Media Fluency & Economics Copied from: 8th Grade Social Studies , Copied on: 12/05/22

Content Area: **Social Studies**
Course(s): **Social Studies 8, 21st Century Skills**
Time Period: **Marking Period 4**
Length: **MP4**
Status: **Published**

Essential Questions

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

Big Ideas

- Understand the interrelated nature of actions and regularly make decisions that impact and/or mitigate the negative impact on other people, organization, and the environment.
- Understand that personal financial security provides the peace of mind required to contribute more fully to career success.

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.

Cross-Curricular Integration

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.

Language Arts Companion Standards:

WHST 6-8.1 Write arguments focused on discipline-specific content.

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5 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.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 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.

WHST.6-8.8 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.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

RH.6-8.1 Cite specific textual evidence to support analysis of science and technical texts

RH.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RH.6-8.4 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.

RH.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RH.6-8.8 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.

Career Education Integration

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.

Social and Emotional Learning

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

Enduring Understandings

9.1.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.

9.1.E. Becoming a Critical Consumer

9.1.8.E.1 [M] Explain how technology has strengthened the role of digital media in the global society.

9.1.8.E.2 [M] Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.

9.1.8.E.3 [M] Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.

9.1.8.E.4 [M] Determine the undesired consequences of unethical uses of media.

9.1.8.E.5 [M] Compare and contrast ways governments regulate media advertising to protect children and adults in the United States and in other countries.

9.1.F. Civic-Financial Responsibility

9.1.8.F.1 [M] Explain how the economic system of production and consumption may be a means to achieve significant societal goals.

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

9.1.8.F.3 [M] Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

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