

# 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

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

## Big Ideas

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

## Enduring Understandings

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### 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

## **CRLKKS- Career Education**

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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.

## **Cross-Curricular Integration**

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## **Integration Area: Language Arts**

W.8.7 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.8.8 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.

### **Activity:**

Information about Supreme Court cases like *Mapp v. Ohio* is readily available on the Internet. However, not every Internet source of information is equally reliable. Websites ending with .edu or .gov usually offer more trustworthy information. Use the web to research *Mapp v. Ohio* or another Supreme Court case mentioned in this lesson. Make a list of .edu and .gov sources you were able to find. Write an argument supporting either the majority or the dissenting opinion in the case. The students' position should be clearly stated while using facts to support their chosen side.

## **ELA**

- Write arguments focused on discipline-specific content.
- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- 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.
- 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.
- Draw evidence from informational texts to support analysis, reflection, and research.
- Cite specific textual evidence to support analysis of science and technical texts
- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
- Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

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.

## **Social and Emotional Learning**

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### **Local Governments**

- 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

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

## **CSDT Technology Integration**

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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.