

Social Media Curriculum

Beth Phillips

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|--|-----------------------------|---------------------------------------|
| Content Area: Communication Arts | Course: Social Media | Strand: Historical Perspective |
| Learner Objectives: Students will understand how the development of social media has shaped online media and communication. | | |

Concepts: A: function of the free speech online/social media B: first amendment rights C: evolution of online communications

| Students Should Know | Students Should Be Able to |
|---|---|
| <ul style="list-style-type: none"> • The United States has free speech. Other countries have restricted access to information and social media tools. • Evolution of social media and why some mediums survived and others didn't. • Communication as we know it has evolved over time as new social media tools have been developed. • As technologies become available, the way people receive information changes. | <ul style="list-style-type: none"> • Explain the function of the freedom of speech in a free society vs. a non-free society. • Explain how having a freedom of speech has helped develop our new republic and protected our democratic principles and how social media is influencing those principles. • Evaluate the impact of significant individuals and their roles in the development of social media. • Identify and describe significant trends in the development of social media. • Explain how new technologies have affected how the American public/world receives information. • Explain various businesses have evolved over time and how they use social media with their business. |

Instructional Support

| Student Essential Vocabulary |
|---|
| <ul style="list-style-type: none"> • FREE PRESS - a press not restricted or controlled by government censorship regarding politics or ideology • FIRST AMENDMENT - Amendment to the U.S. Constitution that guarantees freedom of speech and of the press. It also forbids the establishment of a government religion and guarantees the rights to petition for a redress of grievances and peaceably assemble. It is part of the Bill of Rights. • MEDIA TRENDS - those ideas, actions or plans that tend to take place within a majority of the media during a certain time period • BUSINESS MODELS - the plan chosen by the publication's business department to ensure that the publication remains solvent |

Sample Learning Activities

Learning Activity #1:

Historical Look at SM specifically MySpace and Facebook

1. Students will read the infographic “The History of Social Media.” <http://mashable.com/2011/01/24/the-history-of-social-media-infographic/>
2. Students will read the infographic and create a cause/effect graphic organizer that contains the causes of change in communication trends and the effects of those changes. After creating the graphic organizer, students will draw conclusions and write a paragraph explaining where they think social media will be in the future based on what they read (see appendix document A1).
3. Students will pair with a partner and discuss what they determined.
4. The teacher will then hold a whole class discussion based on what the students learned, and take a closer look into two well-known social media sites: Facebook and MySpace. While looking at these examples, students will discuss what made a company successful versus not successful.

Activity’s Alignment

| | |
|--------------------------|---|
| Common Core | SL: 9-10.1, 11-12.1, 9-10.4; RI: 9-10.1, 11-12.1, 11-12.7, 9-10.7; W: 9-10.9, 11-12.9 |
| GLE | R1H, R3C, ICTL4C, W3A, LAS2A |
| CONTENT | CA 3 |
| PROCESS | 1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 3.5 reason inductively and deductively |
| DOK | 2, 3 |
| INSTRUCTIONAL STRATEGIES | homework and practice, nonlinguistic representations, note taking, cooperative learning |

Sample Assessments

Assessment #1:

Predict the Future of Social Media

1. Students will take what they learned from the MySpace and Facebook presentation and discussion and make their own predictions where they think social media will go from here based on evidence discussed in class. Students will also make a case whether social media should continue to be segmented or if it should be combined.
2. The teacher will collect the predictions and will grade according to the rubric. (see appendix document A1). Students will be graded on predictions and evidence supporting each prediction.

Assessment’s Alignment

| | |
|-------------|---|
| Common Core | W: 11-12.2, 9-10.2, 9-10.5, 11-12.5, 11-12.6, 9-10.6, 11-12.9, 9-10.9; L:9-10.1, 11-12.1, 9-10.2, 11-12.2 |
| GLE | W3A, W2C, W2D |
| CONTENT | CA 3 |
| PROCESS | 1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 3.5 reason inductively and deductively |
| DOK | 3 |

Learning Activity #2:**Analyzing How SM influences users**

1. Students will read the following online articles on cyber bullying and communities banning together. (see appendix document A2).
2. Look at all the examples and evaluate how these situations would have been different without social media.
3. The students will brainstorm a few situations they know of, famous or not, where they or others were influenced by SM. Have students share these examples out and discuss as a class.

Activity's Alignment

| | |
|--------------------------|---|
| Common Core | RI: 9-10.1, 11-12.1, 11-12.7, 9-10.8; SL: 9-10.1, 11-12.1, 9-10.6, 11-12.6; L: 9-10.1, 9-10.6, 11-12.6 |
| GLE | R1H, R3C, LS1A, W2D |
| CONTENT | CA 3 |
| PROCESS | 1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences 3.5 reason inductively and deductively |
| DOK | 2 |
| INSTRUCTIONAL STRATEGIES | cooperative learning, questions |

Assessment #2:**Critiquing Social Media Court Cases**

1. Students will choose one of three social media situations. Since not many laws have been developed about social media use, students will form their own opinions on how the situation should be handled based on other examples seen in class. Students will have to look at both sides of the story to form their own opinion. Students will also evaluate how the situation demonstrates a change in communication due to social media. (see appendix document A2).
2. After working individually, students will meet with students who have the same situation and discuss the answers and decide on best scenario for the situations. The group will explain the situation to the class and the outcome they chose for the situation; meanwhile, the teacher will score the presentation based on balance of information presented.

Assessment's Alignment

| | |
|---------|--|
| GLE | R1H, R3C |
| CONTENT | CA 3, CA 6 |
| PROCESS | 1.2 conduct research to answer questions and evaluate information and ideas 1.6 discover and evaluate patterns and relationships in information, ideas and structures 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences 3.5 reason inductively and deductively |
| DOK | 4 |

| Teacher Resources | Student Resources |
|--|---|
| <ul style="list-style-type: none">• Mashable.com• <i>Grouped</i> by Paul Adams<ul style="list-style-type: none">• http://thornburghthoughts.wordpress.com/2012/01/31/why-we-need-to-focus-on-true-information-literacy-skills/• http://sarahsfav.es/2012/01/26/fave-stats-38-facts-and-stats-from-youtube/• http://www.jeffbullas.com/2010/08/10/20-reasons-why-you-shouldnt-use-social-media/• http://www.prologger.net/archives/2012/01/25/8-reasons-why-students-should-start-a-blog/• http://www.mediabistro.com/alltwitter/tweeting-to-their-teachers-could-help-shy-students_b17756• http://socialtimes.com/attention-spans-have-dropped-from-12-minutes-to-5-seconds-how-social-media-is-ruining-our-minds-infographic_b86479 | <ul style="list-style-type: none">• Mashable.com• <i>Grouped</i> by Paul Adams |

| | | |
|--|-----------------------------|--|
| Content Area: Communication Arts | Course: Social Media | Strand: Social Media/Online Writing Process |
| Learner Objectives: Students will be able to analyze, evaluate, and communicate information effectively through social media. | | |

Concepts: A: Acquiring information B: Evaluating credibility/reliability C: Engagement D: Audience

| Students Should Know | Students Should Be Able to |
|--|--|
| <ul style="list-style-type: none"> • Online publications are different from print publications. • Not everything posted online is fact. • Writing topics for the media should have one or more of the following qualities: timeliness, proximity, conflict, prominence and human interest. • Online writing varies depending on the venue used, so students must use the venue to the best of their ability. • Posts should be thoughtful and specific. | <ul style="list-style-type: none"> • Follow a writing process to <ul style="list-style-type: none"> --use appropriate writing strategies as needed --find appropriate voice for different SM mediums --revise according to SM limits (ex: Twitter 140 character count) --edit for conventions --share writing (W1A ENG I; DOK 3, 1.8, 2.1, 2.2) • Brainstorm story topics both individually and as a group. • Develop an appropriate plan to develop a personal brand online through communication and engagement. • Evaluate sources online for reliability and credibility. • Determine the best sources to gather information (IL1B ENG I-IV; 1.2, 1.4, 1.7). • Effectively promote and gain readers/viewers. |

Instructional Support

| Student Essential Vocabulary |
|--|
| <ul style="list-style-type: none"> • RELIABILITY - the extent to which a source and/or information is dependable, stable, and consistent • CREDIBILITY – the believability or trustworthiness of a source. • FEEDBACK - questions, thoughts or ideas provided to a writer after he/she has written a draft of a paper • SOURCES OF INFORMATION - there are a variety of places to gather information from including individuals, libraries, public records, the internet etc. • Twitter – A micro blogging site. Posts are limited to 140 characters called a tweet. • Linkedin – A professional connecting site. Users keep resumes updated and make professional connections. • TUMBLR – A social blogging site. • Facebook – A social media site, known for the photo and video sharing ability. • FourSquare – A social media site used to check in and leave tips at locations. • Google + - Google’s social media sight, known for the video hangout capability. • EDITING - to prepare for publication or presentation by changing, correcting or adapting. |

| Sample Learning Activities | | Sample Assessments | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|-------------|---|-----|------------------|---------|------------|---------|---|-----|---|--------------------------|---|--|--|------------------------|--|-------------|---------------------------------------|-----|------------------|---------|---------------------------|---------|---|-----|---|
| <p>Learning Activity #1 : IT is ok to be a follower</p> <ol style="list-style-type: none"> The teacher will introduce the lesson by explaining how students now know how to use Twitter, and now it is time to look at the different ways news outlets, media organizations, groups and individuals use Twitter. The teacher will discuss with the class the general qualities that tweets tend to fall in. (see appendix document B1). The teacher will then explain that it is important for the student's tweets to have a focus. Students will select 3 types of tweets from the list and make example tweets to fit in that category. These will be shared and discussed with the class. Then teacher will discuss with the class how Twitter has such a wide range of users with posts ranging from incredibly helpful to unbelievably annoying. Analyzing this will help the student set goals in building a community of followers. For the assignment students will follow a news source, organization, celebrity, and a high school students for the same 48 hour period. Students will log based on the criteria on document B1 in the appendix | | <p>Assessment #1: Develop a must follow list of 5 Twitter users</p> <ol style="list-style-type: none"> Students will develop a list of their top five must follow Twitter users based on the categories and analysis discussed in Learning Activity #1 Students will create a presentation to the class. For each user, the students must define what categories the user falls into, provide sample tweets from the user, and provide an evaluation of the user. (see appendix document B2 for directions and a scoring guide). Students will also send a #FF (follow Friday) to suggest users to classmates. Finally, students will be expected to comment thoughtfully on two of their classmates' suggestions. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th colspan="2">Activity's Alignment</th> </tr> </thead> <tbody> <tr> <td>Common Core</td> <td>L: 9-10.1, 11-12.1; W: 9-10.7, 11-12.7, 9-10.6, 11-12.6</td> </tr> <tr> <td>GLE</td> <td>W2E, W3A, ICTL5C</td> </tr> <tr> <td>CONTENT</td> <td>CA 3, CA 4</td> </tr> <tr> <td>PROCESS</td> <td>1.2 conduct research to answer questions and evaluate information and ideas 1.8 organize information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals</td> </tr> <tr> <td>DOK</td> <td>2</td> </tr> <tr> <td>INSTRUCTIONAL STRATEGIES</td> <td>cooperative learning; homework and practice</td> </tr> </tbody> </table> | | Activity's Alignment | | Common Core | L: 9-10.1, 11-12.1; W: 9-10.7, 11-12.7, 9-10.6, 11-12.6 | GLE | W2E, W3A, ICTL5C | CONTENT | CA 3, CA 4 | PROCESS | 1.2 conduct research to answer questions and evaluate information and ideas 1.8 organize information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals | DOK | 2 | INSTRUCTIONAL STRATEGIES | cooperative learning; homework and practice | <table border="1"> <thead> <tr> <th colspan="2">Assessment's Alignment</th> </tr> </thead> <tbody> <tr> <td>Common Core</td> <td>L: 9-10.1, 11-12.1; W: 9-10.4, 9-10.6</td> </tr> <tr> <td>GLE</td> <td>W2F, W2A, ICTL5C</td> </tr> <tr> <td>CONTENT</td> <td>CA 1, CA 4, 1.8, 2.1, 2.2</td> </tr> <tr> <td>PROCESS</td> <td>1.1 develop questions and ideas to initiate research 2.3 exchange information, questions and ideas while recognizing the perspectives of others 2.7 Use technological tools to exchange information and ideas</td> </tr> <tr> <td>DOK</td> <td>3</td> </tr> </tbody> </table> | | Assessment's Alignment | | Common Core | L: 9-10.1, 11-12.1; W: 9-10.4, 9-10.6 | GLE | W2F, W2A, ICTL5C | CONTENT | CA 1, CA 4, 1.8, 2.1, 2.2 | PROCESS | 1.1 develop questions and ideas to initiate research 2.3 exchange information, questions and ideas while recognizing the perspectives of others 2.7 Use technological tools to exchange information and ideas | DOK | 3 |
| Activity's Alignment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Common Core | L: 9-10.1, 11-12.1; W: 9-10.7, 11-12.7, 9-10.6, 11-12.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GLE | W2E, W3A, ICTL5C | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CONTENT | CA 3, CA 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PROCESS | 1.2 conduct research to answer questions and evaluate information and ideas 1.8 organize information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DOK | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| INSTRUCTIONAL STRATEGIES | cooperative learning; homework and practice | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment's Alignment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Common Core | L: 9-10.1, 11-12.1; W: 9-10.4, 9-10.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GLE | W2F, W2A, ICTL5C | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CONTENT | CA 1, CA 4, 1.8, 2.1, 2.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PROCESS | 1.1 develop questions and ideas to initiate research 2.3 exchange information, questions and ideas while recognizing the perspectives of others 2.7 Use technological tools to exchange information and ideas | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DOK | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Learning Activity #2 :

Develop Personal Plan for a specific social media network

1. Following lesson #1 and after looking at several examples, students will design their own plan for a social media site.
2. Students will carefully decide what kind of personality they want to have on social media; who they should follow to stay up-to-date with their topic or vision; how often they will post material; what kind of material they will post; and how often they will interact with other users. The student will also decide which social media venue they will focus on. (see Appendix B3)

| Activity's Alignment | |
|--------------------------|--|
| Common Core | W: 9-10.5, 11-12.5 |
| GLE | W1A, W2A |
| CONTENT | CA 7 |
| PROCESS | 1.10 apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers 4.5 develop, monitor, and revise plans of actions to meet deadlines and accomplish goals |
| DOK | 4 |
| INSTRUCTIONAL STRATEGIES | cues, questions and advanced organizers; homework and practice |

Assessment #2:

Execute Plan and Analyze

1. Students will record statistics on their account before the two-week period begins.
2. Students will execute their plan for two weeks.
3. After the two weeks is over, students will analyze statistics before the two-week period and after.
4. Students will be graded according to their plan and how well they stick to it, and the reflection they write based on their experiences (see appendix document B4).

| Assessment's Alignment | |
|------------------------|---|
| Common Core | W: 9-10.4, 11-12.4, 9-10.6, 11-12.6, 9-10.9, 11-12.10 |
| GLE | W2A, ICTL5C |
| CONTENT | CA 1 |
| PROCESS | 1.10 apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers 2.2 review and revise communications to improve accuracy. 4.5 develop, monitor, and revise plans of actions to meet deadlines and accomplish goals |
| DOK | 4 |

Teacher Resources

- Mashable.com
- *Grouped* by Paul Adams
- <http://meetcontent.com/blog/2012/01/creating-a-social-media-style-guide/>
- <http://www.jeadigitalmedia.org/2012/01/22/the-news-and-retractions-of-joe-paternos-death-told-through-storify/> EXAMPLE
- <http://www.seomoz.org/img/upload/seo-pyramid-large.gif> ---SEO
- https://rowfeeder.com/plans?utm_source=user-refer&utm_medium=viral&utm_content=userlink&utm_campaign=referral-program ---Tracking for class

Student Resources

- Mashable.com
- *Grouped* by Paul Adams
- <http://socialmediatoday.com/johnserpa/434179/whats-your-social-media-signature>

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|--|-----------------------------|--|
| Content Area: Communication Arts | Course: Social Media | Strand: Social Media Engagement |
| Learner Objectives: The student will engage in conversation effectively through social media. | | |

Concepts: A: acquire information B: record information C: reliability/credibility D: interaction E: engage in conversation F: listening

| Students Should Know | Students Should Be Able to |
|--|--|
| <ul style="list-style-type: none"> • Students need to evaluate credibility of social media sources. • Students discriminate between important and non-essential information obtained during the information gathering stage. • Some sources of information are more credible than others. • Just because someone says something, doesn't mean it's true. Students need to check all information for accuracy. • Information is credited in social media posts. • Engagement is the most crucial part of using social media successfully. • There are skills to help one be an effective user of social media. • Students should be able to evaluate what the person they follow is saying and make determinations about what they are saying in terms of validity and reliability. • Actively engage in social media conversation, process information and be an active member in the social media community. | <ul style="list-style-type: none"> • Locate sources appropriate to the assignment and build community. (IL1B 9-12; DOK 1.2, 1.4, 1.7) • Promote relevant information from multiple sources. (IL1B 9-12; DOK 1.2, 1.4, 1.7) • Select relevant and credible information from the information gathered. • Evaluate reliability of information gathered. (IL1B 9-12; DOK 1.2, 1.4, 1.7) • Evaluate reliability of the sources. • Effectively engage with other users. • Properly gather information to be used for promotion and interaction. • Analyze information and sources to use the best information for social media engagement, classifying that information as informational, entertaining, or persuasive. • Determine if information is valid and reliable. • Evaluate effectiveness of promotion and engagement. |

Instructional Support

Student Essential Vocabulary

- **ATTRIBUTION** – giving credit to sources in articles. Direct quotes and paraphrased information that comes from sources should include an attribution. In news stories, opinions should always be attributed to someone else as the writer is not allowed to give an opinion.
- **QUOTE**--As a noun, the term refers to a source's exact words, as in, "I have a great quote here." As a verb, it means to report those words inside quotation marks.
- **CREDIBLE SOURCE**—a source that has direct involvement in the story.

Sample Learning Activities

Learning Activity #1:

Expectations: Guidelines for Twitter use

1. The teacher will explain why it is important to post to SM on a regular basis and engage with other users to expand SM reach.
2. The teacher will go over how to use Twitter with students. Can use “Mom, this is how Twitter works. Not just for moms” <http://www.jhische.com/twitter/> article online if helpful.
3. Students will tweet two times a day: One tweet must include the class tag, and one must be a RT or mention another user.
4. Students will reply to a classmate’s tweet once a day.
5. Students will favorite tweets they feel should be highlighted or tweets they find helpful or useful. (see appendix C1)

Activity’s Alignment

| | |
|--------------------------|--|
| Common Core | W: 9-10.4, 11-12.4, 9-10.5, 11-12.5, 9-10.6, 11-12.6; L: 9-10.2, 11-12.2 |
| GLE | W2A, W1A, ICTL5C |
| CONTENT | CA 7, CA 1, CA 6 |
| PROCESS | 2.7 use technology tools to exchange information and ideas 2.2 review and revise communications to improve accuracy and clarity |
| DOK | 2 |
| INSTRUCTIONAL STRATEGIES | homework and practice, cooperative learning, setting objectives and providing feedback |

Sample Assessments

Assessment #1:

Analyze and Evaluate SM reach

1. For this, students will analyze their sent tweets every two weeks.
2. Students will rank tweets from most responded to to least responded to. Students will then evaluate the tweets and reason why certain tweets elicited more of a response than others.
3. Students will also evaluate new followers they received, and why the user chose to follow the student. Students will also evaluate credibility of new followers.
(see appendix document C1).

Assessment’s Alignment

| | |
|-------------|---|
| Common Core | W: 9-10.10, 11-12.10; L: 9-10.2, 11-12.2 |
| GLE | W1A, W2A |
| CONTENT | CA 1, CA 4 |
| PROCESS | 1.2 conduct research to answer questions and evaluate information and ideas 2.2 review and revise communications to improve accuracy and clarity |
| DOK | 3 |

Learning Activity #2:**Your Social Media Influence**

1. The teacher will guide the students through setting up a Klout and STLindex account. Students will be able to use Twitter login information to create accounts.
2. The teacher will go over the different features of each site with the students. Students can recommend different users they want to look up.
3. After the teacher has helped guide the students around each site and show students how and why these sites measure influence, students will evaluate and analyze their current influence on social media by filling out the first charts on appendix c2.
4. Students should keep the charts for the rest of the semester. The students should try to increase their influence over the semester and periodically check on their scores.

Activity's Alignment

| | |
|--------------------------|--|
| Common Core | W: 19-10.6, 11-12.6 |
| GLE | W1A, ICTL1B, ICTL5C |
| CONTENT | CA 4 |
| PROCESS | 1.4 use technology tools and other resources to locate, select and organize information 1.8 organize data, information and ideas into useful forms 2.2 review and revise communications to improve accuracy and clarity. |
| DOK | 2 |
| INSTRUCTIONAL STRATEGIES | homework and practice, summarizing and note taking |

Assessment #2:**Measuring change in your social media influence
Standard Journalism Citation Conventions**

1. For this assessment students will get out the charts they filled in for Klout and STLindex. Students will fill in the same chart for their current stats on these two websites.
2. After students fill out the charts, they should measure how much their influence changed over the course of the semester. Their influence should have increased over the semester.
3. Students will reflect on the changes in their social media influence over the course of the semester, and what they did to raise their score during the class, and how they plan on continuing to raise their social media influence. (see appendix document c2)

Assessment's Alignment

| | |
|-------------|---|
| Common Core | L: 9-10.2, 11-12.2; W: 9-10.2, 11-12.2, 9-10.4, 11-12.4, 9-10.10 |
| GLE | W2E, W3A, W1A |
| CONTENT | CA 4 |
| PROCESS | 1.2 conduct research to answer questions and evaluate information and ideas 1.8 organize data, information and ideas into useful forms 1.4 use technology tools and other resources to locate, select and organize information 2.2 review and revise communications to improve accuracy and clarity. |
| DOK | 4 |

| Teacher Resources | Student Resources |
|--|--|
| <ul style="list-style-type: none"> • http://www.jhische.com/twitter/ -- How Twitter Works • http://gadgetwise.blogs.nytimes.com/2009/05/07/twitter-for-beginners/ • http://lavrusik.com/2010/04/07/10-commandments-of-twitter-etiquette/ • http://sreetips.tumblr.com/post/19464476442/nickkristof-is-the-most-generous-person-on-earth • ReadWriteWeb.com • Paidcontent.org • http://sreetips.tumblr.com/post/342517218/socmedia • Klout.com • Stlindex.com | <ul style="list-style-type: none"> • http://www.jhische.com/twitter/ • http://gadgetwise.blogs.nytimes.com/2009/05/07/twitter-for-beginners/ • http://lavrusik.com/2010/04/07/10-commandments-of-twitter-etiquette/ • Klout.com • Stlindex.com |

| | | |
|--|-----------------------------|---|
| Content Area: Communication Arts | Course: Social Media | Strand: Social Media Writing Structure |
| Learner Objectives: Students will compose well-developed text with effective organization and sentence structure. | | |

Concepts: A: organization B: sentence structure C: ideas D: content

| Students Should Know | Students Should Be Able to |
|---|--|
| <ul style="list-style-type: none"> • Students write their content using the organizational style that best fits their audience and the content being presented. • Posts are composed with consistency using relevant information. • Posts in social media are more short and concise than other forms of writing; some with character limits. • Students vary their sentence structure and tone in posts according to content and audience. • Students create voice and cohesion in posts to build a personal brand through social media. • Students need to write in a clear, concise manner for their audiences. If the writer is not clear, it will most likely cause the reader to stop reading. • Each post needs a clear purpose (ie. information, persuasion, entertainment). | <ul style="list-style-type: none"> • Create effective posts that are concise and clear. • Utilize effective paragraphing. • Effectively use cohesive devices. • Use varied sentence structure. • Write with clarity of expression. • Write in the active voice. • Create a strong, controlling idea • Use relevant, specific details. • Use complex ideas. • Write with a freshness of thought. • Determine the most relevant information to post. • Use tools of social media program to make effective posts. • Choose a form and point of view appropriate to purpose and audience. • Edit writing for conventions. |

Instructional Support

Student Essential Vocabulary

- PRIOR KNOWLEDGE - Knowledge which the reader has prior to engaging in the lesson or reading.
- PREDICT - to forecast or declare an outcome about a future event based on current evidence or past experience
- COMPREHENSION - understanding the communication that has been presented.
- PURPOSE - is the anticipated aim which guides action
- ANGLE - the direction from which you are writing the post.

Sample Learning Activities

Learning Activity #1 :

How does correct use of language influence credibility

1. The teacher will give the students several different social media feeds from different users. Some of the users consistently use correct grammar and punctuation, and the other examples don't use correct language, but more text language an improper grammar. (appendix d1)
2. As a class discuss the differences between the user examples? After just looking at examples, who had the most trustworthy feed of posts?
3. Read the online article discussing a study done on what makes a credible post: <http://mashable.com/2012/03/18/tweets-more-trustworthy-study/>

Activity's Alignment

| | |
|--------------------------|--|
| Common Core | RI: 11-12.5; L: 9-10.1, 9-10.2 |
| GLE | R3A, R3C, W2A |
| CONTENT | CA 1 |
| PROCESS | 1.5 comprehend and evaluate written works 1.7 evaluate the accuracy of information and the reliability of its sources |
| DOK | 2 |
| INSTRUCTIONAL STRATEGIES | homework and practice, summarizing and notetaking |

Sample Assessments

Assessment #1:

Students will reflect on grammar usage when posting

1. After looking at examples and reading the article, the student will reflect on what assumptions they made about the anonymous social media posts.
2. Students will then also look at their own social media posts and describe how they approach writing on their accounts. Would they seem like a credible source for other users? In accordance with the article what are things they do or don't do to make them credible or not credible sources on social media? The teacher will use the attached scoring guide. (see appendix document d1)

Assessment's Alignment

| | |
|-------------|--|
| Common Core | L: 9-10.1, 11-12.2; W: 9-10.4, 11-12.4, 11-12.5 |
| GLE | W2E, W2A, W1A |
| CONTENT | CA 1 |
| PROCESS | 1.5 comprehend and evaluate written works 1.7 evaluate the accuracy of information and the reliability of its sources 2.2 review and revise communications to improve accuracy and clarity |
| DOK | 3 |

Learning Activity #2:**Writing concisely for social media**

1. The teacher will discuss with the students the importance of writing concisely on social media and explain that there are different elements to think about when posting on social media especially in response to an article.
2. During the lesson students should understand they have to think of the social media site they are using and the audience before posting.
3. The teacher will give the students an example article, and together the class will compose social media posts for Twitter, Facebook and a blog. (See appendix d2)

| Activity's Alignment | |
|--------------------------|---|
| Common Core | SL: 9-10.1, 11-12.1, 9-10.4, 11-12.4; W: 9-10.4 |
| GLE | LS2A, R1H, R1E, W2A |
| CONTENT | CA 1, CA 4 |
| PROCESS | 1.5 comprehend and evaluate written works 1.6 use technological tools to exchange information 2.2 revise and revise communications to improve clarity and communication |
| DOK | 2 |
| INSTRUCTIONAL STRATEGIES | homework and practice, notetaking |

Assessment #2:**Writing concisely for social media**

1. Students will be given an article to read individually and provide three different types of social media posts: Twitter, Facebook, and a blog.
2. Students will be graded on how effectively they used the social media tool. For example on Twitter, did they include a shortened link to the story and a mention to where they found it. Student will use the word form (see appendix document d3) to complete the posts. The form is set to the correct character limits. When students finish they should email the document to the teacher.

| Assessment's Alignment | |
|------------------------|---|
| Common Core | L: 11-12.2, 9-10.2; W: 9-10.4 |
| GLE | W2E |
| CONTENT | CA 1, CA 4 |
| PROCESS | 1.5 comprehend and evaluate written works 1.6 use technological tools to exchange information 2.2 revise and revise communications to improve clarity and communication |
| DOK | 3 |

Teacher Resources

- <http://meetcontent.com/blog/2012/01/creating-a-social-media-style-guide/>
- Mashable.com
- ReadWriteWeb.com

Student Resources

- <http://meetcontent.com/blog/2012/01/creating-a-social-media-style-guide/>
- Mashable.com
- ReadWriteWeb.com

| | | |
|--|-----------------------------|---|
| Content Area: Communication Arts | Course: Social Media | Strand: Media Analysis—Non-Print Media |
| Learner Objectives: Students will develop and apply effective skills and strategies to analyze and evaluate non-print media (videocasts, podcasts, blogs, forums, websites, etc..). | | |

Concepts: A: oral and visual communications B: reliability C: credibility

| Students Should Know | Students Should Be Able to |
|--|--|
| <ul style="list-style-type: none"> • While messages in oral and visual media are often the same as print media, the messages are displayed in a different format and can be displayed in a variety of ways. • Oral and visual media messages should be evaluated for reliability and credibility to determine how fair and balanced the source is. • Social media has increased the reach of media messages and how messages are shared online. • Specific literary techniques are used to establish tone and the main point of a message. • When media is produced, a variety of techniques are used to clarify meaning, guide, and inform the reader. | <ul style="list-style-type: none"> • Analyze, describe and evaluate the elements of messages projected in various media including audio slideshows, audio podcasts, video podcasts, blogs, and forums. • Evaluate oral and visual sources to determine how fair and balanced the message is. • Determine what non-print media to promote or forward on to followers based on knowledge of his/her audience. • Evaluate author’s tone for overall meaning of the work and bias. • Analyze and evaluate the type of appeal (emotional, logical, and ethical). • Draw conclusions after reading and support those conclusions with information from the text. |

Instructional Support

Student Essential Vocabulary

- MEDIUM - a medium is one form of the media. For example, if we were to refer to the St. Louis Post-Dispatch we would talk about it as a medium.
- MEDIA - This is the plural of medium. If we were to discuss all the newspapers, magazines and TV stations in the metro area and lump them into one group, we would call them the media.
- AUDIO SLIDESHOWS - This is where photos are put in a slideshow format with audio.
- AUDIO PODCASTS - This is audio broadcasting on the internet. It would be similar to an internet radio show that can be live or downloaded for use later.
- VIDEO PODCASTS – same as audio podcasts but includes video.
- BLOGS - A blog is a website where entries are made in journal style and displayed in a reverse chronological order.
- FORUM - is a web application for holding discussions and posting user-generated content
- PUBLIC RELATIONS - Communication with various sectors of the public to influence their attitudes and opinions in the interest of promoting a person, product, or idea
- ADVERTISING - Advertising is a paid communication through medium in which the sponsor is identified and the message is controlled
- BIAS - inclination towards something
- BROADCAST - to communicate by radio, television or podcast.
- MARKETING - the act or process of buying and selling in a market.

| Sample Learning Activities | Sample Assessments | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-------------|---|-----|------|---------|------|---------|---|-----|---|--------------------------|--|---|------------------------|--|-------------|---|-----|-------------------------|---------|------------|---------|---|-----|---|
| <p>Learning Activity #1 : Evaluate Online Sources to Determine Fairness, Balance, Credibility</p> <ol style="list-style-type: none"> The teacher will go over how advertisements and campaigns appeal to a person’s emotion, logic and ethics. The teacher will show examples from each category. The teacher will then show students the original Kony 2012 video: http://www.youtube.com/watch?v=Y4MnpzG5Sqc . After the video student will write down their reaction to the video, and fill out a graphic organizer citing the specific appeals made and the scenes in the video that stuck out to them the most. The teacher will have students share out what they liked about the video and questions they may have. Ask students if they would support the campaign based on this video. Show the online article and video from Mashable hinting at another side to the story and how social media influenced the rise of this video: http://mashable.com/2012/03/16/kony-2012-pew-study/ Ask students what questions they have now about the Kony campaign. (see appendix e1) | <p>Assessment #1: Evaluate Online Sources to Determine Fairness, Balance, Credibility</p> <ol style="list-style-type: none"> Students have seen one side to the Kony2012 campaign, and they now know that there is another side to it. Students will have the class to research the other side of the Kony campaign, and dig into more to both praise and criticism this campaign brought. They will fill out a graphic organizer on the issue (see appendix document e2) When they write new information about the campaign, they must say what source they are using, and what makes that person a credible source. After Students have researched both sides, they will take a stance on the issue. They will decide if believe the campaign, or if the campaign is a scam and why. Students will also explain how social media played a role in the popularity of this story. They will also explain what they learned about campaigns online and promoted through social media. How will they use what they learned in the future when presented with an idea or product? How will they decide what to promote and what not to? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th colspan="2">Activity’s Alignment</th> </tr> </thead> <tbody> <tr> <td>Common Core</td> <td>SL: 9-10.1, 11-12.1, 9-10.2, 11-12.2; RI:</td> </tr> <tr> <td>GLE</td> <td>IL1B</td> </tr> <tr> <td>CONTENT</td> <td>CA 5</td> </tr> <tr> <td>PROCESS</td> <td>1.2 conduct research to analyze questions and evaluate information and ideas 1.4 use technological tools and other resources to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of its sources</td> </tr> <tr> <td>DOK</td> <td>2</td> </tr> <tr> <td>INSTRUCTIONAL STRATEGIES</td> <td>Note taking, cues, questioning and advanced graphic organizers</td> </tr> </tbody> </table> | Activity’s Alignment | | Common Core | SL: 9-10.1, 11-12.1, 9-10.2, 11-12.2; RI: | GLE | IL1B | CONTENT | CA 5 | PROCESS | 1.2 conduct research to analyze questions and evaluate information and ideas 1.4 use technological tools and other resources to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of its sources | DOK | 2 | INSTRUCTIONAL STRATEGIES | Note taking, cues, questioning and advanced graphic organizers | <table border="1"> <thead> <tr> <th colspan="2">Assessment’s Alignment</th> </tr> </thead> <tbody> <tr> <td>Common Core</td> <td>W: 9-10.1, 11-12.1, 9-10.4, 11-12.4, 9-10.9, 11-12.9; SL: 9-10.2, 11-12.2, 11-12.4, 9-10.4</td> </tr> <tr> <td>GLE</td> <td>W3A, W2C, W2A, R1E, R3B</td> </tr> <tr> <td>CONTENT</td> <td>CA 5, CA 1</td> </tr> <tr> <td>PROCESS</td> <td>1.2 conduct research to analyze questions and evaluate information and ideas 1.4 use technological tools and other resources to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of its sources</td> </tr> <tr> <td>DOK</td> <td>3</td> </tr> </tbody> </table> | Assessment’s Alignment | | Common Core | W: 9-10.1, 11-12.1, 9-10.4, 11-12.4, 9-10.9, 11-12.9; SL: 9-10.2, 11-12.2, 11-12.4, 9-10.4 | GLE | W3A, W2C, W2A, R1E, R3B | CONTENT | CA 5, CA 1 | PROCESS | 1.2 conduct research to analyze questions and evaluate information and ideas 1.4 use technological tools and other resources to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of its sources | DOK | 3 |
| Activity’s Alignment | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Common Core | SL: 9-10.1, 11-12.1, 9-10.2, 11-12.2; RI: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GLE | IL1B | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CONTENT | CA 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PROCESS | 1.2 conduct research to analyze questions and evaluate information and ideas 1.4 use technological tools and other resources to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of its sources | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DOK | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| INSTRUCTIONAL STRATEGIES | Note taking, cues, questioning and advanced graphic organizers | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment’s Alignment | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Common Core | W: 9-10.1, 11-12.1, 9-10.4, 11-12.4, 9-10.9, 11-12.9; SL: 9-10.2, 11-12.2, 11-12.4, 9-10.4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GLE | W3A, W2C, W2A, R1E, R3B | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CONTENT | CA 5, CA 1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PROCESS | 1.2 conduct research to analyze questions and evaluate information and ideas 1.4 use technological tools and other resources to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of its sources | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DOK | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |

Learning Activity #2 :**Analyze, Describe and Evaluate the Elements of Messages
Projected social media and online**

1. The students will follow and analyze/synthesize of the Old Spice online ad campaign.
2. The teacher and class will review the Old Spice ad campaign together and watch a few of the videos used in the campaign.
3. The teacher will go through the presentation on the campaign here: <http://goo.gl/J58AK>
4. The class will analyze the tools available to the company and how the company used those tools to successfully create a campaign. What was the target audience of the campaign?
5. Students will brainstorm with the class other online campaigns they have seen or heard of.

| Activity's Alignment | |
|--------------------------|--|
| Common Core | SL: 9-10.1, 11-12.1 |
| GLE | LAS2A, LS1A |
| CONTENT | CA 5 |
| PROCESS | 1.5 comprehend and evaluate written, visual and oral presentations and works 1.7 discover and evaluate patterns and relationships in information, ideas, and structures |
| DOK | 2 |
| INSTRUCTIONAL STRATEGIES | cooperative learning, note taking |

Assessment #2:**Analyze, Describe and Evaluate the Elements of Messages
Projected social media and online**

1. Once students have worked through a sample commercial as a class, the teacher will break the students into groups of 2 or 3. Students will choose from several campaigns to follow and research. Groups cannot have the same campaign.
2. The group will research and evaluate an ad campaign on their own. Students will present examples and evaluations to the class. (see appendix document e4).

| Assessment's Alignment | |
|------------------------|---|
| Common Core | SL: 9-10.4, 11-12.4, 9-10.5, 11-12.5; W: 9-10.4, 11-12.4 |
| GLE | R1E, R1G, W2D, W2A |
| CONTENT | CA 5, CA 6 |
| PROCESS | 1.5 comprehend and evaluate written, visual and oral presentations and works 1.7 evaluate the accuracy of information and reliability of its sources 2.7 use technological tools to exchange information and ideas 1.2 conduct research to answer questions and evaluate information and ideas |
| DOK | 3 |

Teacher Resources

- Mashable.com
- Readwriteweb.com

Student Resources

- Mashable.com
- Readwriteweb.com

| | | |
|---|-----------------------------|-------------------------------------|
| Content Area: Communication Arts | Course: Social Media | Strand: Media Law and Ethics |
|---|-----------------------------|-------------------------------------|

Learner Objectives: Students will apply media law and ethics as they prepare, plan and write their social media posts and blogs.

Concepts: A: first amendment rights B: legal rights C: ethics D. Responsibility E. Consequence

| Students Should Know | Students Should Be Able to |
|---|---|
| <ul style="list-style-type: none"> • With the freedom of speech, come rights and responsibilities for students to guide their practice. • The First Amendment, Bill of Rights and Missouri Constitution affect the rights and responsibilities of the social media users. • The law concerning social media is constantly changing and being challenged by new court cases. • There are legal and ethical boundaries that social media users should follow. | <ul style="list-style-type: none"> • Compare and contrast the rights, responsibilities and roles played by social media in a democratic society versus a non-democratic society. • Analyze how the First Amendment, Bill of Rights and Missouri Constitution affect the rights and responsibilities of social media users. • Apply the legal boundaries and concepts affecting social media including: --copyright --libel --slander --obscenity • Analyze ethical guidelines and codes of ethics to explain how or why they are important to social media organizations. |

Instructional Support

Student Essential Vocabulary

- ACCURACY—making sure that all information has been reported correctly
- BALANCE--making sure that all sides of the story have been covered equally
- FAIRNESS—making sure that every party involved in the story has had the opportunity to respond equally
- CENSORSHIP—the act or practice of withholding information from publication
- COPYRIGHT—holding the legal right to reproduce, publish, sell or distribute the matter or form of something (as a literary, musical or artistic work)
- LIBEL--Damage to a person's reputation caused by a false written statement that brings the person into hatred, contempt or ridicule, or injures his or her business or occupational pursuit.
- SLANDER—damage to a person's reputation caused by a false spoken statement that brings the person into hatred, contempt or ridicule, or injures his or her business or occupational pursuit.
- OBSCENITY--A word or phrase usually referring to sexual parts or functions in an offensive way.
- RETRACTION—a published acknowledgement that a news agency has made a mistake and misreported information
- FREEDOM OF EXPRESSION—Freedom of expression refers to the ability of an individual or group of individuals to express their beliefs, thoughts, ideas and emotions about different issues free from government censorship. The First Amendment of the U.S. Constitution protects the rights of individuals to freedom of religion, speech, press, petition and assembly. Some scholars group several of those freedoms under the general term “freedom of expression.”
- FABRICATION—making up information for a story
- PHOTO-MANIPULATION—altering a photo digitally
- PLAGIARISM--The use of any part of another's writing and passing it off as your own.

Sample Learning Activities

Learning Activity #1 :

First Amendment and Court Cases

1. The teacher will present the First Amendment to the class. The teacher will break down the 5 sections of the First Amendment.
2. The teacher will discuss aspects of unprotected speech. The teacher and class will discuss how online speech is uncharted territory.
3. The teacher will introduce the following case to the students <http://www.firstamendmentcenter.org/high-court-asked-to-hear-student-online-speech-case>.
4. Students will take notes on the presentations as they listen. The teacher so they can apply the class discussion topics to their own research.

Activity's Alignment

| | |
|--------------------------|---|
| Common Core | SL: 11-12.1, 1-10.1; RI: 9-10.9, 11-12.9 |
| GLE | LSA2, R1H, R1I, R3C |
| CONTENT | CA 3 |
| PROCESS | 1.7 evaluate the accuracy of information and the reliability of resources 1.8 organize data, information and ideas into useful forms 2.3 exchange information, questions and ideas while recognizing perspective of others. |
| DOK | 2 |
| INSTRUCTIONAL STRATEGIES | summarizing and notetaking, homework and practice, cooperative learning |

Sample Assessments

Assessment #1:

First Amendment Legal Cases

1. Students will receive a court case to research and evaluate. While researching students will record a minimum of 5 sources that they use in the research process.
2. The teacher will assess the students on the following aspects of their legal cases project.
 - evaluation of sources
 - final stance on the case
2. Students will follow the instructions on appendix fl.

Assessment's Alignment

| | |
|-------------|--|
| Common Core | W: 9-10.2, 11-12.2, 1-10.7, 11-12.7; RI: 11-12.1, 9-10.1 |
| GLE | W3B, W2C, ICTL2B, R1H, R3C |
| CONTENT | CA 3, CA 4 |
| PROCESS | 1.2 conduct research to answer questions and evaluate information 1.4 use technological tools to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of resources 1.8 organize data, information and ideas into useful forms 2.1 plan and make written, oral and visual presentations for a variety of purposes |
| DOK | 3 |

Learning Activity #2:**Your Real Life Social Network**

1. The teacher will present the Paul Adam's presentation of the Real Life Social Network (appendix f2).
2. During the presentation the teacher and students should focus on the key concepts: Difference between online and offline relationships, how the web is changing communication, relationships online, and a person's identity online.

| Activity's Alignment | |
|--------------------------|---|
| Common Core | SL: 9-10.1, 11-12.1; W9-10.9, 11-12.9 |
| GLE | LS2A, W2C, W3A |
| CONTENT | CA 6, CA 7 |
| PROCESS | 1.5 comprehend and evaluate written, visual and oral presentations and works 1.9 identify, analyze, and compare the institutions, traditions and art forms of past and present societies |
| DOK | 3 |
| INSTRUCTIONAL STRATEGIES | Summarizing and note taking, cooperative learning |

Assessment #2:**Your own real life social network**

1. Just like the presentation, students will break down their online followers into their respective real life groups.
2. Fter, students will evaluate their findings in relation to the presentation according to appendix f3.

| Assessment's Alignment | |
|------------------------|--|
| GLE | R1B, R1C |
| CONTENT | CA 4 |
| PROCESS | 1.2 conduct research to answer questions and evaluate information 1.4 use technological tools to locate, select and organize information 11.8 organize data, information and ideas into useful forms 2.2 review and revise communications to improve accuracy and credibility |
| DOK | 3 |

Teacher Resources

- Bill Would give Indiana Schools broad authority over off-campus speech
<http://www.splc.org/news/newsflash.asp?id=2328>
- Deleted FB pictures will remain on line for years
<http://mashable.com/2012/02/06/deleted-facebook-pictures-still-exist/>
- http://www.mediabistro.com/alltwitter/25-of-people-have-tweeted-something-they-regret-stats_b18101
- <http://www.cnn.com/2012/02/07/tech/social-media/companies-social-media/index.html> ---Twitter followers worth money
- <http://www.fastcompany.com/1805231/u-r-what-u-tweet-5-steps-to-a-better-personal-brand>

Student Resources

- Readwriteweb.com
- Splc.org

