

SOCIAL MEDIA JUDGES

Course Name: Digital Literacy
Unit/Theme: Digital Literacy Lesson

Time Frame: 2 days-1 hour (project time)
Grade Level: 5th grade

CONTENT AND SKILLS
Learning Objectives: <ul style="list-style-type: none">Students will investigate and reflect on the social media apps they use, and present on the given app's negative and positive qualities involving their monitoring of appropriate posts.
Essential Questions (optional): <ul style="list-style-type: none">How does social media affect our daily lives? What are the negatives and positives of different social media platforms?
Students I can statements . . . <ul style="list-style-type: none">I can reflect on my own social media usage and make positive adjustments.I can investigate a particular app to become an expert on their safety settings.I can create suggestions to improve upon an existing social media app.I can work collaboratively to create a presentation about the research I have done on my app.
How will you meet the needs of SWD and ENL students? <ul style="list-style-type: none">Students have many accessibility options throughout this lesson during both the Nearpod and presentation creation. During the Nearpod, students have the ability to use their iPad at their own pace, and answer questions with text or voice (and sometimes drawing).The QR code links were provided to make the research element more accessible and easier to use.During presentation creation, students have the option of using technology or creating a physical copy poster board. Students have the ability to use images, text-to-speech, typing, drawing, and handwriting throughout their presentation.
Content Standards List all standards and how learners will meet the standard
<ul style="list-style-type: none">5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)5W1: Write an argument to support claims with clear reasons and relevant evidence.

5W1a: Introduce a precise claim and organize the reasons and evidence logically.
5W1b: Provide logically ordered reasons that are supported by facts and details from various sources.

5W1c: Use precise language and content specific vocabulary while writing an argument

- 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.

5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.

5W2c: Use precise language and content.

- 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.
- 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.
- 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others
- 5LS1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
- 5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.
- 5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 5SL1d: Consider the ideas expressed and draw conclusion about information and knowledge gained from the discussions.
- 5SL2: Summarize information presented in diverse format (e.g., including visual, quantitative, and oral).
- 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.
- 5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for the audience.
- 5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.

NYS Computer Science and Digital Fluency Standards

List all standards and how learners will meet the standard

- 4-6.IC.6- Identify and explain ways to improve the accessibility and usability of a computing device or software application for the diverse needs and wants of users.
- 4-6.CT.10- Describe the steps taken and choices made to design and develop a solution using an iterative design process.
- 4-6.NSD.1- Propose improvements to the design of a computing technology based on

an analysis of user interactions with that technology.

- 4-6.CY.2- Describe common safeguards for protecting personal information.
- 4-6.CY.5- Explain suspicious activity of applications and devices.
- 4-6.DL.2- Select appropriate digital tools to communicate and collaborate while learning with others.
- 4-6.DL.3- Conduct and refine advanced multi-criteria digital searches to locate content relevant to varied learning goals.
- 4-6.DL.4- Use a variety of digital tools and resources to create and revise digital artifacts.
- 4-6.DL.5- Identify common features of digital technologies.
- 4-6.DL.6- Describe persistence of digital information and explain how actions in online spaces can have consequences.
- 4-6.DL.7- Identify and describe actions in online spaces that could potentially be unsafe or harmful.

CASEL COMPETENCIES and/or NYS SEL BENCHMARKS

- 1A.2c- Demonstrate control of behaviors that interfere with time on task.
- 2B.2a- Identify differences among, and contributions of, various social and cultural groups.
- 2B.2b- Demonstrate how to interact positively with those who are different from oneself.
- 2C.2b- Analyze ways to effectively work in groups.
- 3B.2b- Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.

How will you make sure this lesson is culturally responsive?

- “Today we are going to be looking into our common social media apps and how their uses can be both positive and negative. Brainstorm in your head what makes a post on Instagram, Twitter, Tik Tok, or Snapchat appropriate or inappropriate” (give thinking time and open up the Nearpod)
- “Great! Now I am going to have you take out your iPads and go onto Nearpod. Please enter the code to join. The first thing I am going to have you do is answer at least 2 things that can make a post inappropriate or appropriate”. (slide 1). 4-6. DL. 7
- Share out and discuss some of the ideas students put in each column, and then allow them to move to the next slide and independently write which apps they use and how they use them, or the why. 4-6. DL. 5
- Play slide 3 (Oversharing and your digital footprint video). You can do this on the SmartBoard as a whole group watch, or have them watch independently on their iPads. 4-6. DL. 6
- Allow students to go through the slides of different app examples with a post that is either inappropriate, or appropriate. Again this can be done whole group, or individually on each student's iPad. Some of these are silly, but they allow students to

evaluate what some people truly put publicly online and how ridiculous the oversharing can be.

- Once students get to slide 9, they will be reflecting on both the posts, and their own social media usage. Students will do the inappropriate and appropriate sort, as well as answer if they have ever posted an inappropriate post.
- Students will then evaluate the consequences in the now, and in the future on slide 11. **4-6. DL. 6**
- Slide 12 describes their task or project; they are to create a presentation about the positives and negatives of a given social media app. They will include what makes the app safe and fun, what improvement ideas could be made to the app to improve safety, and their opinion on if kids should be allowed to use the app. **4-6. DL. 4, 4-6. IC. 6, 4-6. NSD.1, 4-6. CY. 2, 4-6. CY. 5, 4-6. DL. 2.**
- I have also created QR coded links for the different apps' security, settings, and help pages to allow students to research what the app does have in place as existing protocol. This allows students to add in that research component to learn pulling out important information, as well as gives them the deeper knowledge of those apps' settings. **4-6. DL. 3**
- When the students complete their projects (possibly giving two class periods to completely gather and prepare their information), they will be presenting their work to the class, and ultimately pitching the app to us. They will be explaining their findings and expertise on their specific app, pitching their app improvement ideas, and giving a brief description on why they chose to present using their chosen platform (either Book Creator, Power Point, or a Poster board). **4-6. CT.10**

BACKGROUND OR PRIOR KNOWLEDGE

- Students have background knowledge in how to use these apps on their iPad, such as Nearpod, Book Creator, and PowerPoint.
- Students at the fifth grade level tend to have many of their own social media accounts, and/or a general knowledge of what these apps are for.

INSTRUCTIONAL TECHNOLOGY INTEGRATION

- Students have 1 to 1 devices and use iPads daily.
- Two Smart Boards in the classroom to display the Nearpod and QR codes during the research component.
- Nearpod for the whole-group lesson that incorporates many features
- Research component- different QR coded sources to allow students to research the safety protocols of different apps.
- Presentation- Have the choice of using different presentation platforms such as PowerPoint or Book Creator.

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as templates, images, videos, etc.

- <https://app.nearpod.com/?pin=356A42F84D607CA9DD0F902CF6C955A5-1>

