



CTAE PROGRAM AREA

PATHWAY: MARKETING COMMUNICATIONS & PROMOTION

COURSE: PROFESSIONAL SALES & PROMOTION

UNIT 1: THE ADVERTISING & PROMOTION INDUSTRY



INTRODUCTION

Annotation:

There is a lesson on the effects of advertising to children. In this lesson the teacher reads an article to the class (or they read it on their own) and then there are several activities the students do related to the article including debating the issue and various word activities. After this lesson, students are asked to go to a website to read articles about advertising and its relationship to society, culture and history. Students work in pairs to create a PowerPoint presentation about their assigned topic. Students will present the presentations in class.

Grade(s):

| | |
|-------------------------------------|------------------|
| <input type="checkbox"/> | 9 th |
| <input checked="" type="checkbox"/> | 10 th |
| <input checked="" type="checkbox"/> | 11 th |
| <input checked="" type="checkbox"/> | 12 th |

Time:

3 – 50 minute periods

Author:

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Additional Author(s):

<http://www.breakingnewsenglish.com/0607/060724-advergames.html>



FOCUS STANDARDS

GPS Focus Standards:

MKT-PSP-1. Students will analyze the scope of the advertising and promotion industry.

- a. Explain factors affecting the growth and development of the advertising/promotion industry.
- b. Discuss the economic and social effects of advertising/promotion.
- c. Identify factors affecting international marketing communication and promotion.
- d. Describe current issues/trends in advertising/promotion.
- e. Describe the importance of business ethics in promotion.
- f. Explain considerations affecting international promotion.
- g. Describe the use of technology in the promotion of products/services.

GPS Academic Standards:

ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA12LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning skills, and combine rhetorical strategies of narration, exposition, persuasion, and description.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand how advertising and promotion affect our economy. Students will understand how advertising can be used in ways that aren't acceptable to society. Students will understand how the advertising industry affects children.

Essential Questions:

- How would our lives be different if we didn't have advertising and promotion?

Knowledge from this Unit:

- Students will understand how the advertising industry has developed in America.
- Students will understand how advertising and promotion affects our economy and our society.
- Students will understand the difference in global advertising and domestic advertising.
- Students will understand that not all advertising & promotion is good; there are differences of opinion on what should be advertised and to whom.
- Students will understand the ethics in advertising and promotion and the laws regulating the industry.
- Students will understand how technology is used in the promotion of products/services.

Skills from this Unit:

- Students will produce a presentation about the advertising industry.



ASSESSMENT(S)

Assessment Method Type:

| | |
|-------------------------------------|--|
| <input type="checkbox"/> | Individual project |
| <input type="checkbox"/> | Subjective assessment - Includes short answer and essay tests. |
| <input type="checkbox"/> | Post-test |
| <input checked="" type="checkbox"/> | Group projects |
| <input checked="" type="checkbox"/> | Self-assessment - May include practice quizzes, games, simulations, checklists, etc. |
| <input type="checkbox"/> | Objective assessment - multiple-choice, true- false, etc. |
| <input type="checkbox"/> | Pre-test |
| <input type="checkbox"/> | Peer-assessment - assessment of peer proficiency using specific criteria |

Assessment(s) Title:

Advertising Quiz

Assessment(s) Description/Directions:

Instructor will develop a quiz over student presentations.



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.

4. Open file – “Advertising to Kids”. Read the article section on the lesson plan as well as the actual article you are going to print out. Do the Warm-Ups when students arrive for class. Do the Before Reading/Listening section before getting to the article.
5. Follow this lesson plan the first day. It is self-explanatory. You will need to copy “Article – Online Food Advergaming” as a handout. I suggest you read the article to the students and have them follow along with their “Gap Fill” and/or “Listening” handout.
6. Depending on time and your choice, you may want to assign the homework at the end of the lesson as homework or classwork or not at all.
7. Have students log onto the website: <http://www.adtextonline.org/index.html>. This site is a free site for education. There are several articles relating to the advertising industry. Some of the articles have audio or video files. Put students in groups based on the number you have in class and the number of articles you want them to read. Pairs would be good if it works out. Have students read the article on their topic. Then have them create a PowerPoint presentation about their topic to teach the class the information they learned.
8. Have students present their presentations to the class. Make sure the class pays attention and takes notes.
9. Give a quiz over the presentations (get information from each presentation for the quiz) to make sure they listened.



CULMINATING PERFORMANCE TASK(S)

Culminating Unit Performance Task(s):

Advertising Industry Presentation Project

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Presentation of an assigned topic in the advertising and promotion industry. Rubric provided.

Attachments for Culminating Performance Task:

Advertising Industry Presentation Project

Advertising Industry Presentation Rubric



UNIT RESOURCES

Web Resources:

<http://www.adtextonline.org/index.html>

<http://www.breakingnewsenglish.com/0607/060724-advergaming.html>

<http://www.aef.com/index.html>

Attachments, Materials & Equipment:

- Computers with internet access for research and developing presentations.
- Advertising Industry Presentation Project
- Advertising Industry Presentation Rubric
- Article – Online Food Advergaming
- Advertising to Kids

What 21st Century Technology was used in this Unit:

| | |
|-------------------------------------|-------------------------|
| <input checked="" type="checkbox"/> | Slide Show Software |
| <input type="checkbox"/> | Interactive Whiteboard |
| <input type="checkbox"/> | Student Response System |
| <input type="checkbox"/> | Web Design Software |
| <input type="checkbox"/> | Animation Software |
| <input type="checkbox"/> | Email |

| | |
|-------------------------------------|--------------------|
| <input type="checkbox"/> | Graphing Software |
| <input type="checkbox"/> | Calculator |
| <input type="checkbox"/> | Desktop Publishing |
| <input type="checkbox"/> | Blog |
| <input type="checkbox"/> | Wiki |
| <input checked="" type="checkbox"/> | Website |

| | |
|-------------------------------------|---------------------------------|
| <input type="checkbox"/> | Audio File(s) |
| <input checked="" type="checkbox"/> | Graphic Organizer |
| <input type="checkbox"/> | Image File(s) |
| <input type="checkbox"/> | Video |
| <input type="checkbox"/> | Electronic Game or Puzzle Maker |

Notes & Reflections:

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.