



Social Media and Analytics

Primary Career Cluster:	Marketing, Distribution, and Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C31H02
Prerequisite(s):	<i>Marketing & Management I: Principles</i> (C31H00)
Credit:	1
Grade Level:	11-12
Focused Elective Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the third course in the <i>Marketing Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 035, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-marketing.html . Best for All Central: https://bestforall.tnedu.gov/

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech
- Participate in DECA competitive events such as Integrated Marketing Campaign – Event, Product, and/or Services, Professional Selling, Marketing Communication Series, and Marketing Management Team Decision Making
- Participate in FBLA competitive events such as Database Design & Applications, E-business, Graphic Design, Introduction to Social Media Strategy, Marketing, Digital Citizenship, Social Media Strategies, and Website Design

For more ideas and information, visit Tennessee DECA at <https://www.decatn.org/> and Tennessee FLBA at <https://www.fblatn.org/>.

Using Work-based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1** | Guest speakers from business and industry to discuss the use of social media for supporting a company's brand.
- **Standards 3, 4** | Guest speakers from business and industry to discuss the use of various social media platforms and new and upcoming trends in social media and social marketing.
- **Standards 6-7, 10** | Integrated project with multiple interactions with business and industry professionals to focus on evaluating the social media use for company or product and developing a social media strategy for that company or product.

- **Standards 13-14** | Integrated project with multiple interactions with business and industry professionals where students design a social media strategy and calendar for a local business or WBL partner.
- **Standards 20-22** | Job shadowing and informational interviews with business and industry professionals in social and digital marketing positions.

Course Description

Social Media Marketing & Analytics is a study of concepts and principles used in social media marketing. Students will examine the uses, marketing strategies and data generated by social media marketing. Subject matter includes foundational social media knowledge, social media marketing strategies, communication, and ethical responsibilities.

Program of Study Application

This is the third course in the *Marketing Management* program of study. For more information on the benefits and requirements of implementing this programs in full, please visit the Marketing website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-marketing.html>

Course Standards

Foundations and History

- 1) Explain the purpose and use of social media for business and personal use. Describe the importance of using social media to support a company's or individual brand.
- 2) Identify different social media platforms (Instagram, Twitter, LinkedIn, etc.) used for marketing and discuss challenges (such as target markets, limited exposure, time constraints, etc.) associated with each. Create an infographic explaining the similarities and differences for each social media platform.
- 3) Research the Digital (Social Media) Revolution. Identifying key dates/activities that contributed to the digital/social media landscape when compared to the Industrial Revolution. Produce a 30-second video that highlights the impact on customer interactions with businesses.
- 4) Research social trends and perspectives (videos, QR codes, cloud technology, augmented reality, live streaming, etc.). From a business and cultural perspective, identify at least two trends that affected the marketplace. Prepare a presentation outlining the historical aspect of the trend and the impact on the marketplace.
- 5) Analyze the 4 C's of social media marketing (content, context/conversation, community, connection). Select a product or service to construct a visual representation with details and examples illustrating each of the four C's.

Social Media Marketing

- 6) Describe how a business' image is created and/or enhanced through social media; explain the importance of social media to a business' overall image. Using online resources, complete a social media audit for a WBL partner, another local business, or a local CTSO chapter, to include the following:
 - a. Audience analysis
 - b. Internal audit
 - i. List all social media platform accounts
 - ii. Identify posting frequency, follower counts, engagement rates, referral traffic
 - c. Competitor audit
 - i. Gather basic metrics
 - ii. What content is outperforming your selected company's content?
 - iii. Identify aspirational brands, optional.
- 7) Using the social media audit in standard 13, write a report for the selected WBL partner, another local business or your CTSO chapter including
 - a. A SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of the company's social media presence.
 - b. Recommendations for at least two future social media marketing SMART (Specific, Measurable, Attainable, Relevant and Time-based) goals which including at least 2 objectives each.
 - c. Annotated list of tactics to be used to reach goals
 - d. Annotated list of tools necessary to reach goals
 - e. A budget for future social media marketing campaigns.
- 8) Research an example of a social media promotion (e.g. Ice Bucket Challenge, Planking, #InMyFeelings). Construct an essay highlighting
 - a. social media tools that were leveraged
 - b. factors that contributed to the launch of the promotion as well as to its continued existence
 - c. Identify the outcome of the social media promotion.

Include an executive summary with the following:

- a. name the company sponsor
 - b. identify any nonprofit benefactors
 - c. PEST analysis (political/legal, economic, sociocultural, and technological)
- 9) Identify and research a business with a strong social media marketing presence (e.g., Warby Parker, Smile Direct, etc...). Summarize how the company's social media promotions contributes to personal sales in establishing and maintaining customer relationships. Utilizing the appropriate steps of a sale, prepare a sales presentation to a customer whose first experience with the company was through social media marketing, but is now reaching out to the company to purchase an item.
 - 10) Identify five companies that utilize social media to engage with customer compliments, complaints and comments. Evaluate company response times to customer feedback via

social media platforms. Develop a strategy for a WBL partner or another local business to develop brand loyal customers with post visit interactions via social media platforms.

Effective Social Media Communication

- 11) Identify, analyze, and critique the basic components of communications, such as the message, the sender, the receiver, the mode, the noise, and the response. This includes conducting responsible research when necessary, developing effective arguments, composing meaningful and coherent messages appropriate to the intended audience, and polishing one's delivery skills to deliver an effective and credible message, followed by listening.
- 12) Analyze examples of writing for evolving digital platforms such as social media applications. Compare and contrast writing conventions required for commonly used applications and construct an event announcement for a local business in formats appropriate for at least three different social media/networking tools.
- 13) Brainstorm content for use on social media for a WBL partner, local business or CTSO. Design a six-month social media calendar for the WBL partner or another local business. Include all elements of the promotional mix. Identify:
 - a. Goals
 - b. Target market
 - c. Message or theme
 - d. Coordination aspects
 - e. Action plan/implementation
 - f. Evaluation instrument
- 14) Using the calendar created in standard 13, write promotional content to be used on social media, repurpose the original message/post for use on at least two other social media platforms (Instagram, Twitter, LinkedIn, etc.) to engage secondary target markets.

Social Media Analytics

- 15) Using validated online texts, research and summarize the difference between social media analytics and social media listening. Using the Social Metrics Map, establish at least two objectives and develop at least two social media activities to meet the objectives of a WBL partner, a location business or your CTSO chapter.
- 16) Using online journals and resources, research the best times to post on at least three different social media platforms. Write a report detailing optimal day(s) of week, time of day, and social media platforms to use when trying to reach specific target markets.

Ethics and Responsibility

- 17) Research your school's or CTSO's ethics policy regarding copyrighted materials, plagiarism, authenticity, proper citations, privacy, and proper use of technology resources. Develop at

least five social media posts to be used to raise awareness for CTSO competitive events expectations.

- 18) Research and create an annotated list of federal statutes encompassing consumer privacy practices that can affect social media marketing.
- 19) Determine technology security strategies needed to protect customer information and company image. Evaluate strategies for protecting business' digital assets (e.g., website, social media, email, etc.), customer data, and other protected information.

Careers in Social Media Marketing

- 20) Conduct a job search of positions in one or more career areas of interest using tools such as <https://www.jobs4tn.gov> and other online employment resources; complete a job application; participate in mock interviews with partner businesses and/or through participation in a student organization event.
- 21) Prepare an electronic portfolio
 - a. Including work products demonstrating career preparation skills, using an assortment of media (text, photos, video, hyper-linked pages).
 - b. Including a professionally formatted résumé and other supporting documents such as cover letter and application.
 - c. Include personal social media audit.
 - d. Packaged on a suitable media (e.g., Web site, Cloud-based storage, etc.)
- 22) Address the appropriate use of and ethics related to social media in personal and professional situations and its impact on career search processes, as well as its impact on the professional reputation of a person.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.