### BIG IDEAS

- 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.

### Learning Standards

#### Curricular Competencies

**Students are expected to be able to do the following:**

**Applied Design**

**Understanding context**
- Conduct **user-centred research** to understand opportunities and barriers

**Defining**
- Establish a point of view for a chosen marketing and promotion opportunity
- Make decisions about premises and **constraints** that define the marketing design space

**Ideating**
- Generate ideas and enhance others’ ideas to create possibilities, and prioritize the possibilities for prototyping
- Work with users throughout the design process

**Prototyping**
- 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

**Testing**
- 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

#### Content

**Students are expected to 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
## Area of Learning: APPLIED DESIGN, SKILLS, AND TECHNOLOGIES — Marketing and Promotion

### Grade 11

#### Learning Standards (continued)

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making</strong></td>
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<tr>
<td>- Identify tools, technologies, materials, processes, cost implications, and time needed for development and implementation</td>
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<tr>
<td>- Use <strong>project management processes</strong> when working individually or collaboratively to coordinate or create processes or products</td>
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<tr>
<td>- <strong>Share</strong> progress to increase opportunities for feedback, collaboration, and, if applicable, marketing</td>
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<tr>
<td><strong>Sharing</strong></td>
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<tr>
<td>- Decide on how and with whom to share or promote their <strong>product or service</strong> and creativity</td>
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<td>- Critically reflect on their design thinking and processes, and identify new marketing goals</td>
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<td>- Assess their ability to work effectively, both individually and collaboratively</td>
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<tr>
<td><strong>Applied Skills</strong></td>
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<tr>
<td>- Apply safety procedures for themselves, co-workers, and users in both physical and digital environments</td>
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<tr>
<td>- Identify and assess skills needed for marketing and design interests, and develop specific plans to learn or refine them over time</td>
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<td>- Demonstrate the ability to apply a framework for problem solving</td>
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<tr>
<td><strong>Applied Technologies</strong></td>
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<tr>
<td>- Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for marketing and promotion interests</td>
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<td>- Evaluate impacts, including unintended negative consequences, of choices made about technology use</td>
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<td>- Analyze the role and personal, interpersonal, social, and environmental impacts of technologies in societal change</td>
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<tr>
<td>- Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level</td>
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- 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
### Big Ideas – Elaborations

- **technologies**: tools that extend human capabilities

### Curricular Competencies – Elaborations

- **user-centred research**: research done directly with clients to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them
- **constraints**: limiting factors, such as target market characteristics, available technology, expense, space, environmental impact
- **sources of inspiration**: may include personal experiences; First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders
- **information**: may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline
- **iterations**: repetitions of a process with the aim of approaching a desired result
- **relevant audience**: people who represent the target market
- **project management processes**: setting goals, planning, organizing, constructing, monitoring, and leading during execution
- **Share**: may include showing to others or use by others, including the client
- **product or service**: for example, a physical product, event, service, strategy, process
• **local community**: for example, in the school community, for a local not-for-profit agency

• **advertising**: including ambient advertising and digital or virtual advertising

• **AIDA**: AIDA is an acronym for Attention, Interest, Desire, and Action, referring to the marketing and advertising stages from when a consumer first becomes aware of a product or brand through to when the consumer makes a purchase decision.

• **social marketing**: Rather than financial effects, the primary goal is to achieve positive social effects.

• **cultural appropriation**: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama without permission or appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

• **test marketing**: The purpose of test marketing is to find out how users/consumers receive promotion ideas before the marketing strategy is launched on a larger scale.

• **risk assessment**: anticipating and addressing user/consumer effects (e.g., financial hardship and social-emotional impacts) and environmental challenges

• **interpersonal and public relations skills**: for example, professional communications and courtesies; technological or visual supports to accompany marketing or demonstrations at conferences; social media and networking