

Black Horse Pike Regional School District  
580 Erial Road, Blackwood, NJ 08012

## COURSE OF STUDY

# **Digital Social Media Marketing**

Business Department

Written by:  
**Kerrie Blash & Alicia Truman**

Date: Aug 2021

Supervisor: Steve Arena

Approved by:  
Matt Szuchy, Director of Curriculum & Instruction

## **SYLLABUS**

» *Marketing Strategies: A Guide to Social Media and Digital Marketing*

### **WELCOME TO MARKETING STRATEGIES**

This course will focus on understanding and effectively using strategies of marketing. The course is designed to provide you key concepts of and learning experiences with social media marketing. Also presented are foundational elements of marketing and concepts on digital marketing practices.

By gaining an understanding of foundational concepts; creating practical, hands-on projects; and experiencing social media marketing through an online simulation, you will have a foundation to help you succeed in social media and digital marketing today and in your professions.

### **LEARNING OUTCOMES**

- » Understand the background and the foundational concepts of marketing
- » Know the foundational concepts of social media marketing
- » Make key marketing decisions relative to leveraging Facebook, Instagram, Twitter, YouTube, and other social media platforms
- » Understand the concepts of paid social media advertising
- » Know best practices of social media analytics, planning, and auditing
- » Be able to create and explain a personal brand
- » Understand the foundational concepts of digital marketing

### **DIGITAL TEXTBOOK AND SIMULATION**

This course uses a digital textbook available at <https://home.stukent.com>. You will also be using Mimic Social, an online social media marketing simulation, available [here as well](#).

### **COURSE SETUP**

The first major section of the course is structured around readings from the *Marketing Strategies* textbook and the accompanying Learning Activities, quizzes, expert sessions, and projects. The second major section of the course focuses on the Mimic Social in which you will make social media marketing decisions in a online simulation.

### **GRADING**

Assignments	40%
Mimic Social Simulation/Final	40%
Class Participation	10%
Quizzes	10%

## COURSE ASSIGNMENTS

### » *Learning Activities:*

Learning Activities are practical assignments aligned to chapter concepts. These activities are mainly in-class assignments that are completed either individually or as groups, depending on the specific Learning Activity.

### » *Quizzes:*

There is a 10-question quiz for each chapter of *Marketing Strategies*. The quizzes are built of multiple-choice and true-or-false questions.

### » *Projects:*

There is a project to complete for each chapter of *Marketing Strategies*. Longer and more in-depth than the Learning Activities, these assignments allow you to present your learning through out-of-class application of course concepts.

### » *Video Case Study:*

The Video Case Study pairs well with concepts taught in chapter 3 and has a video, case file, and case report for students to reference and an instructor's guide available to instructors only. The case report is for students to complete and may be graded as a learning activity or a project, dependent upon the discretion of the instructor.

### » *Mimic Social simulation:*

This element of class provides real-world experience through an online simulation where you make social marketing decisions.

### » *Final Exam:*

This 50-question exam, comprised of multiple-choice and true-or-false questions, will test you on the main concepts presented in the course.

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name:** Digital Social Media Marketing

**Course Number:** 063000

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Digital Social Media Marketing</p> <p>Unit 1: Foundations of Social Media Marketing</p> <p>Chapters:</p> <ul style="list-style-type: none"> <li>- 1.2</li> <li>- 1.3</li> <li>- 2</li> <li>- 3</li> </ul>	<p><b>Unit Summary:</b> In this unit, students will review the important roles marketers play in their companies. Students will learn what social media marketing is, the history of social media marketing, and how to succeed with social media now and in the future. Students will then explore how businesses add value to their brands by engaging with customers through social media.</p>
<p><b>Grade Level(s):</b> 11 - 12</p> <p>Prerequisite: Marketing</p>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>- When you have a clear comprehension of your audience, you can create content specific to their needs and wants</li> <li>- Social media marketing is a way for businesses to interact with customers online</li> <li>- Businesses add value to their brands by engaging with customers through social media, and if done right, can provide a solid return on investment</li> </ul>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>- How do customer behaviors lead marketers to make decisions that drive the business?</li> <li>- What is social media marketing?</li> <li>- Why is social media marketing an important part of a company's overall marketing plan?</li> </ul>	

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES****DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the New Jersey Student Learning Standards that are applicable**

<b>Learning Target</b>	<b>NJSLS:</b>
1. Recognize how marketing supports the efforts of sales and advertising	1. 9.3.MK.6, 9.3.MK-COM.4
2. Understand the importance of customers and target audiences	2. 9.3.MK.4, 9.3.MK-COM.4,
3. Know the importance of simple and clear messaging and communication	9.3.12.BM-OP.
4. Understand what social media marketing really is	2
5. Learn the history of social media marketing	<b>3.</b> 9.3.IT.1, 9.3.MK-COM.4,
6. Plan for future success in social media marketing	9.3.MK-COM.5
7. Create epic social media content	<b>4.</b> 6.2.12.EconGE. 6.c
8. Measure social media marketing success	5. 9.3.IT.1, 9.3.MK-COM.4,
9. Know why it's important to for businesses to have a social media marketing strategy	9.3.MK-COM.5
10. Identify various goals that should exist within a social media marketing strategy	<b>6.</b> 9.3.IT.1, 9.3.MK-COM.4, 9.3.MK-COM.5
11. Understand best practices for social media content creations	<b>7.</b> 9.3.IT.1, 9.3.MK-COM.4, 9.3.MK-COM.5
12. Provide examples of real brands successfully marketing on social media	<b>8.</b> 9.3.MK-COM.4 <b>9.</b> 9.3.MK-COM.4 <b>10.</b> 9.3.MK-COM.1 <b>11.</b> 9.3.MK.4, 9.3.MK-COM.2 <b>12.</b> 9.3.MK.9

**Inter-Disciplinary Connections:**

Social Studies - History of Social Media Marketing

**Students will engage with the following text:**

Name of Online Textbook = *Marketing Strategies: A Guide to Social Media and Digital Marketing*. MS: First Edition Erikson, Voorhies, Hales.

**Students will write:**

Students will use writing in the “do now”/warm up activity

Students will use writing to define vocabulary, answer questions, list steps of processes

Students will use writing in completing the end of chapter activities and workbook exercises

Students will use writing in individual projects

Students will use writing in video worksheets

Students will use writing in their notetaking

Students will use writing when analyzing case studies.

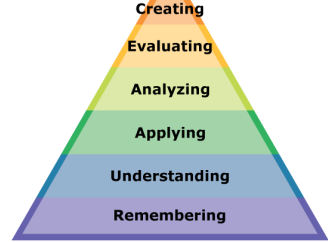
Students will use writing to analyze current events in the social media marketing industry.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Learning Activities -Analysis (chapter 2)
- Chapter 3 Learning Activities



## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.

### Formative Assessments:

- Chapter 1 - 3 Quiz/Quizzes
- By completing journal questions (Do Now), students demonstrate understanding of daily lessons
- Participating in classroom discussions
- Ask questions related to the objective to check for understanding
- Written classroom assignments
- Exit slip questioning, wrap up journal questions

### Accommodations/Modifications:

#### Accommodations:

- Extra time on assessments and assignments as needed.
- Individual help by special education teacher or classroom instructional aide for redirection and clarification directions
- Seating changes for hearing, visual, or needs of area with less distraction
- Re-testing if warranted by IEP
- Repeat assignments if warranted by IEP

#### Modifications

- Explain to students expectations of Do Now/slip questioning and show a model of what is expected

### Summative Assessments:

Mimic Social Media Rounds

### Accommodations/Modifications:

#### Accommodations:

- Extra time on simulations
- Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions
- Seating changes for hearing, visual, or needs of area with less distraction



**Performance Assessments:**

- Determining Target Market (chapter 1)
- Craft the Perfect Blog Post (chapter 2)
- School's Social Media Presence Diagnostic (chapter 3)
- Local Business Strategy Plan (chapter 3)

**Accommodations/Modifications:**

Accommodations:

- Extra time on performance assessments and projects
- Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions
- Seating changes for hearing, visual, or needs of area with less distraction
- Re-testing if warranted by IEP

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name:** Digital Social Media Marketing

**Course Number:** 063000

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Digital Social Media Marketing</p> <p>Unit 2: Digital Platforms</p> <p>Chapters 4 - 8</p> <p><b>Grade Level(s):</b> 11 - 12</p> <p>Prerequisite: Marketing</p>	<p><b>Unit Summary:</b></p> <p>There are many different platforms of social media that can be used to market and advertise. The purpose of this unit is for students to understand how each platform works, business strategies that can be successful on each platform, as well as utilizing paid resources for each platform. By understanding and practicing strategies on all platforms, students will learn how to gain a larger target audience.</p>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>- What works for marketing and advertising on each platform?</li> <li>- What are the various business strategies successful companies practice using each platform?</li> <li>- What successful business strategies do businesses work for each platform?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>- Content creation consistency is key. Your company's social media audience will reward you if audience members can plan on regular, quality content.</li> <li>- Students will learn the history of the platform, understand the various user demographics, learn different monetization methods available on Snapchat, analyze best practices for advertising on Snapchat, and analyze different marketing strategies utilizing Snapchat.</li> </ul>

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES****DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the New Jersey Student Learning Standards that are applicable**

<b><u>Learning Target</u></b>	<b><u>NJSLS:</u></b>
<ol style="list-style-type: none"> <li>1. Learn the history of the Facebook, Instagram, Twitter, YouTube, and Snapchat platform</li> <li>2. Understand the various user demographics for each platform</li> <li>3. Learn various monetization methods using Facebook, Instagram, Twitter, Youtube, and Snapchat</li> <li>4. Analyze best practices for advertising on Facebook, Instagram, Twitter, YouTube, and Snapchat</li> <li>5. Analyze different business strategies utilizing Facebook, Instagram, Twitter, YouTube, and Snapchat</li> <li>6. Analyze how videos are ranked on YouTube</li> </ol>	<ol style="list-style-type: none"> <li>1. 6.1.12.HistoryUP.16.1</li> <li>2. 9.3.12.AR.-TEL.3</li> <li>3. 6.2.12.EconGE.6.c, 9.3.MK.1</li> <li>4. 9.3.MK.3</li> <li>5. 9.3.MK.4</li> <li>6. 9.3.IT-WD.2</li> </ol>

**Inter-Disciplinary Connections:**

Mathematics  
English/Grammar  
Art/Design

**Students will engage with the following text:**

Name of Online Textbook = *Marketing Strategies: A Guide to Social Media and Digital Marketing*. MS: First Edition Erikson, Voorhies, Hales.

**Students will write:**

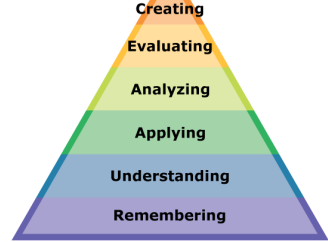
Students will use writing in the “do now”/warm up activity  
Students will use writing to define vocabulary, answer questions, list steps of processes  
Students will use writing in completing the end of chapter activities and workbook exercises  
Students will use writing in individual projects  
Students will use writing in video worksheets  
Students will use writing in their notetaking  
Students will use writing when analyzing case studies.  
Students will use writing to analyze current events in the social media marketing industry.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Learning Activities: Ad Platform/Monetization (Chapter 4)
- Learning Activities: Strategy Analysis Activity (Chapter 5)
- Learning Activities: Business Strategy Activity (Chapter 6)
- Learning Activities: Business Strategy Activity (Chapter 7)
- Learning Activities: Business Strategy Activity (Chapter 8)



## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.

### Formative Assessments:

- Chapter 4-8 Quiz/Quizzes
- By completing journal questions (Do Now), students demonstrate understanding of daily lessons
- Participating in classroom discussions
- Ask questions related to the objective to check for understanding
- Written classroom assignments
- Exit slip questioning, wrap up journal questions

### Accommodations/Modifications:

#### Accommodations:

- Extra time on assessments and assignments as needed.
- Individual help by special education teacher or classroom instructional aide for redirection and clarification directions
- Seating changes for hearing, visual, or needs of area with less distraction
- Re-testing if warranted by IEP
- Repeat assignments if warranted by IEP

#### Modifications

- Explain to students expectations of Do Now/slip questioning and show a model of what is expected

### Summative Assessments:

Mimic Social Media Rounds

### Accommodations/Modifications:

#### Accommodations:

- Extra time on simulations
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**Performance Assessments:**

- The One Minute Video (Chapter 4)
- Facebook Analytics (Chapter 4)
- Top Instagram Account Analysis (Chapter 5)
- Twitter Campaign (Chapter 6)
- YouTube Influencer Partnership Search (Chapter 7)
- Understanding and Creating Ads on Snapchat (Chapter 8)

**Accommodations/Modifications:**

Accommodations:

Extra time on performance assessments and projects

Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

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### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Digital Social Media Marketing</p> <p>Unit 3 - Social Media Engagement and Analysis</p> <p>Chapters 9-13</p>	<p><b>Unit Summary:</b></p> <p>Throughout the last unit of Digital Social Media Marketing, students will learn how to take social media advertising to the next level utilizing paid advertising on social media. They will also learn how to analyze their social media advertising as well as creating a personal brand for themselves and their companies on social media.</p> <p>Students will develop and apply effective skills and strategies to analyze and evaluate non-print media.</p>
<p><b>Grade Level(s):</b> 11th &amp; 12th</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>- Why is it important to be able to identify, describe, and evaluate the elements of messages projected on social media and online?</li> <li>- Why is it important in your life to use technology as tools to exchange information and ideas?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>- Master the blueprint for a successful approach to paid social media advertising and marketing.</li> <li>- Master best practices for building a paid social media advertising and marketing strategy.</li> <li>- Students will develop and apply effective skills and strategies to analyze and evaluate media.</li> </ul>

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES****DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the New Jersey Student Learning Standards that are applicable**

<b><u>Learning Target</u></b>	<b><u>NJSLS:</u></b>
1. Understand the differences between paid and organic content.	9.3.TI-WD.8
2. Understand the key benefits of paid social media advertising.	9.3.MK.10
3. Gain a basic understanding of analytics.	9.3.MK-RES.3
4. Understand what social media analytics is and the tools available.	9.3.MK-SAL.1
5. Learn what metrics are important to track with social media analytics.	9.3.12.BM-OP.1
6. Understand what a social media audit is and why it's important.	9.1.12.F.3
7. Learn how to conduct a social media audit.	8.1.12.E.1
8. Understand the different stages of a social media marketing strategy.	8.1.12.E.2
9. Understand the key benefits of paid social media marketing.	
10. Understand what personal branding is.	
11. Understand the benefits of a personal brand.	
12. Learn how to unlock your strengths and passions.	
13. Learn how to conduct a personal brand audit.	
14. Learn key personal branding strategies you can apply to social media platform	



**Inter-Disciplinary Connections:**

Mathematics  
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Students will use writing when analyzing case studies.  
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## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

#### **Chapter 9 -**

- **Learning Activities:**
  - Paid social media advertising - Examples Activity
  - Benefits of paid social media advertising - Questions Activity
  - Marketing Funnel Activity
- **Chapter 9 Project** - Spending your first \$100

#### **Chapter 10 -**

- **Learning Activities:**
  - Data Application Ideas Activity
  - Google Analytics Tips Activity
  - Metrics Examples
  - KPIs Activity
  - Social Media Activity Among Businesses
  - Personal Audit
- **Chapter 10 Project** - Social Media Competitor Analysis

#### **Chapter 11 -**

- **Learning Activities:**
  - Questions Activity
  - Strategy Activity
  - Metrics Between Competitors Activity
  - ROI Activity
- **Chapter 11 Project:** Creating Content

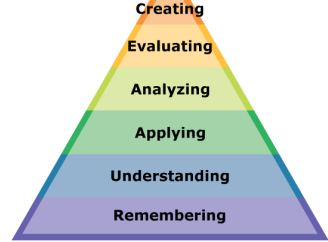
#### **Chapter 12 -**

- **Learning Activities**
  - Personal Brand Analysis Activity
  - Personal Brand Statement Activity
  - Personal SWOT Analysis
  - Personal Brand Audit Activity
- **Chapter 12 Project:** 15-30 Second Elevator Pitch

#### **Chapter 13-**

- **Learning Activities:**
  - Evaluation Ranking Activity
  - One Great Website Activity
  - Map It Out Activity

- **Headline Options Activity**
- **Expert Groups Activity**
- **Entry Page Creation Activity**
- **Chapter 13 Project:** How to craft the perfect blog post.



## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.**

### **Formative Assessments:**

- Chapter 9-13 Quiz/Quizzes
- By completing journal questions (Do Now), students demonstrate understanding of daily lessons
- Participating in classroom discussions
- Ask questions related to the objective to check for understanding
- Written classroom assignments
- Exit slip questioning, wrap up journal questions

### **Accommodations/Modifications:**

#### Accommodations:

- Extra time on assessments and assignments as needed.
- Individual help by special education teacher or classroom instructional aide for redirection and clarification directions
- Seating changes for hearing, visual, or needs of area with less distraction
- Re-testing if warranted by IEP
- Repeat assignments if warranted by IEP

#### Modifications

- Explain to students expectations of Do Now/slip questioning and show a model of what is expected

### **Summative Assessments:**

Mimic Social Media Rounds

### **Accommodations/Modifications:**

#### Accommodations:

- Extra time on simulations
- Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions
- Seating changes for hearing, visual, or needs of area with less distraction

**Performance Assessments:**

- **Chapter 9 Project** - Spending your first \$100
- **Chapter 10 Project** - Social Media Competitor Analysis
- **Chapter 11 Project:** Creating Content
- **Chapter 12 Project:** 15-30 Second Elevator Pitch
- **Chapter 13 Project:** How to craft the perfect blog post.

**Accommodations/Modifications:**

Accommodations:

Extra time on performance assessments and projects

Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP