



*Reminder: Performance assessments should be adapted to your individual classroom and contextualized based on your students' cultural identities, interests, skills, and pre-learning.*

## Grades 6-12

# Social Media and Social Movements

### Context & Prerequisite Skills

Students should have a basic understanding of social media strategies and have learned about one social movement in the United States or abroad.

### Essential Questions

*What authentic and open-ended questions are students exploring in this assessment?*

How does social media affect social movements?

When is social media most effective? When is it not effective?

Do the benefits of social media outweigh the potential costs?

### Learning Goals

*When students complete the process to create the output, what skills and knowledge will they be demonstrating? Remember - application and transfer of high-leverage skills are a hallmark of performance assessments.\*\**

Reading

Critical thinking

Research skills

Collaboration

Presentation of knowledge and learning

Reflection

Application of social studies knowledge

*\*\*While students will be demonstrating these skills in completing the task, it is not necessary to formally assess all of them.*

### Performance Assessment Quality Criteria

- Align to high-leverage learning goals (competencies, learning targets, standards, transferable skills, etc)
- Be open-ended and relevant to the real world
- Require application and transfer using higher-order thinking
- Be fair and culturally responsive
- Outline clear criteria for success in a rubric
- Result in original products, performances, or solutions

## Task Summary

*What is the authentic and relevant scenario that you are asking students to engage in to complete this task?*

You have your own regular podcast where you talk about social issues with peers your age. During your last episode, there was some debate about whether or not social media is helpful or harmful. In preparation for your next episode, you and your podcast mates have decided that you will discuss this question, “Do the benefits of social media outweigh the potential negative costs?” With two partners, create an 5-8 minute podcast that explores this question. Follow the quality process and quality outcomes below.

### Quality Process

*What is the flexible quality process learners will engage in to produce the output?*

1. Participate in a class brainstorm of movements in the past ten years where social media could have played a role.
2. With your partners, decide on at least three movements to research. Each partner should be responsible for learning about one.
3. Complete research. Be sure to complete a bias review for all sources.
4. Write a one-minute speech that answers the discussion question (approximately 130-150 words).
5. Share your research and your one-minute speech with your partners.
6. Choose a format for your podcast that incorporates all partners’ ideas.
7. Record and edit your podcast
8. Share for peer review.
9. Write a reflection.
10. Submit by \_\_\_\_\_.

### Quality Product

*What original product or solution will students produce as a result of this assessment?*

- ◇ Written response to the discussion question is coherent, logical, and uses evidence from the movement to back up assertions. Sources are reliable.
- ◇ Podcast is professional. Speech is clear, coherent, and stays on topic.
- ◇ Reflection is insightful and responds to teacher and peer feedback.

## Resources & Materials

*What do all students need to have access to in order to complete the task?*

Internet access

Bias Review Process

Recording equipment

Editing software

Starting a Podcast: Guide for Students

