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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Principles of Business, Marketing and Finance |
| **Lesson/Unit Title** | Advertising Media |
| **TEKS Student Expectations** | **130.382. (c) Knowledge and Skills**(2)(A) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:(A) recognize marketing functions and how they relate to advertising(B) explain how each component of the marketing mix contributes to successful advertising(6) The student knows that a career in advertising requires knowledge of the industry. The student is expected to:(B) identify businesses related to advertising and |
| **Basic Direct Teach Lesson****With Special Education Modifications/Accommodations and** **one English Language Proficiency Standards (ELPS) Strategy** |
| **Instructional Objectives** | **The students will be able to:*** Advertising is a paid form of communication about a sponsor’s products
* Understand all types of advertising
* Differentiate between product and institutional advertising
* Identify and evaluate elements of an advertisement
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| **Rationale** | This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance. |
| **Duration of Lesson** | Approximately 3 days |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | Advertising - A paid form of communication.Promotional Advertising - When the goal is to increase sales.Institutional Advertising - Used to create a favorable image for a business.Media - The agency’s means or instruments used to convey advertising messages.Print Media - Includes advertising in newspapers, magazines, direct mail, sign and billboards.Transit Advertising - Any advertisement that can be found on public transportation.Broadcast Media - Advertising that encompasses radio and television. Infomercial- A long advertisement that looks like a talk show and is 30 minutes long. Online Advertising - Is a form of advertising that uses either e-mail or the World Wide Web. Specialty Media - Sometimes called “giveaways” and are relatively inexpensive; Typically, are useful items featuring an advertiser’s name or logo.Media Planning - Is the process of selecting the advertising media and deciding the time or space in which the ads should appear.Audience - The number of homes or people exposed to an ad.Impression - A single exposure to an ad.Frequency - The number of times an audience sees or hears an ad.Cost Per Thousand - The media cost of exposing 1,000 readers or viewers to an advertising impression. |
| **Materials/Specialized Equipment Needed** | **Equipment:*** Computer
* Projector
* Printer

**Materials:*** Printer paper
* Handout - Written Paper Rubric (Attached)
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) |  |
| **Direct Instruction \*** | Teacher will review the terms in the outline, Presentation, and handouts to become familiar with lesson.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Guided Practice \*** | Presentation using notes.Have students give examples of companies who use institutional advertising. Example: a major yogurt company advertises yogurt and breast cancer awareness. Discuss infomercials and ask the students if sometimes they thought they were watching a television program instead of an ad. Discuss how infomercials influence their viewers. Discuss what future the students think the infomercial has.Ask students to try and name all types of transit advertising. (Write answers on the board.) Then tell them that Transit Advertising includes trains, taxis, and buses; ads on public benches, bus stop shelters, kiosks, newsstands, public school buses, subways, train stations, and airline terminals. Transit Ads are economical and have a defined market, usually in urban areas.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Television activity- Give students 10 products and have them write down what show/event would advertise them on television. Explain why.
* Have students research 5 different companies that they would support who use institutional advertising. Have them explain the companies, the feel good cause and the reasoning behind their company choices.

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| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | **Informal Assessment:**Instructor will be observant with students during assignments. Instructor will move about the classroom setting, providing feedback and making sure students are participating and on task.**Formal Assessment:****Develop an Advertising Plan Individual Assignment**(Day 2-3)Scenario- You are to assume the role of manager of a large clothing store. You are to developan advertising plan and coordinate an in-store promotion to announce the new line of jeanscoming this spring. The jeans are expensive but are endorsed by a 20-something Hollywoodsuper star.**Activity-** You are to select appropriate advertising media and make suggestions that coordinate your in-store promotion with the selected advertising. You are to present your written ideas to your manager.Evaluation- You will be evaluated on how well you meet the following performance indicators.* Explanation of the types of media advertising from which you have to choose
* Selected media advertising
* The in-store promotion
* Demonstrated creativity
* Attention to detail

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website.  |
| **References/Resources/Teacher Preparation** | Textbooks: * Advertising & Integrated Brand Promotion. O’Guinn-Allen-Semenik.
* Thompson South-Western. AAP

Advertising* Business 2000
* Townsley South-Western.

Marketing Essentials* Glencoe
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** | Handout - Written Paper Rubric |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | In class, have the students create a data chart of radio and TV viewing by answering the follow questions.* Which radio stations do you regularly listen to?
* How many hours do you listen to the radio a week?
* How many radio jingles do you know?
* How many hours of TV do you watch a week?
* What is your number one watched TV show?

Record the results to a chart and discuss as a class. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** |  |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)