

Unit Two: Print and Broadcast Marketing Strategies

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 1**
Length: **10 Weeks**
Status: **Published**

Summary

In the increasingly competitive world of business, marketing is an essential process to increase sales and meet business goals. In the two part Marketing sequence at Cranford High School, students develop the knowledge and skills to effectively target consumers using a variety of marketing techniques. Students develop foundational knowledge regarding market research, analysis, and target markets, that is then applied throughout the course series. The course sequence challenges students to think about how marketing pertains to all aspects of a business, including product development, distribution methods, sales, and advertising, and how effective marketing plans can help businesses meet and exceed their goals.

This unit is part of the larger aforementioned course sequence and specifically focuses on media marketing where students will understand how using different forms of media in a coordinated campaign can increase a company's market share. By the end of this unit, students will be able to create a storyboard, jingle, radio ad, magazine ad as part of their product launch portfolio.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

Revision Date: August 2022

Standards

- TECH.9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources.)
- LA.RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- LA.RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still

accurate terms.

- LA.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11- 12 texts and topics. Biological behavioral biases, psychology, and unconscious beliefs affect financial decisionmaking.
- LA.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- PFL.9.1.12.FP.2 Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
- TECH.9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
- TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- LA.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- LA.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

- LA.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- PFL.9.1.12.FP.5 Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- WRK.9.1.2.CAP.4 List the potential rewards and risks to starting a business.
- WRK.9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.
- TECH.9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- TECH.9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- TECH.9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
- LA.WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
- PFL.9.1.12.FP.6 Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

- SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

The standards in this unit reflect a developmental progression and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Essential Questions and Enduring Understandings

Essential Questions:

- How can marketers develop a coordinated media campaign to effectively reach the target market?
- Why do businesses need to use a variety of media when attempting to reach a target market?
- How do marketers use rhetorical appeals to persuade their customers to act?

Enduring Understandings:

- An effective and coordinated media campaign requires significant time, technology, talent, and planning.
- Selecting which forms of media will be used is imperative to maximize a marketer’s return on their media investment.

Objectives

Students will know:

- Most businesses, both large and small, need to create some form of print advertising.
- Different magazines charge different rates; therefore, businesses must use a common method to compare ad costs.
- All magazine ads contain five basic parts (headline, design/artwork, ad copy, call-to-action, and company signature).
- Magazine ads have a longer lifespan than other print media.
- Magazine ads may be national, regional, or local. .
- Magazine ad space is used to reach a reader through either an emotional or rational buying motive.
- Press releases are business documents that are sent to newspapers to create “buzz” regarding a new product launch or special event.
- The newsworthiness of a press release directly correlates to its coverage.
- The ultimate goals of press releases are promotion and brand awareness.
- There is no guarantee a press release will ever be published.
- Jingles are developed to be memorable to promote the sale of a particular good or service; they are designed to help the consumer remember the key features or benefits of a product.
- Radio broadcast formats vary across the United States.
- The cost of radio ads depend upon listenership data that is collected via Nielsen; radio consumption data is updated every quarter.
- Jingles may be used across all forms of broadcast media.
- Podcast advertising allows marketers to speak directly to potential customers through an audio ad.
- Marketers can have podcast hosts discuss the brand or product directly (baked in) or they can hire voice talent to create an ad (dynamic insertion) to be placed at the beginning (preroll), middle (midroll), or end (postroll) of an episode.
- Although the most expensive advertising medium, the benefits of television advertising outweigh the detriments for those businesses that can afford to have it as part of their media kits.
- Television ad costs vary between stations (including national, regional, and local), time of day, the show during which it is broadcast, and day of the week.

- A storyboard is needed for planning a TV commercial.
- Television commercials are used to inform, persuade, or remind consumers about a good or service.
- Ethos, pathos, and logos are rhetorical appeals used by marketers to encourage customers to act; they are often used in conjunction.

Students will be skilled at:

- Defining and explaining the significance of key terms and concepts to the discipline, including: national magazine, local magazine, shopper, four-color ad, black and white ad, two color ad, premium space, centerfold, first cover, second cover, third cover, fourth cover, cost-per-thousand, call to action, headline, copy, illustration, clip art, stock images, copywriter, white space, signature, rate card, media kit, Standard Rate and Data Service, Alliance for Audited Media, circulation, impression, bleed ad, non-bleed ad, morning drive, afternoon drive, evening drive, network affiliates, average quarter hour rating, Arbitron, sponsor, audience composition, cluster, coverage area, gross impressions, live read, baked in, dynamic insertion, pre/mid/post roll, equal distribution, equal rotation, flight dates, piggyback, sponsorship, institutional promotion, product promotion, promotion, press kit, media kit, outlet, company overview, news coverage, contact information, testimonials, publication, television audience measurement, national network, regional network, local network, audience, frequency, airtime, voiceover, early morning, day time, prime time, flights, graveyard slot, audio track, computer graphics, cost per thousand, media buyers, Nielsen Media, Nielsen families, people meter, ratings, statistical sampling.
- Comparing ad cost through a common method in order to account for different magazines charging different rates
- Matching magazine ads with a desired target market.
- Applying the formula marketers use to reach 1,000 readers (cost of ad x 1000 divided by circulation)
- Utilizing the five parts of an ad to create an attractive ad that appeals to the senses of the reader.
- Comparing and contrasting the benefits and detriments of using premium ad space for a good or service.
- Finding stock photos that may be in a small business's budget.
- Creating an ad that reaches the target market in a specific magazine.
- Determining if a magazine belongs to the Alliance for Audited Media to determine the credibility of a magazine's circulation.
- Identifying which parts of an ad are considered premium space, and therefore, are more expensive.
- Implementing strategies to develop a well-written press release.
- Writing and editing a press release that is exciting, newsworthy, and builds brand awareness.
- Assessing the benefits and detriments of using radio or podcasts as advertising mediums.

- Developing a radio or podcast ad that is designed to reach a target market.
- Researching and identifying key radio markets for particular goods or services.
- Developing a storyboard to plan a television commercial.
- Calculating television advertising costs using cost per thousand.
- Determining ad costs for current television shows to determine if the product will reach the desired target market.
- Assessing the benefits and detriments of television as an advertising medium.
- Writing, producing, and editing a 30-60 second TV commercial.
- Using different rhetorical appeals in print and broadcast advertising.

Learning Plan

This learning plan includes but is not limited to the following learning strategies:

Studying Marketing Trends Through Current Events: Students will use Adweek.com or Morningbrew.com to analyze current events and trends in marketing as related to the unit of study.

Ethos, Pathos, or Logos?: After receiving direct instruction on rhetorical appeals, students will be presented with a series of print and broadcast advertisements. Students will be tasked with identifying if marketers use ethos, pathos, or logos and how their use of the rhetorical appeal encourages customers to act.

Magazine Space Analysis: Students will work in small groups to examine a series of magazines and develop conclusions as to what products are typically featured in different ad spaces in magazines.

Ad Dissection: Students will be given famous magazine ads. In small groups, they will need to dissect the ads and identify how the ad contains the five different fundamental parts of print advertising.

“Alliance for Audited Media Answers” Jigsaw: Students will be broken into six groups - each group will be assigned one of the AAM Answers videos from the online playlist taking note of key information regarding the topic. They will then jigsaw with their peers to share their conclusions.

Photoshop Practice: Students will be provided a sample image of the high school. They will then be tasked with using Photoshop to edit the picture for the school's website.

Bring a New Product to the Marketplace - Phase Three: Students will continue to collaborate in small groups to develop their marketing plan for their product. During this phase of the development process, students will:

- Develop a print ad for their product
- Identify the magazine that matches the desired target market
- Use ethos, pathos, or logos as a rhetorical appeal
- Add the aforementioned to their existing slideshow for their client presentation.

Press Release Dissection: Students will be provided with a series of press releases. In small groups, they will identify the common components and what makes them effective. Students will then watch "How to Write a Press Release" and practice writing a press release for a new item on the McDonald's menu using the provided template.

Bring a New Product to the Marketplace - Phase Four: Students will continue to collaborate in small groups to develop their marketing plan for their product. During this phase of the development process, students will:

- Research a newspaper in their test city to find its circulation cost per thousand and the name of the contact person for sending press releases for publication
- Write and edit a press release for the group's product - include a quote from the company president or a satisfied customer.
- Add the aforementioned to their existing slideshow for their client presentation.

BizAdmark Webquest: Students will visit BizAdmark's Radio Advertising Guide and complete an instructor developed Webquest. Students will then apply what they learned to explain why the presented radio ads were so effective.

Top Ten Jingles: Students will watch "Top 10 Product Commercial Jingles" and identify the defining features that make an effective jingle.

CPM Calculations: The instructor will provide a series of practice problems where students will calculate CPM for radio and podcast ads.

Podcasting Case Studies: After watching “Podcast Ads - A Podcaster's Guide to Podcast Advertising in 2022,” students will read “Successful Podcast Ad Examples and Why They Worked” - they will discuss with their groups why the provided case studies were effective and apply key terms to their analysis.

Bring a New Product to the Marketplace - Phase Five: Students will continue to collaborate in small groups to develop their marketing plan for their product. During this phase of the development process, students will:

- Determine which audio format is most effective for their targeted market: radio or podcast
- Research a specific radio station or podcast that would reach the target market - identify its listenership, the cost to run this ad three times, and when and how often the ad should run.
- Develop a 30-60 second radio spot or podcast ad for the product - use ethos, pathos, or logos as a rhetorical appeal.
- Add the aforementioned to their existing slideshow for their client presentation.

Scoring Commercials: Students will watch “How to Write a 30 Second Commercial Video Script” and create a rubric based on the recommendations listed in the video. They will then watch a series of commercials provided by the instructor and score the commercials based on their rubric. They should provide feedback as to how the commercials could be improved. Students will then read “How to Make a Great Local TV Commercial” and repeat the process of creating a rubric and scoring local commercials.

Unethical Ads: The teacher will provide direct instruction regarding the importance of upholding ethical standards. The teacher will then select historical ads that were removed due to violating a code of ethics (ex: Peloton’s “The Gift That Give Back,” Pepsi’s “Live for Now,” Nationwide’s “Boy”).

Storyboarding Grab Bag: Students will work in small groups where they will select a product from a ”grab bag” - they will be tasked with developing a storyboard advertisement for this product and acting out their “skit” for the class.

Bring a New Product to the Marketplace - Phase Six: Students will continue to collaborate in small groups to develop their marketing plan for their product. During this phase of the development process, students will:

- Determine if a traditional tv commercial, a YouTube ad, or streaming service ad would be most appropriate for reaching the target market.
- Identify the channel or platform that would be most appropriate for reaching the target market.
- Write, record, and edit a traditional television commercial, YouTube ad, or streaming service ad - use ethos, pathos, or logos as a rhetorical appeal.

- Add the aforementioned to their existing slideshow for their client presentation.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, think-pair-share activities, creating visual representations, debates, video analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Business Management and Information Technology course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows/ Exit Slips, Class Activities, Homework, Quizzes, Current Event Analyses

Summative Assessments:

- Unit tests including multiple choice, free response questions, and current events analysis as applicable.
- Bring a New Product to the Marketplace - Phase Three
- Bring a New Product to the Marketplace - Phase Four
- Bring a New Product to the Marketplace - Phase Five
- Bring a New Product to the Marketplace - Phase Six

Alternative Assessments:

- Improve the Press Release: Students will be provided with a press release in need of improvement - they will edit and revise it according to the principles of a strong press release.
- Create a Jingle: Students will create a jingle with at least eight lines of text that is upbeat, catchy, and describes the key benefits of the product.
- Best on Air Analysis: In writing, students will defend their choices for best TV spot ever filmed.

Benchmark Assessment:

- Commercial Analysis and Application

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: [Core Book List](#)

The following are approved resources that teachers can include to further unit related objectives:

[AAM Answers Playlist](#)

[Alliance for Audited Media](#)

[Ethos, Pathos & Logos: Definition and Examples of Persuasive Advertising Techniques](#)

[70 Best Print Adverts Of All Time](#)

[Sample Online Advertising Rate Cards](#)

[Photoshop Tutorial for Beginners 2022](#)

[Business Design Tips : How to Create Magazine Advertisements](#)

[“How to Write a Press Release \(Free Template\)” Video](#)

[The Ultimate Guide to Podcast Advertising and Sponsorship](#)

[Podcast Ads - A Podcaster's Guide to Podcast Advertising in 2022](#)

[BizAdmark Radio Advertising Guide](#)

[“Why You Should Advertise on Podcasts”](#) article

[“Successful Podcast Ad Examples and Why They Worked”](#) article

[“How to Write a 30 Second Commercial Video Script”](#) video

[“How to Make a Great Local TV Commercial”](#) article

[“Top 10 Best Super Bowl Commercials of 2022”](#) video

[“How to Make Video Ads \(The Easy Way\)”](#) Video

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

<https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing>

These additional strategies are helpful when learning Business Management and Information Systems content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions

- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Using visual presentations of all materials and including graphic organizers when possible.