Board/Authority Authorized Course: **Social Media Marketing 11**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD79 Cowichan Valley
Developed by: Ryan Seipp	**Date Developed:** Oct. 26/2020
School Name: Cowichan Secondary School	**Principal's Name:** Darcy Hoff
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Social Media Marketing: *From Passion to Profit*	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:** 120 hours
Course Category: (Filled in by the developing school) Marketing and Distribution	**Course Code:** (Filled in by the district) YMD-1A

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

- Teacher trained in Information and Social Media Technology applications and platforms including but not limited to Shopify, Alibaba, Fiverr, eBay, Amazon, Google, Facebook, Instagram, YouTube, Snapchat, and TikTok
- Access to technology: desktop or laptop computers, access to quality internet connection

Goals and Rationale:

Course Goals:

The Social Media Marketing curriculum contributes to students' development as educated digital citizens through the achievement of the following goals. Students are expected to:

- Successfully navigate the diverse online career landscape through creativity, innovation, and diversification
- Understand how connected global online networks and new forms of technology have changed the career landscape of the future
- Exercise judgement in discerning ethical advertising behaviour on social media, and take an active role in digital citizenship
- Assess the impact that online platforms have on the spreading of information, and subsequently on consumer behaviour
- Recognize the need to be adaptable, resilient, and flexible in order to meet the ever-changing opportunities and challenges of today's digital world
- Develop awareness of personal strengths, competencies, values, and passions, and convert this knowledge into tangible and goal-orientated outcomes: covert passions and abilities into career opportunities
- Effectively utilize current software programs and applications to execute marketing and sales strategies
- Using a robust understanding of online business models, students will critically evaluate market data to structure an online business, predict consumer habits and trends, communicate with buyers and sellers, and innovate new products and services
- Build personal career-life development capacity to effectively learn and grow new interests, knowledge, skills, and competencies as they relate to growing an online business
- Explore a range of experiences, roles, and opportunities in personal, educational, and digital workplace contexts to advance their personal career-life journeys

Course Rationale:

Today's graduates must be able to adapt to ongoing change in the modern career landscape. For most people, career-life planning will not be a matter of making one major decision and living with it for a lifetime. Instead, meaningful career-life planning involves being adaptable to new opportunities that arise from global change. Modern career planning necessitates the alignment of each passion and skill area with their corresponding opportunities. Social Media Marketing provides a unique opportunity for flexibility and diversity as educated citizens maximize value from their skills in an ever-changing world.

Students are ideally equipped to innovate and generate the creativity that forms market viable ideas, as their imaginative output is not constrained by previous life patterns that contribute to biases and constrained worldviews. Social Media Marketing seeks to maximize this window of creative potential by supporting learners with the technical skills and vision required to share their creativity with the world in the most efficient and effective manner. In order to accomplish this goal, the course equips learners with the knowledge and practical skills that are necessary to navigate through a fluid online marketplace to actualize the value of their passions and skills. *Please see Addendum A for the introduction and features of the Social Media Marketing curriculum.*

Course Synopsis:

Social Media Marketing blends social media and digital literacy with a strong base in essential 21st century marketing capabilities, equipping students with the capability to get their unique skills and talents to potential customers in the online market. Social Media Marketing capitalizes on global market trends for our students by teaching them the knowledge and resources that they require in order to succeed when opportunities present themselves. It fosters students being active agents of change and profiteers in their online communities as opposed to passive observers and consumers. This growth occurs through empowering students to access the information conveyed to them online critically, and with an entrepreneurial mind.

Social Media Marketing provides students with the ability to turn their passion and skill areas into tangible online career opportunities that may supplement full-time regular careers and diversify household income streams. Students will learn how agencies, companies, and programs use consumers like themselves to generate profit, and in turn, how they can use the same system to generate their own profit from their passions and interests. Correspondingly, Social Media Marketing has a strong focus in personal online marketing strategy and business development; however, the course additionally explores the gamut of other career opportunities in the online world, and gives students access to the tools and support that they need to access these opportunities. *Please see Addendum A.*

Indigenous Worldviews and Perspectives:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors:
The Social Media Marketing curriculum utilizes the "Me to We" model: In the *identify* and *monetize* phases, students must first explore their inner strengths and value-based attributes before they can extend these capabilities into the family and the community. In the *scale* and *focus* phases, students explore how they can use their knowledge of self to provide value to their families and communities. Finally, in the *analyze* and *deliver* phases, students build on their successes to extend their ideas to the larger community surrounding them.

Learning involves patience and time: Paramount to the marketing and entrepreneurial process overall is the personal development that results from trial and error. It is understood that failure is a natural part of the personal and business development process. Students will be encouraged to reflect on their own performance with the understanding that successful learning involves time and patience, and that failure deepens further opportunity for learning.

Learning involves recognizing the consequences of one's actions: Throughout the marketing design and execution process, students must work through the natural consequences of their actions as they pertain to themselves, their family and community, and the natural environment. For example, students must account for critical business consequences such as environmental impact and sustainability.

Learning requires exploration of one's identity: Students must explore the foundations of their values and identities in order to answer the "why" question regarding the purpose of their marketing and entrepreneurial ventures. It is only through understanding ourselves that we may bring value to others in our community, and students will learn how an increased understanding of self will contribute to their personal and career success.

BIG IDEAS

Adapting to **economic** and **labour market changes** requires flexibility	**Career-life decisions** are influenced by internal and **external factors**, including **local and global trends**	**Career-life choices** are made in a recurring cycle of planning, reflecting, adapting, and deciding	**Reflecting** on our **preferences and skills** helps us identify the steps we need to take to achieve our career goals	**Finding balance** between personal and work life promotes well-being

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Explore and Create:** • Identify: Develop the passion or skill area through reflection, brainstorming, and trial experiments • Monetize: Create value from the passion or skill area by exploring all available digital methods of revenue generation associated with that passion or skill area • Scale: Grow the passion or skill area through market research and forecasting. Implement strategies to grow the idea from a template, sample, or prototype into a larger market through target audience • Focus: Analyze the target market through determining the demographics of the market (i.e. age, location, preferences, buying patterns, and niche interests) • Analyze market data and project sales volume: Use appropriate technological and mathematical skills to quantify potential customers, design effective ad campaigns, and determine realistic sales projections based on this information • Deliver the product or service to market: Determine the appropriate shipping structure, form relationships with suppliers, and experiment with multiple delivery methods and models	*Students are expected to know the following:* **Online Business Structures and Processes** • Types of business interactions between key stakeholders • Techniques of persuasion in advertising: Ethos, pathos, and logos • Online marketing: Establish target audience and estimate demand • Design products and services: Developing a prototype, accessing competition, evaluating market share, and cost analysis • Distribution: Shipping and supply chains • Predict sales volume • Set budgets and business goals • Reflect on strategy effectiveness • Costing Strategies: Cost-based, Value-based • Visual and virtual marketing ads • Utilize new technology, programs, and applications that minimize labor and administration costs

Analyze and predict
- Understand how new marketing technology and applications are used to analyze, predict, track, and maintain customers
- Critically analyze advertising methods including how enterprises divide the market into segments, and target their audience to maximize profit
- Develop familiarity with all online platforms, applications, and social media interfaces that relate to the selling of goods and services online

Self-Assessment and Reflection Strategies
- Strategies for maintaining well-being
- Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills
- Set and achieve realistic goals with perseverance and resilience
- Question self and others about the role of family expectations and traditions, and of community needs in career choices

Design and Execute:
- Apply: A variety of research skills to expand their knowledge of diverse career possibilities and understanding of career clusters. Includes decision-making strategies to life, work, or community problems and adjusting the strategies to adapt to new situations.
- Explore: Volunteer and other new learning experiences that stimulate entrepreneurial and innovative thinking. Explore and connect experiential learning both inside and outside of school with possible and preferred career-life pathways.
- Examine: The influences of personal and public profiles
- Consider: The role of personal and employment networks
- Identify: Career-life challenges and opportunities, and generate and apply strategies
- Initiate: Explore and reflect on career-life roles, personal growth, and initial planning for preferred career-life pathways. Develop preliminary profiles and flexible plans for career-life learning journeys.
- Interact: Collaborate with a mentor to inform career-life development and exploration. Create and critique personal and public profiles for self-advocacy and marketing purposes.
- Experience: Explore possibilities for preferred personal and education/employment futures using creative and innovative thinking. Identify

- Additional niche-career life opportunities
- Structuring an online business
- Building a website

Personal and Professional Development
- Goal setting strategies
- Self-assessment
- Project management
- Reflection

Connection to the Local and Global Community
- Local and global needs and opportunities
- The local, national, and global economy
- The influence of technology in learning and working

Life and Career Plan
- Factors affecting types of jobs in the community
- Technology in learning and working
- Strategies for maintaining well-being
- Personal and Employment Marketing
- Financial Planning
- Career-life development research and methods
- Models of decision making and innovative thinking for flexible planning and goal setting
- Pre- and post-graduation opportunities
- Local and global labour market and trends

Employability Skills:
- Communicate
- Manage Information
- Use Numbers
- Think and Solve Problems

Personal Management Skills:
- Adaptability
- Learn Continuously
- Participate in Projects and Tasks

Essential Job Skill Profile for Digital Technology

and apply preferred approaches to learning for ongoing career-life development and self-advocacy.	

Big Ideas – Elaborations

Economic and Labor Market Changes:
- technological change creates opportunity for new market segments
- identifying the appropriate problems that require solutions, the key stakeholders involved, and the appropriate target audience can allow us to maximize the potential of market trends
- as global markets change, our skill sets need to reflect changes through flexibility and adaptability

Reflecting on Skills and Preferences:
- reflecting on our preferences and skills allows us to determine the abilities that we can transfer to other market segments
- Aligning skills, abilities, and preferences with needs in the domestic or international market allows us to achieve our career goals through adaptation

Career-life Development:
- intentional career-life development moves us toward personally determined and evolving futures
- personal tools and strategies can help us develop and commit to short-term goals and actions while keeping us open to emerging possibilities
- career roles and goals change throughout life

Career-life Decisions:
- integrate knowledge of self and educational/labour market realities to pursue preferred futures
- values and passions inform career decision making
- respectfully navigating competition in social, familial, and cultural expectations to pursue preferred career-life pathways

Career-life Choices:
- pursuing open-ended career-life goals in a rapidly changing world

International and External Factors:
- internal factors may include personal interests, abilities, and competencies, and external factors may include place-based and community digital influences and circumstances

Local and Global Trends:
- sustainability and economic trends
- shifts in societal norms
- influence of place, such as urban, suburban, small town, rural, remote
- work options, such as entrepreneurship, flexible work schedules, working from home

Finding Balance:
- tools and strategies to help maintain balance between personal and work life
- ways of approaching career-life challenges and stressors
- using knowledge of balance to promote holistic well-being

Curricular Competencies – Elaborations

New Applications:
- marketing technology (i.e. email, text, and direct message follow up marketing), back-end and front-end marketing strategies, acquiring new customers and retaining old customers through repeated sales), sales analytics including calculating return on investment during ad campaigns

Advertising:
- targeting through social media ads, utilizing influencers, determining market segments, appropriate target audience strategizing, and return on investment in multiple formats

Online Platforms:
- Facebook and Facebook Marketplace, Google and Google Ad Services, Instagram, Snapchat, TikTok, YouTube, Twitch, Amazon, eBay, Alibaba, Blogs/Vlogs, podcasts, Shopify, Weebly, and Fiverr

Realistic Goals:
- learning goals, business goals, personal goals
- the art of goal setting

Research Skills and Career Clusters
- research skills: R&D, marketing data/research, product research
- career clusters

Personal and Public Profiles:
- personal versus public contexts
- digital and face-to-face contexts
- various audiences being addressed
- the importance of both verbal and non-verbal communications in interviews and presentations

Identify Risks:
- levels of privacy in social media
- what encompasses appropriate content
- permanency of digital uploads

Personal and Employment Networks:
- family members, friends, religious organizations, local community, sports teams, youth organizations

Strategies for Maintaining Well-being:
- stress management, mindfulness practices, awareness of digital presence/footprint and how it can influence self-esteem and anxiety

Mentor Experiences:
- mentors play an important role in helping students with career-life development, including planning, decision making, providing exposure to possibilities, and finding emerging opportunities
- mentor can be in person or online, and should serve as a role model that has achieved success in a personal or career goal area that the student has identified

Online business structures and processes
- **Types of business interactions:** B2B, B2C, C2C, C2B, C2A, M-Commerce, F-Commerce
- **Techniques of persuasion in advertising**: *Ethos* (credibility and ethics), *Pathos* (emotions and feelings), and *Logos* (logic and reason)
- **Designing websites**: Appropriate page layouts, fonts, registering a domain, designing templates, establishing system automation
- **Designing products:** Developing a prototype, assessing competition, evaluating market share, cost analysis, distribution networks
- **Distribution:** Cost, supply, demand, supply chain, geographic and demographic distribution models (i.e. drop-ship, home delivery, delivery service, mail courier), and shipping models (i.e. free shipping, unit shipping, wholesale shipping)
- **Budgeting:** Utilization of software free trials, cost of prototype, scaling appropriate supply increases, sales estimates and projections, managing cash flow, costing of operations management
- **Costing strategies:** Determine value-based, cost-based, or combination by analyzing the financial identity of the online business
- **Visual and virtual marketing ads:** Models, photos, slogans, logos, and promotions
- **Additional niche career-life opportunities:** Online teaching, stocks and portfolios, personal marketing in provided services (i.e. skilled labor)

Local and global needs and opportunities
- align strengths, preferences, and skills with local and global needs and opportunities
- social justice, environmental stewardship, sustainability

Goal setting strategies
- personal, business, long-term, short-term, budget, marketing
- internal and external locus of control in goal setting

Project management
- taking an idea, creating a plan (including timeline and resources), putting the plan into action and reflecting on the process.

Reflection process
- applying both inquiry and scientific methods of execution and reflection

Factors affecting types of jobs in the community
- technological shifts, trends, and predictions, and their affect on global commerce trends

Strategies for maintaining well-being
- stress management, mindfulness practices, awareness of digital presence/footprint

Personal and employment networking and marketing
- accessing support networks to continue exploring career-life opportunities (i.e. Mentors and professional networking)
- resume, cover letters, cold calls and emails, social media, interviews, application forms, accessing employment networks

Career-life development research
- related to diverse career-life roles; for example, post-graduation options, personal passions, work, family, education

Career-life planning methods
- including both digital and non-digital formats; for example, learning profile, portfolio, blog, anthology, archives, journals, videos

Career-life development research and methods
- Research: Diverse career-life roles (post-graduation options), personal passions, work, education
- Methods: Digital and non-digital formats (learning profile, portfolio, blog, anthology, archives, dossier, docket, journals, videos)

Financial planning
- budgeting for post-graduate career-life options and entrepreneurship, considering influence on work-life balance decisions

Pre- and post-graduation opportunities
   extracurricular activities, volunteerism, travel, passion projects, course and program selection related to post-gradation plans

Local and global labour market and trends
- employment opportunities in many contexts, emerging opportunities, community needs, declining occupations, specialized training requirements

Employability Skills

Communicate:
- read and understand information presented in a variety of forms (words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- share information using a range of information and communication technologies (voice, e-mail, computers)
- use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas

Manage Information:
- locate, gather, and organize information using appropriate technology and information systems
- access, analyze, and apply knowledge and skills from various disciplines (the arts, languages, science, technology, mathematics, social sciences, humanities)

Use Numbers:
- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools, and technology
- make estimates and verify calculations

Think and Solve Problems:
- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific, and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology, and mathematics as ways to think, gain, and share knowledge, solve problems, and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

Content – Elaborations

Personal Management Skills:

Adaptability:
- work independently or as part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: Identify and suggest alternative ways to achieve goals
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously:
- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Participate in Projects and Tasks
- plan, design, or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise, and implement
- work to agreed-upon quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project and identify ways to improve

Essential skill job profiles for digital technology
- assess complexity using digital tools and numeracy: tally costs, create budgets, calculate lengths and volumes, analyze data, estimate times and the other mathematical demands of different situations

Recommended Instructional Components: Core Competencies
Communication
- **Connect and Engage with others (to share and develop ideas)**
    - I can inquire into topics of interest related to my studies
    - I can acquire information from a variety of sources including people, print materials, and media

Thinking: Creative Thinking
- **Generate Ideas**
    - I build on the ideas of others and add new ideas of my own or combine with people's ideas in new ways to create new things or solve straightforward problems
    - I am willing to takes risks to go beyond existing knowledge
    - I can generate ideas and reflect on their value to others

- **Develop Ideas**
    - I can persevere over years, to develop my ideas

Thinking: Critical Thinking
- **Analyze and Critique**
    - I can analyze options using specific criteria

- **Question and Investigate**
    - I can explore materials and actions

- **Develop and Design**
    - I can experiment with different ways of doing things
    - I can monitor my progress and adjust my actions to make sure I achieve what I want

Assessment:
This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.
The following Principles of Quality Assessment will be noted:
- Assessment is ongoing, timely, specific, and embedded in day-to-day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?

Each student will have a final conversation about their final product and the collected teacher data observations. This gives the students a role in the assessment process and encourages the students to invest in their own learning. The teacher will use this information to make a final assessment on the three components of the curriculum model – knowing, doing, understanding and will determine if the student demonstrates an understanding of the concepts and competencies relevant to Social Media Marketing 11.

Specific to Social Media Marketing 11:
Grade 11 students will extend their knowledge from perceived value and marketing processes into problem solving and growth activities.

Problem Solving:
The Grade 11 Social Media Marketing students will demonstrate their ability to problem solve using critical thinking. Problem solving may include but is not limited to financial problems within marketing strategy, ethical problems that arise from marketing activities, and environmental problems that may occur as a result of business expansion.

Growth Activities:
As the student's skills improve, the demand for their business will increase. Therefore, the Grade 11 students will need to particularly demonstrate their knowledge in growing and scaling their ideas into a larger marketplace through marketing. Students will be responsible for deeper personal reflections on their technical skill improvement, as well as their ability to address the challenges that arise when increased variables are added to the business model.

Learning Resources:
- Learning resources will include, but are not limited to: teacher generated resources
- Variety of information technology and marketing related resources as available on YouTube
- Masterclass: The Art of Persuasion
- Additional video and audio internet sources including documentaries and docuseries, video logs, and podcasts
- Community resources and associations related to business development in their communities

Introduction to Social Media Marketing

The Social Media Marketing curriculum supports students in successfully navigating the diverse and ever-changing online career landscape through flexibility and innovation. This area of learning empowers online behaviour and creates digitally educated citizens through fostering the knowledge necessary to discern amongst social media advertising and manipulation tactics. In addition, the Social Media Marketing curriculum creates active agents of change that are in control of their interactions within online communities through making informed online decisions. Digitally educated citizens are lifelong learners who continually build online awareness by evolving their interests and strengths on digital platforms. They are able to use this personal knowledge to inform their career-life choices using these online platforms, and incorporate flexibility as opportunities and challenges arise online. Because social media marketing tactics, and the online environment together constitute one of the largest influencers of socialization amongst youth, it is essential that students approach information that they receive online with a critical and informed digital worldview.

While the first pillar of fostering educated digital citizenship through social media marketing primarily focuses on developing personal awareness of the impact of online platforms on consumer behaviour, the second pillar extends this focus to social media business and career opportunities. This area of learning requires students to identify and develop their personal interests, passions, and competencies. Following identification and development, students will monetize these passions and interests through online mediums. After the skill or passion area has been monetized, it is then scaled by identifying and analyzing the appropriate target market, projecting sales volume from market data, and delivering the product or service to the market electronically. Social media marketing and its diverse channels present some of the largest opportunities for passion and skill monetization in the technological world. Ever-changing job landscapes and economic opportunities require flexibility and adaptability; therefore, online skills, whether they be critical thinking, analysis, communication, innovation through entrepreneurship, or various industry-specific abilities, have increased value in the job markets of the future.

Digitally educated citizens:

Social media interfaces have become predominant influencers in the socialization environments of our students. Cultural norms are created and enforced through social media platforms. Popular opinion is largely shaped and influenced by information that is conveyed through social media. These norms and popular opinions include political views, social/emotional programming, opinions on diversity and tolerance, cyber-bullying, trends and hobbies, among many others. The online world dictates largely how our students are enculturated. Equipping these digital citizens with an educated and critical mindset has the potential to change the way that it impacts their personal and emotional growth.

Students reflect on learning experiences in school and community, build confidence through their contributions, and explore multiple career-life roles and choices. In the modern and digitally integrated work landscape, these multiple roles become increasingly relevant for students, as career roles and responsibilities begin to shift and expand. Current trends display profound increases in the number of careers and income streams that each member of the household has. It is not uncommon for modern day households to have 2 or 3 sources of income, or more. The world of social media marketing provides a unique opportunity for students to increase income streams through turning hobbies and passions into revenue sources. Students have grown up with unprecedented amounts of technological resources at their disposal. The Social Media Marketing curriculum seeks to transition these students from pure consumers of social media into digital citizens that are equipped with the skills and abilities to become pioneers that can take advantage of the career opportunities that this technology presents.

Features of the Social Media Marketing Curriculum

The Social Media Marketing curriculum:
- is structured to progressively integrate personal interest areas and abilities into the digital and professional landscape
- is organized in three Content areas that foster optimal digital awareness and development: critical informational and behavioural analysis, passion and skill development, and marketing evaluation and execution
- encourages versatility and cross integration between non-digital and digital markets
- promotes a holistic view of the student, providing opportunities to explore identity, purpose, and well-being both in-person, and online learning contexts