list-style-type: none"> <li>• Retype materials on primary typewriter</li> <li>• Utilize individual magnifying glasses</li> </ul>	<ul style="list-style-type: none"> <li>• Project material on wall using opaque projector</li> <li>• Enlarge font within document</li> </ul>
<b>Reduce Distraction on Page</b>		
Visual Perception, Visual Skills in Reading, Spelling, Computation, Behavior, Arithmetic Readiness, Problem Solving	<ul style="list-style-type: none"> <li>• Reduce problems or items on page</li> <li>• Frame specific items on page</li> </ul>	<ul style="list-style-type: none"> <li>• Cover area on page to reduce items</li> </ul>
<b>Enlarge Space In Which Student Responds</b>		
Visual Perception, Handwriting, Motor, Behavior	<ul style="list-style-type: none"> <li>• Provide separate answer sheet with space for response</li> <li>• Provide blackboard/whiteboard for written response</li> </ul>	
<b>Color Code Material</b>		
Visual Skills in Reading, Reading Comprehension, Spelling, Memory, Perception, Problem Solving, Computation, Behavior	<ul style="list-style-type: none"> <li>• Color code topic sentence in reading test and supporting sentences in another color</li> <li>• Color code directions, examples, and problems in different colors</li> <li>• Color code math symbols (= + - x) for easy recognition</li> </ul>	
<b>Utilize Arrows for Directionality</b>		
Visual Perception, Visual Skills in Reading, Spelling, Handwriting, Motor, Perception, Arithmetic Readiness, Computation, Behavior	<ul style="list-style-type: none"> <li>• Provide arrows as cues for following obstacle course</li> <li>• Utilize arrows to indicate direction of math operations on number line</li> </ul>	<ul style="list-style-type: none"> <li>• Provide arrows at top of worksheet or tape on desk as a reminder of left to right progression in reading or writing</li> </ul>
<b>Modify Vocabulary</b>		
Reading Comprehension, Inner Language, Receptive Language, Problem Solving, Behavior	<ul style="list-style-type: none"> <li>• Rewrite directions in workbook</li> <li>• Provide vocabulary list with synonyms or simplified directions</li> <li>• Instructor gives information or directions in simplified terms</li> </ul>	
<b>Tape Record Material</b>		
Reading Comprehension, Auditory Skills in Reading, Auditory Perception, Receptive Language, Memory, Problem Solving, Behavior, Arithmetic Readiness, Computation	<ul style="list-style-type: none"> <li>• Record directions for learner to refer to</li> <li>• Record test; verbal or written learner response</li> <li>• Record passage; learner follows written text</li> </ul>	



## Course Description

Marketing Communications/Advertisement is a 5-credit course available to students in grade 12.

### Pre-requisites:

- General Business
- Introduction to Marketing

Marketing Communications/Advertising will expose students to the varied concepts underlying the promotion of products. The topics in this course include the psychology of advertising, a study of various media, advertising planning and budgeting, and advertising layout and design principles. Course topics may also include an overview of commercial art and packaging. Other topics are sales promotions, types of promotions, customers' buying motives, legal implications of advertising, etc.

This course is designed to focus on the competencies needed for the planning and implementation of a successful advertising program. Students are exposed to media methods of research, budgets, and evaluations that are used to sell a product, service, or business. Hands-on experience is given in copy writing, layout, and production in various media. Desktop publishing should be introduced.

Marketing Communications will challenge students to apply skills to a variety of activities centered on the seven functions of marketing: management, finance, personal, selling, promotion, distribution, pricing and product. Students will develop assignments and projects that authentically assess learner's skills, such as: creating a sales presentation, writing a business plan, and developing various advertising print media. Students utilize productivity software such as Microsoft Office Suite, as well as engage in research and participation through the Internet throughout the course.

<b>Advertising, Promotions and Marketing Manager</b>	<b>Graphic Designer</b>
Median Salary: \$108,260	Median Salary: \$43,500
Job Outlook: +14%	Job Outlook: +13%
<b>Advertising Sales Representative</b>	<b>Market Research Analyst</b>
Median Salary: \$45,350	Median Salary: \$60,570
Job Outlook: +13%	Job Outlook: +41%



## Scope and Sequence

<b>Units</b>	
<b>Unit 1:</b>	<b>Sales and Promotions</b>
<b>Unit 2:</b>	<b>Major types of promotions</b>
<b>Unit 3:</b>	<b>Customer's buying motives</b>
<b>Unit 4:</b>	<b>Advertising Media</b>
<b>Unit 5:</b>	<b>Advertising Budget</b>
<b>Unit 6:</b>	<b>Legal implications of advertisement</b>
<b>Unit 7:</b>	<b>Computer applications in advertisement</b>
<b>Unit 8:</b>	<b>Internet / Spread Sheet presentation</b>





## Unit 1: Sales and Promotions

Terminology: Advertisement, Consumer, Consumer behavior, Demographics, Mass media, Need, Want

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
	Knowledge	Application	Skill group	Skill	Description
1.	Define nature and scope of advertising	1.1.1 Prepare a list of terms with definitions	Foundation	Writing	Uses words appropriately [1.6.21]
2.	Explain the background of today's advertising	1.2.1 1.2.2 Compare and contrast old and new broadcast and print ads List favorite commercials for radio, TV, and print, and explain their appeal	Thinking Interpersonal Foundation	Reading Speaking Cultural Diversity Reasoning	Respects other's personal values, cultures, traditions [2.2.4] Sees relationship between two or more ideas, objects, or situations [4.5.5] Analyzes and applies what has been read to a specific task [1.3.2] Communicates a thought, idea, or fact in spoken form [1.5.5]
3.	Explain how advertising affects the market place	1.3.1 Create an advertisement of a product of your choice	Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]
4.	Compare consumer and business advertising	1.4.1 Collect, display, and create a report for presentation	Foundation	Reading Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7] Evaluates written information for accuracy, appropriateness, and style [1.3.14]
5.	Identify three events in our nation's history that have impacted today's advertising	1.5.1 Prepare group reports of events for presentations	Foundation Interpersonal	Reading Speaking Teamwork	Uses written resources to obtain factual information [1.3.23] Adapts presentation to audience [1.5.1] Contributes to group with ideas, suggestions, and effort [2.6.2]

### Common Core Alignment

**READING**  
 Key Ideas and Details: [CCSS.ELA-LITERACY.RI.11-12.1](#) - [CCSS.ELA-LITERACY.RI.11-12.2](#) - [CCSS.ELA-LITERACY.RI.11-12.3](#)  
 Craft & Structure: [CCSS.ELA-LITERACY.RI.11-12.4](#) - [CCSS.ELA-LITERACY.RI.11-12.5](#) - [CCSS.ELA-LITERACY.RI.11-12.6](#)  
 Integration of Knowledge and Ideas: [CCSS.ELA-LITERACY.RI.11-12.7](#) - [CCSS.ELA-LITERACY.RI.11-12.8](#)

**WRITING**  
 Text Types and Purposes: [CCSS.ELA-LITERACY.W.11-12.1](#) - [CCSS.ELA-LITERACY.W.11-12.1.A](#) - [CCSS.ELA-LITERACY.W.11-12.1.B](#) - [CCSS.ELA-LITERACY.W.11-12.1.C](#) -  
 Production and Distribution of Writing: [CCSS.ELA-LITERACY.W.11-12.4](#) - [CCSS.ELA-LITERACY.W.11-12.5](#) - [CCSS.ELA-LITERACY.W.11-12.6](#)  
 Research to Build and Present Knowledge: [CCSS.ELA-LITERACY.W.11-12.7](#) - [CCSS.ELA-LITERACY.W.11-12.8](#) - [CCSS.ELA-LITERACY.W.11-12.9](#)

**SPEAKING & LISTENING**  
 Comprehension and Collaboration: [CCSS.ELA-LITERACY.SL.11-12.1](#) - [CCSS.ELA-LITERACY.SL.11-12.1.A](#) - [CCSS.ELA-LITERACY.SL.11-12.1.B](#) - [CCSS.ELA-LITERACY.SL.11-12.1.C](#) - [CCSS.ELA-LITERACY.SL.11-12.1.D](#) - [CCSS.ELA-LITERACY.SL.11-12.2](#) - [CCSS.ELA-LITERACY.SL.11-12.3](#)  
 Presentation of Knowledge and Ideas: [CCSS.ELA-LITERACY.SL.11-12.4](#) - [CCSS.ELA-LITERACY.SL.11-12.5](#) - [CCSS.ELA-LITERACY.SL.11-12.6](#)

**LANGUAGE**  
 Conventions of Standard English: [CCSS.ELA-LITERACY.L.11-12.1](#) - [CCSS.ELA-LITERACY.L.11-12.1.B](#) - [CCSS.ELA-LITERACY.L.11-12.2](#) - [CCSS.ELA-LITERACY.L.11-12.2.B](#)  
 Knowledge of Language: [CCSS.ELA-LITERACY.L.11-12.3](#)



Vocabulary Acquisition and Use: [CCSS.ELA-LITERACY.L.11-12.4](#) - [CCSS.ELA-LITERACY.L.11-12.4.C](#) -

## Unit 2: Major types of promotions

Terminology: Customer service, Market segment, Personal selling, Promotional mix, Publicity, Puffery, Sales promotion

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
	<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
1.	Define terminology	2.1.1 2.1.2 Distinguish between the differences in promotions and public relations Prepare a list of terms with definitions	Interpersonal Foundation	Writing Customer Service	Comprehends ideas and concepts related to customer service [2.3.2] Uses words appropriately [1.6.21]
2.	Identify the major sales promotion techniques	2.2.1 2.2.2 2.2.3 2.2.4 2.2.5 Compare the basic differences in the major types of promotions Discuss the impact on consumers of the different sales promotions Assess the effectiveness of "point-of-purchase" based on shopping habits of consumers and needs of retailers Explain the use of fulfillment forms for premiums and contents Collect examples of each major type of promotion and present to class	Thinking Interpersonal Foundation	Listening Reading Speaking Cultural Diversity Creative Thinking Knowing How to Learn Reasoning	Comprehends ideas and concepts related to sales promotions [1.2.1] Analyzes and applies what has been read to a specific task [1.3.2] Asks questions to obtain information [1.5.4] Communicates a thought, idea, or fact in spoken form [1.5.5] Forms opinions [4.1.7] Participates in conversation, discussion, and group presentation [1.5.8] Comprehends ideas and concepts related to cultural diversity in markets [2.2.1] Applies new knowledge and skills to advertising [4.3.1] Sees relationship between two or more ideas, objects, or situations [4.5.5]
3.	Explain the concept of co-op advertising	2.3.1 2.3.2 Compare and contrast the use of rebates Calculate savings from using coupons for one week for a family of four	Thinking Foundation	Reading Reasoning	Listens for content [1.2.3] Uses logic to draw conclusions from available information [4.5.6]
4.	Cite the three basic approaches to comparative advertising	2.4.1 Groups select products to compete with each other, using comparison advertising	Thinking Foundation Interpersonal	Speaking Reading Teamwork Decision Making	Draws conclusions [1.3.12] Organizes ideas and communicates oral messages to listeners [1.5.7] Recognizes differences among team members [2.6.6] Identifies pros and cons to assist in decision-making process [4.2.7]

### Common Core Alignment

**READING**  
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**WRITING**  
 Text Types and Purposes: [CCSS.ELA-LITERACY.W.11-12.1](#) - [CCSS.ELA-LITERACY.W.11-12.1.A](#) - [CCSS.ELA-LITERACY.W.11-12.1.B](#) - [CCSS.ELA-LITERACY.W.11-12.1.C](#) -  
[CCSS.ELA-LITERACY.W.11-12.1.D](#) - [CCSS.ELA-LITERACY.W.11-12.1.E](#) - [CCSS.ELA-LITERACY.W.11-12.2](#) - [CCSS.ELA-LITERACY.W.11-12.2.A](#) - [CCSS.ELA-LITERACY.W.11-12.2.D](#) -  
[CCSS.ELA-LITERACY.W.11-12.2.E](#) - [CCSS.ELA-LITERACY.W.11-12.2.F](#) -  
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## Roselle Public Schools

### **SPEAKING & LISTENING**

Comprehension and Collaboration: [CCSS.ELA-LITERACY.SL.11-12.1](#) - [CCSS.ELA-LITERACY.SL.11-12.1.A](#) - [CCSS.ELA-LITERACY.SL.11-12.1.B](#) - [CCSS.ELA-LITERACY.SL.11-12.1.D](#) -

Presentation of Knowledge and Ideas: [CCSS.ELA-LITERACY.SL.11-12.4](#) - [CCSS.ELA-LITERACY.SL.11-12.5](#) - [CCSS.ELA-LITERACY.SL.11-12.6](#)

### **LANGUAGE**

Conventions of Standard English: [CCSS.ELA-LITERACY.L.11-12.1](#) - [CCSS.ELA-LITERACY.L.11-12.1.B](#) - [CCSS.ELA-LITERACY.L.11-12.2](#) - [CCSS.ELA-LITERACY.L.11-12.2.B](#)

Knowledge of Language: [CCSS.ELA-LITERACY.L.11-12.3](#)

Vocabulary Acquisition and Use: [CCSS.ELA-LITERACY.L.11-12.4](#) - [CCSS.ELA-LITERACY.L.11-12.4.C](#) - [CCSS.ELA-LITERACY.L.11-12.5](#) - [CCSS.ELA-LITERACY.L.11-12.6](#)



### Unit 3: Customer's buying Motives

Terminology: advertising agency, advertising research

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do			<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
	<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
1.	Delineate Maslow's Hierarchy of Needs	3.1.1 Appraise ads that appeal to each stage of Maslow's Hierarchy of Needs	Thinking Foundation	Listening Creative Thinking	Develops visual aids to create audience interest [4.1.4] Comprehends ideas and concepts related to consumer's needs [1.2.1]
2.	Identify motivational appeals in advertising	3.2.1 Compare the appeals merchants can use to motivate customers to buy	Thinking	Reasoning Creative Thinking	Comprehends ideas and concepts related to consumer needs/desires [4.5.2] Forms opinions [4.1.7]
3.	Identify characteristics of national consumer surveys/ polls	3.3.1 Interpret the process of consumer surveys	Foundation	Arithmetic/ Mathematics	Interprets charts, tables, graphs, and working drawings [1.1.25]
4.	Identify the AIDCA (Action, Interest, Desire, Conviction, and Action) formula and explain its use in advertising	3.4.1 Write a report explaining the AIDCA formula as it is used in advertising	Foundation	Listening Writing	Comprehends ideas and concepts related to advertising [1.2.1] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

#### Common Core Alignment

##### READING

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Presentation of Knowledge and Ideas: [CCSS.ELA-LITERACY.SL.11-12.4](#) - [CCSS.ELA-LITERACY.SL.11-12.5](#) - [CCSS.ELA-LITERACY.SL.11-12.6](#)

##### LANGUAGE

Conventions of Standard English: [CCSS.ELA-LITERACY.L.11-12.1](#) -

Knowledge of Language: [CCSS.ELA-LITERACY.L.11-12.3](#)

Vocabulary Acquisition and Use: [CCSS.ELA-LITERACY.L.11-12.4](#) - [CCSS.ELA-LITERACY.L.11-12.4.C](#) - [CCSS.ELA-LITERACY.L.11-12.5](#) -



## Unit 4: Advertising Media

Terminology: Advertising plan, Copy, Design, Headline, Image, Layout, Press release, Signature line, Slogan

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
	Knowledge	Application	Skill group	Skill	Description
1.	Explain a media plan and the need for one	4.1.1 Develop a media plan	Foundation	Listening Writing	Composes and creates documents [1.6.8] Comprehends ideas and concepts related to plans in advertising [1.2.1]
2.	Describe and discuss all forms of media, including newspapers, television, radio, magazines, electronic devices	4.2.1 4.2.2 List the advantages/disadvantages of each advertising medium Design and demonstrate an advertisement for radio and/or television	Thinking Foundation	Listening Reading Speaking Reasoning	Receives and interprets verbal messages [1.2.8] Analyzes and applies what has been read to a specific task [1.3.2] Adapts presentation to audience [1.5.1] Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11] Comprehends ideas and concepts related to the psychology of advertising [4.5.2]
3.	Identify the parts of a print advertisement	4.3.1 4.3.2 Evaluate an ad from a newspaper or magazine, using guidelines for developing printed ads Compose and develop a print ad using all the elements	Thinking Foundation	Listening Reading Reasoning	Comprehends ideas and concepts related to printed advertising [1.2.1] Analyzes and applies what has been read to a specific task [1.3.2] Uses logic to draw conclusions from available information [4.5.6]
4.	Identify the components of cable, local, network, satellite, closed-circuit, and syndicated television	4.4.1 Compare the effects of a visual advertisement with those of a radio ad for the same product	Foundation Thinking	Listening Creative Thinking	Evaluates oral information/presentation [1.2.2] Listens for emotional meaning [1.2.5] Forms opinions [4.1.7]
5.	Explain the use of visual merchandising	4.5.1 Design and assemble a display	Interpersonal Foundation	Teamwork Cultural Diversity Arithmetic/ Mathematics	Recognizes differences among team members [2.2.3] Follows specified dimensions on plan [1.1.24] Contributes to group with ideas, suggestions, and effort [2.6.2]
6.	Explain the basic requirements of billboard advertisements and the impacts of their content	4.6.1 Design a billboard advertisement	Thinking Foundation	Writing Creative Thinking	Uses words appropriately [1.6.21] Uses imagination to create something new [4.1.1] Creates new design by applying specified criteria [4.1.3]
7.	Discuss the effectiveness of telemarketing on consumer buying	4.7.1 Interview or survey consumers about phone solicitations	Thinking Foundation	Creative Thinking Arithmetic/ Mathematics	Uses basic numerical concepts in practical situation [1.1.32] Forms opinions [4.1.7]



Common Core Alignment
<p><b>READING</b>  Key Ideas and Details: <a href="#">CCSS.ELA-LITERACY.RI.11-12.1</a> - <a href="#">CCSS.ELA-LITERACY.RI.11-12.2</a> -  Craft &amp; Structure: - <a href="#">CCSS.ELA-LITERACY.RI.11-12.5</a> - <a href="#">CCSS.ELA-LITERACY.RI.11-12.6</a>  Integration of Knowledge and Ideas: <a href="#">CCSS.ELA-LITERACY.RI.11-12.7</a> - <a href="#">CCSS.ELA-LITERACY.RI.11-12.8</a></p> <p><b>WRITING</b>  Text Types and Purposes: <a href="#">CCSS.ELA-LITERACY.W.11-12.1.C</a> - <a href="#">CCSS.ELA-LITERACY.W.11-12.1.D</a> - <a href="#">CCSS.ELA-LITERACY.W.11-12.2.A</a> - <a href="#">CCSS.ELA-LITERACY.W.11-12.2.B</a> - <a href="#">CCSS.ELA-LITERACY.W.11-12.2.C</a> - <a href="#">CCSS.ELA-LITERACY.W.11-12.2.D</a> - <a href="#">CCSS.ELA-LITERACY.W.11-12.2.E</a> - <a href="#">CCSS.ELA-LITERACY.W.11-12.2.F</a> - <a href="#">CCSS.ELA-LITERACY.W.11-12.3</a> - <a href="#">CCSS.ELA-LITERACY.W.11-12.3.A</a> -  Production and Distribution of Writing: <a href="#">CCSS.ELA-LITERACY.W.11-12.4</a> - <a href="#">CCSS.ELA-LITERACY.W.11-12.5</a> - <a href="#">CCSS.ELA-LITERACY.W.11-12.6</a>  Research to Build and Present Knowledge: <a href="#">CCSS.ELA-LITERACY.W.11-12.7</a> - <a href="#">CCSS.ELA-LITERACY.W.11-12.8</a> - <a href="#">CCSS.ELA-LITERACY.W.11-12.9</a></p> <p><b>SPEAKING &amp; LISTENING</b>  Comprehension and Collaboration: - <a href="#">CCSS.ELA-LITERACY.SL.11-12.1.A</a> - <a href="#">CCSS.ELA-LITERACY.SL.11-12.1.B</a> - <a href="#">CCSS.ELA-LITERACY.SL.11-12.1.C</a> - <a href="#">CCSS.ELA-LITERACY.SL.11-12.1.D</a> - <a href="#">CCSS.ELA-LITERACY.SL.11-12.2</a> - <a href="#">CCSS.ELA-LITERACY.SL.11-12.3</a>  Presentation of Knowledge and Ideas: <a href="#">CCSS.ELA-LITERACY.SL.11-12.4</a> - <a href="#">CCSS.ELA-LITERACY.SL.11-12.5</a> -</p> <p><b>LANGUAGE</b>  Conventions of Standard English: <a href="#">CCSS.ELA-LITERACY.L.11-12.1</a> - <a href="#">CCSS.ELA-LITERACY.L.11-12.1.B</a> - <a href="#">CCSS.ELA-LITERACY.L.11-12.2</a> - <a href="#">CCSS.ELA-LITERACY.L.11-12.2.B</a>  Knowledge of Language: <a href="#">CCSS.ELA-LITERACY.L.11-12.3</a>  Vocabulary Acquisition and Use: <a href="#">CCSS.ELA-LITERACY.L.11-12.4</a></p>



## Unit 5: Advertising Budget

Terminology: Creative boutique, Full-service agency, In-house agency

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do			<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
	Knowledge	Application	Skill group	Skill	Description
1.	Outline guidelines for determining an advertising budget	5.1.1 Calculate the amount of money to be spent on an advertising budget	Thinking Foundation	Arithmetic/ Mathematics Decision Making	Applies computation skills to a given situation in advertising [1.1.5] Evaluates information/data to make best decision [4.2.5]
2.	Explain guidelines for determining an advertising schedule	5.2.1 Develop an advertising schedule	Thinking Foundation	Reading Reasoning	Uses logic to draw conclusions from available information [4.5.6] Identifies relevant details, facts, and specifications [1.3.16]
3.	Explain and discuss the use of "Standard Rate and Data Systems" for newspaper, magazine, radio, and television	5.3.1 Determine budgets, using the current rate and data information obtained from local media	Interpersonal Foundation	Reading Teamwork Arithmetic/ Mathematics	Determines what information is needed [1.3.10] Applies computation skills to a practical real-life situation [1.1.5] Works effectively with others to reach a common goal [2.6.6]

### Common Core Alignment

**READING**  
 Key Ideas and Details: [CCSS.ELA-LITERACY.RI.11-12.1](#) - [CCSS.ELA-LITERACY.RI.11-12.2](#) - [CCSS.ELA-LITERACY.RI.11-12.3](#)  
 Integration of Knowledge and Ideas: [CCSS.ELA-LITERACY.RI.11-12.7](#) - [CCSS.ELA-LITERACY.RI.11-12.8](#)

**WRITING**  
 Research to Build and Present Knowledge: [CCSS.ELA-LITERACY.W.11-12.7](#) - [CCSS.ELA-LITERACY.W.11-12.8](#) - [CCSS.ELA-LITERACY.W.11-12.9](#)

**SPEAKING & LISTENING**  
 Comprehension and Collaboration: [CCSS.ELA-LITERACY.SL.11-12.1](#) - [CCSS.ELA-LITERACY.SL.11-12.1.A](#) - [CCSS.ELA-LITERACY.SL.11-12.1.B](#) - [CCSS.ELA-LITERACY.SL.11-12.1.C](#) - [CCSS.ELA-LITERACY.SL.11-12.1.D](#) - [CCSS.ELA-LITERACY.SL.11-12.2](#) - [CCSS.ELA-LITERACY.SL.11-12.3](#)  
 Presentation of Knowledge and Ideas: [CCSS.ELA-LITERACY.SL.11-12.4](#) - [CCSS.ELA-LITERACY.SL.11-12.5](#) - [CCSS.ELA-LITERACY.SL.11-12.6](#)

**LANGUAGE**  
 Conventions of Standard English: [CCSS.ELA-LITERACY.L.11-12.1](#) - [CCSS.ELA-LITERACY.L.11-12.1.B](#) - [CCSS.ELA-LITERACY.L.11-12.2](#) - [CCSS.ELA-LITERACY.L.11-12.2.B](#)  
 Knowledge of Language: [CCSS.ELA-LITERACY.L.11-12.3](#)  
 Vocabulary Acquisition and Use: [CCSS.ELA-LITERACY.L.11-12.4](#) - [CCSS.ELA-LITERACY.L.11-12.4.C](#) - [CCSS.ELA-LITERACY.L.11-12.5](#) - [CCSS.ELA-LITERACY.L.11-12.6](#)



## Unit 6: Legal Implications of Advertisement

Terminology: Bureau of Alcohol, Tobacco, and Firearms; Federal Communications Commission; Federal Trade Commission; Food and Drug Administration; Securities and Exchange Commission; U. S. Postal Service

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
	Knowledge	Application	Skill group	Skill	Description
1.	Define state and federal laws governing advertisement practices	6.1.1 Assess the implications of government regulations of the FTC on advertising	Foundation	Listening Speaking	Listens for long-term contexts [1.2.7] Communicates a thought, idea, or fact in spoken form [1.5.5]
2.	Define the Federal Trade Act; the Wheeler-Lea Act; Food, Drug, and Cosmetic Act; and the Wool Labeling Act	6.2.1 Collect examples of product ads regulated by federal laws on advertising	Thinking Foundation	Reading Reasoning	Applies information and concepts derived from printed materials [1.3.3] Comprehends ideas and concepts related to federal regulations [4.5.2]
3.	Explain the copyrighting policy	6.3.1 Research the three steps in registering a copyright	Foundation	Reading Speaking Writing	Identifies relevant details, facts, and specifications [1.3.16] Participates in conversations, discussions, and group presentations [1.5.8] Communicates thoughts, ideas, or facts in a written form in a clear, concise manner [1.6.6] Applies information and concepts derived from printed materials [1.3.3]

### Common Core Alignment

**READING**  
 Key Ideas and Details: [CCSS.ELA-LITERACY.RI.11-12.1](#) - [CCSS.ELA-LITERACY.RI.11-12.2](#) - [CCSS.ELA-LITERACY.RI.11-12.3](#)  
 Integration of Knowledge and Ideas: [CCSS.ELA-LITERACY.RI.11-12.7](#) - [CCSS.ELA-LITERACY.RI.11-12.8](#)

**WRITING**  
 Text Types and Purposes: [CCSS.ELA-LITERACY.W.11-12.1](#) - [CCSS.ELA-LITERACY.W.11-12.1.A](#) - [CCSS.ELA-LITERACY.W.11-12.1.B](#) - [CCSS.ELA-LITERACY.W.11-12.1.C](#) -  
 Production and Distribution of Writing: [CCSS.ELA-LITERACY.W.11-12.4](#) - [CCSS.ELA-LITERACY.W.11-12.5](#) - [CCSS.ELA-LITERACY.W.11-12.6](#)  
 Research to Build and Present Knowledge: [CCSS.ELA-LITERACY.W.11-12.7](#) - [CCSS.ELA-LITERACY.W.11-12.8](#) - [CCSS.ELA-LITERACY.W.11-12.9](#)

**SPEAKING & LISTENING**  
 Comprehension and Collaboration: [CCSS.ELA-LITERACY.SL.11-12.1](#) - [CCSS.ELA-LITERACY.SL.11-12.1.A](#) -  
 Presentation of Knowledge and Ideas: [CCSS.ELA-LITERACY.SL.11-12.4](#) - [CCSS.ELA-LITERACY.SL.11-12.5](#) - [CCSS.ELA-LITERACY.SL.11-12.6](#)

**LANGUAGE**  
 Conventions of Standard English: [CCSS.ELA-LITERACY.L.11-12.1](#) - [CCSS.ELA-LITERACY.L.11-12.1.B](#)  
 Knowledge of Language: [CCSS.ELA-LITERACY.L.11-12.3](#)  
 Vocabulary Acquisition and Use: [CCSS.ELA-LITERACY.L.11-12.4](#) - [CCSS.ELA-LITERACY.L.11-12.4.C](#)





## Unit 7: Computer Applications in Advertising

Terminology: Desktop publishing, Spreadsheet, Word processing

**CAREER and TECHNICAL SKILLS**

What the Student Should be Able to Do

**ACADEMIC and WORKPLACE SKILLS**

What the Instruction Should Reinforce

	Knowledge	Application	Skill group	Skill	Description
1.	Explain the use of spreadsheet, word processing, and desktop publishing in advertising	7.1.1 7.1.2 Produce a copy of the advertising budget, media schedule, and creative campaign, using spreadsheet and desktop publishing Produce an ad, using word processing and/or desktop publishing	Foundation	Writing Arithmetic/ Mathematics	Produces neat, legible document from computer [1.6.15] Uses computer in mathematical applications --information processing and problem solving [1.1.38]

**Common Core Alignment**

**READING**

Key Ideas and Details: [CCSS.ELA-LITERACY.RI.11-12.1](#) - [CCSS.ELA-LITERACY.RI.11-12.2](#) - [CCSS.ELA-LITERACY.RI.11-12.3](#)

Craft & Structure: [CCSS.ELA-LITERACY.RI.11-12.4](#) - [CCSS.ELA-LITERACY.RI.11-12.5](#) - [CCSS.ELA-LITERACY.RI.11-12.6](#)

Integration of Knowledge and Ideas: [CCSS.ELA-LITERACY.RI.11-12.7](#) - [CCSS.ELA-LITERACY.RI.11-12.8](#)

**WRITING**

Text Types and Purposes: [CCSS.ELA-LITERACY.W.11-12.1](#) - [CCSS.ELA-LITERACY.W.11-12.1.A](#) - [CCSS.ELA-LITERACY.W.11-12.1.B](#) - [CCSS.ELA-LITERACY.W.11-12.1.D](#) -

Production and Distribution of Writing: [CCSS.ELA-LITERACY.W.11-12.4](#) - [CCSS.ELA-LITERACY.W.11-12.5](#) - [CCSS.ELA-LITERACY.W.11-12.6](#)

Research to Build and Present Knowledge: [CCSS.ELA-LITERACY.W.11-12.7](#) - [CCSS.ELA-LITERACY.W.11-12.8](#)

**SPEAKING & LISTENING**

Comprehension and Collaboration: [CCSS.ELA-LITERACY.SL.11-12.1](#) - [CCSS.ELA-LITERACY.SL.11-12.1.A](#) - [CCSS.ELA-LITERACY.SL.11-12.3](#)

Presentation of Knowledge and Ideas: [CCSS.ELA-LITERACY.SL.11-12.4](#) - [CCSS.ELA-LITERACY.SL.11-12.5](#) -

**LANGUAGE**

Conventions of Standard English: [CCSS.ELA-LITERACY.L.11-12.1](#) -

Knowledge of Language: [CCSS.ELA-LITERACY.L.11-12.3](#)

Vocabulary Acquisition and Use: [CCSS.ELA-LITERACY.L.11-12.4](#) -



### Unit 8: Internet/Spreadsheet/Presentation

Terminology: Application, References, Résumé

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
	Knowledge	Application	Skill group	Skill	Description
1.	Identify career opportunities in advertising	8.1.1 Research a career in advertising	Foundation	Reading Speaking Writing	Uses standard occupational resource materials [1.3.22] Organizes ideas and communicates oral messages to listeners [1.5.7] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
2.	Explain the advertising career path	8.2.1 Design an organizational chart for an advertising department, showing the job titles for employees	Foundation Interpersonal	Reading Writing Cultural Diversity	Applies information to job performance [1.3.4] Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Recognizes differences among team members [2.2.3]
3.	Discuss the job interview	8.3.1 Compare and contrast the education and experience needed for different advertising careers	Thinking Foundation	Reading Creative Thinking	Prepares presentation based on subject, research, interviews, surveys [4.1.10] Analyzes and applies what has been read to a specific task [1.3.2]

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 Comprehension and Collaboration: [CCSS.ELA-LITERACY.SL.11-12.1](#) - [CCSS.ELA-LITERACY.SL.11-12.1.A](#) - [CCSS.ELA-LITERACY.SL.11-12.1.B](#)  
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 Vocabulary Acquisition and Use: [CCSS.ELA-LITERACY.L.11-12.4](#) - [CCSS.ELA-LITERACY.L.11-12.4.C](#)