

# Unit 06: Marketing and Advertising

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## **Standards Alignment**

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### **New Jersey Student Learning Standards**

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#### **Capacities of the Literate Individual**

#### **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

### **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP2 Apply appropriate academic and technical skills.

CRP.K-12.CRP3 Attend to personal health and financial well-being.

CRP.K-12.CRP4 Communicate clearly and effectively and with reason.

CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP6 Demonstrate creativity and innovation.

CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

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## **Technology / Integration of Computer Science and Design Thinking**

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## **Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section**

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## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section**

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see Crosswalks

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## **21st Century Life and Careers**

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## **Stage I: Desired Results**

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## **Transfer/Overview/Rationale**

<b>Transfer / Overview / Rationale</b>
<p>Unit Rationale The purpose of this unit...</p>

## **Meaning**

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### **Essential Questions**

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#### Essential Questions

Why is the history of advertising essential to understanding its importance in contemporary media?

Why are television and the internet primary channels of advertising for product awareness?

Why is it important to understand the concepts behind the complaints about advertising?

Why are trends and convergence in advertising important to the industry?

### **Enduring Understanding/Indicators of Understanding**

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#### Enduring Understanding/Indicators of Understanding

Become familiar with the history and development of the advertising industry

Understand criticisms of advertising

Understand how the economy and culture shape the content of advertising

Be familiar with different types of advertising and their purpose

Understand the relationship between advertising and consumer

Possess media literacy skills as it pertains to you as a consumer

[Mass Media Ch.13](#)

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

Advertising has been a part of commerce for centuries

Advertising suffers from criticisms

Advertising is considered beneficial to the economy

There are different types of advertising including theories and devices

Regulation of the industry is the responsibility of the FTC

There are ways to measure advertising effectiveness

Converging technologies change and reshape advertising in the 21st century

[Advertising History](#)  
[Ad Council of America](#)

## **Skills**

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Skills

Student will be skilled at ...

Discussing advertising history

Identifying and providing examples for criticisms

Discussing theories and providing examples

Identifying devices while viewing advertising

Understanding the need for regulation

Identifying advertising convergence

## **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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Resources and Mentor Texts

Mass Media Chapter 13 and Introduction to Communication Chapter 12

Internet sites:

Television Bureau of Advertising

American Association of Advertising

Youtube

MS Power Point

Adobe Photoshop

## **Formative Assessment Strategies**

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Formative Assessment Strategies

ESSAY:

Advertising is extremely controversial. As we have read, government regulations are needed to control falsehoods and inappropriateness in advertising. Criticisms of advertising center around six specific complaints. In a detailed essay (including an introduction paragraph, three supporting paragraphs and a conclusion) explain three of the six criticisms and provide examples for each of these three complaints by describing products that are advertised to and purchased by pop culture.

[Chapter 13 Multi Choice/Terms](#)  
[Advertising Essay Test](#)

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

Reading and annotating Mass Media Chapter 13 and Introduction to Communication Chapter 12

Viewing television commercials from 1950 until present

Viewing print ads and identifying devices

Creating a print ad for a product from the school store

Creating a radio commercial for a product from the school store

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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## **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many

teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.