



**Ontario eSecondary School  
 Course Outline  
 2022-2023**

<b>Ministry of Education Course Title: Marketing Goods, Services and Events</b>	
<b>Ministry Course Code: BMI3C</b>	
<b>Course Type: College</b>	
<b>Grade: 11</b>	
<b>Credit Value: 1.0</b>	
<b>Prerequisite(s): None</b>	
<b>Department: Business Studies</b>	
<b>Course developed by: Vitaliy Bilous</b>	<b>Date: April 24th, 2022</b>
<b>Length: One Semester</b>	<b>Hours: 110</b>
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none"> <li>1. Business Studies, The Ontario Curriculum, Grades 9 and 10, 2006, (revised)</li> <li>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario’s Schools (2010)</i></li> </ol>	

## 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

<i>Unit Length</i>	
Unit 1: Marketing Fundamentals	22 hours
Unit 2: The Marketing Mix	32 hours
Unit 3: Trends in Marketing	28 hours
Unit 4: The Marketing Plan	28 hours
<b>Total</b>	<b>*110 Hours</b>

## 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 PROJECT: THE MARKETING PLAN

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

**The students will experience a variety of activities:**

### Whole-Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:

**Class discussions** that are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

**Teacher demonstrations** (research skills, etc.) through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

**Video presentations** and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

**Diagnostic and review activities** (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

**Brainstorming, charts and graphs** are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

### Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as to bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

**The small group activities include the following:**

**Paired or small group research activities** students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through online chat and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

**Comparison and evaluation of written work** is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer-correct and self-correct. Students are given a variety of texts to read through embedded links, to make comparisons with different texts, real life situations, and their own writing.

**Practical extension and application of knowledge** is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

**Oral presentations** in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

### Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

**Research** is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

**Individual assignments** are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

**Oral presentations** are facilitated through the use of video conferencing and video recording.

**Practical extension and application of knowledge** helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

**Ongoing project work** is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

**Written assignments** are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

## 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.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with

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students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: “What does the criteria look like for this particular task?” Or “What does limited effectiveness look like?” The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

### 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.

<b>Weightings</b>	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
<b>Final</b>	<b>30</b>
Culminating Activity	30

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

**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/I, C, A
Unit 1: Test	Students are going to show what they have learned through writing a unit test.	K, T/I, 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/I, A
Unit 2: Corporate Challenge #2: Comparing Brands Product Research	Students 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/I, C, A
Unit 2: Test	Students are going to show what they have learned through writing a unit test.	K, T/I, C, A
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	K, T/I, C, A

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	such as newspapers, magazines, Internet, etc	
Unit 3: Corporate Challenge #3: Cereal Box Creation	<p>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.</p>	K, T/I, C, A
Unit 4: The Marketing Plan: The Event	<p>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.</p> <p>Business executives recognize <i>the value of the marketing plan for securing capital</i>, 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.</p> <p>The Marketing Plan is the culminating activities of the course and will account for <b>30%</b> of your final grade.</p> <p>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 <b>LIVE PRESENTATION</b>.</p>	K, T/I, C, A



**FINAL EVALUATIONS (30%):**

Evaluation Item	Description	Category
Summative Project	The Marketing Plan from Unit 4.	K, T/I, C, A

**AFL/AAL/AOL Tracking sheet:****Unit 1: Marketing Fundamentals – 22 hours**

<b>AAL</b>	<b>AFL</b>	<b>AOL</b>
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**

<b>AAL</b>	<b>AFL</b>	<b>AOL</b>
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**

<b>AAL</b>	<b>AFL</b>	<b>AOL</b>
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**

<b>AAL</b>	<b>AFL</b>	<b>AOL</b>
U4:L1 Use Your Imagination Contest		The Marketing Plan: The Event

## **CONSIDERATION FOR PROGRAM PLANNING**

Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings.

Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

### **ANTIDISCRIMINATION EDUCATION IN GUIDANCE AND CAREER EDUCATION**

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 per cent 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 ENGLISH 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 parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

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- ❑ **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.
- ❑ Record key words on the board or overhead when students are expected to make their own notes.
- ❑ 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.