

## Digital Citizenship for 8th Graders

<b>High School/College Bound</b> How can the information you post on the Internet affect your future opportunities?	<b>Oops! I Broadcast It on the Internet</b> What are the consequences of oversharing online?	<b>Rework, Reuse, Remix</b> What rights do you have as a creator?
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Learn they have a public presence online called a digital footprint.</li><li>• Recognize that any information they post online can help or hurt their image and future opportunities.</li><li>• Consider how to present an authentic and positive image of themselves online.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Identify some of the benefits of sharing information online.</li><li>• Reflect on the risks of sharing inappropriate information (oversharing) online.</li><li>• Think critically about what they choose to post and share about themselves online.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Identify the key points required for a creative work to fall under fair use.</li><li>• Judge whether or not the two case studies can be called fair use.</li><li>• Understand the value or fair use by reworking or remixing copyrighted material in a collage or video.</li></ul>

<b>Grade: 8</b>	<b>Quarter: 1</b>	<b>Topic: Economics</b>
<b>Compelling Question</b>	What makes an entrepreneur successful in a market economy?	
<b>Standards</b>	<ul style="list-style-type: none"> <li>● <b>SS.EC.2.6-8.IC</b> Analyze the role of innovation and entrepreneurship in a market economy.</li> <li>● <b>SS.EC.1.6-8.IC</b> Explain how economic decisions affect the well-being of individuals, businesses, and society.</li> </ul>	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
<p>What is the market economy?</p> <ul style="list-style-type: none"> <li>● Different types of economies</li> <li>● Based on supply/demand</li> <li>● Little government regulation</li> <li>● Promotes vertical and horizontal integration</li> </ul>	<p>How do entrepreneurs impact the economy?</p> <ul style="list-style-type: none"> <li>● Increased employment <ul style="list-style-type: none"> <li>○ Expands economic opportunities for individuals</li> </ul> </li> <li>● Increased competition <ul style="list-style-type: none"> <li>○ Lowers prices and increases choices</li> </ul> </li> <li>● Increased economic growth <ul style="list-style-type: none"> <li>○ Encourages new methods &amp; technologies</li> </ul> </li> </ul>	N/A
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
Foldable book Quiz	Quiz	N/A
<b>Summative Performance Task</b>		
<b>Addressing the Argument</b>	<p>Students will act as an entrepreneur and develop a business plan for a fictional company.</p> <p>Students will horizontally or vertically integrate with another company, develop a new product to launch, and present in the Jaguar Den.</p>	
<b>Extension</b>		
<b>Informed Action</b>		

<b>Grade: 8</b>	<b>Quarter: 2</b>	<b>Topic: Social Reform</b>
<b>Compelling Question</b>		
<b>Standards</b>	•	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<b>Summative Performance Task</b>		
<b>Addressing the Argument</b>		
<b>Extension</b>		
<b>Informed Action</b>		

~This unit is still being developed.~

<b>Grade: 8</b>	<b>Quarter: 3</b>	<b>Topic: Conflict</b>
<b>Compelling Question</b>	Were the two World Wars worth it for: <ul style="list-style-type: none"> <li>• Great Britain</li> <li>• United States</li> <li>• The Soviet Union/Russia</li> <li>• Germany?</li> </ul>	
<b>Standards</b>	<ul style="list-style-type: none"> <li>• <b>SS.H.2.6-8.MdC</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.</li> <li>• <b>SS.H.4.6-8.LC</b> Explain multiple causes and effects of historical events.</li> <li>• <b>SS.G.3.6-8.MC</b> Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation</li> </ul>	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
What was the economic, military, geographic, and human impact of WWI?	What was the economic, military, geographic, and human impact of WWII?	N/A
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
		N/A
<b>Summative Performance Task</b>		
<b>Addressing the Argument</b>		
<b>Extension</b>		
<b>Informed Action</b>		

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<b>Grade: 8</b>	<b>Quarter: 4</b>	<b>Topic: Civics - Constitution</b>
<b>Compelling Question</b>	Are the goals of the Constitution reflected at Conrady?	
<b>Standards</b>	<ul style="list-style-type: none"> <li>● <b>SS.CV.2.6-8.MdC</b> Explain the origins, functions, and structure of government with reference to the US and Illinois Constitutions and other systems of government.</li> <li>● <b>SS.CV.4.6-8.MdC</b> Analyze the ideas and principles contained in the founding documents of the US and other countries, and explain how they influence the social and political system.</li> </ul>	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
<p>What are the goals of the U.S. constitution?</p> <ol style="list-style-type: none"> <li>1. Form a more perfect union</li> <li>2. Establish justice</li> <li>3. Insure domestic tranquility</li> <li>4. Provide for the common defense</li> <li>5. Promote the general welfare</li> <li>6. Secure the blessings of liberty</li> </ol>	<p>What is the purpose of each goal?</p> <ol style="list-style-type: none"> <li>1. Articles of Confederation failed</li> <li>2. System of courts to provide fairness to all</li> <li>3. Keeps people safe</li> <li>4. Protect our country's borders</li> <li>5. Protect the wellbeing of all citizens</li> <li>6. Protect freedom</li> </ol>	<p>What are examples of each goal?</p> <ol style="list-style-type: none"> <li>1. Common currency, road signs, weights/measures</li> <li>2. Local police, state and federal courts</li> <li>3. National Guard, 911, Red Cross, FEMA</li> <li>4. Armed services, Homeland Security</li> <li>5. Social Security, Medicaid, etc.</li> <li>6. Bill of Rights</li> </ol>
<b>Assessment</b>		
<p>Each goal is assessed separately.</p> <p>There is also a summative assessment covering the most pertinent parts of the U.S. Constitution.</p>		
<b>Summative Performance Task</b>		
<b>Addressing the Argument</b>	Rank order the goals from most to least important. Choosing the two most important, argue whether the goals of the Constitution are reflected at Conrady. Provide evidence supporting your position. In addition, make a recommendation to better reflect the goals.	
<b>Extension</b>		
<b>Informed Action</b>		