

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter N. Marketing</b>
<b>Course Title</b>	<b>§130.382. Advertising (One-Half Credit), Adopted 2015</b>
<p>(a) <b>General Requirements.</b> This course is recommended for students in Grades 9 – 12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one-half credit for successful completion of this course.</p>	
<p>(b) <b>Introduction.</b></p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</p> <p>(3) Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

<b>(c) Knowledge and Skills.</b>		
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(i) communicate effectively with others using speaking skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(ii) communicate effectively with others using listening skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(iii) communicate effectively with others using writing skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) show integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) show integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate leadership skills, teamwork, and communication skills by participating in career and technical education courses	(i) demonstrate leadership skills by participating in career and technical education courses
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate leadership skills, teamwork, and communication skills by participating in career and technical education courses	(ii) demonstrate teamwork by participating in career and technical education courses

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate leadership skills, teamwork, and communication skills by participating in career and technical education courses	(iii) demonstrate communication skills by participating in career and technical education courses
(2) 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	(i) recognize marketing functions
(2) 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	(ii) recognize how [marketing functions] relate to advertising
(2) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(B) explain how each component of the marketing mix contributes to successful advertising	(i) explain how each component of the marketing mix contributes to successful advertising
(2) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(C) identify the importance of target markets	(i) identify the importance of target markets
(2) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(D) research trends affecting advertising marketing	(i) research trends affecting advertising marketing
(3) The student knows the impact and value of diversity. The student is expected to:	(A) examine elements of culture and discuss the need for understanding cultural diversity	(i) examine elements of culture

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student knows the impact and value of diversity. The student is expected to:	(A) examine elements of culture and discuss the need for understanding cultural diversity	(ii) discuss the need for understanding cultural diversity
(3) The student knows the impact and value of diversity. The student is expected to:	(B) identify how diversity affects advertising strategy	(i) identify how diversity affects advertising strategy
(4) The student knows the nature and scope of advertising marketing. The student is expected to:	(A) demonstrate knowledge of the history of advertising as an industry and how it relates to today's marketplace	(i) demonstrate knowledge of the history of advertising as an industry
(4) The student knows the nature and scope of advertising marketing. The student is expected to:	(A) demonstrate knowledge of the history of advertising as an industry and how it relates to today's marketplace	(ii) demonstrate how [the history of advertising as an industry] relates to today's marketplace
(4) The student knows the nature and scope of advertising marketing. The student is expected to:	(B) discuss major environmental influences that impact advertising	(i) discuss major environmental influences that impact advertising
(4) The student knows the nature and scope of advertising marketing. The student is expected to:	(C) research the advantages and disadvantages of the types of advertising	(i) research the advantages of the types of advertising
(4) The student knows the nature and scope of advertising marketing. The student is expected to:	(C) research the advantages and disadvantages of the types of advertising	(ii) research the disadvantages of the types of advertising
(4) The student knows the nature and scope of advertising marketing. The student is expected to:	(D) illustrate how international marketing affects the advertising industry	(i) illustrate how international marketing affects the advertising industry

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student knows that advertising requires knowledge of demographics. The student is expected to:	(A) explain how the use of demographics has influenced the industry	(i) explain how the use of demographics has influenced the industry
(5) The student knows that advertising requires knowledge of demographics. The student is expected to:	(B) differentiate between buying habits and buying preferences	(i) differentiate between buying habits and buying preferences
(5) The student knows that advertising requires knowledge of demographics. The student is expected to:	(C) explain the impact of multiculturalism and multigenerationalism on advertising marketing activities	(i) explain the impact of multiculturalism on advertising marketing activities
(5) The student knows that advertising requires knowledge of demographics. The student is expected to:	(C) explain the impact of multiculturalism and multigenerationalism on advertising marketing activities	(ii) explain the impact of multigenerationalism on advertising marketing activities
(6) The student knows that a career in advertising requires knowledge of the industry. The student is expected to:	(A) research careers in the advertising industry	(i) research careers in the advertising industry
(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	(i) identify businesses related to advertising
(6) The student knows that a career in advertising requires knowledge of the industry. The student is expected to:	(C) identify the role of professional organizations, trade associations, and labor unions in the advertising industry	(i) identify the role of professional organizations in the advertising industry

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student knows that a career in advertising requires knowledge of the industry. The student is expected to:	(C) identify the role of professional organizations, trade associations, and labor unions in the advertising industry	(ii) identify the role of trade associations in the advertising industry
(6) The student knows that a career in advertising requires knowledge of the industry. The student is expected to:	(C) identify the role of professional organizations, trade associations, and labor unions in the advertising industry	(iii) identify the role of labor unions in the advertising industry
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(A) explain how selling contributes to the success of an advertising agency	(i) explain how selling contributes to the success of an advertising agency
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(i) employ the steps of selling including prospecting
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(ii) employ the steps of selling including pre-approach
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(iii) employ the steps of selling including approach
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(iv) employ the steps of selling including presentation

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(v) employ the steps of selling including overcoming objections
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(vi) employ the steps of selling including close
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(vii) employ the steps of selling including follow-up
(8) The student evaluates and uses information resources to research careers in advertising and sales. The student is expected to:	(A) use multimedia resources such as the Internet to research careers in advertising and sales	(i) use multimedia resources to research careers in advertising
(8) The student evaluates and uses information resources to research careers in advertising and sales. The student is expected to:	(A) use multimedia resources such as the Internet to research careers in advertising and sales	(ii) use multimedia resources to research careers in sales
(8) The student evaluates and uses information resources to research careers in advertising and sales. The student is expected to:	(B) identify businesses related to advertising and sales	(i) identify businesses related to advertising
(8) The student evaluates and uses information resources to research careers in advertising and sales. The student is expected to:	(B) identify businesses related to advertising and sales	(ii) identify businesses related to sales

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student develops and delivers presentations using appropriate media to engage and inform audiences. The student is expected to	(A) prepare oral presentations to provide information for specific purposes and audiences	(i) prepare oral presentations to provide information for specific purposes
(9) The student develops and delivers presentations using appropriate media to engage and inform audiences. The student is expected to	(A) prepare oral presentations to provide information for specific purposes and audiences	(ii) prepare oral presentations to provide information for specific audiences
(9) The student develops and delivers presentations using appropriate media to engage and inform audiences. The student is expected to	(B) identify and prepare support materials that will enhance an oral presentation	(i) identify support materials that will enhance an oral presentation
(9) The student develops and delivers presentations using appropriate media to engage and inform audiences. The student is expected to	(B) identify and prepare support materials that will enhance an oral presentation	(ii) prepare support materials that will enhance an oral presentation
(9) The student develops and delivers presentations using appropriate media to engage and inform audiences. The student is expected to	(C) deliver an oral presentation that sustains listener attention and interest	(i) deliver an oral presentation that sustains listener attention
(9) The student develops and delivers presentations using appropriate media to engage and inform audiences. The student is expected to	(C) deliver an oral presentation that sustains listener attention and interest	(ii) deliver an oral presentation that sustains listener interest
(10) The student knows the marketing-information system. The student is expected to:	(A) explain characteristics and purposes of a marketing-information system	(i) explain characteristics of a marketing-information system

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student knows the marketing-information system. The student is expected to:	(A) explain characteristics and purposes of a marketing-information system	(ii) explain purposes of a marketing-information system
(10) The student knows the marketing-information system. The student is expected to:	(B) identify benefits and limitations of marketing research	(i) identify benefits of marketing research
(10) The student knows the marketing-information system. The student is expected to:	(B) identify benefits and limitations of marketing research	(ii) identify limitations of marketing research
(10) The student knows the marketing-information system. The student is expected to:	(C) analyze data used to make accurate forecasts	(i) analyze data used to make accurate forecasts
(11) The student knows pricing policies, objectives, and strategies. The student is expected to:	(A) compare and contrast pricing policies	(i) compare and contrast pricing policies
(11) The student knows pricing policies, objectives, and strategies. The student is expected to:	(B) analyze the price of an advertising marketing product	(i) analyze the price of an advertising marketing product
(12) The student knows the elements and processes of product planning. The student is expected to:	(A) describe stages of new-product planning	(i) describe stages of new-product planning
(12) The student knows the elements and processes of product planning. The student is expected to:	(B) analyze product mix	(i) analyze product mix
(12) The student knows the elements and processes of product planning. The student is expected to:	(C) identify stages of the product life cycle for new or existing advertising marketing plans	(i) identify stages of the product life cycle for new or existing advertising marketing plans

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:	(A) identify components of the promotional mix such as advertising, visual merchandising, and personal selling	(i) identify components of the promotional mix
(13) The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:	(B) demonstrate visual merchandising techniques for advertising marketing goods, services, or ideas	(i) demonstrate visual merchandising techniques for advertising marketing goods, services, or ideas
(13) The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:	(C) analyze a promotional plan for effectiveness	(i) analyze a promotional plan for effectiveness
(14) The student knows how technology affects advertising. The student is expected to:	(A) examine how social media contributes to advertising	(i) examine how social media contributes to advertising
(14) The student knows how technology affects advertising. The student is expected to:	(B) research the use of technology in advertising	(i) research the use of technology in advertising
(15) The student understands how media planning should achieve marketing objectives. The student is expected to:	(A) compare and contrast the different forms of media	(i) compare and contrast the different forms of media
(15) The student understands how media planning should achieve marketing objectives. The student is expected to:	(B) distinguish between the four components of marketing, including paid, earned, shared, and owned (PESO)	(i) distinguish between the four components of marketing, including paid earned, shared, and owned (PESO)