



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 (C31H00)</i>
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
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html .
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
- 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 1.1** | Guest speakers from business and industry to discuss the use of social media for supporting a company's brand.
- **Standards 1.3-1.4** | Guest speakers from business and industry to discuss the use of various social media platforms and new and upcoming trends in social marketing.
- **Standards 2.1-2.2, 2.5** | 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 3.3-3.4** | Integrated project with multiple interactions with industry professionals where students design a social media strategy for a local business or WBL partner.
- **Standards 6.1-6.3** | 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.

Course Standards

1. Foundations and History

- 1.1 Personal and Business Uses of Social Media: Explain the **purpose and use of social media** for both business and personal use. Describe the importance of using social media to **support a company's or individual's brand**.
- 1.2 Social Media Platforms: Identify the **various social media platforms** (e.g., Instagram, Twitter, LinkedIn, TikTok, etc.) used for marketing and discuss **challenges** (e.g., target markets, limited exposure, time constraints, etc.) associated with each.
- 1.3 Digital (Social Media) Revolution: Research the **Digital (Social Media) Revolution**, identifying key dates/activities that contributed to the digital/social media landscape.
- 1.4 Social Trends and Perspectives: Research **social trends and perspectives** (e.g., videos, QR codes, cloud technology, augmented reality, live streaming, etc.) that have affected the marketplace.
- 1.5 4 Cs of Social Media Marketing: Analyze the **4 Cs of social media marketing** (content, context/conversation, community, connection) by examining products and/or services that illustrate each of the four Cs.

2. Social Media Marketing

- 2.1 Social Media Audit: Describe how social media **enhances and/or creates a business' image** and explain the importance of social media to a business' overall image. Identify the common components of a **social media audit**, including:
 - a. Audience analysis
 - b. Internal audit
 - c. List all social media platform accounts
 - d. Identify posting frequency, follower counts, engagement rates, referral traffic
 - e. Competitor audit
 - f. Gather basic metrics
 - g. Determine what content is outperforming your selected company's content
 - h. Identify aspirational brands, optional

2.2 Social Media Analysis: Using the social media audit in standard 2.1, complete a **social media analysis** 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

2.3 Social Media Promotions: Research an **example of a social media promotion** (e.g., #DeliveryDigiorno, Starbucks' #WhatsYourName campaign, Pantone Color Commentary, Spotify #2019Wrapped, etc.)) and focus on the following elements:

- 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
- d. Name the company sponsor
- e. Identify any nonprofit benefactors
- f. PEST analysis (political/legal, economic, sociocultural, and technological)

2.4 Social Media Use in Personal Sales: Identify and research a business with a strong social media marketing presence (e.g., Warby Parker, Smile Direct, etc.) and summarize how the company's **social media promotions** contributes to personal sales in **establishing and maintaining customer relationships**.

2.5 Social Media in Customer Relations: Research companies that use social media to engage with customer compliments, complaints, and comments and **evaluate their response times, recommended solutions, and professionalism and tone** to customer feedback via social media platforms. Identify common strategies to develop **brand loyal customers** with post-visit interactions via social media platforms.

3. **Effective Social Media Communication**

3.1 Basic Components of Communication: Identify, analyze, and critique the **basic components of communications**, such as the message, the sender, the receiver, the mode, the noise, and the response, including conducting responsible research when necessary. Develop **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.

- 3.2 Social Media Writing Conventions: Compare and contrast **writing conventions** required for commonly used social media applications by analyzing examples of writing for evolving digital platforms.
- 3.3 6-Month Social Media Calendar: Design a **six-month social media calendar** with appropriate content for the WBL partner or another local business, including all elements of the **promotional mix**. Identify:
- Goals
 - Target market
 - Message or theme
 - Coordination aspects
 - Action plan/implementation
 - Evaluation instrument
- 3.4 Promotional Content for Social Media: Compare and contrast social media **promotional content** from various social media platforms (e.g., Instagram, Twitter, LinkedIn, TikTok, etc.). Analyze their use of **writing conventions** and basic **communication components** to reach their target audiences.

4. Social Media Analytics

- 4.1 Social Media Analytics vs. Social Media Listening: Compare and contrast **social media analytics** and **social media listening** and develop at least two social media **objectives** and two social media **activities** to meet the objectives of a WBL partner, a location business, or your CTSO chapter.
- 4.2 Optimal Times for Posting Social Media Content: Analyze the **best times to post** on various social media platforms, determining optimal day(s) of week, time of day, and social media platforms to use when trying to reach specific **target markets**.

5. Ethics and Responsibility

- 5.1 Copyright and Plagiarism: Analyze **ethics policies** regarding copyrighted materials, plagiarism, authenticity, proper citations, privacy, and proper use of technology resources.
- 5.2 Consumer Privacy Practices: Identify and analyze the **federal statutes** encompassing consumer privacy practices that can affect social media marketing.
- 5.3 Technology Security and Strategies: Determine **technology security strategies** needed to protect customer information and company image and evaluate strategies for protecting business' digital assets (e.g., website, social media, email, etc.), customer data, and other protected information.

6. Careers in Social Media Marketing

6.1 Career Preparation: Conduct a **job search** in one or more career areas of interest, complete a **job application**, and participate in **mock job interviews** with partner businesses and/or through participation in a student organization event.

6.2 Electronic Career Portfolio: 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.)

6.3 Professionalism and Ethics in Social Media: Address the appropriate use of and **ethics** related to social media in personal and professional situations and its effect on the **career search** process and 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.