Unit 4-Media Fluency and Economics

Content Area: **Social Studies**
Course(s): **Social Studies 8**
Time Period: **Marking Period 4**
Length: **Marking Period 4**
Status: **Published**

Essential Questions

- How do citizens protect personal information?
- What is a budget?
- What is supply and demand?

Big Ideas

Economic decision- involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

CRLLKS- Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Connection:

Discuss personal financial security and its relation to the workforce. Explain the importance of jobs and their relation to financial success and stability.

Climate Change

Career Readiness

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

- Activity: Evaluate sources of information for accuracy and relevance, apply deliberate search strategies to access high-quality information on climate change, and use information from diverse sources for a specific purpose. Create a research portfolio on a specific aspect of climate change. The portfolio will include: (1) A list of at least 5 diverse, high-quality sources (2) A brief evaluation of each source's accuracy and relevance (3) A summary of the search strategies used to find the sources (4) A 2-page report synthesizing the information for a specific purpose (e.g., informing local policymakers about climate change impacts)

Cross-Curricular Integration

Integration Area: Language Arts

Activity: Internet Regulation: Based on your knowledge of the U. S. Constitution and your understanding of the Necessary and Proper Clause, form an opinion on who should be responsible for regulating the internet. Should the responsibility belong to internet users or to the government? Write a persuasive argument essay that states your claim using relevant evidence from the Constitution as well as examples from credible sources. Defend your claim and support your argument with specific evidence from history and current events.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal or academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style/academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on

grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Analyze the impact of specific word choices on meaning and tone.

C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

Social and Emotional Learning

Local Governments

Student debate: After reading the lesson and hearing their classmates' presentations, students will answer the question: What is the most important position in local government and why? Students must support their answer with information their classmates have presented to them, or they have concluded from the text.

- STAT: Citizens make economic choices that influence societies
- PLAN Problem Solving
- Audience-Focused Communication

Students will work cooperatively to teach their fellow classmates new information on topics we will be covering. Students will be broken into groups. Each group will be given a section to read about, and then present, or teach, the information to their fellow classmates. Students will supply their classmates with important notes, and will give them an assessment at the end of their presentation.

- Responsible Listening
- Collaborative Creativity
- Audience-Focused Communication

Students groups will supply classmates in the class with notes and information essential to completing the

packet for that lesson. While student-teachers are presenting the information they have covered, their fellow classmates are working on the packet supplied to them. After, the class will have a discussion about the packet, review and go over any and all information and questions the observing students may have.

- Responsible Listening
- Respectful Empathic Debate
- Collaborative Creativity
- Audience-Focused Communication

CSDT Technology Integration

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results

Activity:

Groups of students will use a blog search engine to search the internet and identify a variety of blogs. They will chart the information. Students will find blogs on different topics. They will put the information they gather in a spreadsheet. The information will include the name and address of the site, a description of the topic of site and information and what type of blog it is, (private, public or commercial) with the creator's name. The groups will share what they learned about how people use the internet to communicate. Students will graph and calculate data within a spreadsheet and present a summary of the results.

Enduring Understandings

6.3 Active Citizenship in the 21st Century

A. Civics, Government, and Human Rights

6.3.8.A.3[M] Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

9.1 21st Century Life and Career Skills

D. Planning, Saving and Investing

9.1.8.D.1 [M] Determine how savings contributes to financial well-being.

9.1.8.D.2 [M] Differentiate among various savings tools and how to use them most efficiently.

9.1.8.D.3 [M] Differentiate among various investment options.

9.1.8.D.4 [M] Distinguish between income and investment growth.

9.1.8.D.5 [M] Explain the economic principle of supply and demand.

6.1.8. GeoSV.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.

E. Becoming a Critical Consumer

6.3.8. CivicsPD.2 (M)- Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

6.3.8. Civics PI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in local or global issue and share this information with a governmental organization as a way to gain support for addressing the issue.

6.3.8. Civics PI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information

6.1.8. CivicsPI.3.C: (M) Distinguish the powers of responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

6.1.8. CivicsPI. 3.c (M): Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

9.1.8.E.6[M] Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.

9.1.8.E.7[M] Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.

9.1.8.E.8[M] Recognize the techniques and effects of deceptive advertising.

F. Civic Financial Responsibility

6.1.8. HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspective.

9.1.8.F.2 [M] Examine the implications of legal and ethical behaviors when making financial decisions.

6.3.8. EconET.1 (M): Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support (e.g., healthcare, educatio, transportation).

6.1.8. EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time

6.3.8. CivicsHE.1 (M): Assess the impact of government incentives and disincentives on the economy (e.g., patients, protection of private property, taxes).

Focus Areas

Chapters 16- 21

- Describe how digital media is used for local and global communication.
- Describe the impact global communication has had on global society.
- Identify ethical and unethical uses of communication and media.
- Relate how ethical behaviors support human rights and dignity in all aspects of life.
- Explain the importance of money management.
- List the steps to creating a budget.
- How do credit cards work?

Activities and Assessments

Debates

Financial Literacy p. 495-497

Stock Market overview

Campus Internet Speech p. 409

Influence of the Media p. 297-299

Primary Sources

- Consumer Bill of Rights pgs 489-490 in Civics Textbook
- Citizens Duties & Responsibilities pgs. 21-22 in Civics Textbook
- Making Purchasing Decisions Pgs 493-494 in Civics Textbook

* See Appendix E for Cross Content Integration

Document Based Activity

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process)

DBQ Activity

Who does President Kennedy say are consumers?

Why does he think consumers need rights?

Which consumer right is being protected in this document?
How does the recall help keep consumers safe?

What does the advertisement claim?
How does the nutrition label help consumers make informed choices?

Which consumer right is the student using?
Why is it important that students can express their concerns?

How does the Consumer Bill of Rights protect citizens, and why is it important for young people to understand their rights as consumers?

For the complete DBQ Plan, please refer to DBQ Unit 1 US Constitution PDF.