Ontario eSecondary School
Course Outline
2023-2024

Ministry of Education Course Title: Marketing Goods, Services and Events	
Ministry Course Code:BMI3C	
Course Type: College	
Grade: 11	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Business Studies	
Course developed by: **Vitaliy Bilous**	**Date: April 24th, 2022**
Length: **One Semester**	**Hours:** **110**

This course has been developed based on the following Ministry documents:
1. Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006, (revised)
2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)*
3. *Learning for All (2013)*

COURSE DESCRIPTION/RATIONALE

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

OVERALL CURRICULUM EXPECTATIONS

Unit 1 Marketing Fundamentals
By the end of this course, students will:
- describe the process by which goods and services are exchanged;
- explain how marketing influences consumers and competition;
- demonstrate an understanding of the importance of marketing research to a business and how information technology can be used to obtain and analyse marketing-related information;
- analyse marketing strategies used by organizations in the not-for-profit sector;
- compare the factors that influence marketing methods and activities in the global economy

Unit 2 The Marketing Mix
By the end of this course, students will:
- explain the stages of product development;
- explain the factors involved in the pricing of goods, services, and events;
- compare a variety of distribution strategies and the logistics associated with them;
- demonstrate an understanding of the strategies involved in the promotion of goods, services, and events

Unit 3 Trends in Marketing
By the end of this course, students will:
- explain the effects of new information technologies on marketing strategies and consumer trends;
- identify and describe various environmental, ethical, social, and legal issues that affect marketing activities;
- demonstrate an understanding of the potential for participation in the global marketplace;
- summarize, on the basis of computer research, career pathways in marketing.

Unit 4 The Marketing Plan
By the end of this course, students will:
- explain the process of developing a marketing plan;
- develop a marketing plan for a good, service, or event;
- analyse the uses of a marketing plan

COURSE CONTENT

Unit	Length
Unit 1: Marketing Fundamentals	22 hours
Unit 2: The Marketing Mix	32 hours
Unit 3: Trends in Marketing	28 hours
Unit 4 and Culminating Activity: Marketing Plan - The Event	28 hours
Total	**110 Hours**

UNIT DESCRIPTIONS

UNIT 1: MARKETING FUNDAMENTALS

In this unit, students are introduced to the foundations of marketing by being exposed to concepts, such as supply and demand, competition, and targeting, with an emphasis on how the technological age has influenced all facets in the marketing environment. Students demonstrate the importance of market research in the marketing process. In this unit, students will also explore various marketing careers with students researching a variety of marketing careers and/or profiling a specific individual's responsibilities within a marketing environment. Students evaluate their own strengths and weaknesses and ultimately determine the areas of marketing for which they are best suited.

UNIT 2: THE MARKETING MIX

In this unit, students will explain what is required for a product to be positioned successfully; identify the factors involved in product pricing; compare a variety of distribution strategies; and distinguish between product marketing and product promotion. The unit considers each of the components of the marketing mix. The central ingredient of the marketing plan is a marketing mix of product, price, place, and promotion strategies necessary to ensure that the product meets the demands of targeted customers.

UNIT 3: TRENDS IN MARKETING

In this unit students will interpret the effects of new information technologies on marketing strategies; identify and describe various environmental, ethical, and legal concerns that relate to marketing; distinguish international marketing from national, regional, and local marketing; and analyse effective marketing strategies used by organizations in the not-for-profit (NFP) sector.

UNIT 4 + CULMINATING ACTIVITY: MARKETING PLAN - THE EVENT

By the end of this unit, students will have designed an effective marketing plan for an event and launched it for their peers and members of the community.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Creating and evaluating artefacts (products, packaging, etc.) involves active learning with critical thinking. These artefacts/evaluations provide evidence of skill development as a basis for providing feedback to help students improve and further develop knowledge and skills.

Diagrams are visual representations of scientific ideas and concepts. They provide another perspective to organize ideas. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Interviews conducted by students are an opportunity for students to develop social skills in relation to inquiry, gathering and organizing information in relation to questions then synthesizing the findings into conclusions/recommendations.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Practice problems provide students with a scenario/problem to solve by applying concepts and skills learned in a context. This helps students to understand the relevance of their learning.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Market Research is an opportunity to conduct and combine primary and secondary research to better understand business issues, problems, ideas, and questions (e.g. comparing brands). Primary research involves the active participation of the student as a researcher conducting the inquiry (e.g. formulating a

problem/question, gathering evidence, analyzing the evidence, and forming conclusions). Secondary research involves the summary or synthesis of data and literature that has been organized and published by others.

Debate involves looking at an issue from a particular angle/perspective. Students support their perspective by formulating persuasive arguments based on evidence and then share those with an opposing view. An opportunity for a decision may arise after opposing views are shared and evaluated.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Discussion Forums
- ☐ Diagnostic tests and writing tasks
- ☐ Free-writing journals/blogs
- ☐ Outlining and planning sheets
- ☐ Completed Templates & Graphic Organizers
- ☐ Editing Checklists
- ☐ Reflections
- ☐ Oral presentations & Active Listening
- ☐ Creative Writing & Story Development
- ☐ Evaluations

EVALUATION

The final grade will be determined as follows:

☐ Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

☐ Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41

	Weight
Course Work	**70**
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	**30**
Culminating Project (7.5K, 7.5T, 7.5C, 7.5A)	30

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category
Unit 1: Corporate Challenge #1: The Interview	Students will select someone in the field of marketing to conduct your interview with (could be a parent, an aunt, an uncle, a cousin, a friend of your parent, a neighbor). The marketing industry is vast and covers many career paths (sales, research, advertising, graphic design, branding, management, entrepreneurship.. Then individually, you are required to interview someone employed within the field of corporate marketing and prepare a report which will describe the marketing career, according to your research.	K, T, C, A
Unit 1: Test	Students are going to show what they have learned through writing a unit test.	K, T, C, A
Unit 2: Major Project #1	Students will construct a package for a small but very fragile product. The product can be anything you wish as long as it is fragile. Your package will be a good example of all the packaging criteria studied in class.	K, T, A

Unit 2: Corporate Challenge #2: Comparing Brands Product Research	Students have now been exposed to various methods of gathering both primary and secondary market research. This corporate challenge will give you the opportunity to conduct primary and secondary research of your own – based on comparing two competing brands within the same industry.	K, T, C, A
Unit 2: Test	Students are going to show what they have learned through writing a unit test.	K, T, C,
Unit 3: Major Project #2	Society has often deemed "Business Ethics" to be an oxymoron (words that are mutually exclusive and do not belong together as they contradict each other - like "Jumbo Shrimp"). Many believe that business and ethics are separate since the main objective in business is to "maximize profits" and question how a business can go about doing this without crossing ethical lines. Over the course of the last century, businesses are learning that they can do well (financially) by doing right by society and consumers. It is a win-win. Businesses that behave unethically are held to account by public opinion and will result in a decline in customers. Students will need to choose a recent news/media article that has been published within the last 2 years that concerns business ethics issues around the world. This report can be taken from sources such as newspapers, magazines, Internet, etc	K, T, C, A
Unit 3: Corporate Challenge #3: Cereal Box Creation	We've all sat down to a bowl of cereal for breakfast or as a snack. There are many cereals on the shelves of your local grocery stores. Although they are all in the same product category, they are marketed to many different groups of people and positioned differently. For example, Kellogg's Corn Flakes, Kellogg's Fruit Loops, and Post Grape Nuts are all marketed to different groups and positioned differently in the market. In this assignment students will get a chance to create your own cereal brand and the virtual box for it.	K, T, C, A
Unit 4 and Culminating Activity: Marketing Plan - The Event	The Marketing Plan serves as a blueprint for building an effective business campaign. It is a vehicle for describing the goals of the business, why the goals are economically and technologically feasible, and how these goals can be reached. Business executives recognize **the value of the marketing plan for securing capital**, allocating resources effectively, and for sustaining the growth of their companies. Without investment capital – your ideas will go nowhere. Therefore, it is crucial to prepare a concise plan of action that will secure investors' faith and funds. The Marketing Plan is the culminating activities of the course and will account for **30%** of your final grade. For this task, students will work on creating, organizing and executing a marketing plan for a predetermined hypothetical fundraising event that will have to be presented via **LIVE PRESENTATION.**	K, T, C, A

AFL/AAL/AOL TRACKING SHEET

Unit 1: Marketing Fundamentals – 22 hours

AAL	AFL	AOL
U1 Vocabulary Log	U1:L1 Marketing Mix Assignment	Challenge 1 Assignment
U1:L1 Product ID Exercise	U1:L3 Market Segmentation Assignment	Unit 1 Test
U1:L2 Factors Affecting Your Purchase Decision Making	U1:L6 Consumer Behaviour - Why do people buy what they buy	
U1:L4 Demand Discussion Forum	Unit 1: Feedback session with Teacher	
U1:L5 Lack of Research Assignment		

Unit 2: Marketing Mix – 32 hours

AAL	AFL	AOL
U2 Vocabulary	U2:L1 Traditional Product Life Cycle Assignment	Major Project #1
U2:L1 Out-of-season Product Assignment	U2:L2 The Founder Movie + Questions	Challenge 2 Assignment
U2:L2 Comparing Restaurants Assignment	U2:L3 Advertising Appeal Assignment	Unit 2 Test
U2:L5 Positioning Exercise	U2:L6 Pricing Exercise	
U2:L7 Distribution Channel Selection Exercise	Unit 2: Feedback session with Teacher	
U2:L8 Warm Up Exercise		

Unit 3: Trends in Marketing – 28 hours

AAL	AFL	AOL
U3 Vocabulary	U3:L1 Practice Presentation	Major Project #2
U3:L1 Politics in the Olympic Games Discussion Forum	U3:L2 Debate #1: Did Nestle Kill Babies	Challenge 3 Assignment
U3:L2 Dell: An Ethical Case	U3:L2 Debate #2: Pinto - Product Liability	
U3:L3 Marketing Trends Discussion Forum	U3:L2 Debate #3: Should Tobacco Advertising be banned?	
U3:L4 Killing Us Softly Documentary Worksheet	U3:L4 Debate #4: Marketing Body Image	
	Unit 3: Feedback session with Teacher	

Unit 4: Marketing Plan – 28 hours

AAL	AFL	AOL
U4:L1 Use Your Imagination Contest		The Marketing Plan: The Event

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as

follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

❑ ***Instructional accommodations:*** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.

❑ ***Environmental accommodations:*** such as preferential seating or special lighting.

❑ ***Assessment accommodations:*** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

❑ Provide step-by-step instructions.

❑ Help students create organizers for planning writing tasks.

❑ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.

❑ Permit students a range of options for reading and writing tasks.

❑ Where an activity requires reading, provide it in advance.

❑ Provide opportunities for enrichment.