

Overview

Overview | Social Media Impact on Teenagers



Social Media Impact on Teenagers

by Jeanette Brandenburg, Debbie Smith, Connie Smith, and Matt Watterson

Twenty-first century learners spend a lot of free time on social media websites such as Facebook, Twitter, YouTube, etc. Many users say these sites are good for our society, but others contend that the dangers of social media outweigh the benefits. This module will provide students the opportunity to learn the impact of social media before the effects are irreversible. It will also provide them with the opportunity to practice and apply grade appropriate standards so they are college and career ready. This module has been written with the intent of being implemented during the second nine weeks of school. After reading several articles students will participate in conversations, group activities, and write an essay on whether social media has a positive or negative impact on teenagers.

Grades: 6 7 8

Discipline: ELA

Teaching Task: Task Template 2 (Argumentation and Analysis)

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Section 1: What Task?

TEACHING TASK

Task Template 2 [3 Levels]

Argumentation & Analysis

L1: Does social media have a positive or negative impact on teenagers? After reading informational articles on media networking write an essay that addresses the question and support your position with evidence from the text(s).

L2: Be sure to acknowledge competing views.

STUDENT BACKGROUND

Social Media - Does it have a positive or negative impact on teens? Social Media includes forms of electronic communication such as Facebook, Twitter, YouTube, etc. It is also becoming a controversial topic due to the amount of time teens spend on social networking sites and their easy access availability for young adults. Many users say the sites are good for our society, but others contend that the dangers of social media outweigh the benefits. Over the course of this module we will be exploring the impact of social media on teens.

EXTENSION

Using the information that you learned in this module, write an article or create a political cartoon for your local newspaper sharing the pros and cons of social media.

Rubric

| Scoring Elements | Not Yet | | Approaches Expectations | | Meets Expectations | | Advanced |
|-------------------------|---|---|---|---|--|---|---|
| 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 | |
| Focus | Attempts to address prompt, but lacks focus or is off-task. | | Addresses prompt appropriately and establishes a position, but focus is uneven. | | Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. | | Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. |
| Controlling Idea | Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims. | | Establishes a claim. (L2) Makes note of counter claims. | | Establishes a credible claim. (L2) Develops claim and counter claims fairly. | | Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly. |
| Reading/Research | Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt. | | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. | | Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim. | | Accurately and effectively presents important details from reading materials to develop argument or claim. |
| Development | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim. | | Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim. | | Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim. | | Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning. |
| Organization | Attempts to organize ideas, but lacks control | | Uses an appropriate organizational structure for development of | | Maintains an appropriate organizational structure to address specific requirements | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific |

| | | | | | | |
|------------------------------|---|--|--|--|---|---|
| | of structure. | | reasoning and logic, with minor lapses in structure and/or coherence. | | of the prompt. Structure reveals the reasoning and logic of the argument. | prompt. Structure enhances development of the reasoning and logic of the argument. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. | | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. | | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors. | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format. |
| Content Understanding | Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |

STANDARDS

Kentucky Practical Living/Vocational Studies - (Communication/Technology)

PL-08-4.3.2: Students will explain the purposes of technology tools (e.g., multi-media, Internet, digital camera, teleconferencing, debit/credit cards) and analyze how these impact productivity in homes, schools, and jobs.

Common Core Anchor Standards Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards Writing

W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Anchor Standards Language

L.CCR.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.CCR.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.CCR.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.CCR.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Common Core Anchor Standards Speaking and Listening

SL.CCR.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.CCR.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.CCR.3: Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.CCR.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.CCR.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.CCR.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Custom Standards

Section 2: What Skills?

Selected Skills

Pre-assessment

ARGUMENTATIVE ELEMENTS: Ability to identify thesis statements, claim, counterclaim, evidence, and warrants.

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric and build connections to the task and content to existing knowledge, skills, experiences, interest, and concerns.

BRIDGING: Ability to begin linking reading results to writing task.

Reading Process

TEXT SELECTION: Ability to identify appropriate texts using criteria.

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.(social media, social networks, Facebook, Twitter, You-tube, blogs, internet addition, cyber-relationships, etc.)

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately using Citation Machine.net.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase using the Cornell Note-Taking Strategy and Write Around Strategy.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

MiniTasks

Pre-assessment

ARGUMENTATIVE ELEMENTS: Ability to identify thesis statements, claim, counterclaim, evidence, and warrants.

LONG CONSTRUCTED RESPONSE

Day 1 - 50 minute session

(Students will read independently the on-line printed article "Social media's impact on kids merits big debate - US expert" by Robert MacPherson and respond to the task for the pre-test.)

Does social media have a positive or negative impact on teenagers? After reading "Social media's impact on kids merits big debate - US expert" by Robert MacPherson on media networking write an essay that addresses the question and support your position with evidence from the text. Be sure to acknowledge competing views.

Scoring Guide (Work Meets Expectations If):

essay meets or exceeds expectations according to the Argumentative Rubric

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

Provide a HOOK or engaging lead.

Notes:

I Can...

-support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources(Literacy.W.8.1b)

Say to Students: Once you have students engaged, hand out pre-assessment. Have students read the directions silently while teacher reads it aloud.

Accommodations and Interventions:

Instead of essay, have at-risk students write a response.

Question and Answer Session

Additional time for at-risk students

Use Resource Teacher to assist if needed.

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

NOTES**Day 2 - 50 minute session**

Social Media, what is it and how does it affect your life?

Scoring Guide (Work Meets Expectations If):

student responses reflect an understanding of social media and how it can influence people their own age, are engaged in the video, and are actively participating in the Gallery Walk.

Instructional Strategies:

Relate content to CCSS (ICAN) and task.

YouTube - Did You Know Social Media 2012? (5 minutes)

Building confidence in background knowledge on social media

Gallery Walk

Commit-and-Toss

Notes:

I Can...

-use precise language and domain-specific

vocabulary to inform about or explain the topic (Literacy.W.8.2d)

-engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly (Literacy.SL.8.1)

Questions for Gallery Walk Charts:

1. What is social media?
2. List forms of social media that you have used and tell why it is beneficial.
3. List advantages of social media.
4. List disadvantages of social media.

Commit-and-Toss is a formative assessment by Keeley, 1996 is a peer evaluation and writing strategy structured to encourage students to evaluate each other's effort and discourage them from evaluating each other. In a commit-and-toss, students first respond in writing to a question or prompt. Second, they wad up the paper and toss it across the room. Each student then collects a nearby paper wad, rading it aloud in a guided class discussion in which all students participate to evaluate and revise the writing. The commit-and-toss strategy can be especially effective when students are learning to ask good questions or write thesis statements and hypotheses. See Upload Resource Link.

Accommodations and Interventions:

Arrange groups to provide ideal peer-support for students.

Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric and build connections to the task and content to existing knowledge, skills, experiences, interest, and concerns.

SHORT CONSTRUCTED RESPONSE

Day 3 - 50 minute session

Part 1: Take a close look at the prompt. Think about what it is asking you to do.
Brainstorm and list ideas that you could use to answer the prompt.

Scoring Guide (Work Meets Expectations If):

students are able to break the task apart and list by steps what the prompt is asking them to do; view the argumentative rubric and summarize each element in their own words.

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

Annotating and Chunking the Task

Taking the Task Apart (graphic organizer located on R-GroupSpace)

Muddiest Point

Notes:

I Can...

-read a task and break it apart so that I understand what is expected of me
(Literacy.SL.8.1c)

Muddiest Point: This assessment by Angelo & Cross, 1993 is used to pinpoint what students misunderstood about a concept or process. Teacher will ask what part of the task did they have difficulty in understanding. Questions will also be asked about the literary elements within the rubric. See Upload Resource Link.

Accommodations and Interventions:

Arrange groups to provide ideal peer-support for students.

Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.

Sample work

BRIDGING: Ability to begin linking reading results to writing task.

LIST

Day 4 - 50 minute session

In a quick write, list the elements of an argumentative essay and explain each in depth.

Scoring Guide (Work Meets Expectations If):

students can produce a fairly representative list of elements for an argumentative essay

and explain what they have to do to meet expectations or exceed expectations.

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

3 Chevys and a Ford (chart of elements -

Controlling Idea, Content Understanding, Conventions, Focus, Organization, Readings/Research, and Development)

Share exemplar essay to show students the kind of writing they are expected to produce (Nature Parks essay).

Notes:

I Can...

-develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (Literacy.W.8.2b)

Accommodations and Interventions:

Arrange groups to provide ideal peer-support for students.

Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.

Reading Process

TEXT SELECTION: Ability to identify appropriate texts using criteria.

NOTES

Day 5 - 50 minute session

For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.

Scoring Guide (Work Meets Expectations If):

Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).

Includes reasonable evidence that work is credible and/or worthy of study.

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

Provide citation guide and discuss why each element of citation is needed.

Ask students to brainstorm what makes an author credible and/or worthy of study.

Show teacher created powerpoint on Citing Credible Sources by Jeanette Brandenburg.

See Upload Resource Link.

Provide three articles and let students decide if articles meet the criteria for a credible

source.

Allow students to look for articles for homework.

Have a folder of related articles for students to pull information from if they do not have internet at home and don't have lab time at school.

Notes:

I Can...

-determine whether a source is credible or not (Literacy.W.7.8)

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Accommodations and Interventions:

Arrange groups to provide ideal peer-support for students.

Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

SHORT CONSTRUCTED RESPONSE

Day 6 - 50 minute session

What is the author trying to accomplish? Which parts of the text show you that?

L2 What competing arguments have you encountered or can you think of?

L3 What historical or current examples can you note that relate to the task prompt?

Scoring Guide (Work Meets Expectations If):

Answers questions with credible responses.

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

Invite students to brainstorm ways to figure out any authors intent.

Use "Write Around" strategy. Have students place an article on a large sheet of white poster paper. Students will use annotations to pull out key facts, vocabulary, etc. Use a timer to keep students on task. See Upload Resource Link.

Let groups circulate to other groups and add to their responses. Students will end up back at their own poster. They can read other responses written on their chart and add information they picked up from other groups during this activity.

Invite students to share and discuss their answers for each text.

After the discussion, allow them to add to their entries.

Notes:

I Can...

-analyze author's point of view.

-analyze author's position in pieces of writing(Literacy.RI.7.6)

Accommodations and Interventions:

Arrange groups to provide ideal peer-support for students.

Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.(social media, social networks, Facebook, Twitter, You-tube, blogs, internet addition, cyber-relationships, etc.)

LIST**on-going**

In your notebook, list words and phrases essential to the task (argue, argument, claim, reason, evidence, relevant, warrant, and counter-claim). Add definitions, and (if appropriate) notes on connotation in this context.

Scoring Guide (Work Meets Expectations If):

Lists appropriate phrases.

Provides accurate definitions.

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

Graphic Organizer (Comparing Definitions Aiming at Target Words)-Use Thoughtful Education organizer where students will write their perceived definition, the actual definition, and compare to find the difference.

After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.

After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.

Notes:

I Can...

-list words and phrases essential to the task (argue, argument, claim, reason, evidence, relevant, warrant, and counter-claim)(Literacy.W.8.1c)

-Add definitions, and (if appropriate) notes on connotation in this context (Literacy.W.8.2d)

Accommodations and Interventions:

Arrange groups to provide ideal peer-support for students.

Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately using Citation

SHORT CONSTRUCTED RESPONSE

Day 7 - 50 minute session

Define "plagiarism" and list ways to avoid it.

Scoring Guide (Work Meets Expectations If):

Provides accurate definition

Lists several appropriate strategies

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

Discuss respect for others work to assemble evidence and create texts.

Discuss academic penalties for stealing others thoughts and words.

Show Plagiarism Powerpoint created by Joyce A.

Brannon from Livingston, Alabama. See Upload Resource Link.

Notes:

I Can...

-Discuss respect for others work to assemble evidence and create texts (Literacy.W.8.7).

-Discuss academic penalties for stealing others thoughts and words (Literacy.W.8.8).

Turn and Talk - Teacher interrupts the class during reading, asking students to turn and talk to their neighbor about a comprehension strategy, such as asking questions about a text.

Talking about their question helps students remember. Teacher may then ask students to share with the large group.

Accommodations and Interventions:

Turn and Talk (See Upload Resource Link.)

Say Something (See Upload Resource Link.)

Question & Answer Session

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase using the Cornell Note-Taking Strategy and Write Around Strategy.

NOTES

Days 8-10 (50 minute sessions each day)

From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.

L2(a) What strategies will you use to discern credible sources?

L2(b) What implications can you draw? (Tasks 11,12)

L3 Why is it important in the process of inquiry to identify gaps or unanswered questions about the topic?

Scoring Guide (Work Meets Expectations If):

Identifies relevant elements.

Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

Teach The Cornell Note-Taking System for note taking. See Upload Resource Link for more information.

Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).

Notes:

I Can...

-use a strategy to determine whether a source is credible.

-take notes over the most important information within the source that supports my thesis statement (Litracy.W.8.1c).

Students will work independently on their own to continue gathering information to support their claim and counterclaim.

Accommodations and Interventions:

Arrange groups to provide ideal peer-support for students.

Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

SHORT CONSTRUCTED RESPONSE

Day 11 - 50 minute session

Write an opening paragraph that includes an engaging lead, background information on social media, and state a claim with three reasons of support in the last sentence.

Scoring Guide (Work Meets Expectations If):

Writes an engaging lead or hook sentence.

Provides background information on social media.

Establishes a controlling idea.

Identifies three key points that support development of argument.

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

Offer several examples of opening paragraphs.

Ask class to discuss what makes them strong or weak.

Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

Commit-and-Toss See Upload Resource Link.

Notes:

I Can...

-write an opening paragraph that includes an engaging lead, background information on social media (Literacy.W.8.1a).

-state a claim with three reasons of support in the last sentence (Literacy.W.8.1a).

Commit-and-Toss is a formative assessment by Keeley, 1996 is a peer evaluation and writing strategy structured to encourage students to evaluate each other's effort and discourage them from evaluating each other. In a commit-and-toss, students first respond in writing to a question or prompt. Second, they wad up the paper and toss it across the room. Each student then collects a nearby paper wad, reading it aloud in a guided class discussion in which all students participate to evaluate and revise the writing. The commit-and-toss strategy can be especially effective when students are learning to ask good questions or write thesis statements and hypotheses.

Accommodations and Interventions:

Arrange groups to provide ideal peer-support for students.

Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.

Provide students with feedback on the specific components of the written piece.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE

Day 12 - 50 minute session

Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.

Scoring Guide (Work Meets Expectations If):

the student generated outline for an argumentative essay shows three reasons to support

their claim with a counterclaim for each reason.

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

Provide an example of an outline or organizer that would be appropriate for an argumentative essay.

Model your own thinking for at-risk students and others who may be having difficulty by using the sample outline.

Flexible needs grouping (individual, paired, small, whole class)

Notes:

I Can...

-Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence (Literacy.W.8.1d)

Accommodations and Interventions:

Arrange groups to provide ideal peer-support for students.

Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE

Days 13-15 (50 minute sessions each day)

Students, today you will be using your outline to write an initial draft complete with introductory paragraph, body, and conclusion. Don't forget to cite your information obtained from credible sources.

Scoring Guide (Work Meets Expectations If):

Provides complete draft with all parts.

Supports the opening in the later sections with evidence and citations.

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

Review components of an Introductory Paragraph (engaging lead, background information, thesis statement with three reasons of support).

Review Body.

Review Conclusion.

Notes:

I Can...

-use outline to write an initial draft complete with introductory paragraph, body, and conclusion (Literacy.W.8.1d).

Pacing will vary from student to student.

Accommodations and Interventions:

Arrange groups to provide ideal peer-support for students.

Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.

Color-Coding Checksheet. See Upload Resource Link.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

LONG CONSTRUCTED RESPONSE

Day 16 - 50 minute session

Refine composition (analysis, logic, and organization of ideas/points). Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

Scoring Guide (Work Meets Expectations If):

Improves earlier edition by using teacher feedback, peer reviewer comments, and scoring rubric.

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

Sample useful feedback that balances support for strengths and clarity about weaknesses.

Assign students to provide each other with feedback on those issues.

Have a student copy of argumentative rubric available for each student.

Notes:

I Can...

-refine composition (analysis, logic, and organization of ideas/points) (Literacy.L.8.1).

-Use textual evidence carefully, with accurate citations (Literacy.L.8.1).

-Decide what to include and what not to include (Literacy.L.8.1).

Accommodations and Interventions:

Arrange groups to provide ideal peer-support for students.

Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.

Color-Coding Checksheet

EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

Day 17 - 50 minute session

Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

Scoring Guide (Work Meets Expectations If):

Provides draft free from distracting surface errors.

Uses format that supports purpose.

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

Briefly review selected skills that many students need to improve.

Teach a short list of proofreading marks.

Assign students to proofread each others texts a second time.

Notes:

I Can...

-provide draft free from distracting surface errors (Literacy.W.8.10)

-Uses format that supports purpose.

Accommodations and Interventions:

Arrange groups to provide ideal peer-support for students.

Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.

Color-Coding Checksheet (See Upload Resource Link)

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Day 18 - 50 minute session

Turn in your complete set of drafts, plus the final version of your piece.

Scoring Guide (Work Meets Expectations If):

essay meets expectations or advancing scoring on

Teaching Task Rubric (Argumentation).

Instructional Strategies:

Relate content to CCSS (I CAN) and task.

Notes:

I Can...

-complete set of drafts, plus the final version of piece. (Literacy.W.8.10)

Accommodations and Interventions:

Give at-risk students an additional week for completion.

Use Resource Teacher to assist in module for identified students.
Color-Coding Checksheet (See Upload Resource Link.

Selected Articles

[Bullied To Death?](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=5085&scrollTo=articles>)

Time (10/18/2010)Cloud, John

The article focuses on bullying and bullying-related suicides in the United States. It states that most U.S. state laws classify bullying as having demonstrable harm and demonstrable intent. It comments on the increase of cyberbullying and mentions research concerning the percentage of seventh- and eighth-grade students who consider themselves cyberbullies, victims, or both. It talks about the suicides of students William Lucas, Tyler Clementi, Asher Brown, and Seth Walsh, all of which happened in September 2010, and on the circumstances behind the suicides which include accusations of homosexuality. It mentions that existing antibullying programs are outdated and how the availability of social media for bullying makes it difficult to talk bullies down.

1160L

[Truth goggles.](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=5085&scrollTo=articles>)

New Scientist (9/15/2012)Giles, Jim

The article discusses the prevalence of misinformation in society. Topics include the role of the Internet in the spread of rumors, inaccuracies, and lies through social networks, blogs, and news sites, efforts taken by some organizations to prevent the spread of misinformation and lies on the Internet, such as the independent fact-checking organisation PolitiFact, and the technologies used in misinformation prevention, such as the software Hypothes.is.

1150L

[The buzz on social media.](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=5085&scrollTo=articles>)

Writer (Mar2011)Abbe, Elfrieda

This article discusses how authors use social media websites and blogs like Facebook, Twitter, and LinkedIn. Travel writer David Farley discusses how he uses Facebook to promote his books and the frequency with which he uses that website and Twitter. Author and consultant Pamela Skillings talks about how she uses LinkedIn and Twitter and her blog on the information website About.com. Author Pamela Redmond Satran comments on how she uses her Facebook page and how she turned her blog into the book "How Not to Act Old."

1040L

[Connect and Promote.](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=5085&scrollTo=articles>)

Career World (Feb/Mar2010)Maldonado, Natalia

The article discusses how social networking is creating a new field in online marketing. It says that social media has opened up a two-way communication for people and has allowed companies to devote an entire department for launching their marketing campaigns through social networks such as LinkedIn, YouTube and Facebook. It describes social media as a way of allowing people

to post comments regarding products that are advertised which manufacturers or marketers can use as feedback. INSET: HOT TOOLS IN ONLINE MARKETING.

1160L

Uploaded Files

[5-Paragraph Essay.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/123213373_Oct_24_2012_125959270.doc)

Step-by-step directions for competing an argumentative essay using the 5-paragraph format.

[Vocabulary Test for An Argument.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/777894569_Oct_24_2012_130451738.docx)

sumulative assessment for target words for argumentative essay

[An Argument-or a Fight.pptx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/977059455_Oct_24_2012_130801166.pptx)

Target words for argumentative writings.

[Self Evaluation, Peer, and Teacher LDC Argumentation Classroom Assessment.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1908988609_Nov_05_2012_094731627.docx)

LDC Argumentation Classroom Assessment 6-8Peer, Self, and Teacher Review for Writer:

[Article for Pre Assessment on Social media Impact on Teenagers.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/953614211_May_22_2013_142308228.docx)

copied on-line resource to be used with pre-assessment

[Argumentative Essay Outline.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/351369337_May_31_2013_09490214.docx)

Argumentive Outline

[Argumentative Essay Outline 2.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/604871797_May_31_2013_094914572.docx)

Argumentive Outline 2

 [Color coding for argumentative.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1846816938_May_31_2013_095023323.docx)

Argumentive Color-Coding Checksheet

 [Teaching Task Rewrite Template.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/805291960_May_31_2013_102620733.docx)

Teaching Task Rewrite Template

 [transitions1.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/369445147_May_31_2013_102656458.docx)

Transitions

 [Ticket Outta Here.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1171899853_May_31_2013_102719236.doc)

Ticket Outta Here

 [Convention.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1439877507_May_31_2013_104350767.docx)

Scoring Conventions

 [Scoring Element Checklist.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/97622019_May_31_2013_10441920.docx)

Scoring Elements Checklist

 [project_bibliography_worksheet.pdf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/318958917_May_31_2013_104441423.pdf)

Bibliography

 [Cornell Note-taking Template Lined.xls](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1907059871_May_31_2013_120125930.xls)

Cornell Note-Taking Interactive Template

[Commit and Toss.pdf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1332590095_May_31_2013_121531685.pdf)

Directions for Commit-and-Toss

[mudcards.pdf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1304927317_May_31_2013_121637597.pdf)

Directions for Muddiest Point

[Literacy Tips and Tricks--Write Around.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1016800222_May_31_2013_132402949.docx)

Write Around Strategy

[How to Evaluate the Credibility of a Source Power Point.pptx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1148365655_May_31_2013_132938766.pptx)

How to Select a Credible Source

[Brannon plagiarism powerpoint.ppt](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/301973974_May_31_2013_134336216.ppt)

Brannon Plagiarism PowerPoint

[Argument Unit Learning Targets - Students.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1322487772_Jun_03_2013_120431888.docx)

CCSS Targets for Argument

[current revised 3 chevys and a ford 3.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1539080912_Jun_03_2013_132752628.docx)

3 CHEVYS and a FORD

[Strategy 19 Gallery Walk.pdf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1657903226_Jun_03_2013_134401313.pdf)

Gallery Walk



[Rules for Say Something\[1\].doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1757350697_Jun_04_2013_114512521.doc)

Rules for Say Something by Kyleen Beers

[cornellsystem.pdf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/1615928432_Jun_04_2013_115429634.pdf)

Cornell Note-Taking Method

[Vocabulary Test for An Argument.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/777894569_Jun_05_2013_134344603.docx)

Vocabulary Test for Argumentative LDC Module

[Revised Argument Profile Sheet.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/5085/137121737_Jun_05_2013_14010402.docx)

Argument Profile Sheet

Keywords

 social media

 argue

 argument

 argumentative essay

 claim

 evidence

 counterclaim

*Links**

 [Kids and Social Networking: Pros and Cons \(1170L\)](#)

(<http://thechart.blogs.cnn.com/2011/08/06/kids-and-social-networking-pros-and-cons/>)

 [14 Social Media Pros and Cons \(890L\)](#)

(<http://www.clickz.com/clickz/column/1900169/14-social-media-pros-cons>)

 [The Pros and Cons of Social Networking for Teens: A Parent's Guide \(840L\)](#)

(<http://www.education.com/reference/article/pros-cons-social-networking-teenagers/>)

 [Are Social Networking Sites Good for Our Society \(1250L\)](#)

(<http://socialnetworking.procon.org/>)

 [Is Facebook Depression for Real? \(1570L\)](#)

(http://www.socialworktoday.com/archive/exc_080811.shtml)

Findings of a study by the American Academy of Pediatrics (AAP) detailing the potential problems associated with social networking sites (e.g., Facebook, YouTube, and blogs).

 [Facebook and Twitter are more addictive than cigarettes or alcohol, study finds \(1500L\)](#)

(<http://www.foxnews.com/tech/2012/02/06/facebook-and-twitter-are-more-addictive-than-cigarettes-or-alcohol->
by Zach Epstein Published February 06, 2012

 [Internet and Computer Addiction \(1360L\)](#)

(http://www.helpguide.org/mental/internet_cybersex_addiction.htm)

"Signs, Symptoms, and Treatment while time spent online can be hugely productive, compulsive internet use can interfere with daily life, work, and relationships."

 [Social Media \(1450L\)](#)

(http://en.wikipedia.org/wiki/Social_media)

"Social media includes web- and mobile-based technologies which are used to turn communication into interactive dialogue among organizations, communities, and individuals."

 [Do you really have a private life online? \(social network privacy loss due to friends\) \(890L\)](#)

(<http://www.youtube.com/watch?NR=1&v=-e98hxHZITg&feature=endscreen>)

 [Amanda Todd Suicide \(1050L\)](#)

(<http://www.youtube.com/watch?v=KRxfTyNa24A>)

 [internet danger video \(> 1600L\)](#)

(<http://www.youtube.com/watch?v=cV1ZCF4oueQ&NR=1&feature=endscreen>)

 [Dos and Don'ts when using social networks \(920L\)](#)

(<http://www.youtube.com/watch?NR=1&v=hqezbib5qpQ&feature=endscreen>)

 [Funmoods Online Safety \(990L\)](#)

(<http://www.youtube.com/watch?v=-Dn1Jmqecvk>)

Little Red Riding Hood - Online Safety

 [Mistakes Even Smart Kids Make Online \(1100L\)](#)

(<http://www.youtube.com/watch?v=zPbm478fD5M>)

Two girls

 [Turn and Talk \(N/A\)](#)

(<http://www.psia-nw.org/snow-pro-tips/childrens-tip/turn-and-talk/>)

 ["Social media's impact on kids merits big debate -US expert" by Robert MacPherson \(1510L\)](#)

(<http://www.google.com/hostednews/afp/article/ALEqM5imxHToF9kevNJFYZ8Pd6QEw4cvlg?docId=CNG.ae4>)

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

Other Resources

 Social Media

From Wikipedia, the free encyclopedia; http://en.wikipedia.org/wiki/Social_media

Section 4: What Results?

| Classroom Assessment Rubric | |
|-----------------------------|--|
| Not Yet | |
| Focus | Attempts to address prompt but lacks focus or is off-task. |
| Reading/Research | Demonstrates weak use of reading material to develop argument. |
| Controlling Idea | Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments. |
| Development | Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant. |
| Organization | Provides an ineffective structure; composition does not address requirements of the prompt. |
| Conventions | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose. |
| Meets Expectations | |
| Focus | Addresses the prompt and stays on task; provides a generally convincing response. |
| Reading/Research | Demonstrates generally effective use of reading material to develop an argument. |
| Controlling Idea | Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim. |
| Development | Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument. |
| Organization | Applies an appropriate text structure to address specific requirements of the prompt. |
| Conventions | Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. |

| Classroom Assessment Task |
|---|
| Post Assessment: Does social media have a positive or negative impact on teenagers? Write an essay that addresses the question. Provide at least three reasons of support with relevant evidence. Be sure to give opposing views. |

| Exemplar Work |
|--|
| <i>Uploaded Files</i> |
| 1A Not Met Expectations Social Media 2013.docx (Not Yet) <small>(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/5085/191845447_Jan_30_2013_081504161.docx)</small> |
| 1B Not Met Expectations Social Media 2013.docx (Not Yet) <small>(http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/5085/1508895032_Jan_30_2013_081531805.docx)</small> |
| 2A (Approaches Expectations) Argumentation Social Media 2013.docx (Approaches Expectations) |

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/5085/1901223528_Jan_30_2013_081546984.docx)

[2 B Argumentative Essay Social Media 2013.docx](#) (Approaches Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/5085/1131512922_Jan_30_2013_081602615.docx)

[3A MEETS EXPECTATION Social Media 2013.docx](#) (Meets Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/5085/1003065783_Jan_30_2013_081617404.docx)

[3B MEETS EXPECTATIONS Social Media 2013.docx](#) (Meets Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/5085/713686653_Jan_30_2013_081632786.docx)

Comments

Author Notes

Other Comments