National Curriculum of Pakistan 2022-23

TECHNICAL EDUCATION

ADVERTISING





NATIONAL CURRICULUM COUNCIL SECRETARIAT

MINISTRY OF FEDERAL EDUCATION AND PROFESSIONAL TRAINING, ISLAMABAD GOVERNMENT OF PAKISTAN



National Curriculum of Pakistan 2022-23

TECHNICAL EDUCATION ADVERTISING

Grades 9-12



NATIONAL CURRICULUM COUNCIL SECRETARIAT

MINISTRY OF FEDERAL EDUCATION AND PROFESSIONAL TRAINING, ISLAMABAD GOVERNMENT OF PAKISTAN



It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, deeni madaris, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

Dr. Mariam Chughtai

Director National Curriculum Council Secretariat Ministry of Federal Education and Professional Training

Advertising Progression Grid (PG)

Note: (The recommended programme of study for Advertising is four years and the progression grid is designed accordingly. However, it may easily be adapted for a two-year programme easily with students studying the content for 9-10 in Grade 11 and for 11 and 12 in Grade 12.)

Domain A: Introduction to Advertising

Standard A1: Establish a foundational understanding of advertising, exploring its fundamental concepts and principles.

Standard A2: Explain the evolution and historical perspectives of advertising including the impact of societal changes on advertising trends.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I:Students will be a concepts of advertising, its purporties the groundwork for further explo	ose, and key principles, laying	Benchmark I:Students will be a meaning and purpose of advertisadvertising principles.	<u> </u>
	Student Lear	ning Outcomes	
[SLO: Adv-09-A-01]:		[SLO: Adv-11-A-01]:	
Define Advertising: Students		Students will be able to	
will be able to articulate a basic definition of advertising,		[SLO: Adv-11-A-02]:	
understanding its role in communication and promotion.		Recall the concepts tight previously by articulating a basic definition of advertising,	

•					
[SLO: Adv-09-A-02]: Explain Advertising Objectives: Students will be able to explain the primary objectives of advertising, such as creating awareness, influencing attitudes, and stimulating action. [SLO: Adv-09-A-03]: Identify Advertising Elements: Students will identify basic elements of advertising, including messages, visuals, and target audience considerations.	explaining primary objectives (such as creating awareness, influencing attitudes, and stimulating action), and identifying key elements, encompassing messages, visuals, and target audience considerations. [SLO: Adv-11-A-03]: Students will critically analyze basic knowledge of various advertising strategies, including target audience identification, message positioning, and media selection.				
Benchmark II: Evolution and H	istorical View of Advertising				
Student Learning Outcomes					
Students will be able to	[SLO: Adv-11-A-04]:				
[SLO: Adv-09-A-04]: articulate a basic definition of advertising, understanding its	Students will be able to provide an overview of historical development and				

role in communication and promotion.

[SLO: Adv-09-A-05]:

Trace the origins of Advertising including its earlier forms, historic significance, role in business, marketing and attitude formation in general

[SLO: Adv-09-A-06]:

Examine the role of advertising during the 20th century, with a focus on the influence of World Wars, the advent of television, and the rise of consumer culture.

[SLO: Adv-09-A-07]:

Determine various factors responsible for growth and popularity of advertising such as information dissemination, propaganda, attitude formation etc. evolution in the field of advertising.

[SLO: Adv-11-A-05]:

Articulate a basic definition of advertising, explaining primary objectives (such as creating awareness, influencing attitudes, and stimulating action),

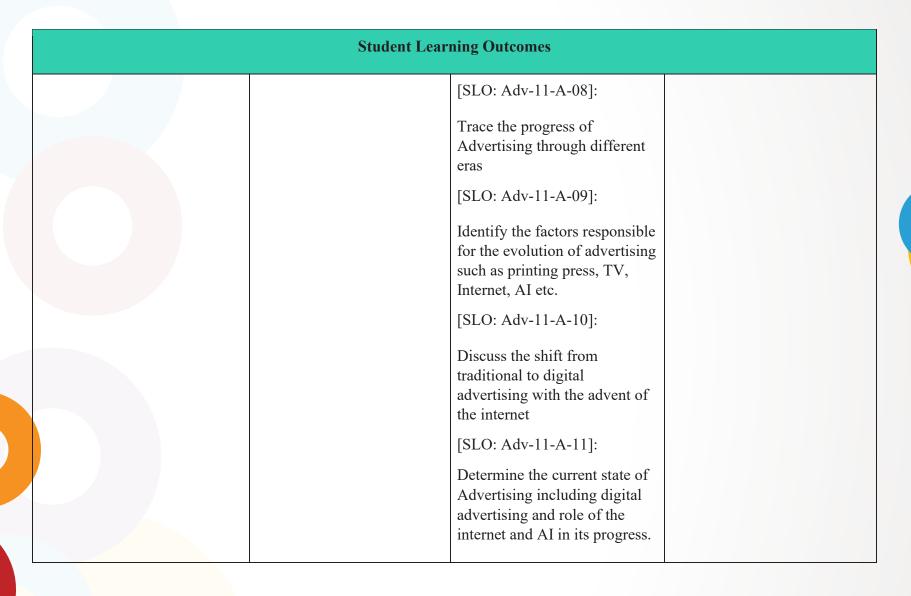
[SLO: Adv-11-A-06]:

identify key elements, encompassing messages, visuals, and target audience considerations.

[SLO: Adv-11-A-07]:

critically analyze basic knowledge of various advertising strategies, including target audience identification, message positioning, and media selection.

Benchmark III: Students will be able to discuss the course of evolution and current state of Advertising



Domain B: The Process of Communication

Standard B1: Students will be able to explain the basic elements of communication and apply communication theories in advertising contexts.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I:Students will dem acquisition of communication ele theories in advertising, and the ir communication.	ements, communication	Benchmark I: Students will der communication elements, comm advertising, and the impact of te	unication theories in
	Student Lear	ning Outcomes	
Students will be able to		Verbal Communication	
[SLO: Adv-09-B-01]:		[SLO: Adv-11-B-01]:	
list the basic elements of communication.		Students will be able to critically analyze speeches, identifying rhetorical devices,	
[SLO: Adv-09-B-02]: Explore the difference between		persuasive techniques, and the intended impact on the audience.	
verbal, non-verbal and written communication.		[SLO: Adv-11-B-02]:	
[SLO: Adv-09-B-03]:		Develop effective oral presentation skills, including	

Explain the role of language and tone in verbal communication

[SLO: Adv-09-B-04]:

Develop storytelling and narration skills, using verbal communication in advertising context.

[SLO: Adv-09-B-05]:

Practice basic oral communication skills, emphasizing communication within group settings, such as problem-solving and decision-making.

Non Verbal Communication

[SLO: Adv-09-B-06]:

Identify and understand various non-verbal cues, including body language, facial expressions, gestures, and posture.

[SLO: Adv-09-B-07]:

Apply knowledge of nonverbal communication in clear articulation, appropriate pace, and engaging delivery.

Non Verbal Communication

[SLO: Adv-11-B-03]:

Recognize and interpret nonverbal cues, such as body language and facial expressions, to enhance their understanding of communication.

[SLO: Adv-11-B-04]:

Explore advanced concepts in semiotics, such as signification, intertextuality, and cultural codes to analyze the subliminal messages in the advertisement.

[SLO: Adv-11-B-05]:

Analyze how signs and symbols operate within specific cultural contexts and influence consumer perceptions

[SLO: Adv-11-B-06]:

various contexts, such as formal presentations, group discussions, and casual conversations.

Written Communication

[SLO: Adv-09-B-08]:

Develop strong written communication skills, producing well-structured and coherent messages suitable for different purposes and audiences such as building brand awareness, image building, promotion of product, informing and educating consumers, influencing consumer behavior and persuading a broad consumer base, specific demographics, businesses, or local communities.

[SLO: Adv-09-B-09]:

Learn the art of developing clear and concise written messages for advertising purposes.

Explore cultural nuances influencing the interpretation of symbols in advertising.

ADDITIONAL/ADVANCED

[SLO: Adv-11-B-07]:

Develop skills in creating symbolic content, ensuring alignment with complex marketing objectives and nuanced audience preferences.

Written Communication

[SLO: Adv-11-B-08]:

Explore and master copywriting techniques tailored for various mediums like social media platforms, websites, blogs, traditional print and broadcast media, forums and community platforms.

[SLO: Adv-11-B-09]:

Craft compelling and impactful content that resonates with diverse

		audiences across different platforms. [SLO: Adv-11-B-10]: Adapt their writing style for different platforms like social media platforms, websites, blogs, traditional print and broadcast media, forums and community platforms for understanding the nuances of each medium.	
Benchmark II: Students will b	vertising Contexts		
[SLO: Adv-09-B-10]: describe the AIDA and Hierarchy of Effects Models for deeper understanding of advertisement.	[SLO: Adv-10-B-01]: Explain the Elaboration Likelihood Model (ELM) and its role in shaping attitudes through central and peripheral routes,	[SLO: Adv-11-B-11]: Elucidate the Elaboration Likelihood Model (ELM) and its role in shaping attitudes through central and peripheral routes, [SLO: Adv-11-B-12]:	

		persuasive messages in advertising.	
[SLO: Adv-09-B-11]: Apply AIDA and Hierarchy of Effect Models to analyze how advertisements capture attention, generate interest, create desire, and prompt action.	[SLO: Adv-10-B-02]: Grasp the fundamental concepts of semiotics in advertising, including the meaning of signs and symbols.	[SLO: Adv-11-B-13]: Explain the fundamental concepts of semiotics in advertising, including the meaning of signs and symbols. [SLO: Adv-11-B-14]: Identify the use of SEMIOTICS in conveying messages in advertisements.	
[SLO: Adv-09-B-12]: Comprehend the DAGMAR model and its role in setting clear and measurable advertising goals.	[SLO: Adv-10-B-03]: Explore the principles of Social Cognitive Theory in the context of persuasive messages.	[SLO: Adv-11-B-15]: Critically analyze advertisements to interpret the symbolic content, recognizing the impact of symbols on consumer perceptions, considering the intended message and target audience.	

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[SLO: Adv-09-B-13]:	[SLO: Adv-11-B-16]:
Demonstrate the DRIP model	Analyze how observational
and its application in	learning, imitation, and
advertising strategies.	modeling influence the
[SLO: Adv-09-B-14]:	effectiveness of advertising messages.
Explore how differentiation,	
reminding, informing, and	
persuading are integrated into	
advertising campaigns to effectively reach target	
audiences.	
addictives.	
[SLO: Adv-09-B-15]:	
Explore the EHRENBURG	
model and its significance in	
designing comprehensive	
advertising campaigns.	
Benchmark III: Students will be al	ble to learn the techniques of Interpersonal Communication Skills and Cross-Cultural
Communication	

Student Learning Outcomes

Students will be able to...

Students will be able to...

Students will be able to...

[SLO: Adv-09-B-16]:	[SLO: Adv-10-B-04]:	[SLO: Adv-11-B-17]:	
develop active listening techniques to enhance their understanding of spoken communication and improve interpersonal skills.	critically analyze various communication styles, recognizing their impact on interpersonal interactions and adjusting their own style accordingly.	critically analyze cultural differences in communication, identifying nuances in language, non-verbal cues, and social customs across diverse cultures	
	[SLO: Adv-10-B-05]:	[SLO: Adv-11-B-18]:	
	integrate advanced active listening techniques, demonstrating the ability to comprehend, interpret, and respond effectively to verbal and non-verbal cues.	apply advanced techniques for cultural adaptation in communication, tailoring messages and approaches to resonate with specific cultural contexts and preferences	
	[SLO: Adv-10-B-06]:		
	apply negotiation and conflict resolution skills to more complex scenarios, emphasizing negotiation with clients and stakeholders in the advertising industry.		
	[SLO: Adv-10-B-07]:		
	critically analyze the impact of technology on interpersonal communication, considering		

	[Advanced SLO] Explore VR & AR applications and impact on communication.	emphasizing cultural sensitivity and adaptability.	
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Domain C: Nature and Types of Advertising

Standard C1: Students will be able to identify and evaluate different types of advertising, their characteristics and effectiveness

	Grade 9	Grade 10	Grade 11	Grade 12
	Benchmark I : Students will be able to identify different types of advertising, their characteristics, and effectiveness.		Benchmark I: Students will be able to critically evaluate and analyze different types of advertising, discerning their nuances and strategic implications.	
Student Learning Outcomes			ning Outcomes	

[SLO: Adv-09-C-01]:

Demonstrate an understanding of various types of advertising, including but not limited to print, digital, broadcast, and outdoor advertising.

[SLO: Adv-09-C-02]:

Identify and classify different advertising types based on their distinctive features and mediums.

[SLO: Adv-09-C-03]:

Analyze the characteristics of each advertising type, considering elements such as target audience, message format, and creative strategies.

[SLO: Adv-09-C-04]:

Evaluate the effectiveness of different advertising types by considering factors like audience engagement, message recall, and impact on consumer behavior.

[SLO: Adv-09-C-05]:

[SLO: Adv-11-C-01]:

Building on Grade 9 knowledge, students will conduct more in-depth analyses of advanced advertising types, such as experiential marketing, influencer marketing, and native advertising.

[SLO: Adv-11-C-02]:

Assess the strategic implications of using different advertising types in various contexts. Moreover, implicating comprehension of how each contributes to overall marketing goals.

[SLO: Adv-11-C-03]:

Explore emerging trends in advertising, including the integration of technology, social media, and data analytics, and discuss their impact on the evolving landscape of advertising.

[SLO: Adv-11-C-04]:

Conduct a comparative Examine the ethical analysis of the strengths and considerations related to weaknesses of various different advertising types, advertising types, recognizing discussing issues and the the suitability of each for impact of advertising on different products, services, or diverse audiences. target demographics.

Domain D: Segmenting and Targeting the Audience

Standard D1: Students will be able to apply segmentation and targeting strategies to reach potential target audiences.

Grade 9	Grade 10	Grade 11	Grade 12
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Benchmark I: Students will be able to di between demographic, psychographic, g behavioral segmentation		Benchmark I: Students will be able to apply advance segmentation techniques in the digital era	
[SLO: Adv-09-D-01]: Explain the concept of segmentation in terms of its significance and usage in marketing and advertising [SLO: Adv-09-D-02]:	Student I	[S[O: Adv-11-D-01]: Evaluate how segmentation works on various digital media including social media, search engines and websites	
Explain how customers are segmented based on their needs, preferences, attitudes and behavior [SLO: Adv-09-D-03]: Analyze how geographic, demographic, psychographic and behavioral segmentation is		[SLO: Adv-11-D-02]: Create customer segments on different social platforms such as Facebook, Instagram, twitter, TikTok etc.	
done [SLO: Adv-09-D-04]: Determine when each segmentation type is appropriate to choose such as			

Benchmark II: Students will be able to analyze the role of targeting in advertising

Benchmark II: Students will be able to analyze the role of targeting in advertising

Student Learning Outcomes

•	[SLO: Adv-09-D-05]:	[SLO: Adv-11-D-03]:	
	Evaluate the role and importance of targeting in advertising	Evaluate the role and importance of targeting in advertising	
	[SLO: Adv-09-D-06]:	[SLO: Adv-11-D-04]:	
	Compare and contrast different targeted strategies such as online vs offline etc.	Compare and contrast different targeting strategies such as online vs offline. [SLO: Adv-11-D-05]:	
		Apply appropriate targeting strategies to the identified segments	
		[SLO: Adv-11-D-05]:	
		[Advance SLO] Create a mock targeting campaign on Facebook by choosing a relevant market segment	
		Total value marrier segment	

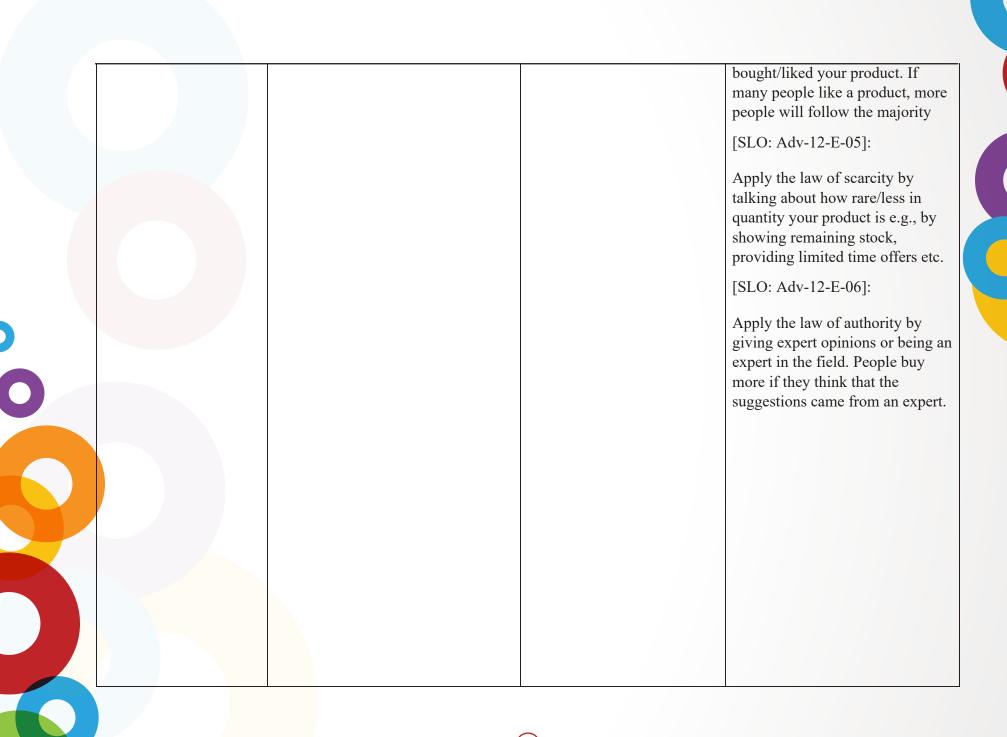
Domain E: Laws of Persuasion

Standard E1: Students will be able to apply persuasive techniques in creating effective advertisements

Grade 9	Grade 10	Grade 11	Grade 12
	will be able to explain six basic i.e., reciprocity, consistency, liking, d authority	Benchmark I: Students will k of persuasion on variety of si	oe able to apply basic principles tuations

Student Learning Outcomes

[SLO: Adv-10-E-01]: [SLO: Adv-12-E-01]: Define nature and purpose of Apply the law of reciprocity by persuasion giving something free to the customer first such as a discount, [SLO: Adv-10-E-02]: free e-book, free course/lesson etc. List and explain six main persuasion principles* i.e. [SLO: Adv-12-E-02]: law of reciprocity Apply the law of consistency and law of consistency and commitment by making your commitment customer agree to a very small law of liking favor such as liking your page, Law of social proof giving feedback or purchasing law of scarcity very less expensive thing so that law of authority he/she is more likely to buy from you in the future based on consistency principle [SLO: Adv-12-E-03]: Apply the law of liking which states that people are more likely to like you/your brand/your product if it shares similarities with the customer's personality (*Based on Robert Cialdini's [SLO: Adv-12-E-04]: research) Apply the law of social proof by telling your potential customers about how many people have



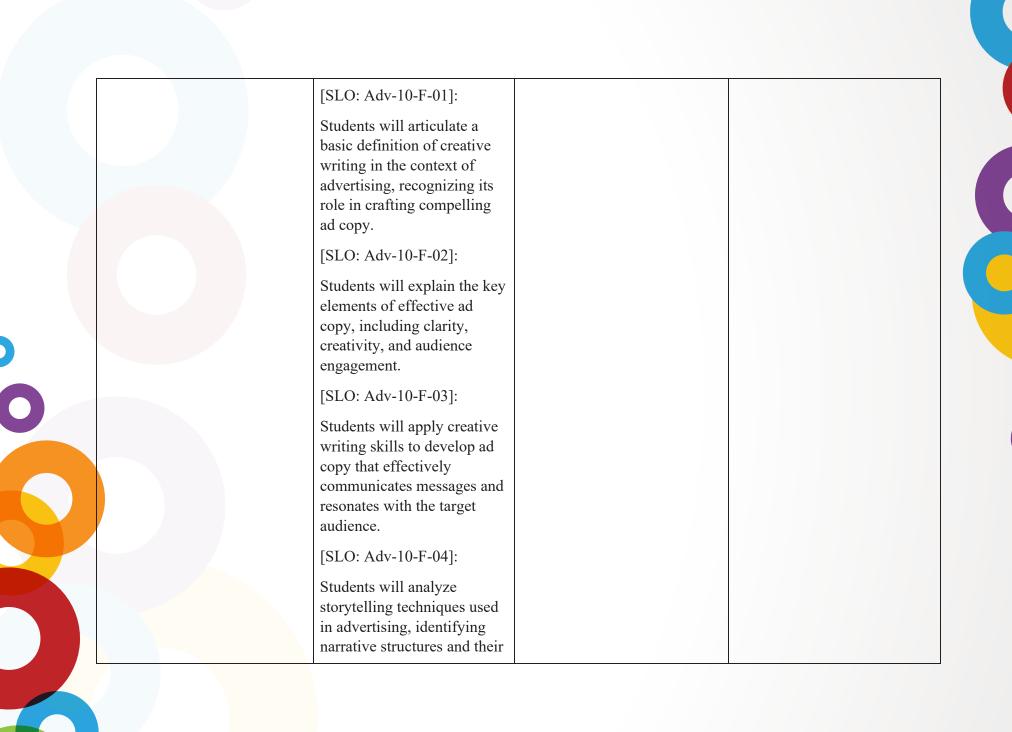
	Benchmark II: Students will be able to create persuasive copies using the principles of persuasion	ad
Student I	Learning Outcomes	
	[SLO: Adv-12-E-07]: Students will be able to synthesize and create persuas advertisements by applying the combination of various laws of persuasion	he

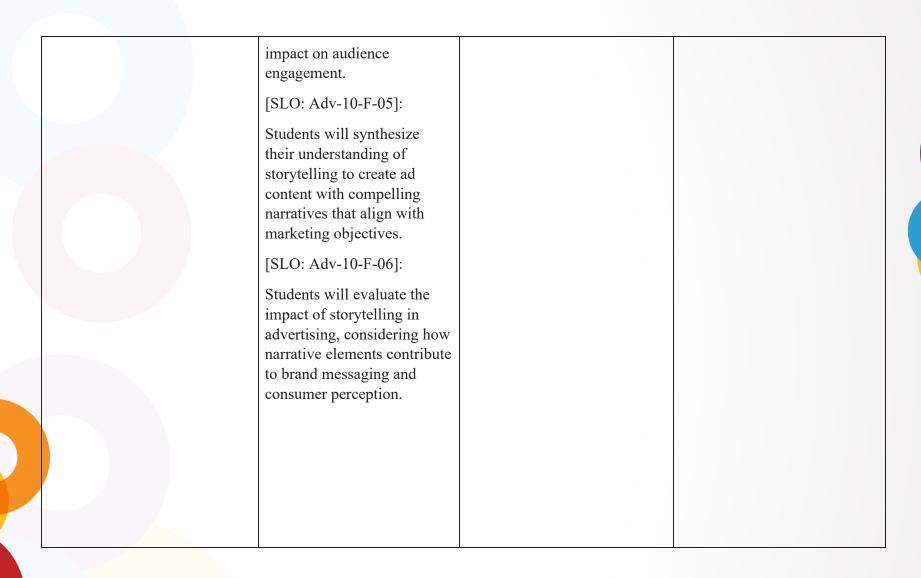
Domain F: Creative Writing

Standard F1: Students will be able to develop creative writing skills for effective ad copy.

Standard F2: Students will be able to understand the role of storytelling in advertising.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Students will be a through creative writing skills an storytelling in advertising.	1	Benchmark I:	
Student Lear		ning Outcomes	

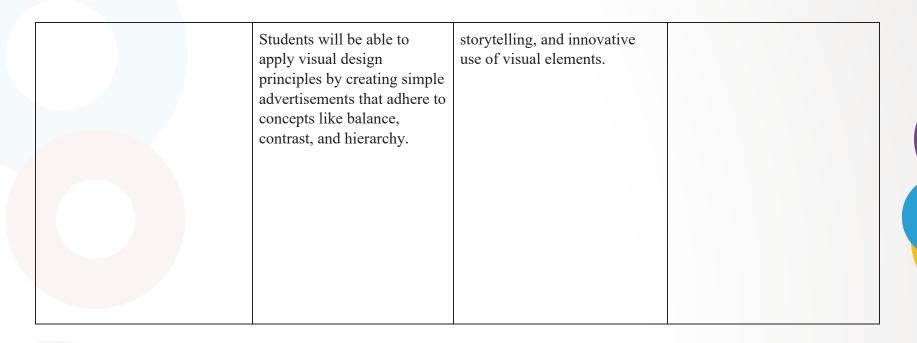




Domain G: Visual Communication

Standard G1: Students will be able to comprehend and demonstrate the principles of visual design in advertising and proficiently apply visual communication techniques in ad design.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Students will be all fundamentals of visual communic skills in visual design and its inter	ble to discuss the cation, demonstrating basic	Benchmark I: Students will be a principles of visual design in advocommunication techniques in adcomplex advertising campaigns.	able to critically analyze the vertising and apply visual design within the context of
	Student Lear	ning Outcomes	
	[SLO: Adv-10-G-01]:	[SLO: Adv-11-G-01]:	
	Students will learn about the fundamental visual communication techniques in ad design, to critically analyze their significance in advertising messages.	Students will discuss visual design principles in advertising and apply visual communication techniques in creating compelling ad designs.	
	[SLO: Adv-10-G-02]:	[SLO: Adv-11-G-02]:	
	Students will be able to analyze and discuss how the elements of visual communication such as the use of color, typography, and imagery to convey messages, convey messages within the context of advertising. [SLO: Adv-10-G-03]:	Students will critically analyze visual design elements, identifying how each element contributes to the overall effectiveness of advertising. [SLO: Adv-11-G-03]: Students will be able to experiment with complex compositions, visual	



Domain H: Digital Marketing

Standard H1: Students will be able to develop a basic digital marketing strategy for a brand/product.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Discuss basics of digital marketing including its types and significance in the modern era		Benchmark I: Apply the basic concepts of digital marketing including using digital channels to promote products and services.	
	Student Lea	rning Outcomes	

Benchmark II:	mailchimp	usefulness for different types of digital platforms such as social media, search engines, websites etc. Benchmark II: Students will dunderstanding the audience in a basic techniques for audience a	digital marketing along with	
	Create mock digital marketing campaigns on Facebook, YouTube, TikTok, Hubspot and	interactive ads. [SLO: Adv-11-H-03]: Explain the main types of digital advertisements and their usefulness for different types of		
Marketing, Email Marketing, Search Engine Marketing, Referral Marketing and Affiliate Marketing	List advantages and disadvantages of each type of digital marketing [SLO: Adv-10-H-03]:	digital marketing including when and how each type of digital ads are used such as banner ads, video ads,	[SLO: Adv-12-H-02]: Create appropriate digital ads for different platforms	
[SLO: Adv-9-H-02]: Discuss different types of digital marketing such as Social Media	of digital marketing is appropriate [SLO: Adv-10-H-02]:	[SLO: Adv-11-H-02]: Analyze how digital advertising works in larger context of	online and social media platforms such as Facebook, Instagram, YouTube, TikTok and Twitter	
Discuss the nature and scope of digital marketing	Discuss and explain scenarios in which each type	Apply the basic concept of digital marketing	Identify similarities and differences between various	
[SLO: Adv-9-H-01]:	[SLO: Adv-10-H-01]:	[SLO: Adv-11-H-01]:	[SLO: Adv-12-H-01]:	

Student Learning Outcomes
[SLO: Adv-11-H-04]:
identify and describe various types of audiences in digital advertising
[SLO: Adv-11-H-05]:
Explain how tools, such as post schedulers, keyword planners, ad makers etc., used in digital marketing and advertising [SLO: Adv-11-H-06]:
Create and select audiences on following digital platforms:
 Facebook Instagram Twitter Youtube TikTok
[SLO: Adv-11-H-07]:
Create a basic digital advertising campaign on following media:
 Facebook

	• Instagram	
	• Twitter	
		1100 1111
Benchmark III:	Benchmark III: Students will delve deep marketing techniques, such as search engineers	ne optimization (SEO).
	pay-per-click (PPC) advertising, and soci	al media marketing.

Studer	Student Learning Outcomes		
	[SLO: Adv-12-H-03]:		
	Explain the basics of SEO, PPC and SEM [SLO: Adv-12-H-04]:		
	Compare and contrast between Google Analytics and Meta Business Suite [SLO: Adv-12-H-05]:		
	Create a simple PPC and SEM campaign on Google Analytics		

Domain I: Integrated Marketing Communication

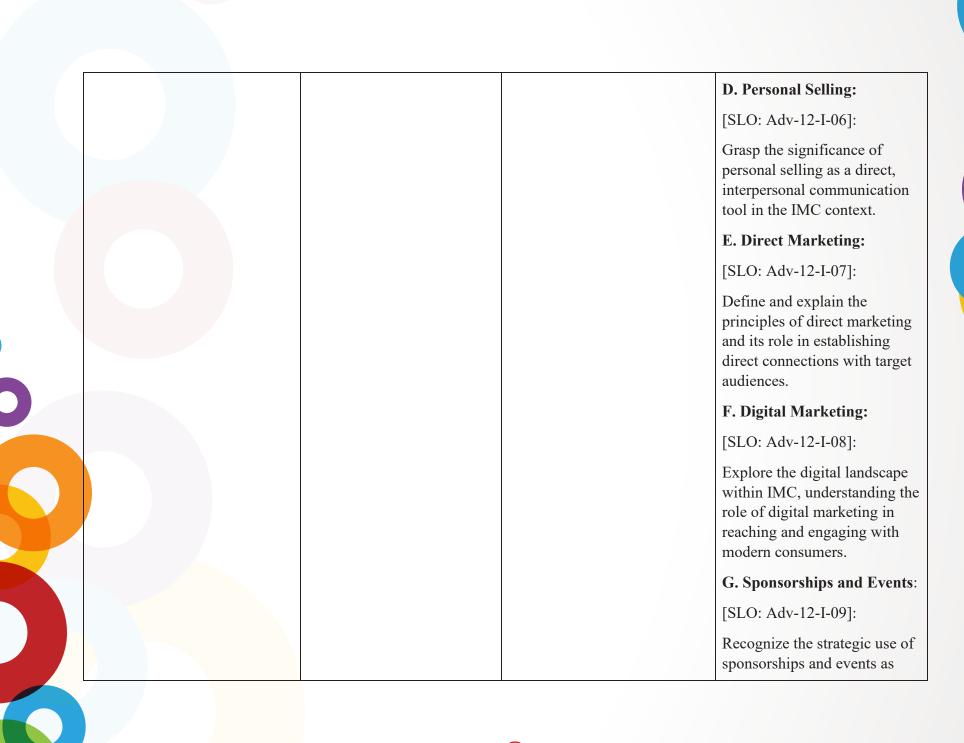
Standard I1: Students will be able to understand the concept of integrated marketing communication (IMC) and develop a basic IMC plan for a brand or a product.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I:		Benchmark I: Students will der understanding the concept of Int Communication (IMC).	•

	Student Learning Outcomes		
		Definition and gnificance:	
	Ar Int Co und cre im	LO: Adv-12-I-01]: ticulate a clear definition of egrated Marketing ommunication (IMC) and derstand its significance in eating cohesive and pactful brand mmunication	
	[SI Ex dev ide under every extension of the extension of	Historical Overview: LO: Adv-12-I-02]: amine the historical velopment of IMC, entifying key milestones and derstanding how it has olved as a strategic proach in marketing.	

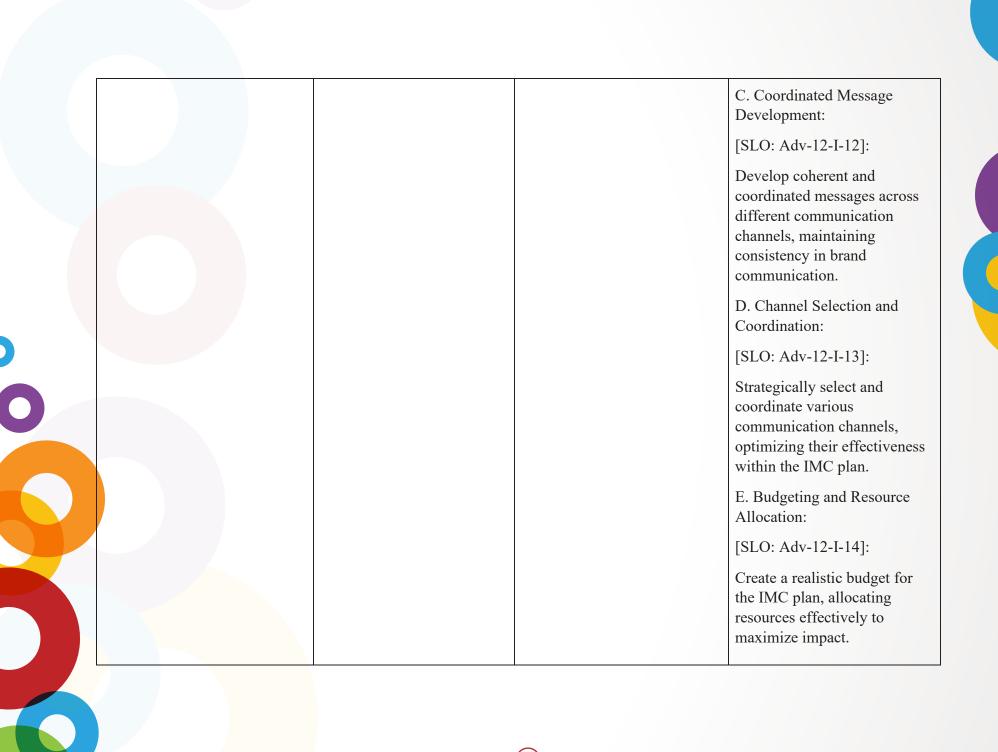
Benchmark II: Students will be able to grasp the significance of elements of Integrated Marketing Communication

Student Learning Outcomes	
	A Advertising:
	[SLO: Adv-12-I-03]:
	Comprehend the role of advertising within the broade framework of IMC, recognizing its unique characteristics and contributions.
	B. Public Relations:
	[SLO: Adv-12-I-04]:
	Explore and understand the principles of public relations and its integration into the IMC mix for building and maintaining a positive brand image.
	C. Sales Promotion:
	[SLO: Adv-12-I-05]:
	Recognize the role of sales promotion in stimulating short-term consumer action and its strategic alignment within IMC plans.



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Student Learning Outcomes
A. Target Audience Identification:
[SLO: Adv-12-I-10]:
Demonstrate proficiency in identifying and defining targe audiences, recognizing their characteristics and preferences.
B. Brand Positioning:
[SLO: Adv-12-I-11]:
Formulate effective brand positioning strategies within the IMC plan, ensuring alignment with overall marketing objectives.



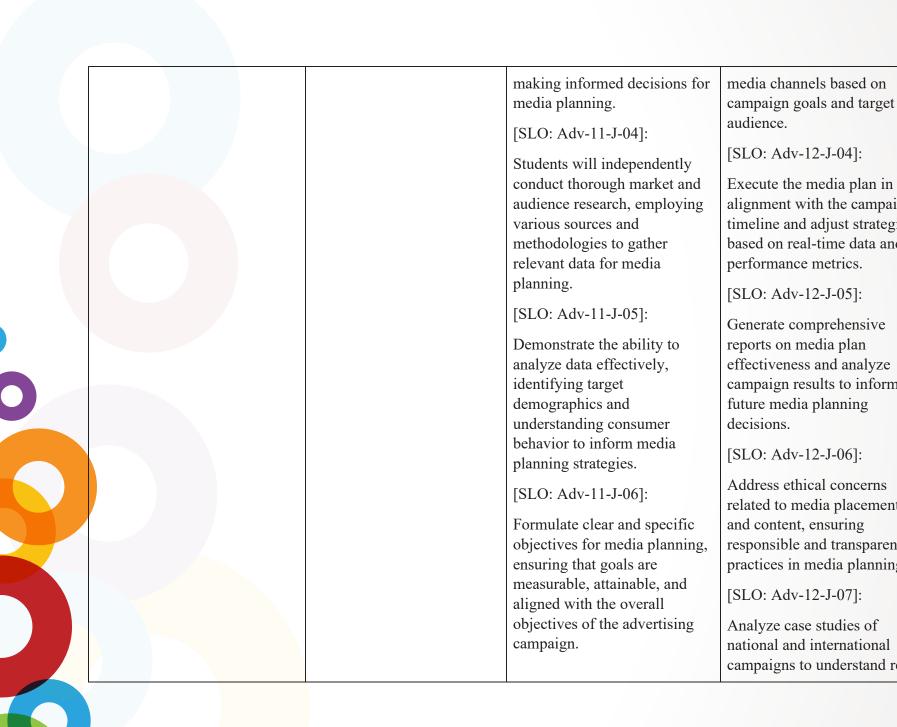


Domain J: Media Planning

Standard J1: Students will be able to develop a basic media plan for an advertising campaign and understand the role and importance of different media channels in advertising.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I:		Benchmark I: Students will develop a basic advertising campaign media plan, progressing towards advanced campaign	

ı				
		1	planning as demonstrated through practical application and analysis.	
Student Learning Outcomes				
		Г	Definition and Purpose	Planning Programs and
			[SLO: Adv-11-J-01]:	Advertising Campaigns
		A	Articulate the concept of	[SLO: Adv-12-J-01]:
			nedia planning and its	Plan and execute a
			significance in constructing	comprehensive media plan for
			effective advertising	an advertising campaign,
		c	campaigns.	demonstrating strategic
		[:	SLO: Adv-11-J-02]:	selection of media and target audience, effective budgeting
		F	Recognize and explain the	and allocation,
		s	strategic importance of	implementation, monitoring,
		e	effective media planning in	reporting, and ethical
			reaching target audiences and	considerations.
			achieving campaign objectives.	[SLO: Adv-12-J-02]:
		N	Media Planning Process	Develop a detailed media plan outline considering the
			SLO: Adv-11-J-03]:	situation analysis, competitive
			Students will be evaluining the	information, and media mix.
			Students will be explaining the mportance of thorough market	[SLO: Adv-12-J-03]:
			and audience research in	
		a	and addictive research in	Briefly allocate budget
				effectively across various



Execute the media plan in alignment with the campaign timeline and adjust strategies based on real-time data and performance metrics.

[SLO: Adv-12-J-05]:

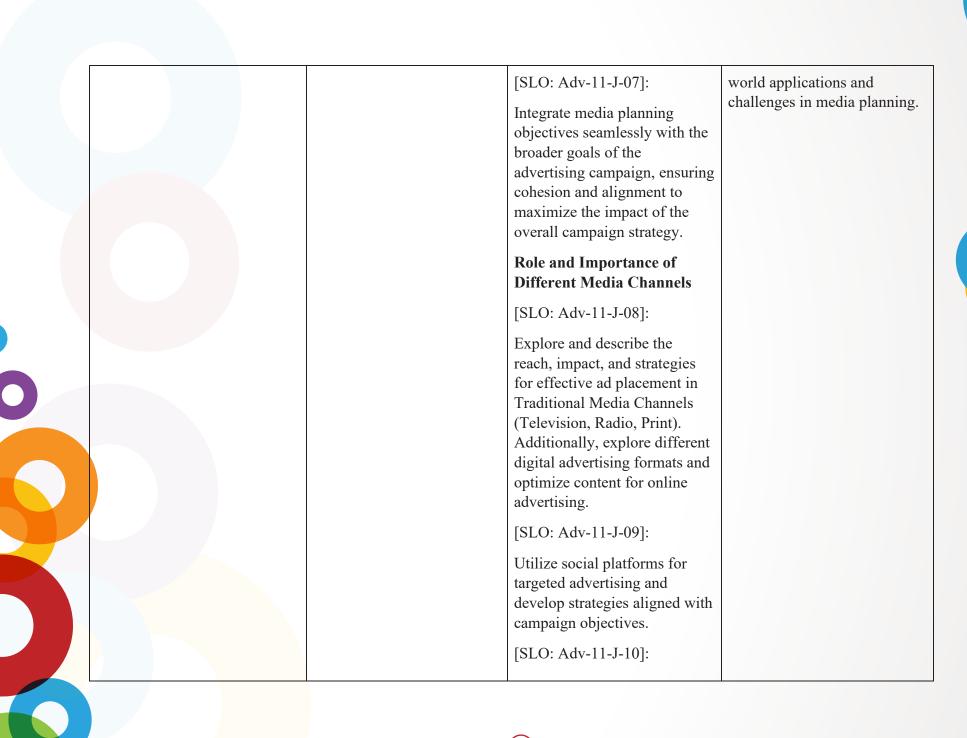
Generate comprehensive reports on media plan effectiveness and analyze campaign results to inform future media planning

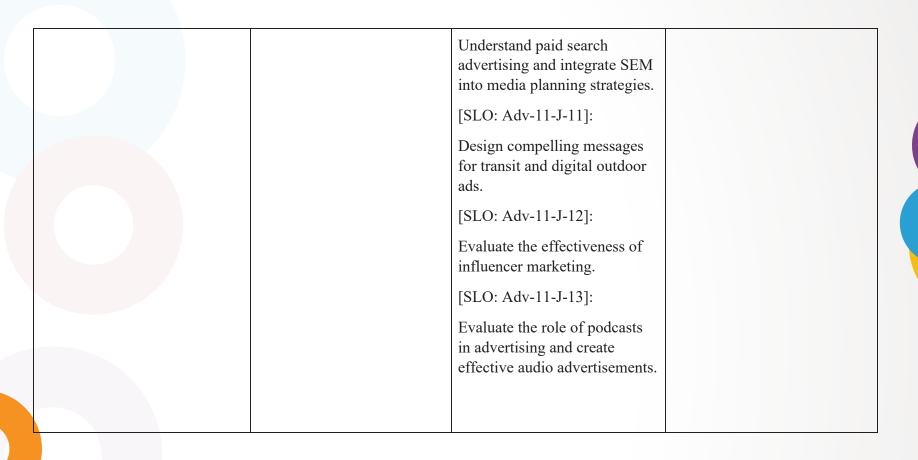
[SLO: Adv-12-J-06]:

Address ethical concerns related to media placement and content, ensuring responsible and transparent practices in media planning.

[SLO: Adv-12-J-07]:

Analyze case studies of national and international campaigns to understand real-



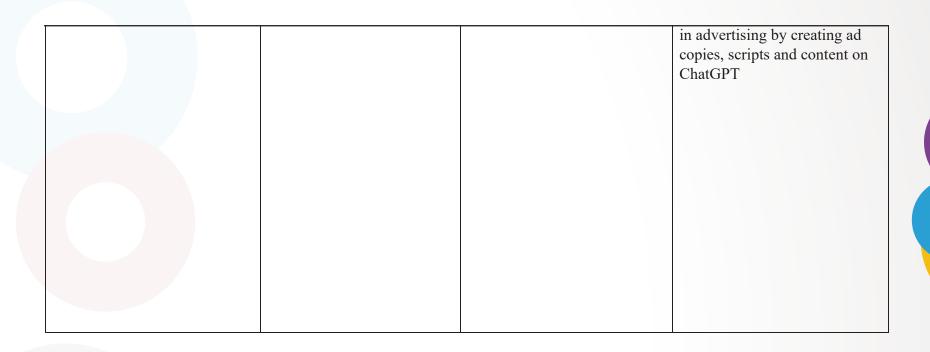


Domain K: Role of AI in Advertising (Grade 12)

Standard K1: Students will be able to use basic AI and Generative AI tools used in Digital Advertising

Grade 9	Grade 10	Grade 11	Grade 12
		Benchmark I : Students will be able to identify the basic AI tools used in digital advertising including Generative AI tools.	

Student Learning Outcomes
[SLO: Adv-12-K-01]:
Explain the working and ba functions of AI in digital marketing and advertising
[SLO: Adv-12-K-02]:
List down the applications of AI tools in advertising such Generative AI, Prompt engineering,, Text to image/video/speech generations.
[SLO: Adv-12-K-03]:
Explain the basic working of AI tools used in contemporal digital advertising such as A video editors, Ad makers, content/script generators
[SLO: Adv-12-K-04]:
Use popular AI tools such a ChatGPT, Canva, SemRush etc. to create digital ads
[SLO: Adv-12-K-05]:
Demonstrate the basic applications of Generative



Domain L: Public Relations

Standard L1: Students will be able to understand the role of public relations in advertising and develop strategies for effective public relations in an advertising context.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I:		Benchmark I : Students will be able to comprehend, develop, Implement and execute successful and effective PR strategies, showcasing expertise in integrated communication planning,	

event management, content creation for PR, community engagement, and monitoring and measurement. **Student Learning Outcomes** A. Definition and A. Defining Public Significance: **Relations:** [SLO: Adv-11-L-01]: [SLO: Adv-12-L-01]: Students will articulate a clear Students will articulate a definition of Public Relations nuanced definition of public and explore its significance in relations, recognizing its creating cohesive and multifaceted nature and impactful brand strategic significance in communication.. advertising. **B.** Historical Overview: **B.** Historical Overview: [SLO: Adv-11-L-02]: [SLO: Adv-12-L-02]:

Students will acquire a general

evolution of public relations,

recognizing key events and shifts in its application.

overview of the historical

Students will delve deeper into

the historical development of

public relations, critically analyzing its evolution and

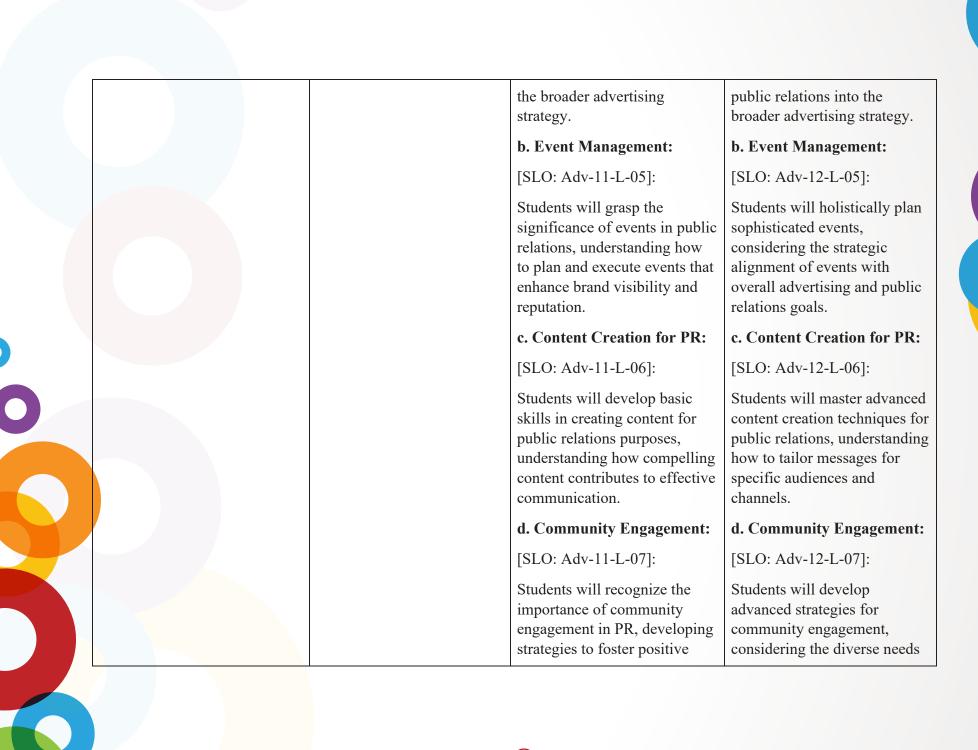
impact on advertising

practices.

Benchmark II: Students will be able to analyze the significance of Public Relations in Advertising

Student Learning Outcomes			
	Si exica co accordinate accord	SLO: Adv-11-L-03]: Students will grasp and explain the role of public relations within the advertising context, identifying how PR activities contribute to overall advertising strategies.	[SLO: Adv-12-L-03]: Students will be able to critically analyze and articulate the multifaceted role of public relations within the advertising context, considering its impact on brand reputation and consumer perceptions.

	Benchmark III: Students will be able to Develop Strategies for Effective Public Relations in Advertising				
Student Learning Outcomes					
		a. Integrated Communication Planning:	a. Integrated Communication Planning:		
		[SLO: Adv-11-L-04]:	[SLO: Adv-12-L-04]:		
		Students will grasp the importance of integrated communication planning, recognizing how PR fits into	Students will develop comprehensive integrated communication plans, strategically incorporating		



relationships with different community stakeholders.	and perspectives of different community stakeholders.
e. Monitoring and Measurement:	e. Monitoring and Measurement:
[SLO: Adv-11-L-08]:	[SLO: Adv-12-L-08]:
Students will learn how to monitor and measure the effectiveness of public relations strategies, using key performance indicators to assess impact.	Students will implement sophisticated monitoring and measurement techniques, utilizing data analytics and key performance indicators to assess the impact of public relations strategies.

Domain M: Ethical Issues in Advertising

Standard M1: Students will be able to discuss the various ethical implication of advertising with a focus on issues related to inclusion, discrimination, diversity and privacy

Grade 9 Grade 10		Grade 11	Grade 12
		Benchmark I: Students will be able to discuss the ethical issues in advertising related to privacy, inclusion, diversity, discrimination etc.	
Student Learning Outcomes			

