**Area of Learning: Applied Design, Skills, and Technologies —
Marketing and Promotion Grade 11**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Applied DesignUnderstanding 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
 | *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
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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Making* 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

Sharing* 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
 | * 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
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Marketing and PromotionBig Ideas – Elaborations Grade 11** |
| * **technologies:** tools that extend human capabilities
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Marketing and Promotion Curricular Competencies – Elaborations Grade 11** |
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| * **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
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Marketing and PromotionContent – Elaborations Grade 11** |
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| * **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
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