

## UNIT PLAN

<b>Title of Unit</b>	Exploring Identity and Quality of Life in The Social Media Age	<b>Grade Level</b>	10
<b>Curriculum Area(s)</b>	Social Studies 10-1 Perspectives on Globalization	<b>Time Frame</b>	8 Periods (15 if summative assignment is completed in class time)
<b>Developed by</b>	Ryan Palmer		

### IDENTIFY DESIRED RESULTS

<b>Big Ideas</b>
Globalization and Identity. Media literacy.
<b>Essential Question</b>
How are human identities shaped today in a globalizing, digital world?
<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>-A developing understanding of what constitutes a good life for themselves and others.</li> <li>-The extent to which human perceptions are manipulated by media, particularly social media.</li> <li>-The dominance of European or Western ideals in the media space.</li> <li>-The impacts of a Eurocentric or Western-centric worldview on westerners and non-westerners alike</li> </ul>
<b>Connections to Vision of Social Studies</b>
I believe that it is essential that students are given opportunities to develop their digital literacy as an essential lens through which they will develop their understandings of individual and group identities in an increasingly globalized and digitized world. This mechanism is essential to our students' cognitive development as without it, their ability to critically analyze the world around them, and develop an understanding of cultures and circumstances different from them their own will be profoundly impaired. Such a lack of cognitive development mediated through the digital space would also have a significant impact on the student's ability to participate in well informed social change. Instead, they would be more likely to possess strong opinions unhinged from evidence, and unable to navigate the digital space in which they might implement some change. Lastly, this enquiry explores the concept of citizenship in its broadest sense, and encourages students to consider their relationships to each other in a globalized world.
<b>Alberta Education Learning Outcomes</b>
<u>Value and Attitudes</u> 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC, CC) 1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, language and identities in a globalizing world (I, CC, GC) 1.3 appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC) 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
<u>Knowledge and Understanding</u> 1.4 explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling) (I, CC, LPP) 1.6 examine the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC) 1.7 analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC) 1.8 analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC) 4.4 explore various understandings of quality of life (GC) 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
<u>Skills and Processes</u> S.1 develop skills of critical thinking and creative thinking. S.4 demonstrate skills of decision making and problem solving. S.7 apply the research process. S.8 demonstrate skills of oral, written and visual literacy. S.9 develop skills of media literacy.

## UNIT PLAN SUMMATIVE ASSESSMENT

What will you accept as evidence that learning has occurred at the conclusion of this unit?	
<b>What is the summative performance assessment for the unit?</b>	<p>Your objective is to, working in groups of 3, design a media campaign with a clearly articulated goal of selling a product or service, raising funds for a non-profit, or supporting a political movement. Each group will complete the following:</p> <ol style="list-style-type: none"> <li>Using the techniques you have learned so far, design one advertisement or message, employing a combination of text, images, audio and video as desired.</li> <li>Complete the “targeting” worksheet, explaining your approach to share your advertisement or message to include: <ul style="list-style-type: none"> <li>-A description of your desired “target audience”.</li> <li>-the platforms you will employ (print, radio, television, and specific social media platforms), and the methods you will use to reach that audience on those platforms.</li> <li>-A description how you will tailor your actual advertisement to be as compelling as possible for the various parts of your “audience”.</li> </ul> </li> <li>In a 3-5 minute presentation delivered using a combination of text, visuals and/or audio, reflect on the experience of producing the campaign, and discuss: <ol style="list-style-type: none"> <li>The effects of the campaign from multiple perspectives such as: <ul style="list-style-type: none"> <li>-The content creator and the organization they represent</li> <li>-The target audience you selected</li> <li>-Any other audiences influenced by your message.</li> </ul> </li> <li>The ethical implications of the decisions you made: - <ul style="list-style-type: none"> <li>-Are you happy with your choices?</li> <li>-What factors influenced those choices?</li> <li>-To what extent were those choices shaped by your position as the content creator?</li> <li>-In what ways did your choices help or hinder global quality of life?</li> <li>-Was your approach “fair” to everyone involved? What could you do to make it “fair”?</li> </ul> </li> </ol> </li> </ol>
<b>What is the goal of your summative performance assessment as framed within the outcomes and competencies? What do you hope to learn?</b>	<p>To determine the extent to which students can critically evaluate and empathize with the varied perspectives of the actors in the global media environment. and the implications of the choices they make. Additionally, to build an understanding of the approaches and techniques used by the various actors while developing the skills to produce a compelling argument using the modalities appropriate to the 21<sup>st</sup> century.</p>
<b>How will this assessment inform student learning and your practice?</b>	<p>This assessment will facilitate student metacognition as they work to solve a practical, real life problem while considering a variety of perspectives and managing group dynamics. It provides the teacher with the opportunity to evaluate their critical thinking skills, persuasive abilities and their capacity to express ideas using multiple modalities that will inform and persuade. Further, by challenging the students to consider multiple perspectives, the sophistication of their responses, it will help teachers to identify student strengths and areas for development with regards to the knowledge associated with the contemporary implications of globalization.</p>

## LESSON PLAN SEQUENCE/OUTCOMES

<p><b>For each lesson in the unit, consider the primary topic/activities, outcome and assessment. Does each lesson build on the next?</b></p> <p><b>Consider the following questions as you plan your sequence of lessons:</b></p> <p>What events will help students engage with, explore, explain, elaborate on and evaluate the big idea in the unit?  How will you help guide students to reflect, rethink and refine their work/ideas/understandings?  How will you help students to exhibit and self-evaluate their developing skills/knowledge/understandings?</p>			
<b>Lesson #</b>	<b>What is the primary objective of this lesson in your own words?</b>	<b>What are the primary activities in this lesson?</b>	<b>How will you assess whether learning has occurred in each lesson? How will you employ formative assessment?</b>
<b>1.</b>	To provide an emotional “hook” for the unit, introducing the importance of identity for the wide variety of outcomes in an individual’s life, and create empathy for others in different circumstances.	-Modified privilege walk . Group discussion of their fictional identity’s prospects in a globalized world.	-Exit Card – students asked to identify three differences between their own circumstances and those of their assigned identify.
<b>2.</b>	For students to explore their own identities by identifying its key aspects.	-Identity Popcorn Group Discussion -Individual Identity Mindmap.	-Participation in Popcorn Discussion -Mindmaps collected on departure.
<b>3.</b>	For students to identify relevant factors impacting quality of life, and its relation to personal identity.	-Indicators of a “Rich” life Group Discussion -Students evaluate positive and negative factors of quality of life in two scenarios.	-Participation in Group Discussion -Factor evaluations collected on departure.
<b>4</b>	For students to be introduced to the impact of western advertising on global identities and quality of life.	-In small groups, students explore the websites of a multi-national corporation. -Venn Diagram,	-Group Venn Diagrams and ratings collected on departure.
<b>5.</b>	For students to gain an understanding of the techniques used to shape perceptions and decision making in a globalized world.	-Expert Lecture and Q&A. – Social Media/Marketing. -Provides examples of ads in various contexts, and what the content creators were trying to do.	-Questions of the subject matter expert. -Exit Slip – further questions for the expert.
<b>6.</b>	Students gain an understanding of the extent to which their social media experience shape their perception of events.	-Sample social media feed think pair-share. -Group discussion of how these differences shape identities.	-Student contribution to group discussion.
<b>7.</b>	For students to gain insight into the benefits and challenges of global Identity and Quality of Life in a Global, Digital Context	-Teacher and Students produce word web – benefits and challenges of digital globalization. -U-shaped discussion.	-Students provide justification for their position -Exit Slip – students provide three reasons for their position.
<b>8.</b>	Introduce Media Campaign Assignment	-Review Grade 9 advertising/marketing techniques -Introduce and explain assignment. -Introduce and Explain Media Campaign Assignment Worksheet -Develop/Confirm rubric in class	
<b>9.-15.</b>	Demonstrate learning through summative assessment	-Students work on their assignment in their assigned groups.	-End of period status checks -Self Assessment after 3 work periods and upon project completion.

## Summative Assessment Grading Rubric

Criteria		Excellent (85-100%)
<b>Advertisement &amp; Targeting Worksheet (50%)</b>	Presentation (20%)	Advertisement is logically organized. Advertisement makes compelling use of visual and/or auditory aides that reinforce its message and are very appropriate to the topic under discussion.
	Content (30%)	Evidence of at least two appropriate and compelling advertising techniques and a relevant call to action are clearly apparent. Targeting worksheet reflects a nuanced understanding of the target audiences of the advertisement and incorporates at least three techniques to support its distribution to that audience.
<b>Final Presentation (40%)</b>	Presentation (10%)	Presentation is very engaging. All main arguments are supported by highly relevant visual and/or audio aides. Presentation is logically organized and the speakers are clearly understood by the audience.
	Content (30%)	Students demonstrate evidence of significant consideration of and empathy with at least three relevant perspectives of individuals or groups impacted by the campaign, and a nuanced understanding of the impact of the campaign on personal identities and global quality of life. Students demonstrate evidence of meaningful reflection on at least one ethical challenge associated with their campaign, and offer a fully considered alternative approach.
<b>Collaboration and student self-assessment (10%)</b>		Students demonstrate evidence of exemplary collaboration, problem solving and equitable distribution of work. Expectations on deliverables are clear to all, and members consistently complete them at the agreed upon times.