

Social Media and Communications  
Student Performance Standards

2015-2016

Arkansas Department of Career Education  
Model Framework

<b>Course Title</b>	<b>Social Media and Communications</b>
<b>Career Pathway</b>	<b>Web Design and Digital Communications</b>
<b>Career Cluster</b>	<b>Information Technology Cluster</b>
<b>Course Number</b>	
<b>CIP Number</b>	
<b>Grade Level</b>	10-12
<b>Course Credit</b>	1 Unit Credit
<b>POS Core</b>	
<b>End of Course</b>	Not Required
<b>Standards Alignment</b>	Common Career Technical Core Career Ready Practice NBEA National Business Education Standards NBEA
<b>Teacher Certification</b>	031, 032, 040, 222, 225, 250
<b>CTSO</b>	FBLA/DECA
<b>Facility Requirements</b>	<a href="http://arkansasfacilities.arkansas.gov/facilities/academic-facilities-manual">http://arkansasfacilities.arkansas.gov/facilities/academic-facilities-manual</a>
<b>Industry Certifications</b>	

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**Course Title:** Social Media and Communications

**Prerequisites:** Computer Applications I and II (492490, 492500), or Computerized Business Applications (492120), or Technology Design Applications (460100).

**Purpose**

The purpose of the Social Media and Communications course is to prepare students with appropriate communication, technology, and employability skills for an entry-level position in the technology communication field.

**Course Description**

This is a two-semester project-based course that enhances technology skills, job search and employability skills along with communication skills. Students will create an online electronic career portfolio focused on an individual career path, create social media and viral marketing campaigns, participate in video conferencing, cloud-based collaboration, and learn and practice other workplace related communication technologies and channels. Students will apply verbal and non-verbal communication skills related to both spoken and written communications; technology will be used to enhance these skills. Productivity programs and apps will be used to teach time management, organization and collaboration skills, cloud storage and computing. Students will also create career-related documents according to professional layout and design principles, and will also learn the photo and video editing skills needed to create promotional and informational business communications and viral marketing campaigns.

**Special Notes**

HB 1620 An act to establish Arkansas college and career readiness standards; to develop criteria to evaluate, support, promote, and fund Arkansas career and technical education programs;

ACT 743 An act to create the Arkansas college and career readiness planning program act; to lower educational costs, shorten a student's time to degree completion, and increase the overall success rate of Arkansas students by reducing the need for remediation; to ensure that students have the career readiness skills to compete in the global economy;

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ACT 1280 An ACT to provide digital learning opportunities in public schools; and for other purposes  
Career Readiness (493900) meets the requirements for digital learning through Career Ready 101 online curriculum. Digital learning means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video. Services may be made available in a blended learning, online-based or other technology based format tailored to meet the needs of each participating student.

### Course Standards

At the completion of this course the student will be able to. . .

Course Performance Indicators: At the completion of this course the student will be able to . . .

- 1.0 Research occupations and careers and demonstrate employability skills
  - 1.1 Practice the importance of time management, fulfilling commitments, and keeping appointments
  - 1.2 Demonstrate work ethic skills and qualities
  - 1.3 Create employment documents
- 2.0 Demonstrate effective communication skills and demonstrate the ability to use various types of communication in appropriate situations
  - 2.1 Demonstrate appropriate and effective use of non-verbal, verbal, and written communication skills for a variety of audiences and purposes
  - 2.2 Compare and contrast proper and improper uses of email, phones, and social media
  - 2.3 Write effective emails for a variety of purposes
  - 2.4 Demonstrate verbal communication skills to a variety of audiences for a variety of purposes
- 3.0 Create and design an online electronic career portfolio
  - 3.1 Develop and maintain a website (digital portfolio) using an online website builder
  - 3.2 Define, discuss, and analyze an appropriate social media presence for personal, academic, and professional use
  - 3.3 Evaluate the impact of one's social media presence on each area of his life: personal, academic, professional
  - 3.4 Explain the personal benefits and dangers of social media in one's search for a career

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- 4.0 Determine and research the various forms of social media and their proper uses
  - 4.1 Identify, explore, and explain the various avenues for social media campaign
  - 4.2 Assess and critique existing social media marketing
  - 4.3 Develop a social media campaign
- 5.0 Identify and assess all areas of productivity in social media
  - 5.1 Examine and demonstrate different types of productivity apps for various platforms (such as apps for note taking, calendars, setting appointments, reminders, tasks/to-do lists, time management, presentations, collaboration, cloud storage, budgeting apps, spreadsheets, word processing)
  - 5.2 Create and manage online forms and surveys and analyze,, filter, and sort results for decision-making purposes
  - 5.3 Generate QR codes and develop a plan for their use in marketing and communication
  - 5.4 Demonstrate publication design skills
  - 5.5 Demonstrate photo and video editing skills

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Course Name Indicators, Objectives, and Recommended Applications/Activities		
Standard 1.0		
Research occupations and careers, and demonstrate employability skills.		
Performance Indicator 1.1 Practice the importance of time management, fulfilling commitments, and keeping appointments.	Standards	Career Ready Practice
1.1.1 Demonstrate the ability to manage time effectively and keep scheduled appointments	BM-ADM2 BM-ADM3 MK-MER2 MK-MER3	CRP1 CRP2 CRP9
1.1.2 Demonstrate the ability to fulfill commitments such as completing assignments on time and accurately while meeting deadlines.	BM-ADM2 BM-ADM3 IT-SUP09 MK-MER2 MK-MER3	CRP1 CRP2 CRP9
Performance Indicator 1.2 Demonstrate work ethic skills and qualities.	Standards	Career Ready Practice
1.2.1 Learn, understand and apply appropriate workplace expectations and behaviors.	BM2 BM-ADM3 FN 08	CRP1 CRP2 CRP9 CRP12
1.2.2 Model behaviors that demonstrate appropriate work ethic skills such as integrity, sense of responsibility, emphasis on quality, discipline, and sense of teamwork.		
Performance indicator 1.3 Create employment documents.	Standards	Career Ready Practice
1.3.1 Create and print documents to aid in obtaining employment such as online resumes, applications, and cover letters.	BM3 HT-RFB 09	CRP2 CRP4 CRP10

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1.3.2 Develop documents for post-interview such as thank you and follow-up letters.	BM3 MK 05 HT-RFB 09	CRP2 CRP4 CRP10
1.3.3 Utilize Adobe Reader to fill in and sign online forms.	BM-BIM3 BM-ADM2 MK-COM3	CRP2 CRP4 CRP11
<b>Standard 2.0</b>		
<b>Understand effective communication skills and demonstrate the ability to use various types of communication in appropriate situations.</b>		
<b>Performance Indicator 2.1</b> <b>Demonstrate appropriate and effective use of non-verbal, verbal, and written communication skills for a variety of audiences and purposes.</b>	<b>Standards</b>	<b>Career Ready Practice</b>
2.1.1 Use informational texts, internet websites, and/or technical materials to compare and contrast effective and ineffective non-verbal, verbal, and written communications.	BM-HR2 IT 03 IT-SUP 01	CRP2 CRP4 CRP11
2.1.2 Review various forms of communications for appropriate audiences and purposes such as when to use a letter or phone call rather than an email, etc.	BM-HR2 IT-SUP 09 MK 09	
2.1.3 Create various forms of communications for appropriate audiences and purposes such as when to use a letter or phone call rather than an email, etc.	MK-COM 1 MK-COM 2 MK-COM 3 MK-COM 5 BM-ADM 2	CRP2 CRP4 CRP6 CRP11
<b>Performance Indicator 2.2</b> <b>Compare and contrast proper and improper uses of email, phones, and social media.</b>	<b>Standards</b>	<b>Career Ready Practices</b>
2.2.1 Use informational texts, internet websites, and/or technical materials to compare and contrast effective and ineffective uses of email, phones, and social media.	IT 01 IT-WD04	CRP2 CRP4

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2.2.2 Review various forms of communications for appropriate audiences and purposes such as what is appropriate to include in an employment or professional email, phone call, or social media presence.	IT-WD05 MK 09 MK-COM 1	CRP11
2.2.3 Create various forms of communications for appropriate audiences and purposes.	MK-COM 2 MK-COM 3 MK-COM 5 BM-ADM 2 FN 04 FN 05 HT-REC 09	CRP2 CRP4 CRP6 CRP11
<b>Performance Indicator 2.3</b> <b>Write effective emails for a variety of purposes.</b>	<b>Standards</b>	<b>Career Ready Practices</b>
2.3.1 Create effective emails to inform or persuade	IT01 IT-WD04 IT-WD05	CRP4 CRP6 CRP11
2.3.2 Create effective emails to pitch an idea or build customer relations.	MK-COM 5	
<b>Performance Indicator 2.4</b> <b>Demonstrate verbal communication skills to a variety of audiences for a variety of purposes.</b>	<b>Standards</b>	<b>Career Ready Practices</b>
2.4.1 Use informational texts, internet web sites, and/or technical materials to compare and contrast effective and ineffective verbal communication skills for a variety of audiences for a variety of purposes.	IT01 IT-WD04 IT-WD05	CRP4 CRP11
2.4.2 Review various forms of verbal communications for appropriate audiences and purposes, such as what is appropriate to include in an employment or professional email, phone call, or social media presence.	MK 09 HT-TT 11 HT-TT 12	
2.4.3 Practice various forms of verbal communications for appropriate audiences and purposes.	BM 4 BM-ADM 2 BM-BIM 3 BM-MGT 2 MK-RES 2 MK-COM 5 HT-RFB 10	

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Standard 3.0		
Create and design an online electronic career portfolio		
Performance Indicator 3.1 Develop and maintain a website (digital portfolio) using an online website builder.	Standards	Career Ready Practices
3.1.1 Incorporate digital resume in online portfolio. Resume should display evidence of professional, career related, and leadership experiences; outline any special certifications or training' share overview of academic success; and outline community service.	BM3 BM-BIM3 MK 05	CRP2 CRP4 CRP10
3.1.2 Construct and attach career research summary to online career portfolio. Career research should be targeted to a specific career. Career should be clearly identified and include skills and education needed, money/salary and outlook for the career, and evidence of research.		CRP2 CRP4 CRP7 CRP10
3.1.3 Illustrate career related education such as school activities, career research projects, and application of business education and/or related occupational skills and their relationships to the job by including samples.		CRP2 CRP4 CRP10
3.1.4 Illustrate educational enhancement such as career opportunities, evidence of career development planning, and summarize any job shadowing, internships, informational interviews, or community service projects.		CRP2 CRP4 CRP10
3.1.5 Illustrate special skills by including examples of special skills and/or abilities related to job and career goals.		CRP2 CRP4 CRP10



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<b>Performance Indicator 3.2</b> <b>Define, discuss, and analyze an appropriate social media presence for personal, academic, and professional use.</b>	<b>Standards</b>	<b>Career Ready Practices</b>
3.2.1 Use online resources to analyze appropriate and inappropriate social media presences for personal, academic, and professional use.	MK COM-5	CRP4 CRP7 CRP11
3.2.2 Analyze one's own personal social media presence and compare and contrast its content according to the research and knowledge gained regarding appropriate and inappropriate social media presences.		
<b>Performance Indicator 3.3</b> <b>Evaluate the impact of one's social media presence on each area of his life: personal, academic, professional.</b>	<b>Standards</b>	<b>Career Ready Practices</b>
3.3.1 Research how prospective employers view one's social media presence.	MK COM-5	CRP2 CRP4 CRP9 CRP10
3.3.2 Interpret and summarize the impact of personal social media on career opportunities.		
<b>Performance Indicator 3.4</b> <b>Explain the personal benefits and dangers of social media in one's search for a career.</b>	<b>Standards</b>	<b>Career Ready Practices</b>
3.4.1 Review and summarize ways an appropriate online presence can contribute to a successful career search.	MK COM-5	CRP4 CRP9 CRP11
3.4.2 Compare and contrast and predict how inappropriate content can damage one's career search.		CRP4 CRP9 CRP11

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Standard 4.0		
Determine and research the various forms of social media and their proper uses for business and careers.		
Performance Indicator 4.1 Identify, explore, and explain the various avenues for social media campaign.	Standards	Career Ready Practices
4.1.1 Review various social media avenues such as video streaming, podcasting, blogging, chat rooms, discussion boards, and forums, Facebook, LinkedIn, presentation and idea sharing, email marketing platforms, Picasa, Vimeo, iTunes, Pinterest, YouTube for ways to enhance one's online presence for purposes of obtaining a career of choice.	MK COM-5	CRP1 CRP2 CRP5 CRP7 CRP9 CRP10 CRP11
4.1.2 Assess and choose one or more appropriate social media tools to be used for one's social media campaign.		CRP1 CRP2 CRP5 CRP7 CRP9 CRP10 CRP11
4.1.3 Defend selection of the social media tools to be used in campaign.		CRP1 CRP2 CRP5 CRP7 CRP9 CRP10 CRP11
Performance Indicator 4.2 Assess and critique existing social media marketing.	Standards	Career Ready Practices

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4.2.1 Identify what a social media campaign is.	MK COM-5	CRP2 CRP6 CRP10
4.2.2 Critique various existing social media campaigns for effectiveness and relativity to the purpose.		CRP2 CRP6 CRP10
<b>Performance Indicator 4.3 Develop a social media campaign.</b>	<b>Standards</b>	<b>Career Ready Practices</b>
4.3.1 Create an aesthetically appealing campaign that includes a clear message and is consistent across all platforms, shows creativity and originality, supports the purpose, and highlights interactivity and engagement, using services such as HootSuite, MeetEdgar, or similar.	MK COM-5 MK COM-5	CRP2 CRP6 CRP10
4.3.2 Assess and adjust campaign as necessary to ensure the product/service message is clear, the theme is fully and effectively developed, creative design is used, and the implementation and distribution processes are appropriate. Also, ensure the benefits match the customer and prospect needs and copyright information is noted if applicable.		
<b>Standard 5.0</b>		
<b>Identify and assess all areas of productivity in social media.</b>		
<b>Performance Indicator 5.1 Examine and demonstrate different types of productivity apps for various platforms (such as apps for note taking, calendars, setting appointments, reminders, tasks/to-do lists, time management, presentations, collaboration, cloud storage, budgeting apps, spreadsheets, word processing)</b>	<b>Standards</b>	<b>Career Ready Practices</b>
5.1.1 Assess and choose one or more appropriate productivity apps.	BM-ADM2 BM-HR4	CRP2 CRP6 CRP7 CRP10
5.1.2 Defend selection of the chosen productivity apps.		

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<b>Performance Indicator 5.2</b> <b>Create and manage online forms and surveys and analyze, filter, and sort results for decision-making purposes.</b>	<b>Standards</b>	<b>Career Ready Practices</b>
5.2.1 Utilize at least two different online tools (such as Survey Monkey, Google Forms, Doodle, etc.) to create and manage online forms and surveys.	BM-BIM3 IT PROG-9	CRP2 CRP6 CRP7 CRP10
5.2.2 Analyze, filter, and sort results from forms to inform decision-making choices.		
<b>Performance Indicator 5.3</b> <b>Generate QR codes and develop a plan for their use in marketing and communication.</b>	<b>Standards</b>	<b>Career Ready Practices</b>
5.3.1 Review appropriate purposes for QR codes.	MK COM-3 MK COM-5	CRP2 CRP6 CRP7 CRP10 CRP11
5.3.2 Explore online QR code generators and choose the best tool for a specific task.	MK COM-3 MK COM-5	CRP2 CRP6 CRP7, CRP10 CRP11
5.3.3 Create QR codes for various purposes (such as a link to one's career portfolio, social media campaign, etc).	MK COM-3 MK COM-5	CRP2 CRP6 CRP7 CRP10
<b>Performance Indicator 5.4</b> <b>Demonstrate publication design skills.</b>	<b>Standards</b>	<b>Career Ready Practices</b>
5.4.1 Learn and apply page layout concepts to design a variety of business and career-related documents.	IT 02 IT-SUP 09	CRP2 CRP6

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5.4.2 Use page layout software to design and create employment documents such as business cards, logos, newsletters, personal letterhead.	IT-WD01 IT-WD03 IT-WD04 IT-WD05 IT-WD06.	CRP10
<b>Performance Indicator 5.5 Demonstrate photo and video editing skills</b>	<b>Standards</b>	<b>Career Ready Practices</b>
5.5.1 Demonstrate understanding of photo and video editing concepts and how they relate to conveying a particular message/brand image. (For example: how color effects mood and message, how fast or slow transitions and camera angles effect the tone of the message and the emotions of the viewer. Choosing appropriate editing techniques to match the goal of the document, image, or video.)	IT-SUP03 IT-WD 04 IT-WD05 IT-WD06	CRP2 CRP6 CRP10
5.5.1 Use photo editing software to modify photos related to employment such as those that might be used in business cards, logos, newsletters, personal letterhead or in social media campaigns.		
5.6.1 Use video editing software to create and modify videos related to demonstrating employability skills such as those that might be incorporated into online electronic career portfolios, social media campaigns, etc.		

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***Common Career and Technical Core Career Ready Practices (CCTC CRP)***

**Career Ready Practices**

**1. Act as a responsible citizen in the workplace and the community. (CRP1)**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**2. Apply appropriate technical skills and academic knowledge. (CRP2)**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work related practices.

**3. Practice personal health and understand financial literacy. (CRP3)**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**4. Communicate clearly, effectively, and with reason. (CRP4)**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others; are active listeners and speak clearly with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

**5. Understand the environmental, social, and economic impacts of decisions. (CRP5)**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact on other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and adhere to regulations affecting the nature of their work. They are cognizant of the impact on the social condition, the environment, workplace, and profitability of the organization

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**6. Demonstrate creativity and innovation. (CRP6)**

Career-ready individuals recommend ideas that solve problems in new and different ways that contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek out new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

**7. Employ valid and reliable research strategies. (CRP7)**

Career-ready individuals employ research practices to plan and carryout investigations, create solutions, and keep abreast of the most current findings related to the workplace environment and practices. They use a reliable research process to search for new information and. Confirm the validity of sources when considering the use and adoption of external information or practices.

**8. Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8)**

Career-ready individuals recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider options to solve the problem and once agreed upon, follow through to ensure the problem is resolved.

**9. Model integrity, ethical leadership, and effective management. (CRP9)**

Career-ready individuals consistently act in ways that align to personal and community held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and recognize the short—term and long—term effects that management’s actions and attitudes can have on productivity, morale and organizational culture.

**10. Develop an education and career plan aligned to personal goals. (CRP10)**

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

**11. Apply technology to enhance productivity. (CRP11)**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks--personal and organizational--of technology applications, and they take actions to prevent or mitigate these risks.

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**12. Work productively in teams while integrating cultural/global competence. (CRP12)**

Career-ready individuals positively contribute to every team as both a team leader and team member. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.