Students know a great deal about social media from their day-to-day experiences, but they have not necessarily considered how their presence in social media can affect not only their personal life, but also their future professional life. In this module, they will explore how social media creates an online reputation and how that reputation can affect their employability.

After reading and discussing articles about social media, students will use the information they have gathered to write an essay arguing whether a presence on social media is beneficial or detrimental to one's employability. As an application of what they have learned, students may write and stage mock interviews that illustrate how some candidates benefit from social media and how some are harmed by social media.

This module can be adapted for use in multiple CTAE courses. It can also be adapted to take less time by omitting the Application and the mini-tasks in the Reading Process for having students select and read extra articles.

For more information about this module, contact Stephaney Crenshaw (screnshaw@ccboe.net), Harlem High School, Columbia County, Georgia.

**Grades:** 9 10 11 12

**Discipline:** Career and Technical Education

**Teaching Task:** Task Template 2 (Argumentation and Analysis)

**Course:** NAHSG

**Author Information:**
Stephaney Crenshaw (Colombia County)
Mary Lynn Huie (Georgia Department of Education)
Cathy Sligh (CSRA Resa)
### Section 1: What Task?

<table>
<thead>
<tr>
<th>TEACHING TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Template 2 — [3 Levels]</strong></td>
</tr>
<tr>
<td><strong>L1:</strong> Does social networking cause more benefit or harm to a person’s reputation and employability? After reading selected articles write an essay (and a script for a mock interview) that addresses the question and support your position with evidence from the text(s).</td>
</tr>
<tr>
<td><strong>L2:</strong> Be sure to acknowledge competing views.</td>
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<tr>
<td><strong>L3:</strong> Give examples from past or current events or issues to illustrate and clarify your position.</td>
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</table>

<table>
<thead>
<tr>
<th>STUDENT BACKGROUND</th>
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<tbody>
<tr>
<td>Students have access to social media and use it daily.</td>
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<table>
<thead>
<tr>
<th>EXTENSION</th>
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<tbody>
<tr>
<td>Students could deliver the presentations in class or to other CTAE classes. Students might also engage in mock interviews in which a prospective employee has to explain his/her online reputation.</td>
</tr>
<tr>
<td>Scoring Elements</td>
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<tr>
<td>------------------</td>
</tr>
<tr>
<td>Focus</td>
</tr>
<tr>
<td>Controlling Idea</td>
</tr>
<tr>
<td>Reading/Research</td>
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<tr>
<td>Development</td>
</tr>
<tr>
<td>Organization</td>
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<tr>
<td></td>
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<tr>
<td>Conventions</td>
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<td>---</td>
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<tr>
<td>Content Understanding</td>
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</table>
Georgia — CTAE Foundation Skills

CTAE-FS-3: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-5: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

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.

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.
**Anchor Standards — Language**

**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.

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

**Custom Standards**

**ENGR-STEM6:** Demonstrate employability skills required by business and industry.

**HS-IHS-1:** Demonstrate employability skills required by business and industry.

**BMA - IBT - 1:** Demonstrate employability skills required by business and industry.

**AC-IDD-1:** Demonstrate employability skills required by business and industry.

**AC-IFOS-1:** Demonstrate employability skills required by business and industry.

**HOSP – ICA – 1:** Demonstrate employability skills required by business and industry.
Section 2: What Skills?

Selected Skills

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.

Reading Process

**TEXT SELECTION AND ACADEMIC INTEGRITY:** Ability to identify appropriate texts. Ability to use and credit sources appropriately.

**ACTIVE READING AND NOTE TAKING:** Ability to identify the central point and main supporting elements of a text. Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

**ANALYSIS AND REVISION OF WORK:** Ability to apply new learning to earlier work, revising positions as needed.

**TEXT SELECTION AND NOTE-TAKING:** Ability to identify appropriate texts; Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

**SYNTHESIS:** Ability to synthesize key concepts from notes.

Transition to Writing

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

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.
<table>
<thead>
<tr>
<th><strong>EDITING:</strong></th>
<th>Ability to proofread and format a piece to make it more effective.</th>
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</thead>
<tbody>
<tr>
<td><strong>COMPLETION:</strong></td>
<td>Ability to submit final piece that meets expectations.</td>
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</table>

**Application**

<table>
<thead>
<tr>
<th><strong>CONTROLLING IDEA:</strong></th>
<th>Ability to establish a controlling idea and consolidate information relevant to task.</th>
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</thead>
<tbody>
<tr>
<td><strong>PLANNING:</strong></td>
<td>Ability to develop a line of thought and text structure appropriate to an information/explanation task.</td>
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</tr>
</tbody>
</table>
Section 3: What Instruction?

MiniTasks

Preparing for the Task

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

<table>
<thead>
<tr>
<th>SHORT CONSTRUCTED RESPONSE</th>
<th>15 minutes</th>
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<tbody>
<tr>
<td>Complete each question on the Anticipation Guide with what you know or believe about social media.</td>
<td></td>
</tr>
</tbody>
</table>

Scoring Guide (Work Meets Expectations If):
Anticipation guide completed

Instructional Strategies:
• Pass out the Anticipation guide and give 15 minutes to complete.
• Discuss student responses and the current types of social media they use.

<table>
<thead>
<tr>
<th>LIST</th>
<th>10 minutes</th>
</tr>
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<tbody>
<tr>
<td>Quickly list the types of social media you use and describe how you use each.</td>
<td></td>
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</tbody>
</table>

Scoring Guide (Work Meets Expectations If):
Students complete task.

Instructional Strategies:
Have students complete the list to prepare for the next mini-task.

<table>
<thead>
<tr>
<th>SHORT CONSTRUCTED RESPONSE</th>
<th>1 50 minute class period</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your groups, compile a list of all of the ways your group members use social media.</td>
<td></td>
</tr>
</tbody>
</table>

Scoring Guide (Work Meets Expectations If):
None

Instructional Strategies:
• Group students in teams of 3-4 to brainstorm as many uses of SM as they can. After they have created this list, have them list a pro and con for each medium.
• Pass out the Social Media Collage Activity. Students will work with groups to create a collage that represents positive uses of social media for developing an online professional...
TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

SHORT CONSTRUCTED RESPONSE

Students will complete the TAP worksheet for the following task: Does social networking cause more benefit or harm to a person's reputation and employability? After reading selected articles write a presentation to be given by a job counselor to high school students that addresses the question and support your position with evidence from the text(s).

Scoring Guide (Work Meets Expectations If):
None

Instructional Strategies:
Students will complete the TAP planner (Topic, Audience, Purpose) together with class for understanding.

Reading Process

TEXT SELECTION AND ACADEMIC INTEGRITY: Ability to identify appropriate texts. Ability to use and credit sources appropriately.

NOTES

For each text, list the needed bibliographic information at the top of your note taking guide.

Scoring Guide (Work Meets Expectations If):
• Identifies author, title, publisher, date, and any other needed information

Instructional Strategies:
• Using OWL Purdue, post examples of citations for the types of articles and discuss why each element of citation is needed.
• Remind students to bookmark the OWL Purdue website on their computers.

ACTIVE READING AND NOTE TAKING: Ability to identify the central point and main supporting elements of a text. Ability to read purposefully and select relevant information; to summarize
NOTES

Using the Note-Taking Guides (CER-Claim, Evidence and Reasoning Organizer), read “Did you Really Just Post that Photo?” and “The New Online Job Hunt,” taking notes on positive and negative impact of social media on workplace professionals.

Scoring Guide (Work Meets Expectations If):
students complete Note-Taking Guides (CERs) with relevant examples from the text and thoughtful responses to the text.

Instructional Strategies:
• Provide articles that present different views on the use of social media.

Notes:
CER-Claim, Evidence and Reasoning graphic organizers are attached in the links section.

Accommodations and Interventions:
Most students should complete the assignment in class; however, have some extra copies of the articles available to students needing extra time so they can complete their notes for homework.

ANALYSIS AND REVISION OF WORK: Ability to apply new learning to earlier work, revising positions as needed.

SHORT CONSTRUCTED RESPONSE

Using what you have learned from the two articles you read, record your responses in the Reaction column of the Anticipation Guide. Then with your group, return to your collage and analyze it. As a group, write an analysis of the information you presented in your collage. What parts of the collage should be changed based on the information you have gathered? What parts of the collage have been supported by the information you have gathered?

Scoring Guide (Work Meets Expectations If):
students address all topics represented in the collage with specific evidence/examples from the reading.

Instructional Strategies:
• Students should work individually on the Anticipation Guide before joining their groups.
• In the groups, students can share how their responses to the Anticipation Guide have changed.
• Teams will then list what should be changed and what should stay the same on the collage before writing a response.

TEXT SELECTION AND NOTE-TAKING: Ability to identify appropriate texts; Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES

Read the abstracts of articles and select one other article to supplement the notes you have taken so far. Before you make your final choice, reread the Teaching Task and think about which article will help you complete that task. Once you have selected the article you want to read, complete a Note-Taking Guide with the necessary bibliographic information before reading and taking notes on the article.

Scoring Guide (Work Meets Expectations If):
• Note-Taking Guide identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).
• notes include relevant evidence and examples.

Instructional Strategies:
• Pass out one-page list of articles and abstracts. Ask students to highlight information in each abstract that might be useful to their research. Then have students select the article they want to add to their research. Have copies of articles printed or have students access articles through school research databases (if available).
• Give students time to read selected articles and take notes. Check note-taking guides to make sure students have written down all necessary bibliographic information and relevant notes.

Notes:
Students may want to select articles representing either side of the debate. Remind them that their papers must address both sides.
This activity is optional. Having students read the two articles above will enable them to complete the task, but this activity can add depth to the assignment and teach students how to select articles.

SYNTHESIS: Ability to synthesize key concepts from notes.

SHORT CONSTRUCTED RESPONSE

Use Key Concepts Synthesis Guide to identify the five most important concepts (in the form of single words or phrases) from the reading. Think about identifying the five most
import concepts this way: If you had to explain the reading to someone who had not read the text, what are the five most important concepts you would want them to understand? Use a highlighter and marginal notes to identify import concepts as you read, and then complete the graphic organizer once you have completed the reading.

**Scoring Guide (Work Meets Expectations If):**
- Students list 5 relevant concepts and relevant information from notes to support concepts.

**Instructional Strategies:**
- Pass out Key Concepts Synthesis Guide and illustrate how to complete it by modeling one concept.
- Give students time to complete the guide. After most students have completed the guide, teachers could create a class list of concepts identified by individuals. Discuss which concepts are most important, but allow students some choice.
- As students complete the guide, pass out the Graphic Organizer and demonstrate how to complete the organizer. Give students time to complete the organizer.

**Notes:**
This step can be omitted if students have only read two articles and if they are familiar with organizing information for an essay.

---

**Transition to Writing**

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

**LIST**

In a quick write, explain what you know now that you’ve read about how social media can affect one’s reputation and employability. After researching the topic, what would you recommend to young people about their use of social media?

**Scoring Guide (Work Meets Expectations If):**
None

**Instructional Strategies:**
After writing students will participate in a Socratic Seminar-(page two of attached socratic seminar pdf)
**CONTROLLING IDEA:** Ability to establish a controlling idea and consolidate information relevant to task.

**SHORT CONSTRUCTED RESPONSE**

Use Thesis Builder to:
Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition

**Scoring Guide (Work Meets Expectations If):**
- Writes a concise summary statement or draft opening.
- Provides direct answer to main prompt requirements.
- Establishes a controlling idea.
- Identifies key points that support development of argument.

**Instructional Strategies:**
- 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).

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

**SHORT CONSTRUCTED RESPONSE**

Create an outline based on your CER notes, Thesis Builder and TAP graphic organizer in which you state your claim, sequence your points, and note your supporting evidence.

**Scoring Guide (Work Meets Expectations If):**
- Creates an outline or organizer.
- Supports controlling idea. Uses evidence from texts read earlier.

**Instructional Strategies:**
- Provide and teach one or more examples of outlines or organizers.
- Invite students to generate questions in pairs about how the format works, and then take and answer questions.

**Accommodations and Interventions:**
Students having difficulty with the outlining process may print the outline that is attached to the Thesis Builder. This guide may help them organize their thoughts.
DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE

Write an initial draft based on your outline complete with opening, development, and closing; insert and cite textual evidence.

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:
* Encourage students to re-read prompt partway through writing, to check that they are on track.
* Encourage students to refer back to outline, concept maps and graphic organizers.

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

LONG CONSTRUCTED RESPONSE

Refine composition’s 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):
* Provides complete draft with all parts.
* Supports the opening in the later sections with evidence and citations.

Instructional Strategies:
* Sample useful feedback that balances support for strengths and clarity about weaknesses.
* Assign students to provide each other with feedback on those issues.

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

LONG CONSTRUCTED RESPONSE

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:
• Briefly review selected skills that many students need to improve.
• Teach a short list of proofreading marks.
• Assign students to proofread each other’s texts a second time.
• Have students add their revisions for final copy.

Completion: Ability to submit final piece that meets expectations.

Long Constructed Response

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

Scoring Guide (Work Meets Expectations If):
• Fits the “Meets Expectations” category in the rubric for the teaching task.

Instructional Strategies:
After completing their essay, students will get in groups of three and create a mock interview in which a potential job candidate either benefits or suffers because of his/her presence in social media.

Notes:
• see Application

Application

Controlling Idea: Ability to establish a controlling idea and consolidate information relevant to task.

Short Constructed Response

Working with your team, you will be writing a mock interview in which a potential job seeker is either selected or rejected for a job because of his/her involvement with social media. Discuss with your team what outcome your applicant will have and briefly describe the social media presence he/she will have.

Scoring Guide (Work Meets Expectations If):
• Provides a social media presence that would benefit or weaken a job candidate's likelihood of getting a job with specific social media outlets.

**Instructional Strategies:**
• Assign students to groups of 3-4 or allow them to select groups.
• Move around the room as students discuss their positions (social media is helpful or harmful) to check that they are on task and beginning to develop scenarios based on evidence they have found in their research.

**Notes:**
This is a fun, creative application of what students have learned, but make sure they are developing scenarios based on their research.

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

**SHORT CONSTRUCTED RESPONSE**

Read the Mock Interview worksheet. After reading the entire instruction guide, return to the section on Interview Questions. How will you modify these questions to include a discussion regarding the applicant's involvement with social media? Who will initiate this conversation (the interviewer or the interviewee) and what information will be revealed?

**Scoring Guide (Work Meets Expectations If):**
• Each group creates a list of appropriate questions for a mock interview.

**Instructional Strategies:**
• Pass out instructions for writing and conducting a mock interview.
• Point out the section with questions for the interview. Groups will need to modify this section to include questions about social media.
• Remind students that the questions about social media will be embedded into a normal interview, so they will still need to include some generic questions expected in a job interview.

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

**LONG CONSTRUCTED RESPONSE**

Create a script based on your questions and the outcome you have planned for your interview (the applicant either gets the job or does not!).
Scoring Guide (Work Meets Expectations If):
• Creates a script for an interview between an interviewer and job applicant; includes a section regarding social media use.

Instructional Strategies:
• Use examples of written interviews to get ideas from students. Work together to begin their interview.

Notes:
Students should also think about how the interviewer and job applicant will be dressed, what job is at stake, and what company is interviewing.

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

LONG CONSTRUCTED RESPONSE 25 minutes

Now that you have drafted your mock interview, read through the entire interview by having members of your team take parts and act out the script. Check to make sure the interview makes sense and the outcome of the interview is appropriate.

Scoring Guide (Work Meets Expectations If):
• Provides complete draft with all parts of the interview script included.
• Supports the outcome of the interview with appropriate or inappropriate responses to questions.
• Improves earlier edition.
• Members of each team rehearse the mock interview to check for errors in organization of information and flow of conversation.

Instructional Strategies:

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE 10 minutes

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

Scoring Guide (Work Meets Expectations If):
• Fits the “Meets Expectations” category in the rubric for the teaching task.

Instructional Strategies:
Notes:
Teachers should take up the written interview script; however, they may also want to have students perform their interviews for the entire class if time allows. Classes can analyze the mock interviews and discuss how social media played a critical role in the employability of the job applicant as demonstrated in the interview, returning to their collages or their anticipation guides.
Selected Articles

Polish Your Online Image.
Kiplinger's Personal Finance (Jun2013)—GERSTNER, LISA
The article discusses how to maintain an online image, with information on the use of the Internet in employee recruitment. Topics include promoting a positive Internet presence through blogs, websites, or publications in a field of expertise, maintaining a professional online image on public social media profiles such as Facebook, LinkedIn, and Twitter, and preparing a response to any unfavorable material for job interviews.

TWEETING her way to THE TOP.
Chatelaine (Jun2013)—KONG, STACY LEE
In this article the author discusses the importance of social media.

Did You Really Just Post That Photo?
Scholastic Scope (12/10/2012)—Lewis, Kristin
The article offers the author's insights on a research by Pew Research Center which found that 55% of teenagers do not post something on their accounts in social media such as Facebook because they believe it would reflect on their job application.

The New Online Job Hunt.
Time (10/3/2011)—Russo, Francine
The article discusses the use of online websites and social media for job searches. Discussion of online employment boards such as Monster and CareerBuilder is included. Other topics include the percentage of entry-level positions listed online, trouble with excess applicants, and starting companies such as Beyond Credentials that focus on high-quality candidates and more specialized searches. The increase in the use of online social networking sites such as LinkedIn and Facebook for job recruitment and job searches is also discussed.

Social media? "It's an easy and exciting business card".
Farmers Weekly (6/17/2011)—O'Grady, TimMinihane, Jan
The article discusses the use of social networking in agriculture. It says that a good thing about using social networking for business is that it is evolving, which means there are no fast and hard rules to abide by. According to the author, Twitter and Facebook are not great platforms for...
providing a sales pitch but they are great for listening to what customers want. Reputation management as a main concern for businesses with more visible online presence is also discussed.

Jock Police.
(http://modulecreator.com/ModuleCreator/#page=login&moduleId=37652&scrollTo=articles)
Time (10/22/2012)—Gregory, Sean
The article discusses the legal and moral aspects of colleges and universities monitoring the online social media of scholarship athletes to prevent misconduct. The example of football player Marvin Austin posting his activities on the social media website Twitter is presented, which led to the University of North Carolina being punished by the National Collegiate Athletic Association (NCAA) for allowing agents to give monetary incentives Austin and other players. Constitutional free speech rights in the U.S., online monitoring companies Varsity Monitor and UDiligence, and colleges' liability for students' behavior are discussed.

Social Media Rules!
(http://modulecreator.com/ModuleCreator/#page=login&moduleId=37652&scrollTo=articles)
State Legislatures (Jun2013)—KUHL, JON
The article presents lessons learned from the successes and failures of U.S. politicians who have used the power of social media. The role played by social media as a tool for communicating with constituents and the public is highlighted. The importance of social media as an extension of the work done by a politician to bring transparency to the legislative process is noted. Some of the lessons learned include learning from others, keeping it fresh, and posting regularly.

THE END OF PRIVACY?
(http://modulecreator.com/ModuleCreator/#page=login&moduleId=37652&scrollTo=articles)
Scientific American (Sep2008)—Solove, Daniel J.
This article discusses the privacy issues surrounding the use of online social networking Web sites. The possibility that the Internet will be used to appropriate gossip and rumors in a defamatory way is described. The difficulty of protecting one's personal reputation given the volume of information on the Internet is explored. INSETS: Blabbing to the World;The Internet Never Forgets;STRATEGIES TO PROTECT PRIVACY;My Life Is Your Life

Uploaded Files

Social Media Collage Activity.doc
(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/37652/2032469461_Sep_19_2013_114144889.doc)
Anticipation Guide

Did You Really Just Post That Photo?

Keywords

digital footprint
threads
con
interview
social norms
offensive behavior
claim
marketing
pro
acceptable behavior
counter claim
reputation
resume'
blogs
Here’s a quick question: if you have been regularly posting pictures, comments, posts or other personal information since the advent of Facebook or MySpace, how pure is your online reputation?

With more employees posting brand-damaging photos online, business owners need to learn how to protect their reputations.

The average teenager sends an astonishing 3,400 texts a month: more than 100 a day, according to estimates from a 2010 Neilsen survey. Many learn the hard way that once they hit “send,” there is no such thing as an “erase” button.

An MP who turned down a student applying to his office for work experience over a foul-mouthed tweet has issued a warning to others applying for jobs.

Most people believe that they can practice their freedom of speech on their personal (and sometimes professional) social media accounts, that they’re untouchable and can say whatever they want.

Using social media Web sites is among the most common activity of today’s children and adolescents. Any Web site that allows social inter-action is considered a social media site, including social networking sites such as Facebook, MySpace, and Twitter; gaming sites and virtual worlds such as Club Penguin, Second Life, and the Sims; video sites such as YouTube; and blogs.

Could a New "Social Media Background Check" Cost You the Job? (N/A)
Some companies are now requiring potential employees to pass a "social media background check" before offering them a job. In fact, that's all one company, Social Intelligence, does.

- **Dude, Seriously, Facebook Could Cost You a Job (N/A)**
  Watch what you post online because it could cost you a job. Dismiss if you like, but there's evidence to suggest that this is not just good advice but critical advice.

- **Thesis Builder (N/A)**

- **Mock Interview (N/A)**
  (http://www.careers.wwu.edu/resources/mockinterview.pdf)
  Another example of a mock interview from which students can begin to write their own mock interview as it pertains to social media and employability.

- **Are Social Networking Sites Good for Our Society? (N/A)**
  (http://socialnetworking.procon.org/#Background)
  IMPORTANT: We suggest this article be printed and edited to remove #4 in the Did you know list. This article otherwise has beneficial information on both sides of the issue.

- **People Still Don't Understand.... (N/A)**
  (http://www.digitaltrends.com/social-media/yes-for-the-last-time-your-potential-employers-are-judging-you-by-v)
  When Facebook started it was keg pictures and poking – and now it's one of the first places employers go when they want to find out more about you. According to a new report by On Device Research, one in 10 young people have been rejected from a job because of the content of their social media profiles.

- **Socratic Seminar (N/A)**
  The purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text.

- **Key Concept Synthesis (N/A)**
  (http://www.biologyjunction.com/keyconceptsynthesis.pdf)
  A graphic organizer to identify the five most important concepts.

- **CER (Claim, Evidence, Reasoning) Organizers (N/A)**
  (http://esl-methods.wikispaces.com/file/view/GOs%20Scaffold%20Argument%20Evidence%20prompts%20Th)
  Graphic Organizers for Note-taking

- **Mock Interview Activity (N/A)**
  (http://www.ourfactsyourfuture.org/admin/uploadedPublications/2746_Interview_Act.pdf)
This activity will prepare your students for writing and acting out their own mock interview.

**Did You Really Just Post that Photo? (890L)**
(https://www.scholastic.com/browse/article.jsp?id=3757826)
Describes lost opportunities because of what may be posted on social media.

* 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**
### Section 4: What Results?

#### Classroom Assessment Rubric

<table>
<thead>
<tr>
<th>Not Yet</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Attempts to address prompt but lacks focus or is off-task.</td>
</tr>
<tr>
<td><strong>Reading/Research</strong></td>
<td>Demonstrates weak use of reading material to develop argument.</td>
</tr>
<tr>
<td><strong>Controlling Idea</strong></td>
<td>Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Provides an ineffective structure; composition does not address requirements of the prompt.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.</td>
</tr>
</tbody>
</table>

#### Classroom Assessment Task

Present mock interviews with another student with counterclaim.

#### Exemplar Work

*Uploaded Files*
<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author Notes</td>
</tr>
<tr>
<td>Other Comments</td>
</tr>
</tbody>
</table>