

ADVERTISING

Curriculum Content Frameworks

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ADVERTISING

Grade Levels: 10, 11, 12

Course Code: 492010

Prerequisite: Tech Prep Foundation Core

Course Description: Advertising is a one-semester course 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.

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Unit 1: Sales Promotions

Hours: 10

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	
1.1 Define nature and scope of advertising	1.1.1 Prepare a list of terms with definitions	Foundation	Writing	Uses words appropriately [1.6.21]	
1.2 Explain the background of today's advertising	1.2.1 Compare and contrast old and new broadcast and print ads	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]	
	1.2.2 List favorite commercials for radio, TV, and print, and explain their appeal	Interpersonal	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Thinking	Cultural Diversity	Respects other's personal values, cultures, traditions [2.2.4]	
1.3 Explain how advertising affects the market place	1.3.1 Create an advertisement of a product of your choice	Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
1.4 Compare consumer and business advertising	1.4.1 Collect, display, and create a report for presentation	Foundation	Creative Thinking	Uses imagination to create something new [4.1.1]	
			Reading	Evaluates written information for accuracy, appropriateness, and style [1.3.14]	
1.5 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	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
			Reading	Uses written resources to obtain factual information [1.3.23]	
		Interpersonal	Speaking	Adapts presentation to audience [1.5.1]	
			Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]	

Unit 2: Major Types of Promotions

Hours: 10

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

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	
2.1 Define terminology	2.1.1 Prepare a list of terms with definitions	Foundation	Writing	Uses words appropriately [1.6.21]	
	2.1.2 Distinguish between the differences in promotions and public relations	Interpersonal	Customer Service	Comprehends ideas and concepts related to customer service [2.3.2]	
2.2 Identify the major sales promotion techniques	2.2.1 Compare the basic differences in the major types of promotions	Foundation	Listening	Comprehends ideas and concepts related to sales promotions [1.2.1]	
	2.2.2 Discuss the impact on consumers of the different sales promotions		Reading	Analyzes and applies what has been read to a specific task [1.3.2]	
	2.2.3 Assess the effectiveness of "point-of-purchase" based on shopping habits of consumers and needs of retailers		Speaking	Asks questions to obtain information [1.5.4]	
	2.2.4 Explain the use of fulfillment forms for premiums and contents			Communicates a thought, idea, or fact in spoken form [1.5.5]	
	2.2.5 Collect examples of each major type of promotion and present to class	Interpersonal	Cultural Diversity	Participates in conversation, discussion, and group presentation [1.5.8]	
		Thinking	Creative Thinking	Comprehends ideas and concepts related to cultural diversity in markets [2.2.1]	
			Knowing How to Learn	Forms opinions [4.1.7]	
			Reasoning	Applies new knowledge and skills to advertising [4.3.1]	
				Sees relationship between two or more ideas, objects, or situations [4.5.5]	
2.3 Explain the concept of co-op advertising	2.3.1 Calculate savings from using coupons for one week for a family of four	Foundation	Reading	Listens for content [1.2.3]	
	2.3.2 Compare and contrast the use of rebates	Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	

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
2.4 Cite the three basic approaches to comparative advertising	2.4.1 Groups select products to compete with each other, using comparison advertising	Foundation	Reading	Draws conclusions [1.3.12]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
		Interpersonal	Teamwork	Recognizes differences among team members [2.6.6]
		Thinking	Decision Making	Identifies pros and cons to assist in decision-making process [4.2.7]

Unit 3: Customers' Buying Motives

Hours: 10

Terminology: Advertising agency, Advertising research

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
3.1 Delineate Maslow's Hierarchy of Needs	3.1.1 Appraise ads that appeal to each stage of Maslow's Hierarchy of Needs		Foundation	Listening	Comprehends ideas and concepts related to consumer's needs [1.2.1]
			Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]
3.2 Identify motivational appeals in advertising	3.2.1 Compare the appeals merchants can use to motivate customers to buy		Thinking	Creative Thinking	Forms opinions [4.1.7]
				Reasoning	Comprehends ideas and concepts related to consumer needs/desires [4.5.2]
3.3 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]
3.4 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	Comprehends ideas and concepts related to advertising [1.2.1]
				Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

Unit 4: Advertising Media

Hours: 15

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	
4.1 Explain a media plan and the need for one	4.1.1 Develop a media plan	Foundation	Listening	Comprehends ideas and concepts related to plans in advertising [1.2.1]	
			Writing	Composes and creates documents [1.6.8]	
4.2 Describe and discuss all forms of media, including newspapers, television, radio, magazines, electronic devices	4.2.1 List the advantages/disadvantages of each advertising medium 4.2.2 Design and demonstrate an advertisement for radio and/or television	Foundation	Listening	Receives and interprets verbal messages [1.2.8]	
			Reading	Analyzes and applies what has been read to a specific task [1.3.2]	
			Speaking	Adapts presentation to audience [1.5.1] Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11]	
		Thinking	Reasoning	Comprehends ideas and concepts related to the psychology of advertising [4.5.2]	
4.3 Identify the parts of a print advertisement	4.3.1 Evaluate an ad from a newspaper or magazine, using guidelines for developing printed ads 4.3.2 Compose and develop a print ad using all the elements	Foundation	Listening	Comprehends ideas and concepts related to printed advertising [1.2.1]	
			Reading	Analyzes and applies what has been read to a specific task [1.3.2]	
			Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
4.4 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	Listening	Evaluates oral information/presentation [1.2.2] Listens for emotional meaning [1.2.5]	
			Thinking	Creative Thinking	Forms opinions [4.1.7]

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
4.5	Explain the use of visual merchandising	4.5.1	Design and assemble a display	Foundation	Arithmetic/ Mathematics	Follows specified dimensions on plan [1.1.24]
				Interpersonal	Cultural Diversity	Recognizes differences among team members [2.2.3]
					Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
4.6	Explain the basic requirements of billboard advertisements and the impacts of their content	4.6.1	Design a billboard advertisement	Foundation	Writing	Uses words appropriately [1.6.21]
				Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]
						Creates new design by applying specified criteria [4.1.3]
4.7	Discuss the effectiveness of telemarketing on consumer buying	4.7.1	Interview or survey consumers about phone solicitations	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situation [1.1.32]
				Thinking	Creative Thinking	Forms opinions [4.1.7]

Unit 5: Advertising Budget

Hours: 10

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

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	
5.1 Outline guidelines for determining an advertising budget	5.1.1 Calculate the amount of money to be spent on an advertising budget	Foundation	Arithmetic/ Mathematics	Applies computation skills to a given situation in advertising [1.1.5]	
		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]	
5.2 Explain guidelines for determining an advertising schedule	5.2.1 Develop an advertising schedule	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]	
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	
5.3 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	Foundation	Arithmetic/ Mathematics	Applies computation skills to a practical real-life situation [1.1.5]	
			Reading	Determines what information is needed [1.3.10]	
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]	

Unit 6: Legal Implications of Advertising

Hours: 5

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		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
6.1 Define state and federal laws governing advertisement practices	6.1.1 Assess the implications of government regulations of the FTC on advertising	Foundation	Listening	Listens for long-term contexts [1.2.7]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
6.2 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	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]	
		Thinking	Reasoning	Comprehends ideas and concepts related to federal regulations [4.5.2]	
6.3 Explain the copyrighting policy	6.3.1 Research the three steps in registering a copyright	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]	
				Identifies relevant details, facts, and specifications [1.3.16]	
			Speaking	Participates in conversations, discussions, and group presentations [1.5.8]	
			Writing	Communicates thoughts, ideas, or facts in a written form in a clear, concise manner [1.6.6]	

Unit 7: Computer Applications in Advertising

Hours: 5

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

Unit 8: Internet/Spreadsheet/Presentation

Hours: 10

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

Glossary

Unit 1: Sales Promotions

1. Advertisement – paid public announcement persuading customers to buy an item or a service
2. Consumer – someone who uses products
3. Consumer behavior – everything that affects or is affected by human consumption
4. Demographics – statistical characteristics of human populations, such as age, race, gender, income, marital status, education, and occupation
5. Mass media – forms of communication designed to reach a large number of people
6. Need – something you can't live without, such as food, clothes, and shelter
7. Want – something you would like to have but can live without

Unit 2: Major Types of Promotions

1. Customer service – the degree of assistance and courtesy granted those who patronize a business
2. Market segment – a group of people who have common characteristics and similar needs and wants
3. Personal selling – sales made through a medium of face-to-face communication, personal correspondence, or personal telephone conversation, etc.
4. Promotional mix – using several different types of communication to support marketing goals that include advertising, personal selling, publicity, and sales promotions
5. Publicity – a type of public relations in the form of a news item or story that conveys information about a product, service, or idea in the media
6. Puffery – a legal exaggeration of praise lavished on a product that stops just short of deception
7. Sales promotion – the use of incentives to increase the brand value for consumers or distributors

Unit 3: Customers' Buying Motives

1. Advertising agency – company made up of professionals who specialize in providing creative and business services involved in planning, preparing, and placing advertisements
2. Advertising research – the thorough investigation of the planning, preparation, and placement of advertisements

Unit 4: Advertising Media

1. Advertising plan – the thinking and tasks needed to achieve a successful advertising campaign that fits into the advertiser's marketing strategy
2. Copy – body of text giving more detailed information about a product in an ad
3. Design – the arrangement of elements in the advertisement
4. Headline – the lettering, slogan, or saying that gets the readers' attention, arouses their interest, and leads them to read the rest of the ad
5. Image – the graphic picture in an advertisement
6. Layout – a drawing that shows where each element in the advertisement will be placed
7. Press release – a statement prepared for distribution to the media that provides information that is timely, accurate, and interesting
8. Signature line – the distinctive identification symbol for a business
9. Slogan – catchphrase meant to help you remember a brand name

Unit 5: Advertising Budget

1. Creative boutique – specializes in developing creative concepts, writing creative text, and providing artistic services
2. Full-service agency – provides a wide range of services designed to meet a client's complete advertising needs
3. In-house agency – advertising department in a company whose main business is not advertising

Unit 6: Legal Implications of Advertising

1. Bureau of Alcohol, Tobacco, and Firearms (ATF) – requires warning labels on advertisements for alcoholic beverages and banning active athletes from appearing in commercials
2. Federal Communications Commission (FCC) – enforces laws prohibiting obscenity, fraud, and lotteries on radio and television
3. Federal Trade Commission (FTC) – enforces laws prohibiting unfair methods of competition
4. Food and Drug Administration (FDA) – regulates the product labeling and advertising for food, drugs, cosmetics, and medical products
5. Securities and Exchange Commission (SEC) – enforces laws for the advertising of securities and disclosure of company information on annual reports
6. U.S. Postal Service (USPS) – enforces laws for direct mail advertising

Unit 7: Computer Applications in Advertising

1. Desktop publishing – the use of computers and associated application software to compose, lay out, model, and develop prototypes of documents that are usually intended to be produced and distributed in some non-interactive medium, usually paper, but including film and other multimedia formats
2. Spreadsheet – the type of program used to perform various calculations, especially popular for financial applications
3. Word processing – using a computer to create, edit, and print documents

Unit 8: Internet/Spreadsheet/Presentation

1. Application – form used by businesses to hire potential employees
2. References – people who know a person's work habits and personal traits so well that they will recommend a person for a job
3. Résumé – a brief summary of personal information, education, skills, work experience, activities, and interests