

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/The Impact of Social Networking

Course Code: English 2

COURSE INTRODUCTION:

In tenth grade English, students will closely read and evaluate a variety of fiction and nonfiction texts in order to answer overarching, essential questions. As they read, they will use process writing, free writing, and journaling to explore connections to fiction and nonfiction literature while learning to ask the questions necessary to grasp a relationship between local concerns and universal questions. Through civil discourse (collaboration, discussions about literature, and responses to reading), students will deepen their understanding of reading, writing, listening, speaking, use of language, and technology. By the end of tenth grade, the students are prepared for further studies in eleventh grade English-Language Arts.

UNIT DESCRIPTION:

During the course of the unit students will read, analyze, and evaluate various nonfiction texts relating to the impact of social networking. By the end of the unit, students will create an argumentative text arguing the overall positive or negative effects of social networking on society today.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal Design for Learning principles are available at www.cast.org.

[Provide Feedback](#)

SUGGESTED UNIT TIMELINE: 3-4 weeks

CLASS PERIOD (min.): 50

ESSENTIAL QUESTION:

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1. What is the impact of social networking sites on our world today?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
<p>1. Students will apply pre-reading, during reading, and post-reading strategies to make inferences, draw conclusions, and aid in comprehension of nonfiction texts, assessed through various formative assessments.</p>	<p>R.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.</p> <p>SL.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.</p>	R.1.F.E2.c	1.6	RI.9-10.1		3
		R.1.H.E2.a R.1.H.E2.d R.1.H.E2.e R.1.H.E2.f L.2.A.9-12.b		SL.9-10.1		
<p>2. Students will show mastery (85% or higher) on their summative assessment by explaining, analyzing, and evaluating the author's use of word choice to clarify meaning.</p>	<p>R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how</p>	R.2.B.E2.d R.2.C.E2.d	1.6	RI.9-10.4		3

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	specific word choices shape meaning or tone.					
<p>3. Students will show mastery (85% or higher) on their summative assessment by using details from informational and persuasive texts to analyze and evaluate organizational patterns, accuracy and adequacy of evidence, proposed solutions, effect of tone on the overall meaning of the work, and point of view.</p>	<p>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>R.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>R.2.C.E2.b</p> <p>R.3.C.E2.a</p> <p>R.3.C.E2.b</p> <p>R.3.C.E2.c</p> <p>R.3.C.E2.d</p> <p>R.3.C.E2.e</p> <p>R.3.C.E2.f</p> <p>R.3.C.E2.g</p> <p>R.3.C.E2.h</p>	<p>1.6</p>	<p>RI.9-10.3</p> <p>RI.9-10.6</p> <p>RI.9-10.8</p>		<p>3</p>
<p>4. Students will construct an argumentative text with clear, focused ideas and support their argument with specific details.</p>	<p>W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.4: Produce clear and coherent writing in which the development, organization, and style are</p>	<p>W.3.A.E2.a</p> <p>W.2.A.E2.a</p> <p>W.2.A.E2.b</p> <p>W.2.B.E2.a</p> <p>W.2.B.E2.b</p> <p>W.2.B.E2.c</p> <p>W.2.B.E2.d</p>	<p>1.6</p>	<p>W.9-10.4</p> <p>W.9-10.1</p> <p>W.9-10.9</p>		<p>4</p>

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	<p>appropriate to task, purpose, and audience.</p> <p>W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>I.1.D.9-12</p>				
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <ol style="list-style-type: none"> 1. Formative: Assumptions Wall to assess students' prior knowledge of the subject. 2. Formative: Socratic Seminar. 3. Formative: Essential vocabulary. 4. Formative: ACE constructed responses (Answer the question, cite an example, explain the example) to various nonfiction texts throughout the unit. 5. Summative: ACE constructed responses responding to a cold read. 6. Summative: Evaluate literary techniques found in nonfiction. 7. Summative: Argumentative writing. Students will write an argumentative piece in response to the essential question. They will identify, evaluate, and summarize two sources to support their argument. A correctly formatted works cited page will be included with their writing. <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>						
<p>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>					
<p>1</p>	<p>1. The teacher will explain the process of an assumptions wall to the students. At the end of the activity, the teacher will lead a class discussion on the positive and negative effects of social networking sites.</p>					

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	<ol style="list-style-type: none"> 2. The teacher will distribute an anticipation guide that contains opinion based statements on social networking sites. The teacher will monitor the small group student discussions. 3. The teacher will select essential vocabulary for the unit and create an activity to introduce students to the essential vocabulary. For example, students can define each term, make a connection to each term, and illustrate a picture representative of each term. Students will participate in a vocab review activity. For example, the teacher will write the terms on notecards. Students will walk around the room quizzing each other. They will trade cards when finished and continue quizzing other students.
<p>2</p>	<ol style="list-style-type: none"> 1. Figurative Language Battle—to introduce/review figurative language in the unit. The teacher draws a card with a noun relating to the essential question. The teacher will lead the activity. 2. The teacher will provide students with a comparison/contrast graphic organizer.
<p>3</p>	<ol style="list-style-type: none"> 1. The teacher will provide students with some background on the purpose of political cartoons and a variety of political cartoons relating to the topic of social networking. The teacher will monitor the small group discussions. 2. The teacher will provide students with images of a Facebook profile, a Twitter page, a Blog, and a MySpace profile, along with a comparison matrix. 3. The teacher will provide students with two nonfiction pieces relating to the essential question (see “Unit Resources”).
<p>4</p>	<ol style="list-style-type: none"> 1. The teacher will give students an overview of the Socratic seminar format and a group of discussion questions that connect to the idea of social networking to prepare for a mock Socratic seminar. The teacher will model the process and instruct students through the mock Socratic seminar. 2. The teacher will supervise and assess the students through a Socratic seminar relating to the essential question.
<p>Obj. #</p>	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <ol style="list-style-type: none"> 1. Students participate in an assumptions wall in which they create a list of the positive and negative effects of social networking sites. They combine to form a small group sharing and discussing their assumptions. Together, they come to a consensus on the top three positive and negative effects and record their choices on the board. The teacher uses these responses to lead a whole class discussion on the topic. 2. Students complete an anticipation guide responding to opinion based statements on social networking sites. The teacher reads a statement and students join in similarity groups (students with the same response) and discuss the reasoning behind their responses.

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	<p>3. Essential vocabulary activity relating to the topic (i.e. Quiz-Quiz-Trade, Vocabulary cartoons, Sentence Stems, Free Association).</p>
2	<p>1. Figurative Language Battle—to introduce/review figurative language in the unit. The teacher draws a card with a noun relating to the essential question. In small groups, students must independently create an example of figurative language for the topic. As a group, they choose their favorite and write it on the board. The whole class votes, and the winning group receives a small prize.</p> <p>2. Students will read two nonfiction texts relating to the essential question in which they identify, explain, and analyze literary techniques. For each article, the student will identify two examples of literary techniques and explain how the techniques contribute to the overall message the author is trying to convey. Students will create a graphic organizer comparing and contrasting how the two authors use literary techniques to convey their point of view.</p>
3	<p>1. Each student is given a political cartoon relating to the subject of social networking sites in which they identify and explain the purpose and persuasive techniques used by the cartoonist. Students will group with students who analyzed the same political cartoon, and they will compare their responses. Each group will present their analysis to the whole class.</p> <p>2. Students study images of a Facebook profile, a Twitter page, a Blog, and a MySpace profile. Students use a comparison matrix to compare and contrast the purpose, function, organizational patterns, and audience appeal of each site based on the provided image.</p> <p>3. Students will read two nonfiction texts relating to the essential question. Using the ACE method (Answer the question, Cite examples, Explain each example), students will evaluate the organization pattern, the author’s point of view, the author’s tone, how the author supports their argument, and the effectiveness of the argument.</p>
4	<p>3. Socratic Seminar (link to Socratic seminar)</p> <p>1. Students participate in a mock Socratic seminar, learning the process.</p> <p>2. Students will participate in a Socratic seminar responding to the essential question: “What is the impact of social networking sites on our world today?” Before the seminar, students prepare a detailed response along with discussion questions with their assigned coach. The teacher serves as the discussion leader, while half of the class participates in the discussion, and the other</p>

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half acts as observers, recorders, and coaches.

UNIT RESOURCES: (include internet addresses for linking)

1. *New York Times* links to nonfiction articles and activities:
 - a. “How Facebook Use Correlates with Student Outcomes” -- <http://learning.blogs.nytimes.com/2011/10/21/q-and-a-how-facebook-usecorrelates-with-student-outcomes/>
 - b. “Tweet a Little Tweet” -- <http://learning.blogs.nytimes.com/2008/12/17/tweet-a-little-tweet/>
 - c. “To Share or Not to Share” -- <http://learning.blogs.nytimes.com/2009/02/04/to-share-or-not-to-share/>
 - d. “Would You Consider Deleting Your Facebook Account?” -- <http://learning.blogs.nytimes.com/2011/12/15/would-you-consider-deleting-your-facebook-account/>
 - e. “Resources on Bullying and Cyberbullying” -- <http://learning.blogs.nytimes.com/2010/06/28/resources-on-bullying-and-cyberbullying/>
2. PBS Video and Lesson Activities “Growing Up Online” -- <http://www.pbs.org/teachers/connect/resources/5999/preview/>
3. Read, Write, Think Lesson: Create a social networking profile for a fictional character or a historical person. -- <http://www.readwritethink.org/classroom-resources/student-interactives/profile-publisher-30067.html>