**Instructional Unit Title: Facebook or Face-to-Face**

The teacher may present varied perspectives on social media (e.g., Studio C video, other resources) so that students can begin to discuss forms of social media and identify possible intended and unintended uses.

The teacher may use the history of a particular form of social media (e.g., Facebook, Twitter, Instagram, others) so that students can begin to develop and generate questions for research on social media.

The teacher may present controversial Twitter-like statements so that students can begin to analyze the statements for authorship and validity. **Teacher Note:** Teacher may continue to use Studio C video in support of the Twitter-like statements.

The teacher may facilitate a Twitter-like (written) discussion so that students can begin to consider/define constructive norms and conventions for social media as well as negative and destructive behaviors with social media.

The teacher may model notetaking and summarizing of argumentative articles so that students can begin using the three ways to cite textual evidence (summary, paraphrase, and direct quotations) in their research. **[Understanding text, responding to text]**

The teacher may model search strategies (e.g., key word search) so that students can begin considering effective steps in the research process. **Teacher note:** This Learning Experience begins the researching portion of the unit. **[Producing text]**

The teacher may provide multiple argumentative texts (e.g. include those in the previous Learning Experience) so that students can begin to critique for credibility and/or bias. **[Understanding text, critiquing text]**

The teacher may provide a professional debate (e.g. guest speakers or video) so that students can begin to understand basic constructs of argument and counterargument. **[Understanding text, critiquing text]**

The teacher may present mentor texts to model MLA citations so that students can begin to understand the ethics and structure of honoring other writers’ works. **[Understanding text, producing text]**

The teacher may model powerful persuasive argument so that students can begin considering the connections between audience, presentation approaches, and the presentation. **[Understanding text, responding to text, producing text]**

The teacher may model powerful persuasive written arguments so that students can begin considering the connections between audience, writer, and argument. **Teacher note:** This learning experience transitions students from the debate they have researched to writing their formal argument.

**PERFORMANCE ASSESSMENT:** You have been selected to serve on a cyber bullying task force in your district to examine and explore the cyber bullying risks of different social media – Facebook, Twitter, Snapchat, Instagram. Your argument will include an explanation of the social media platform or type, its value, and why it poses a cyber bullying threat to teens. You should also include what steps can be taken to prevent cyberbullying. Your argument will be considered by the school student council, administrators, and the parents of the community.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit [http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples](http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples).