

**Forest Hill Collegiate Institute**  
**Course of Study and Evaluation Statement**

**Marketing: Goods, Services, Events, Grade 11, BMI3C**

**Note 1:** All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

**Note 2:** Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario*

*Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

**1. Course Details**

- Program Area: Business Studies
- Course title: Marketing: Goods, Services, Events. College Preparation. Credit Value 1.0
- Prerequisites: None
- Textbook(s) and resource materials that are essential to the course: None

**2. Overall Goals**

- 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.

**• Overall Expectations**

1. 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 analyze marketing-related information;
- analyze marketing strategies used by organizations in the not-for-profit sector;
- compare the factors that influence marketing methods and activities in the global economy.

2. 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.

3. 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.

#### 4. The Marketing Plan

- explain the process of developing a marketing plan;
- develop a marketing plan for a good, service, or event;
- analyze the uses of a marketing plan.

#### **Specific Curriculum Expectations**

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>

#### **3. Program Planning Considerations**

- *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum*. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL)*: Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education*: Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
- *Cooperative Education and Other Workplace Experiences*: The knowledge and skills students acquire in this course will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

#### **4. Learning Skills**

*Learning Skills* are skills and habits essential to success in school and in the workplace. The Learning Skills evaluated are:

Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement. Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

#### **5. Academic Honesty: Cheating and Plagiarism**

Students are expected to submit only their own original work on evaluations done in class or out of class.

Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work.

Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

#### **6. Teaching Strategies**

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations..
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

## 7. Assessment and Evaluation Strategies

### Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies may be used:

Problem Solving	Tests/Quizzes	Small Group Cooperative Learning
Data Analysis		Guided internet search
Oral Presentation		Dictionary of Key Words

## 8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands, according to the weightings shown:

Term Mark 70%	Culminating 30%
Knowledge 25% Thinking 25% Application 25% Communication 25%	

## 9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

### **Classroom Expectations**

- Every student is expected to adhere to the FHCI Code of Behavior.
- Arrive to class on time with all required school supplies. These include: notebook, textbook, pen, etc. It is your responsibility to catch up on any work missed due to illness or school related activity. If you skip a class, you will receive a zero on any evaluation that day. No food or drink in class.

### **Missed Tests/Quizzes**

If a student misses a test or a quiz, an acceptable absence is supported by a doctor's note. A make up test/quiz is to be written upon the student's return to class, **at the convenience of the teacher**. Assignments are due as directed.