Course Title: Social Media

Subject: Cycle Class

Grade Level: 8th

Duration: 8 Weeks

Prerequisite: n/a

Elective or Required: Required

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
The social media cycle class will teach students the positive and negative effects of social media in our world today. Technology’s pace is moving rapidly and there are many different concepts of social media that affect our students positively/negatively. Students will learn skills, how to research properly, how to critically think, and how to communicate effectively in ever changing times of social media. Students will learn skills they will be able to take out and apply in real life settings. They will learn how social media can make themselves more or less marketable when it comes to future careers. The social media course will spend time teaching students six different aspects of social media.

History of Social Media:
Students will explore how people communicated in the past, present and the predictions of how we will communicate in the future. Students will explore the current trends in social media.

Viewing/Expressing Credibility in Social Media
Students will utilize critical thinking skills to determine the credibility of the users they are viewing and maximize their social media skills in order to increase their own credibility when writing.

**Social Interaction**
Students will use social media as an outlet to express their feelings and emotions to friends, family and strangers. Students will analyze how their own personal use will have personal gain or not. They will discover the positive and negative effects of social media through their own personal use.

**Writing Structure**
Students will analyze how social media has positively or negatively affects their writing skills.

Ex. (text message is 160 characters or twitter is 140 characters). Students will examine how punctuation/grammar via social media changes the way they write an English essay in school or a letter to a friend. Students will learn how to write with a purpose and build an audience.

**Media Influence**
Students will analyze how business and advertisements use social media to promote sales. Students will research how social media influences the decision making process.

**Law and Ethics**
Students will research and analyze popular law cases involving social media. (Ie. Tyler Clementi). Students will utilize critical thinking skills to decide what is ethically right and what their legal rights are as a citizen of the U.S. We will discuss the future repercussions social media will have on their future careers/lives.

**Character Development/Advocacy and Service Law and Ethics**
Students will research and present inspirational videos and campaigns that are supporting people through the challenges of life. Students can find a personal cause, local cause, a world issue, or an organization to support and bring positive strategies through social media.

Author: Jessica Mahaffey
Date Submitted: Summer 2014

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**Unit 1 History of Social Media**

- What is social media?
- How has the development of social media shaped online media and communication?
• What are your predictions of how social media will evolve based on evidence revealed in the history of social media?

**Upon Completion of this unit students will be able to**
- Define social media
- Evaluate the impact of significant people and how they developed social media outlets
- Explain the positive and negative trends of social media
- Understand and explain how these new technological outlets have changed how our society functions (i.e. sending and receiving info)
- Based on learning the history of social media, make predictions of where the future is headed

**Interdisciplinary Standards**
**Standard 9.1 21st Century Life and Career Skills**
All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in a diverse ethnic and organizational cultures.

**Standard 9.3 Career Awareness, Exploration and Preparation**
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**Standard 8.1 Computer and Information Literacy**
All students will use computer applications to gather and organize information and to solve problems.

**Standard 8.2 Technology Education**
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society and the environment.

**Standard 6.3 Active Citizenship in the 21st Century**
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Standard 2.2 Integrated Skills**
**Strand C. Character Development**
All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.

**Standard 2.2 Integrated Skills**
**Strand D. Advocacy and Service**
Effective advocacy for a healthy or social issue based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issues.

Writing Standard: CCSS.ELA.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Reading Standard: CCSS.ELA.RST.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Learning Activity #1
Students will view the history of social media on mashable.com. Students will discuss the history of social media and where it is headed in the future.

Learning Activity #2
Students will discuss the social media sites that they currently spend the most time utilizing. Each student will have an opportunity to display the social media account of their choice that they most frequently use.
Students will give a show and tell presentation on the smart board for their classmates to see.
Students will show pictures, videos, art work, sports, and other info that pertains.
They will present how much time they spend on the account and why they post certain items, or info.

Learning Activity #3
Students will read through the GRHS social media policy for employees.
Students will answer questions that ask them their opinions on the policy in place.

Methods of Assessment/Evaluation:
- Class Participation
- Discussion
- Class Preparation
- Performance on Quizzes or Tests (informal/formal)
- Projects

Resources/Including Online Resources
- Mashable.com
- Facebook
- Myspace
- Youtube
- Instagram
- Twitter
- Tumblr
- Pinterest

Unit 2 Viewing/Expressing Credibility in Social Media
• How is credibility established in the social media world?
• Is all information credited in social media posts?
• Are their skills or tools to help one be an effective user of social media?

Upon Completion of this unit students will be able to
• Evaluate credibility of social media sources
• Understand that just because someone says something doesn’t mean it’s true
• Students should be able to evaluate what the person they are following is saying and making determinations of their validity and reliability
• Understanding and classifying the information as informational, entertaining, or persuasive

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Learning Activity # 1
Students will view the Kony 2012 campaign on Youtube. After watching the video students will write down their reactions to the video. Students will write down the scenes in the video that stuck out the most for them. Ask students if they would support the campaign based on the video or they think it is a scam? Students will research some opposing views on the campaign and have students make decisions based on all info given.

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Unit 3 Social Interaction
- Why has facebook, texting, twitter & instagram become so popular?
- Is it ok to build online relationships?
- Is it ok to be a follower? (Ie. Twitter)
Upon Completion of this unit students will be able to

- Understand why it is important to use social network as a means of expression
- Students will be able to look at different avenues of social media such as news outlets, Media organizations, and groups/individual people
- Analyzing the evolution of social interaction and keeping up with the current trends
- Learn how to distinguish between online and offline relationships and a person’s identity online

Learning Activity #1
Students will view an episode of catfish and we will discuss how people can fake their own identities online.

Learning Activity #2
Have students read article about Manti Te’o
Discussion

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Unit 4 Writing Structure
- How has writing structure changed with the growth of social media?
- Does the correct use of language, punctuation, and grammar influence a persons credibility?

Upon Completion of this unit students will be able to
- Students will reflect on correct use of language, punctuation, and grammar when creating posts.
- Students will be able to determine the credibility of the posts based on the correct use of language.
• Students will be able to write effective posts that are clear and concise.
• Students will be able to write posts that are well thought out and have good sentence structure.

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Learning Activity #1
Students will be given examples of text messages/posts and analyze. Students will determine the writers credibility based on the use of grammar. Students will then apply these same thoughts to their own personal social media accounts. Do they shorten words, punctuate, capitalize, use of good grammar?

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Unit 5 Media Influence

- How are companies and advertisers using social media to promote products and services?
- How are companies and advertisers influencing young people and young adults in negative and positive ways?

Upon Completion of this unit students will be able to
- Analyze and critique the messages portrayed in all social media outlets including (audio slideshows, audio podcasts, videos, blogs, and forums).
- Evaluate advertisers/companies message to determine the fairness and reliability.
- Determine whether or not to forward on to others based on your own personal feelings on the message received.

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Learning Activity #1
Students will learn the importance social media has in the business world.
Students will look at the Old Spice campaign.
Students will view a video of the Beneful commercial and a clip of Ramapo Day Camp.
Students will research other popular social media campaigns for businesses.
They will present to the class the history of the campaign, examples of the campaign, describing how social media was used, whether or not the campaign was successful or not.

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**Unit 6 Law and Ethics**

- What is cyber bullying?
- How has the growth of social media positively/negatively effected peoples lives?
- What are the long term effects of using social media? (how can a picture, &/or words typed have a life long impact on ones life)

**Upon Completion of this unit students will be able to**
- Students will be able to define cyber bullying.
- Students will analyze and critique well known cyber bullying cases.
- Students will understand the long term lasting effects of posting a pic, tweet, post etc.

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Learning Activity #1
Students will research some well known cyber bullying court cases.
1-Missouri teen Megan Meier (NY Times)
2-Tyler Clementi (NY Times)
Students will research and present findings of popular cyber bullying cases.

Learning Activity #2
Students will view a cyber bullying video. Students will discuss the negative effects of cyber bullying.

Learning Activity #3
Have students look at two social media scenarios, critique and analyze:
1-Courtney Love sued for defamation (NY Times)
2-Fake twitter accounts impersonating celebrities or companies

Learning Activity #4
Discuss the implications of being in a picture with red solo cups. Have students research how taking inappropriate pictures, posting pics on facebook, sending messages on twitter, or blogging can have lasting effects on relationships, getting into colleges, and getting future careers.

**Methods of Assessment/Evaluation:**
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**Unit 7 Character Development/Advocacy and Service**
- How does social media enhance character development?
- How does social media promote social issues and awareness responsiveness?

**Upon Completion of this unit students will be able to**
- Students will understand the positive impact social media has on character development.
- Students will understand the effectiveness social media has on promoting social issues and awareness responsiveness.

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Learning Activity #1
Students will view a video called “Homeless to Howard”.
The video was a campaign started on Tumblr by a homeless boys mentor in the homeless shelter. She started the campaign to raise money for him to go to college at Howard University.
Students will research and present a campaign or inspirational video that grabbed them emotionally.

Methods of Assessment/Evaluation:
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