

École Windsor Secondary

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Marketing and Promotion I I

Day 2, Periods 6, 7, and 8

Teacher: Mr. Gill

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Room E503

COURSE DESCRIPTION

Marketing and Promotion I I, a part of the Business Education curriculum, focuses on the marketing of products and services are designed through consultation and collaboration. Students will develop an in-depth understanding of the role that advertising plays in their lives, both domestically and globally, and will be look at the social and ethical impacts and influence of marketing and promotion.

BIG IDEAS

Big Ideas are the key understandings that students will achieve by the end of the course. These Big Ideas cover the following concepts: Self-Awareness, Collaboration, Career Awareness, and Career Planning. Students will explore and understand the following Big Ideas throughout the Economics 12 course:

Marketing services and products can be designed through consultation and collaboration.

Personal design choices require the evaluation and refinement of skills.

Tools and **technologies** can influence people's lives.

CORE COMPETENCIES

Core Competency is a skill that all learners need to have to be successful in all aspects of their life. In the British Columbia curriculum there are 3 core competencies: Communication, Thinking, and Personal and Social. Throughout the Economics 12 course, students will focus on one of these competencies in each unit.

CURRICULAR COMPETENCIES

Students will have opportunities to try and succeed in the following...

Applied Design

- Conduct user-centred research to understand opportunities and barriers
- Establish a point of view for a chosen marketing and promotion opportunity
- Make decisions about premises and constraints that define the marketing design space
- Generate ideas and enhance others' ideas to create possibilities, and prioritize the possibilities for prototyping
- Work with users throughout the design process
- Identify and use a variety of sources of inspiration and information

- Choose an appropriate form and level of detail for prototyping
- Plan procedures for prototyping multiple ideas
- Construct prototypes, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping
- Identify and obtain critical feedback with a relevant audience to evaluate effective test marketing
- Based on feedback received and evaluated, make changes to product and/or service plan or processes as needed
- Identify tools, technologies, materials, processes, cost implications, and time needed for development and implementation
- Use project management processes when working individually or collaboratively to coordinate or create processes or products
- Share progress to increase opportunities for feedback, collaboration, and, if applicable, marketing
- Decide on how and with whom to share or promote their product or service and creativity
- Critically reflect on their design thinking and processes, and identify new marketing goals
- Assess their ability to work effectively, both individually and collaboratively

Applied Skills

- Apply safety procedures for themselves, co-workers, and users in both physical and digital environments
- Identify and assess skills needed for marketing and design interests, and develop specific plans to learn or refine them over time
- Demonstrate the ability to apply a framework for problem solving

Applied Technologies

- Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for marketing and promotion interests
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Analyze the role and personal, interpersonal, social, and environmental impacts of technologies in societal change
- Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level

CONTENT

Students will have opportunities to learn and know the following: marketing and promotion opportunities within the local community · role of advertising in domestic and international contexts · marketing processes, including the AIDA (Attention, Interest, Desire, Action) model · social marketing and ethical marketing, including the ethics of cultural appropriation · marketing and promotion strategies, including test marketing, segmentation, targeting, and positioning · ways to improve marketability of products and services · types of advertising that can influence diverse target market groups offline and online · risk assessment associated with marketing products and services · influence of corporate sponsorship, including naming rights · event planning, coordination, and facilitation skills · interpersonal and public relations skills to promote products or services and to interact with potential customers · career options in marketing and promotions

ASSESSMENT / EVALUATION:

Assignments and Assessment of student performance will include some or all of the following strategies:

Daily participation in class activities - Participation in classroom discussions - Research skills - Quizzes & Tests – In-class presentations - Creativity - Critical Thinking - Application of knowledge - Cumulative Projects - Homework checks - Teacher observations - Self & peer assessment

POLICIES AND PROCEDURES:

- The “I” (Incomplete) symbol is used to alert students and parents that the student is not demonstrating minimally acceptable performance in relation to expected learning outcomes. Students will be informed of an “I” by either an Interim Report mailed home or an “I” on a report card.
- Students are expected to demonstrate ethical (academic honesty), responsible, and thoughtful behavior.

ATTENDANCE

- Students absent from class are solely responsible for obtaining and completing any missed work and contacting the office and teacher.
- Refer to the School District 44 ‘Attendance Matters’ document found on the NVSD Home Page

PRINT STUDENT NAME: _____

STUDENT SIGNATURE: _____

PRINT PARENT/GUARDIAN NAME: _____

PARENT/GUARDIAN SIGNATURE: _____