

Social Media Unit



***Big Idea:** Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.*

Essential Questions:

- How does social media influence my identity?
- In what ways is social media shaping society?

This unit will focus on the topic of social media. Students will explore a variety of texts such as, TV shows, documentaries, news reports, articles, poetry and stories about social media and the various perspectives about its affects on society. Students will participate in analysis, discussion and group work to deepen their understanding of the role of social media in their lives.

Students will KNOW: The various platforms of social media and there use.

Students will LEARN: The affects of social media on individuals and society as a whole. They will also learn to analyze texts through close reading, plan and prep for a persuasive literary response. The learning will emphasize the writing process.

Students will DO: Engage in a variety of pre- writing activities and comprehension tasks. They will also focus on the writing process with the emphasis on multiple drafts, revisions, edits and self-assessments.

Time Frame: 9-10 Lessons: 80 Minute blocks

Social Media Unit : Assessment

Competencies:

- Use information for diverse purposes and from a variety of sources
- Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking
- Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages
- Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audience
- Express and support an opinion with evidence
- Assess and refine texts to improve their clarity, effectiveness, and impact
- Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
- Use acknowledgements and citations to recognize intellectual property rights

Materials

- Youtube: “Are You Living a Insta Life?” https://www.youtube.com/watch?v=0EFHbruKEmw&feature=emb_logo
- *Netflix* Black Mirror: “Nosedive”
- Article: “Power of a Like” by Alison Stevens <https://www.sciencenewsforstudents.org/article/power>
- Article: “Anti-Social Social Networks” by Laura Sydell <https://www.npr.org/2011/02/03/133469245/anti-social-networks-were-just-as-cliquey-online>
- Youtube: “Filterbubbles” <https://www.youtube.com/watch?v=B8ofWfx525s>
- Article: “For The Love of Being Liked” <https://www.nytimes.com/2014/05/11/fashion/for-some-social-media-users-an-anxiety-from-approval-seeking.html?mcubz=1>
- Bussiness Insider: China’s Social Credit <https://www.businessinsider.com/china-social-credit-system-punishments-and-rewards-explained-2018-4>
- Embracing Identity Exploration Through the #Selfie by Kayley <https://www.presence.io/blog/embracing-identity-exploration-through-the-selfie/>
- As fire department looks to recruit women, sexist tweets suggest some firefighters may not be so welcoming by Kyla Garvey <https://nationalpost.com/news/toronto/as-fire-department-looks-to-recruit-women-sexist-tweets-suggest-some-firefighters-may-not-be-so-welcoming>

Formative:

- Literary Response Planning
- Literary Response Outline
- Literary Response Draft
- Literary Response Draft Peer Edit

Summative:

- Final copy of Literary Response

Literary Response Rubric Topic: _____

Name: _____

Block: _____

 Self
 Peer
 Teacher

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Criteria Category	Competencies I Am Still Developing (Provide Examples)	Proficient	Competencies I Am Extending In (Provide Examples)
<i>Engaging & Questioning</i>		1. I can clearly respond to text in personal, creative, and critical ways	
<i>Processing</i>		1. I can appropriately recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact 2. I can demonstrate a proficient grasp of the topic and the text.	
<i>Constructing & Creating</i>		1. I can use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context 2. I can clearly express and support an opinion with evidence 3. I can use quotes from and references to the passage appropriately and convincingly to support a thesis 4. I can write in a well organized manner appropriate to context	

Provide specific feedback and steps necessary to improve this piece of writing.

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Literary Response Rubric

Check assessment type: Self Peer Teacher

Name: _____

Topic: _____

Criteria Category	Emerging	Developing	Proficient	Extending
Engaging & Questioning	1. I can respond to text in personal, creative, or critical ways	1. I can respond to text in personal, creative, and critical ways	1. I can clearly respond to text in personal, creative, and critical ways	1. I can insightfully respond to text in personal, creative, and critical ways
Processing	1. I can recognize different forms, formats, structures, and features of texts 2. I can demonstrate a grasp of the topic or the text.	1. I can appropriately recognize how different forms, formats, structures, and features of texts enhance meaning 2. I can demonstrate grasp of the topic and the text.	1. I can appropriately recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact 2. I can demonstrate a proficient grasp of the topic and the text.	1. I can insightfully recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact 2. I can demonstrate a insightful grasp of the topic and the text.
Constructing & Creating	1. I can use the conventions of Canadian spelling, grammar, and punctuation 2. I can express an opinion with evidence 3. I can use quotes from and references to the passage 4. I can write in a organized manner	1. I can use the conventions of Canadian spelling, grammar, and punctuation as appropriate to the context 2. I can express and support an opinion with evidence 3. I can use quotes from and references to the passage appropriately and to support a thesis 4. I can write in a organized manner appropriate to context	1. I can use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context 2. I can clearly express and support an opinion with evidence 3. I can use quotes from and references to the passage appropriately and convincingly to support a thesis 4. I can write in a well organized manner appropriate to context	1. I can use the conventions of Canadian spelling, grammar, and punctuation effectively and as appropriate to the context 2. I can clearly and insightfully express and support an opinion with evidence 3. I can use quotes from and references to the passage appropriately, insightfully and convincingly to support a thesis 4. I can write in a well organized manner appropriate to context