Unit 6: Social Media

Content Area: **Computer Science**
Course(s):
Time Period: **Marking Period 3**
Length: **20-30 days**
Status: **Published**

Brief Summary of Unit

Community members obtain their information in a variety of manners that change over time. In order to stay relevant, the information from the district's website should be shared out on social media platforms in order to reach a wider audience. Student interns will help set up and provide assistance for each school's social media accounts that are run by the school. Careful care will be taken in terms of Acceptable Use of student images and information, as well as security settings on each account.

Revision Date: July 2026

Information Literacy: This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

1.5.12adv.Cr1	Generating and conceptualizing ideas.
P.3	Consider the environmental, social and economic impacts of decisions.
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
P.6	Model integrity, ethical leadership and effective management.
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P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
P.9	Work productively in teams while using cultural/global competence.
DA	Data & Analysis
	Choices individuals make about how and where data is organized and stored affects cost, speed, reliability, accessibility, privacy, and integrity.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1.2.12prof.Cn11b	Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity. The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.
8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

Essential Questions / Enduring Understandings

Essential Questions:

- How do you utilize social media to reach your audience?
- How would you determine your audience size and trends on social media?
- What security features does each platform possess and how can they best be used for our purposes?

Enduring Understanding

- Social media can be a powerful tool both for informing the public of important events as well as the spreading of misinformation. How one uses it determines its properties.

Objectives

Students Will Know:

- how to use a social media platform for a professional business.
- how to give an account a security overview and make suggestions if improvements are needed.
- board policy on acceptable use of students' images and information.

Students Will be Skilled At:

- timely and relevant posts on social media.
- identifying trends on social media.

Learning Plan

- Have students study updates to the different platforms security features.
- Use district webmaster internship accounts to plan for any changes.

Then for each school:

- Review social media accounts.
- Communicate with webmasters/administrators about the accounts, identifying any potential holes in security.
- Develop a plan for what is posted, how frequently and who is posting.
- Assist the posting party with technical help.

Assessment

Assessments

- Formative: Daily assessments using examples from class notes and CodeHS.com, AP Classroom/Albert Checks for Understanding
- Summative: Teacher-created assessments/projects and CodeHS Computer Science Projects, AP Classroom/Albert Unit Assessments
- Benchmark: Check for understanding benchmark assessments on CodeHS, AP Classroom/Albert/Khan Academy Diagnostics
- Alternative Assessments: Student-centered activities such as a doorbell coding project, game design projects, and other activities involving real world applications

Social Media Account Posts for each school.

Materials

Core instructional materials: Core Book List

Supplemental materials: CodeHS

Instagram/Twitter/Facebook/etc.