# Scope & Sequence

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| Course Name: Social Media Marketing **TSDS PEIMS Code:** 13034650 | | | **Course Credit:** .5  **Course Requirements:** This course is recommended for students in Grades 9-12.  **Prerequisite:** None.  **Recommended Prerequisite:** Principles of Business, Marketing and Finance or any course from the Marketing Career Cluster. |
| **Course Description:** Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 87 Periods.  3,915 Minutes.  65.25\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 87/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.385 (c) Knowledge and skills** | |
| **Unit 1: Professionalism in Social Media Marketing**  In this unit, students will learn the ways in which to conduct themselves in a professional environment. Communication, teamwork and time management will be covered. Role-playing will be a key activity connected to this unit. Mentor from the social media industry would make a great speakers for this unit. Learn by modeling is a key concept. | 13 periods  585 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using speaking, listening, and writing skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;  (F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and | |
| **Unit 2: Introduction to Social Media Marketing**  This course is designed to build students’ social media marketing skills by utilizing projects that give students hands on experience implementing social media marketing strategies. Topics include integrating different social media technologies into a marketing plan, creating social media marketing campaigns, and applying appropriate social media tools. In addition students will be able to understand how social media influences a traditional marketing strategy. | 15 periods  675 minutes | (2) The student knows the nature and scope of social media marketing. The student is expected to:  (A) differentiate between in-bound marketing and out-bound marketing;  (B) explain the nature of in-bound marketing;  (C) identify the various social media platforms and purposes;  (D) define social media marketing;  (E) identify and describe significant trends in the development of social media;  (F) understand how the development of social media has shaped online media and communications; and  (G) describe the social media marketing ecosystem and its impact on traditional marketing strategy. | |
| **Unit 3: A Marketing Tool; Social and Mobile Media**  Students will be able to learn how to use all aspects of social media including mobile media as a marketing tool. Using the concepts of analyze, evaluate and communicate students will understand the use of multiple platforms associated with social media. Researching national companies like Groupon, YouTube and Pinterest will enhance this unit greatly. Potential activities might include article reviews and on-line searches. | 18 periods  810 minutes | 6) The student demonstrates how to use social media as a marketing tool. The student is expected to:  (A) analyze, evaluate, and communicate information effectively through the use of social networking platforms such as Facebook, LinkedIn, and Twitter as marketing tools;  (B) analyze, evaluate, and communicate information effectively through the use of social publishing platforms such as Instagram, Pinterest, and Tumblr as marketing tools;  (C) analyze, evaluate, and communicate information effectively through the use of social entertainment platforms such as YouTube, Flickr, and Vine as marketing tools;  (D) analyze, evaluate, and communicate information effectively through the use of social commerce platforms such as Groupon, Yelp!, and 4Square as marketing tools; and  (E) analyze, evaluate, and communicate information effectively through the use of emerging social media.  (7) The student knows how to use mobile marketing as a marketing tool. The student is expected to:  (A) understand the nature and scope of mobile marketing;  (B) identify advantages and disadvantages of mobile marketing; and  (C) demonstrate the ability to use mobile marketing tools such as Short Message Service (SMS)/Multimedia Messaging Service (MMS), Quick Response (QR) codes, mobile phone applications, and mobile optimized websites. | |
| **Unit 4: Successful Social Media in Marketing**  This unit will assist students in gaining the knowledge needed to evaluate the success of social media marketing. Integrating social media into a marketing plan is a key component of this unit. In addition students will learn how to measure success using data. Throughout this unit students will be able to develop a social media marketing plan. Setting up mock presentations for the plan would be a great addition to this unit. Involvement in student organizations is key as well. | 15 periods  675 minutes | (8) The student measures the success of a social media marketing plan. The student is expected to:  (A) explain the role of social media in marketing research;  (B) understand the nature and scope of social media analytics; and  (C) measure the success of social media marketing strategies using analytics data.  (5) The student knows that strategic planning is essential to the success of social media marketing. The student is expected to:  (A) define the social media marketing process;  (B) understand participation as a key element of the marketing mix;  (C) understand how to integrate social media marketing into the Integrated Marketing Plan to promote brand/company awareness; and  (D) develop a social media marketing plan.  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (G) demonstrate leadership skills by participating in career and technical student organizations. | |
| **Unit 5: The Legal Side of Social Media Marketing**  The focus of this unit is to provide students with the knowledge to seek appropriate legal advice and identify the areas that they need to address when engaged in Social Media Marketing. Students will be able to display a broad understanding of risks associated to social media as well as legal boundaries. A guest speaker from the legal field would add real life value to this unit. Analyzing case studies connected with social media would be a nice addition as well. | 10 periods  450 minutes | 3) The student knows the legalities, ethical implications, and risks associated with social media marketing. The student is expected to:  (A) apply legal boundaries and concepts affecting social media;  (B) analyze ethical guidelines and codes of ethics to explain how or why they are important to social media organizations;  (C) identify risk factors associated with social media marketing;  (D) explain the concept of real-time marketing; and  (E) discuss the ramifications of real-time marketing. | |
| **Unit 6: Evaluation**  Students will learn how to evaluate media and digital marketing tools while understanding their potential limitations. In this unit students will also gain knowledge regarding the evolving of various social media tools and the influence they have. | 10 periods  450 minutes | (4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:  (A) evaluate and understand how social media has influenced the function of marketing;  (B) evaluate and understand how social media has evolved and influenced the way people communicate;  (C) analyze and evaluate the influence of social media on individuals and how individuals influence social media; and  (D) identify potential risks, advantages, and limitations of digital marketing tools. | |