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| --- | --- | --- | --- | --- |
| **We are learning about social media and how it influences our daily lives.** | | | | |
| **SOLO LEVEL** | **One** | **Many** | **Relate** | **Extend** | |
| **SOLO VERB** | **Identify & Define** | **Combine & Perform Serial Skills** | **Apply**  **Integrate** | **Create &**  **Evaluate** | |
| **Success Criteria**  **Collecting and presenting information about social media** | I can identify types of social media  I can define social media  I can identify clickbait and fake news | I can describe features of social media platforms and how a user engages with these features  I can draw and label the interface of a social media platform | I can explain some pitfalls of using social media  I can provide examples of fake news and clickbait and explain the author’s intentions  I can explain how users are connected via social media | I can create and publish a webpage or infographic about an aspect of social media  I can evaluate the usefulness of the published information product against agreed criteria | |
| **Success Criteria**  **Collaborating online** | I can enter data using a familiar collaboration tool with some assistance. | I can enter data into a collaborative tool and follow agreed protocols both social and technical. | I can use collaborative tools to confidently contribute to our group’s response.  I can suggest and explain the use of social and technical protocols to follow when collaborating online. | I can help plan and manage the contribution of ideas recorded collaboratively online following agree protocols  I can provide useful feedback on other’s ideas to improve the ideas presented. | |
| **Digital Technologies**  **Way Of Thinking** | Computational thinking | Computational thinking  Systems thinking | Computational thinking  Systems thinking | Design thinking | |

As learning progresses, it becomes more complex. SOLO stands for the Structure of the Observed Learning Outcome.  It is a means of classifying learning outcomes in terms of their complexity. It can help differentiate a task to enable students to operate at their level and provide learning tasks that are progressively more challenging.

**For more about SOLO Taxonomy refer to these websites**

[**John Biggs Solo Taxonomy**](http://www.johnbiggs.com.au/academic/solo-taxonomy/)

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[**HookED: Solo Taxonomy**](http://pamhook.com/solo-taxonomy/)