



TENNESSEE DEPARTMENT OF

**EDUCATION**

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## Advertising and Public Relations

Primary Career Cluster:	Marketing
Consultant:	Joy Smith, (615) 532-6248, <a href="mailto:Joy.Smith@tn.gov">Joy.Smith@tn.gov</a>
Course Code(s):	5936
Prerequisite(s):	Marketing & Management I – Principles (5931)
Credit:	1
Grade Level:	11 - 12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Marketing courses.
Programs of Study and Sequence:	This is the fourth, and final, course in the <i>Marketing Communications</i> program of study.
Necessary Equipment:	Computer laboratory
Aligned Student Organization(s):	DECA: <a href="http://www.decatn.org">http://www.decatn.org</a> Sarah Williams, (615) 532-2829, <a href="mailto:Sarah.G.Williams@tn.gov">Sarah.G.Williams@tn.gov</a>
Coordinating Work-Based Learning:	<a href="#">If a teacher has completed work-based learning training, he or she can offer appropriate placement. For more information, please visit <a href="http://www.tn.gov/education/cte/wb/">http://www.tn.gov/education/cte/wb/</a>.</a>
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no <a href="#">known statewide</a> dual credit/dual enrollment opportunities for this course. If interested in <a href="#">developing/establishing a local opportunity</a> , reach out to <a href="#">a your</a> local postsecondary institution <a href="#">to establish an articulation agreement</a> .
Teacher Endorsement(s):	052, 471, 472
Required Teacher Certifications/Training:	None
Teacher Resources:	<a href="http://www.state.tn.us/tn.gov/education/cte/Marketing.shtml">http://www.state.tn.us/tn.gov/education/cte/Marketing.shtml</a>

### Course Description

*Advertising and Public Relations* focuses on the concepts and strategies associated with promoting products, services, ideas, and events. This applied knowledge course addresses skills essential to the creative side of the industry and explores consumer behavior patterns and motivations for buying. Students will demonstrate proficiency in fundamental advertising and public relations concepts by creating an electronic portfolio of representative course projects demonstrating a progressive level of

skills and knowledge. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee Common Core State Standards in Mathematics, as well as Tennessee Sociology and Psychology standards.\*

## Program of Study Application

This course is the fourth and final course in the *Marketing Communications* programs of study. For more information on the benefits and requirements of implementing this program in full, please see the program of study description documents found on the Marketing website at <http://www.tn.gov/state-tn-us/education/cte/Marketing.shtml>.

## Course Standards

### Marketing Mix

- 1) Articulate important historical events and milestones (such as compulsory education, industrial revolution, and transportation improvements) impacting evolution of current advertising industry. Compare and contrast characteristics of the current advertising and public relations industry with those found the past. (TN CCSS Reading 9)
- 2) Research careers within the advertising and public relations industry, and document educational requirements as well as state and national guidelines governing practicing professionals (such as licensing, certifications, training, compliance). Identify potential training programs, schools, and examinations appropriate to obtain required credentials for a specific occupation. (TN CCSS Writing 2, 7, 8, 9)
- 3) Analyze how the elements of the marketing mix (e.g., product, place, price, and promotion) create an image or position for a product or company. Investigate elements of the marketing mix using a specific product example and explain in an informative text how marketers make decisions about these elements based on the people they want to attract as customers. (TN CCSS Reading 2, 4, 7; TN CCSS Writing 2, 4, 7, 9)

### Segmentation and Target Marketing

- 4) Identify and describe characteristics of classifications of market segmentation (such as demographics, psychographics, and geographics); analyze multiple case studies to draw conclusions and write a narrative explaining the benefits of segmentation for consumer messaging. (TN CCSS Reading 2, 4, 6, 7, 8; TN CCSS Writing 2, 7, 9; TN Sociology; TN Psychology)
- 5) Research how targeting specific economic, social, or cultural groups can lead to a competitive advantage (e.g. calling attention to a brand's social awareness efforts may increase sales of a specific product for those consumers who enjoy gourmet ice cream and who also have a preference for environmentally conscious products). Identify product marketing examples that narrowly segment their target audience, citing specific textual evidence from investigation to analyze producers' purpose in developing specific marketing campaigns. (TN CCSS Reading 1, 6; TN Sociology; TN Psychology)



### **Concepts of Promotional Mix**

- 6) Define and differentiate between the components of the promotional mix (advertising, sales promotion, personal selling, direct marketing, and public relations) citing examples of specific products or services found in local community. (TN CCSS Reading 1, 9)
- 7) Define characteristics and implications for each of the four steps of the AIDA (Attention, Interest, Desire, Action) formula. In groups, select a product and create example consumer engagement strategies that apply to each step. (TN CCSS Reading 3, 4; TN CCSS Writing 4)

### **Advertising**

- 8) Identify and distinguish between types of advertising media by creating a graphic organizer to compare and contrast the advantages and disadvantages of each type. Develop and defend claim(s) about which types are best suited for certain products, services, institutions, or events, citing authentic examples. For example, pharmaceuticals often utilize print media due to the lengthy disclaimer text that must accompany prescription drug advertising. (TN CCSS Reading 4, 7, 9; TN CCSS Writing 4)
- 9) Distinguish between promotional and institutional advertising by creating examples of each for a local company or nonprofit organization. (TN CCSS Writing 4)
- 10) Write an informative narrative summarizing how media costs are determined, citing specific textual evidence and using domain-specific language. Include factors that affect media rates and methods to compare rates. (TN CCSS Reading 2, 4, 9; TN CCSS Writing 2)
- 11) Identify the elements of a print-based advertisement (such as headline, illustration, copy, signature, or logo) and analyze their relationship to the principles of effective advertising design (e.g., balance, color, proportion). (TN CCSS Reading 4, 5)
- 12) Demonstrate an understanding of effective advertising copywriting and design by creating an ad layout. Write peer reviews critiquing the design, key message, and probable effect on target audience. Develop and strengthen writing by revising and editing layout based on peer feedback. (TN CCSS Reading 8; TN CCSS Writing 2, 4, 5)

### **Sales Promotion**

- 13) Compare various forms of sales promotion (such as coupons, contests, fashion shows, product samples, rebates, and incentives) and determine methods for measuring results of each. Craft a claim about the return on investment from a particular promotion, providing specific examples of company benefit from perceived consumer value. (TN CCSS Reading 1, 9)

### **Social Media and Digital Marketing**



- 14) Explain the value of social media marketing for increasing market reach and customer interaction. Compare and contrast features and benefits of major social media applications (such as social networks, video sharing, and interaction tools as well as mobile marketing, blogs, and other forms of “push” media). Synthesize characteristics and components of each application by creating a decision tree for selecting tools and strategies that will result in effective brand promotion and customer interaction based on product and market characteristics. (TN CCSS Reading 4, 7; TN CCSS Writing 4)
- 15) Create a series of posts to promote a selected product or organization via social media using writing strategies and styles appropriate for the selected tool and immediacy of customer responses. (TN CCSS Writing 4, 6)
- 16) Identify and describe characteristics of essential features of a product website, including visual components, navigation features, and optimization for search engines. Create a rubric to evaluate the effectiveness of a website’s design and interactive features. (TN CCSS Reading 6; TN CCSS Writing 4)
- 17) Interview individuals who have recently completed an online purchase by preparing interview questions that critique the experience, including: documenting overall impressions of the product selection, purchasing experience, and the features that facilitated or hindered the website usage. Deliver a presentation synthesizing customer feedback based on the interviews. (TN CCSS Writing 4, 7)
- 18) Work in a team with identified roles and responsibilities to develop a website for product or brand promotion. Create a flowchart of website elements, consumer interaction points, and decision trees to identify steps in the product review, selection, and purchasing process. Execute the plan by designing, maintaining, and updating the website based on consumer feedback. (TN CCSS Reading 7; TN CCSS Writing 5, 6)

### **Utilizing Marketing Research and Data Management**

- 19) Explain the need for market research data, including both primary and secondary data. Identify and differentiate types of data available through electronic tracking methods (e.g. warranty registrations, sales records, online surveys, website cookies, and loyalty cards). (TN CCSS Reading 2, 4, 5, 7; TN CCSS Writing 2, 8, 9)
- 20) Design a survey with a focus on product or service improvement; collect survey data, and interpret, analyze, and report key survey findings through charts or graphs. Write an argumentative essay that outlines recommendations for specific improvements, citing evidence found in survey findings. (TN CCSS Reading 7; TN CCSS Writing 2, 4, 7; TN CCSS Math S-IC, S-ID)

### **Public Relations**

- 21) Through the analysis of case studies, discuss the role of public relations in the promotional mix and identify various types of public relations strategies. Differentiate between public relations activities that are controllable and those that are not (e.g., BP’s news coverage after the gulf oil spill versus paid advertisements showing environmentally conscious behavior); include public relations vehicles used internally by companies in the analysis. (TN CCSS Reading 5, 9)



22) Through the analysis of case studies (e.g., Tylenol product recalls, Carnival Triumph’s electronic malfunction), examine the role of public relations in crisis management. Develop an explanatory narrative and accompanying timeline describing public relations strategies and tactics that were put in place to address negative publicity during a newsworthy crisis. (TN CCSS Reading 2, 6, 8; TN CCSS Writing 2, 9)

23) Develop a press kit for a product or student organization that includes a press release, fact sheet, and at least three strategies for marketing the product or organization to a target audience. Recommend one of the three options presented and substantiate the claim with evidence as to why that strategy would be ideal given the specified audience and context. (TN CCSS Writing 1, 4)

### **Promotional Campaigns**

24) Using suitable strategies from the promotional mix, create a product promotional campaign which includes the following steps:

- a. Establish Objectives
- b. Identify the Target Market
- c. Design Theme and Promotional Message
- d. Choose Promotional Activities
- e. Select Media
- f. Allocate Budget Amounts
- g. Measure Results

(TN CCSS Reading 3, 4, 7; TN CCSS Writing 4, 5, 6, 7, 9)

### **Ethics, Government Regulations, and Global Implications of Marketing**

25) Summarize legal opinions and/or applicable legislation (such as “bait and switch” and use of nutritional labels) and industry self-regulation (including ethical considerations and social responsibility) applicable to the advertising and public relations industry. (TN CCSS Reading 2)

26) Explore the implications of marketing to a global consumer; use case studies to evaluate how the customs and traditions of other countries affect American companies’ advertising messages in the global marketplace. Write recommendations for marketing a product in a selected country based on customs and traditions. (TN CCSS Reading 1, 2, 8; TN CCSS Writing 1, 4, 7; TN Sociology; TN Psychology)

## **Standards Alignment Notes**

\*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).



- Note: While not directly aligned to one specific standard, students ~~that~~who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students ~~that~~who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN CCSS Math: [Tennessee Common Core State Standards for Mathematics](#); Math Standards for High School: Numbers and Quantity, Algebra, Interpreting Functions, Statistics and Probability.
  - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project-based activities or collaborate on lesson planning. Students ~~that~~who are engaging in activities listed above should be able to demonstrate quantitative, algebraic, and functional reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- TN Sociology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Sociology 9-12](#).
  - Note: The standards in this course are not meant to teach sociology concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with sociology educators to design project-based activities or collaborate on lesson planning.
- TN Psychology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Psychology 9-12](#).
  - Note: The standards in this course are not meant to teach psychology concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with psychology educators to design project-based activities or collaborate on lesson planning.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

