



Ontario eSecondary School Course Outline 2026-2027

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 Revised: August 1, 2026
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. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools</i> (2010) 3. <i>Learning for All</i> (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

<i>Unit</i>	<i>Length</i>
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	26 hours
Final Exam	2 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.

Participation activities are seven standardized, course-wide prompts (Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position, Claim/Support/Question, and a culminating Course Takeaways video) embedded at set points throughout the course. They build metacognitive engagement with unit concepts and contribute to the course's participation grade.

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.

Assessment & Evaluation at OES: Triangulation of Learning

In alignment with the Ontario Ministry of Education's *Growing Success* policy, student achievement across all high school courses at Ontario eSecondary School (OES) is evaluated through the **triangulation of evidence: observations, conversations, and student products**.

OES courses incorporate each of these evidence sources in a variety of ways to provide every student with equitable opportunities to demonstrate their learning:

- **Observations:** Collected through video recordings, interactive digital tools, learning logs, and synchronous task demonstrations.
- **Conversations:** Gathered via teacher-student conferences, oral defenses, virtual check-ins, and reflective feedback dialogues.
- **Products:** Demonstrated through major projects, essays, lab reports, performance tasks, and final assessments.

By evaluating a balanced variety of evidence, OES teachers apply professional judgment to ensure accurate, fair, and comprehensive assessment of each student's progress.

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:

- 65% 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.
- 25% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a culminating task and a final written examination, both comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.
- 10% of the grade will be based on the student's attendance and participation throughout the course, assessed according to Ministry criteria.

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



TERM WORK EVALUATIONS (65%)

Evaluation Item	Description	Category	Weights
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	18
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, C, A	18
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, A	10
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	19
Unit 3: Corporate	We've all sat down to a bowl of cereal for breakfast or as a snack. There are many cereals on the	K, T, C, A	

Challenge #3: Cereal Box Creation	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.		
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FINAL EVALUATIONS (25%)

Evaluation Item	Description	Category	Weight
Final Exam	A final, written examination, covering all curriculum expectations for the course.	K, T, C, A	15
Culminating Task	A comprehensive project, covering all overall curriculum expectations for the course.	K, T, C, A	10

ATTENDANCE AND PARTICIPATION (10%)

Evaluation Item	Description	Category	Weight
Attendance	Assessed according to the Ministry's attendance criteria (Growing Success, September 2026 update), based on the proportion of unexcused absences over the course.	N/A	5
Participation	Assessed according to the Ministry's participation criteria (Growing Success, September 2026 update), based on engagement in class discussions and activities throughout the course, including the standardized participation prompts (see Teaching and Learning Strategies).	N/A	5

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: Conversation
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: Conversation	
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: Observation
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: Conversation	
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: Observation	
	Unit 3: Feedback session with Teacher: Conversation	

Unit 4: Marketing Plan – 28 hours

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

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

OES teachers are the key educators of students with special education needs and have a responsibility to help all students learn. Program planning for students with special education needs is guided by the principles set out in *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013): all students can succeed; each student has their own unique patterns of learning; successful instructional practices are founded on evidence-based research, tempered by experience; and universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Where a student has an Individual Education Plan (IEP), the accommodations identified in the IEP — instructional, environmental, and assessment — are implemented within the course, and the online learning environment is adapted accordingly. The asynchronous structure of OES courses provides built-in flexibility that supports many common accommodations, including extended time for assignments and assessments, breaks as needed, access to assistive technology, and the ability to review instructional material multiple times.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most linguistically diverse student populations in the world, and OES serves English language learners across Ontario and internationally. English language learners may be Canadian-born or newcomers; they may have experience of highly sophisticated educational systems or may have come from regions where access to formal schooling was limited. In planning this course, teachers consider the strengths and needs of English language learners and provide appropriate adaptations consistent with *English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007). Supports within the online environment include modification of instructional language without modification of curriculum expectations, use of visual and multimedia supports, opportunities to replay and review lesson content, extended time where appropriate, and teacher feedback that models academic English. Assessment accommodations, such as granting additional time and permitting the use of bilingual dictionaries, are provided where appropriate.

ENVIRONMENTAL EDUCATION

Consistent with *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* (2009) and *Environmental Education: Scope and Sequence of Expectations* (2017), environmental education is embedded across the curriculum rather than treated as a separate subject. Teachers help students acquire knowledge about the environment, develop skills to address environmental issues, and foster attitudes that motivate responsible environmental action. As an online school, OES also models environmental responsibility through paperless course delivery and the elimination of daily commuting. In this course, students examine corporate social responsibility and the environmental dimensions of business decisions, including sustainable business practices and the environmental costs and opportunities associated with commercial activity.

EQUITY AND INCLUSIVE EDUCATION

This course is planned and delivered in accordance with Ontario's *Equity and Inclusive Education Strategy* (2009) and *Policy/Program Memorandum No. 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools* (2013). OES is committed to an inclusive learning environment in which all students feel welcomed, respected, and able to succeed, regardless of ancestry, culture, ethnicity, sex, gender identity, sexual orientation, disability, race, religion, or socio-economic status. In this course, teachers select learning materials that reflect the diversity of Ontario and the wider world, address bias in texts and resources where it arises, and ensure that assessment practices are fair and free of cultural assumptions. Because OES students learn from communities across Ontario, Quebec, and around the world, discussion activities and teacher feedback are moderated to maintain a respectful, harassment-free environment for all learners.

FINANCIAL LITERACY EDUCATION

In accordance with *A Sound Investment: Financial Literacy Education in Ontario Schools* (2010) and current Ministry direction on financial literacy, students are provided with opportunities to build the knowledge and skills needed to make informed financial decisions, understand their roles as consumers and citizens, and think critically about the economic forces that affect their lives. OES also supports students in meeting the Ministry's financial literacy graduation requirement, as described in the OES School Course Calendar. Financial literacy is central to this course: students work directly with financial concepts, records, and decision-making, building the knowledge and skills needed to manage money effectively in both personal and business contexts.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Program planning in this course aligns with the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007), which supports improved outcomes for First Nations, Métis, and Inuit students and promotes awareness and understanding of Indigenous histories, cultures, perspectives, and contributions among all students. Where appropriate to the curriculum expectations, teachers incorporate Indigenous perspectives, authors, and content, and approach these topics with accuracy and respect, drawing on Ministry-recommended resources. All OES students benefit from opportunities to deepen their knowledge of the histories and contemporary realities of First Nations, Métis, and Inuit peoples, including the legacy of the residential school system and the Truth and Reconciliation Commission's Calls to Action related to education.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology (ICT) is integral to every OES course: instruction, learning activities, assessment, and teacher-student communication all take place through the school's learning management system. ICT tools — including multimedia lessons, digital texts, simulations, video conferencing for proctored assessments, and word-processing and productivity software — extend and enrich instruction and allow students to collect, organize, and present their learning in a range of formats. Teachers help students develop digital citizenship skills, including responsible and ethical use of technology, critical evaluation of online sources, protection of personal information, and academic integrity in digital environments, consistent with OES's Acceptable Use, Academic Honesty, and Artificial Intelligence policies as published in the School Course Calendar.

CAREER EDUCATION

Consistent with *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools* (2013), teachers support students in answering the four questions at the centre of education and career/life planning: Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? Expectations in this course include many opportunities for students to apply their skills to work-related situations, explore educational and career options, and become self-directed learners. OES guidance staff support students in course selection, postsecondary application planning (including OUAC, CEGEP, and international pathways), and the development of individual pathways plans. This course supports pathways into accounting, finance, management, marketing, entrepreneurship, and economics, and career connections within the business world are highlighted throughout the course.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning, explore careers of interest, and develop essential workplace skills consistent with *The Ontario Curriculum, Grades 11 and 12: Cooperative Education* (2018). Students may earn up to two cooperative education credits toward their compulsory credit requirements for the Ontario Secondary School Diploma. Students interested in experiential learning opportunities related to this course are encouraged to contact OES guidance staff to discuss options available to them.

HEALTH AND SAFETY

Although OES students learn remotely, health and safety remain integral considerations in program planning. Teachers model and promote safe and healthy practices for online learning, including sound ergonomics,

balanced screen time, regular breaks, and strategies that support positive mental health and well-being. OES maintains a safe and respectful virtual learning environment consistent with the school's codes of conduct, bullying prevention expectations, and privacy practices as published in the School Course Calendar, and students are provided with clear channels for reporting concerns to their teachers, guidance staff, or the Principal.

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.