

## The Erindale Academy Course Outline

<b>Department</b>	Business
<b>Course title:</b>	Marketing: Goods, Services, Events, Grade 11, College Preparation
<b>Course code:</b>	None
<b>Credit value:</b>	1.0
<b>Prerequisite(s):</b>	None
<b>Policy documents:</b>	<i>Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006-revised</i>
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<b>Department</b>	Business

### Course Description

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.

### Units: Title and Timing

Unit	Titles	Time
Unit 1	Marketing basics	20 hours
Unit 2	Reaching your market	21 hours
Unit 3	Market Mix	15 hours
Unit 4	Government trade and marketing	24 hours
Unit 5	Issues and trends in marketing	15 hours
Unit 6	Total Unit 6: Culminating Activity	15
	Total	110

### Overall Expectations

By the end of this course, students will:

#### Marketing Fundamentals

- 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.

#### The Marketing Mix

- 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.

#### Trends in Marketing

- 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.

#### The Marketing Plan

- 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.

### Teaching/Learning Strategies

- Use positive ways to incorporate the needs of ESL students into the classroom environment e.g., phrases and syntax that express encouragement, requests for repetition, clarification, and restatement;
- Discuss relevant issues, and make decisions about significant human concerns
- Active learning strategies also enable students to apply their knowledge and skills to real-life issues and situations. A number of strategies are used including:  
... reading text and articles

- ... completing graphic organizers
- ... research and reporting
- ... reading articles and lecture notes
- ... playing simulations
- ... reading and creating case studies
- ... graphing and working with maps, charts and diagrams
- ... interpreting data from tables and graphs
- ... creating power point presentations
- It is essential to emphasize the relationship of Business Studies to the world outside school so that students recognize that these areas of study are not just school subjects but fields of knowledge that affect their lives, their communities, and the world.
- Include whole class, small group, and individual instruction;
- Use electronic technology as appropriate;
- Address a variety of learning styles (i.e. Aural, Verbal, Physical, Logical, Social, Solitary);
- Provide opportunities for genuine inquiry;
- encourage students in self and peer evaluation;
- Use diagnostic assessment for planning instruction (see Assessment FOR, AS, and OF learning *Strategies*);
- Use formative assessment to provide opportunities for practice and consolidation;
- Respect the cultural diversity of Ontario classrooms;
- Assign activities that need the production of a specific and concrete product expected of students;
- Monitor note-taking and summarizing and provide constructive feedback.

### Assessment For, As, and Of Learning Strategies

#### ***Diagnostic Assessment (For)***

is the process of gathering evidence of student learning prior to commencing instruction. This information is useful for planning instruction, and in particular for individualizing program delivery. It is not used to determine student achievement levels.

#### ***Implementation Strategy***

- Assess competency in vocabulary relating to Business
- Pretest for each section of the Course
- Interview with teacher

#### ***Formative assessment (As)***

is the process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. This evidence may be used for determining a grade/level when there is insufficient evidence from summative assessments.

#### ***Implementation Strategy***

- Learning expectations and criteria for assessment are communicated to students in advance.
- Frequent use of quizzes to provide feedback to student and teacher
- Class room observation with teacher feedback to student
- Provide rubrics to that clarify performance expectations and levels of achievement for rich assignments
  - Discuss how the achievement chart levels relate to selected specific expectations
  - Provide ongoing feedback on their learning to help them establish goals for improvement
  - Peer assessment of selected assignments, quizzes, performances, presentations etc.
  - Provide students with guidance to learn how to assess their own work and to set goals for improvement.
    - Examples of student work are stored in student portfolios
    - Provided students with exemplars to illustrate achievement levels
    - Provide students with opportunity to demonstrate authentic performance and investigation skills

#### ***Summative assessment (Of)***

may occur throughout a course. Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement.

#### ***Implementation Strategy***

- Summative tests at end of each unit referencing the achievement charts
- Assign at least one rich project (e.g. independent investigation, poster presentation)
- Determination of grading levels for formal reporting purposes should primarily reflect student performance on summative tasks. Students' level grades will reflect their most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting.
- Final examination that covers all of the overall expectations of the course.

## Evaluation

Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Student achievement of the learning expectations will be evaluated according to the following breakdown.

<b>Categories of the Achievement Chart</b>		<b>Wt.</b>
<b>Knowledge / Understanding</b>	<ul style="list-style-type: none"> <li>· knowledge of facts and terms</li> <li>· understanding of concepts, principles, and theories</li> <li>· understanding of relationships between concepts and ideas</li> </ul>	25%
<b>Thinking/ Inquiry / Problem Solving</b>	<ul style="list-style-type: none"> <li>· critical and creative thinking skills (e.g., evaluating business situations through simulations and case studies; analysing financial data and solving business problems; making decisions)</li> <li>· inquiry skills (e.g., generating ideas; formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)</li> </ul>	25%
<b>Communication</b>	<ul style="list-style-type: none"> <li>· communication of information and ideas (e.g., through writing and visual and oral presentations)</li> <li>· use of language, symbols, and visuals</li> <li>· communication for different audiences and purposes (e.g., choice of language and style relevant to business environments)</li> <li>· use of various forms of communication (e.g., memos, letters, reports, e-mail)</li> </ul>	25%
<b>Application</b>	<ul style="list-style-type: none"> <li>· application of concepts, skills, and procedures in familiar contexts</li> <li>· transfer of concepts, skills, and procedures to new contexts</li> <li>· use of equipment, materials, and technology</li> <li>· application of technology (e.g., choice of tools and software, ethical use)</li> <li>· making connections (e.g., between personal experiences and the subject, between subjects, between subjects and the world outside the school)</li> </ul>	25%
<b>Total</b>		100%

## Final Mark

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for mathematics.

70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation. At least 20% of this evaluation will be a formal examination or Final Culminating Activity. The other 10% may be any one of a variety of assessment tools that suit the students learning style.

## Program Planning Considerations for Business Studies

**The Role of Technology in the Curriculum.** In this business studies course, information technology is considered a learning tool that must be accessed by the students in many areas. As a result, students will develop transferable skills through their experience with word processing, spreadsheets, journals, flow charts, and telecommunication tools, as would be expected in an accounting environment. Information and communication technologies are integrated into the business

studies curriculum in a way that mirrors the dynamic environment in which business is conducted today, creating an authentic and relevant learning environment for students.

**English As a Second Language and English Literacy Development (ESL/ELD).** All of our business studies courses can provide a wide range of options to address the needs of ESL/ELD students. Since business seeks ways to address the needs of diverse markets and communities, students can apply their own experiences and backgrounds to analyze various markets’ needs and business strategies. In addition, since businesses require employees with a wide range of skills and abilities, many students will learn how their backgrounds and language skills can contribute to business success. Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. Students who come to Ontario from other countries will find the study of the subjects within Business Studies particularly useful.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations.

Appropriate adaptations for ELL students include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modeling; use of music, movement, and gestures; open-ended activities; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; pre-teaching of key vocabulary; peer tutoring; strategic use of students’ first languages);
- use of a variety of learning resources (e.g., simplified text, illustrated guides or diagrams that show how to use equipment or perform skills, resources available in languages that students speak at home, bilingual dictionaries, visual material, displays; music, games, and materials and activities that reflect cultural diversity);
- use of assessment accommodations (e.g., provision of extra time; use of interviews and oral presentations; use of portfolios, demonstrations, visual representations or models, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

**Anti-discrimination Education in Business Studies.** Anti-discrimination education promotes a school climate and classroom practice that encourage all students to work to high standards, ensure that they are given a variety of opportunities to be successful, affirm their self-worth, and help them strengthen their sense of identity and positive self-image. The business studies curriculum is designed to help students acquire the habits of mind that are essential in a complex democratic society characterized by rapid technological, economic, political, and social change. These include respect and understanding with regard to individuals, groups, and cultures in Canada and the global community, including an appreciation and valuing of the contributions of Aboriginal people to the richness and diversity of Canadian life.

**Literacy, Numeracy, and Inquiry/Research Skills.** Success in all their secondary school courses depends in large part on students’ literacy skills. The activities and tasks that students undertake in the business studies curriculum involve oral, written, and visual communication skills. Communicating in a business environment and using business software require the use and understanding of specialized terminology. In all business studies courses, students are required to use appropriate and correct terminology, and are encouraged to use language with care and precision, in order to communicate effectively. The business studies curriculum also builds on and reinforces certain aspects of the mathematics curriculum. Students need to learn how to locate relevant information in a variety of print and electronic sources, including books and articles, manuals, newspapers, websites, databases, tables, diagrams, and charts.

**Career Education.** A course in Accounting can help prepare students for employment in such diverse areas as small-business creation, marketing, management, accounting, government service, and international business. The skills and knowledge that students acquire through this accounting course are essential for a wide range of careers. Students gain an understanding of various aspects of business functions and practices, such as management, marketing, accounting, and entrepreneurship. In addition, the personal management, interpersonal, and career development components of career education in the business studies curriculum will prepare students for success in their working lives. Our entire business studies curriculum also helps students to appreciate the variety of types of businesses so that they can begin to determine which types are suited to their backgrounds and interests.

**Resources: Tedtalks, youtube.com, Google, & Canadian Online newspaper ads, DECA resources & Case-studies**

**Textbook: Business Marketing Textbook (Grade 11)**

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
<b>Knowledge/Understanding</b>	<b>The student:</b>			
Knowledge of facts and terms	demonstrates limited	demonstrates some	demonstrates considerable	demonstrates thorough

<b>Thinking/ Inquiry</b>	<b>The student:</b>			
critical and creative thinking skills (e.g., evaluating business situations through simulations and case studies; analysing financial data and solving business problems; making decisions)	uses critical and creative thinking skills with limited effectiveness	uses critical and creative thinking skills with moderate effectiveness	uses critical and creative thinking skills with considerable effectiveness	uses critical and creative thinking skills with a high degree of effectiveness
inquiry skills (e.g., generating ideas; formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)	applies few of the skills involved in an inquiry process	applies some of the skills involved in an inquiry process	applies most of the skills involved in an inquiry process	applies all or almost all of the skills involved in an inquiry process
<b>Communication</b>	<b>The student:</b>			
communication of information and ideas (e.g., through writing and visual and oral presentations)	communicates information and ideas with limited clarity	communicates information and ideas with some clarity	communicates information and ideas with considerable clarity	communicates information and ideas with a high degree of clarity, and with confidence
use of language, symbols, and visuals	uses language, symbols, and visuals with limited accuracy and effectiveness	uses language, symbols, and visuals with some accuracy and effectiveness	uses language, symbols, and visuals with considerable accuracy and effectiveness	uses language, symbols, and visuals with a high degree of accuracy and effectiveness
communication for different audiences and purposes (e.g., choice of language and style relevant to business environments)	communicates with a limited sense of audience and purpose	communicates with some sense of audience and purpose	communicates with a clear sense of audience and purpose	communicates with a strong sense of audience and purpose
use of various forms of communication (e.g., memos, letters, reports, e-mail)	demonstrates limited command of the various forms	demonstrates moderate command of the various forms	demonstrates considerable command of the various forms	demonstrates extensive command of the various forms
<b>Application</b>	<b>The student:</b>			
application of concepts, skills, and procedures in familiar contexts	uses concepts, skills, and procedures in familiar contexts with limited effectiveness	uses concepts, skills, and procedures in familiar contexts with moderate effectiveness	uses concepts, skills, and procedures in familiar contexts with considerable effectiveness	uses concepts, skills, and procedures in familiar contexts with a high degree of effectiveness
transfer of concepts, skills, and procedures to new contexts	transfers concepts, skills, and procedures to new contexts with limited effectiveness	transfers concepts, skills, and procedures to new contexts with moderate effectiveness	transfers concepts, skills, and procedures to new contexts with considerable effectiveness	transfers concepts, skills, and procedures to new contexts with a high degree of effectiveness
use of equipment, materials, and technology	uses equipment, materials, and technology safely and correctly only with supervision	uses equipment, materials, and technology safely and correctly with some supervision	uses equipment, materials, and technology safely and correctly	demonstrates and promotes the safe and correct use of equipment, materials, and technology
application of technology (e.g., choice of tools and software, ethical use)	uses technology with limited appropriateness and effectiveness	uses technology with moderate appropriateness and effectiveness	uses appropriate technology with considerable effectiveness	uses appropriate technology with a high degree of effectiveness
making connections (e.g., between personal experiences and the subject, between subjects, between subjects and the world outside the school)	makes connections with limited effectiveness	makes connections with moderate effectiveness	makes connections with considerable effectiveness	makes connections with a high degree of effectiveness

