

Assignment — Functional Writing

(Suggested time: 40 minutes)

Situation

In recent years, there has been an ongoing debate regarding the amount of free speech that should be permitted on social media platforms. In April 2022, Elon Musk, the billionaire owner of Tesla, purchased Twitter for \$44 billion. Mr. Musk has indicated that he would like to “transform” the platform by promoting more free speech and giving users more control over what they see on it.

In general, some experts are concerned about harmful and manipulative behaviours on the internet persisting and getting worse. Since the early 2000s, social media has been used more and more to influence the public for economic and political gain. There has also been a substantial increase in “fake news.”

You are Darcy Jones, a grade 10 student at Clifford Stratten High School in the town of Abbotsville, Alberta. The local school district is considering implementing a high school course (for credit) for all grade 10 students that focuses on social media use, including online etiquette and evaluating online sources. Mr. Jeffrey, the principal at your school, has asked for student feedback about the proposed program.

Assignment

Write a business email to Mr. Jeffrey expressing your views on the proposed social-media course. Clearly express why the school district should implement such a course, what the course should consider covering (and why) as well as how a program such as this would benefit students, the school, and possibly the community.

In your writing, be sure to:

- **IDENTIFY** the **PURPOSE** of your email
- **EXPLAIN** the details of the situation
- **ORGANIZE** your thoughts appropriately in sentences and paragraphs
- Use **VOCABULARY** that is appropriate and effective
- **FROM** your email “Darcy Jones” **DO NOT** FROM YOUR OWN NAME!

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Resources in Education ,2001-10 **Social Media in the Classroom** Jason Beaudry,2012-11 We have all heard that our students are losing the ability to think for themselves but what can we do to change that Written by an educator on the front lines *Social Media in the Classroom Why Ontario Students Are Failing in the Real World* takes a strong stand on issues such as standardized testing class sizes and individual education plans IEPs to name but a few of the important challenges facing students parents and teachers today In taking a passionate stance on hot topic educational issues of the day author Jason Beaudry discusses issues and makes recommendations to improve the current education system He hopes to inspire strong feelings in all readers as he teaches them a better understanding of how Ontario s youth are ill prepared for their future Beaudry explores how weak reading and writing skills are dangerous to students how standardized testing does nothing but waste precious time and resources how investing in more teachers and classroom assistants could change the future how students can help themselves by becoming independent learners and how current education fails to train the next generation of skilled workers He also describes ways for you to be a part of the change This study is the product of one dedicated teacher s quest to make a real change in Ontario s educational system He wants nothing more than to improve the ways in which Ontario students are being educated and prepared for life after high school *Bulletin of the United States Bureau of Labor Statistics* ,1969 *Federal Register* ,1979-12 *Research in Education* ,1974 **Privacy Act Issuances ...**

Compilation United States. Office of the Federal Register,1991 Contains systems of records maintained on individuals by Federal agencies which were published in the Federal Register and rules of each agency concerning the procedures the agency will use in helping individuals who request information about their records *Teaching to Change the World* Jeannie Oakes,Martin Lipton,Lauren Anderson,Jamy Stillman,2015-11-17 This is an up to the moment engaging multicultural introduction to education and teaching and the challenges and opportunities they present Together the four authors bring a rich blend of theory and practical application to this groundbreaking text Jeannie Oakes is a leading education researcher and former director of the UCLA teacher education program Martin Lipton is an education writer and consultant and has taught in public schools for 31 years Lauren Anderson and Jamy Stillman are former public school teachers now working as teacher educators This unique comprehensive foundational text considers the values and politics that pervade the U S education system explains the roots of conventional thinking about schooling and teaching asks critical questions about how issues of power and privilege have shaped and continue to shape educational opportunity and presents powerful examples of real teachers working for equity and justice Taking the position that a hopeful democratic future depends on ensuring that all students learn the text pays particular attention to inequalities associated with race social class language gender and other social categories and explores teachers role in addressing them The text provides a research based and practical treatment of essential topics and it situates those topics in relation to democratic values issues of diversity and cognitive sociocultural

and constructivist perspectives on learning The text shows how knowledge of education foundations and history can help teachers understand the organization of today's schools the content of contemporary curriculum and the methods of modern teaching It likewise shows how teachers can use such knowledge when thinking about and responding to headline issues like charter schools vouchers standards testing and bilingual education to name just a few Central to this text is a belief that schools can and must be places of extraordinary educational quality and institutions in the service of social justice Thus the authors address head on tensions between principles of democratic schooling and competition for always scarce high quality opportunities Woven through the text are the voices of a diverse group of teachers who share their analyses and personal anecdotes concerning what teaching to change the world means and involves [Click Here for Book Website](#) Pedagogical Features Digging Deeper sections referenced at the end of each chapter and featured online include supplementary readings and resources from scholars and practitioners who are addressing issues raised in the text Instructor's Manual offers insights about how to teach course content in ways that are consistent with cognitive and sociocultural learning theories culturally diverse pedagogy and authentic assessment New to this Edition **Children's Books in Print, 2007** ,2006 [School Life](#) ,1937 [The Education Index](#) ,1977 **Privacy Act Issuances ... Compilation** ,1984 **Teaching History for the Common Good** Keith C. Barton,Linda S. Levstik,2004-07-13 In Teaching History for the Common Good Barton and Levstik present a clear overview of competing ideas among educators historians politicians and the public about the nature and purpose of teaching history and they evaluate these debates in light of current research on students historical thinking In many cases disagreements about what should be taught to the nation's children and how it should be presented reflect fundamental differences that will not easily be resolved A central premise of this book though is that systematic theory and research can play an important role in such debates by providing evidence of how students think how their ideas interact with the information they encounter both in school and out and how these ideas differ across contexts Such evidence is needed as an alternative to the untested assumptions that plague so many discussions of history education The authors review research on students historical thinking and set it in the theoretical context of mediated action an approach that calls attention to the concrete actions that people undertake the human agents responsible for such actions the cultural tools that aid and constrain them their purposes and their social contexts They explain how this theory allows educators to address the breadth of practices settings purposes and tools that influence students developing understanding of the past as well as how it provides an alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools Beyond simply describing the factors that influence students thinking Barton and Levstik evaluate their implications for historical understanding and civic engagement They base these evaluations not on the disciplinary study of history but on the purpose of social education preparing students for participation in a pluralist democracy Their ultimate concern is how history can help citizens engage in collaboration toward the common good In Teaching History for the

Common Good Barton and Levstik discuss the contribution of theory and research explain the theory of mediated action and how it guides their analysis and describe research on children s and adults knowledge of and interest in history lay out a vision of pluralist participatory democracy and its relationship to the humanistic study of history as a basis for evaluating the perspectives on the past that influence students learning explore four principal stances toward history identification analysis moral response and exhibition review research on the extent to which children and adolescents understand and accept each of these and examine how the stances might contribute to or detract from participation in a pluralist democracy address six of the principal tools of history narrative structure stories of individual achievement and motivation national narratives inquiry empathy as perspective taking and empathy as caring and review research and conventional wisdom on teachers knowledge and practice and argue that for teachers to embrace investigative multi perspectival approaches to history they need more than knowledge of content and pedagogy they need a guiding purpose that can be fulfilled only by these approaches and preparation for participatory democracy provides such purpose Teaching History for the Common Good is essential reading for history and social studies professionals researchers teacher educators and students as well as for policymakers parents and members of the general public who are interested in history education or in students thinking and learning about the subject **Canadian Books in Print** ,2003 Outlook Alfred Emanuel Smith,Francis Walton,1880

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In some sort of driven by information and connectivity, the energy of words has be more evident than ever. They have the ability to inspire, provoke, and ignite change. Such may be the essence of the book **Grade 9 Social Practice Pat**, a literary masterpiece that delves deep into the significance of words and their affect our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall impact on readers.

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