

Moonachie School District Media Arts Curriculum: Grades 6 - 8

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022
Re-Adopted: August 26, 2025

1.2 Media Arts: Grades 6-8			
ARTISTIC PROCESS: Creating			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 1: Generating and conceptualizing ideas.	Enduring Understanding: Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.	How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?	Conceive
Anchor Standard 2: Organizing and developing ideas.	Enduring Understanding: Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.	How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?	Develop
Anchor Standard 3: Refining and completing products.	Enduring Understanding: The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.	How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?	Construct
PERFORMANCE EXPECTATIONS			
1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.			
1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.			
1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.			
1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.			
1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.			
1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.			
1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.			
1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)

Book Trailer Perspective Hardship	Grade 6: Students will create a video book trailer. Grade 7: Students will create versions of themselves to communicate different perspectives and narratives. Grade 8: Students will convey their point of view through digital art.	Grade 6: Creating a narrative slideshow in iMovie. View movie and book trailers to determine how they intrigue audiences with a snapshot of a story, but not giving away too much Grade 7: Many Me - Students will create a digital photo compromising a minimum of 6 versions of themselves using Photoshop. Students must convey a variety of narratives or personal perspectives within each photo. Students will share their digital artwork with a partner and use a rubric to critique each photo to score their expressive intent. Grade 8: Version of Reality - Students will read The Secret Life of Walter Mitty and discuss how this story makes them feel about their own reality or hardships. How do students escape reality through entertainment or recreation? Students will watch, What would you do with \$25,000? And discuss in groups. After, students will create a collage using their own photography to convey their version of reality while utilizing composition, color and texture.	Grade 6: Completed book trailer. Grade 7: Teacher Rubric, Peer Rubric Grade 8: Rubric
Resources/Materials	The Secret Life of Walter Mitty- Short story by By James Thurber What Would You Do with \$25,000- Film by Casey Neistat		
Interdisciplinary Connections	Grade 6 RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence Grade 7 RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. W.IW.7.2. 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.		

	Grade 8 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. RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments 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
Career Readiness, Life Literacies and Key Skills	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.1.8.CP.2: Analyze how spending habits affect one's ability to save. 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
Computer Science and Design Thinking	8.1.8.CS.3: Justify design decisions and explain potential system trade-offs. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Annotation guides	Answer masking		Self-directed activities	Answer masking
Think-pair- share	Answer eliminator			Answer eliminator
Visual aides	Highlighter			Highlighter
Modeling	Color contrast			Color contrast
Cognates				Parent communication

				Modified assignments Counseling
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1.2 Media Arts: Grades 6-8			
ARTISTIC PROCESS: Producing			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4: Selecting, analyzing and interpreting work.	Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.	How are complex media arts experiences constructed? At what point is a work considered "complete"?	Practice
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Media artists require a range of skills and abilities to creatively solve problems.	How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	Integrate
Anchor Standard 6: Conveying meaning through art.	Media artists present, share and distribute media artworks through various	How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?	Present
PERFORMANCE EXPECTATIONS			
1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).			
1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self- initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.			
1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.			
1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.			
1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.			
1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)

Interview Misconception Feedback Process Climate Change Autobiography Memoir Autobiographical Narrative	Grade 6: Students will learn about feedback processes that affect climate change and create a storyboard. Grade 7: Students will create a video that documents an unrehearsed interview with teachers. Grade 8: Students will use digital resources to create an autobiographical narrative.	Grade 6: Teacher will spend time having students learn about feedbacks and systems. Students will choose a climate feedback scenario to read about and then animate. They will create a storyboard with narration. They will share their storyboard with peers in a critique. Grade 7: Teacher will host a class discussion about the misconceptions that students have around climate change. Through this discussion students will understand their own misconceptions and possible other misconceptions that the general public may have. Students will familiarize themselves with the topic of climate change to prepare them to have natural, nonthreatening conversations with teachers in an interview. Students will learn how to develop initial questions and follow-up questions. All interviews will be played for the class. After viewing students will need to determine how misconceptions about climate change arise and can be ameliorated. Grade 8: Autobiographical Narrative - First, the teacher will select multiple audio stories for students to listen to and elicit group discussions around them. Then, introduce the terms autobiography and memoir. Students will create a digital storyboard about their personal narratives. They will share, edit and revise with a partner. Teacher will review literary techniques and digital components. Students may use any platform and media outlet that they would like. (I.E. PowerPoint, NearPod, Youtube video, StoryBoardThat)	Grade 6: Rubric, Class discussions, Constructive Feedback Grade 7: Rubric, Class discussions, Solutions to misconceptions Grade 8: Assessment Checklist - Memoir
Resources/Materials	Climate Science Resources Media Production Resources		
Interdisciplinary Connections	Grade 6 RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. W.IW.6.2. 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. W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate Grade 7 RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. W.IW.7.2. 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. W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Grade 8 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. RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 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.
Career Readiness, Life Literacies and Key Skills	9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best. 8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital). 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls

Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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1.2 Media Arts: Grades 6-8			
ARTISTIC PROCESS: Responding			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 7: Perceiving and analyzing products.	An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?	Perceive
Anchor Standard 8: Interpreting intent and meaning.	Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.	How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?	Interpret
Anchor Standard 9: Applying criteria to evaluate products.	Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.	How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?	Evaluate
PERFORMANCE EXPECTATIONS			
1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.			

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Climate Change Propaganda Slogan PSA	Grade 6: Students will create a brochure to change attitudes and behavior about climate change. Grade 7: Students will create a poster to convey a message about climate change. Grade 8: Students will create a PSA to raise awareness around the issues of climate change.	Grade 6: Students will work in groups to research a topic related to climate change that will motivate others to take action in their communities. Teacher will facilitate discussions around the topic and draft a list of questions created by students. (What actions can be taken to adapt for climate change? What policies can be created to mitigate climate change?) Students will create a brochure. Grade 7 : Students will analyze posters and examples of propaganda that convey messages using visually enticing imagery and memorable slogans. Students create a poster using a digital art application (Photopea, Photoshop, Canva, etc.) with a message about climate change that informs/teaches the public about a specific crisis. Students will present their posters in an anonymous 'Gallery Walk' and critique each other's work based on intent, opinion and stereotypes conveyed in each poster. Grade 8: In groups students will identify a climate change topic, do research and create a PSA message. They will use StoryBoardThat to draft a first piece. They will present their storyboard to their teacher who will critique and and approve the next step of filming. Students will film and edit their PSA to be presented to peers.	Grade 6: Class discussion, Rubric Grade 7: Rubric, Gallery Walk Discussions Grade 8: Rubric, Presentation
Resources/Materials	Climate Science Resources Media Production Resources		
Interdisciplinary Connections	Grade 6 RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. W.IW.6.2. 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		

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Career Readiness, Life Literacies and Key Skills	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 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)
Computer Science and Design Thinking	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact. 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504

Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
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Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

1.2 Media Arts: Grades 6-8

ARTISTIC PROCESS: Connecting

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Through creating media artworks, people make meaning by investigating and developing an awareness of culture and experiences.	How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?	Synthesize
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	Understanding connections to varied contexts and daily life enhances a media artist's work.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?	Relate

PERFORMANCE EXPECTATIONS

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Animation Pixilation	Grade 6: Students will be able to create a Stop Motion video related to a global event. Grade 7: Students will be able to create a Stop Motion video related to a global event. Grade 8: Students will be able to create a Stop Motion video related to a global event.	Grade 6: Show a variety of stop motion animation videos that demonstrate clay stop motion, paper stop motion, digital stop motion, and pixilation. Have students “think, pair, share”. Have students create a list of global events on the board. Explain to students that they will be creating a 30 - 90 second stop motion animation that shows movement, sequence, and timing using a variety of materials, such as: clay, construction paper, paper cut-outs, digital media, or pencil and paper. Their creation must be related to a global event of their choosing. Grade 7: Show a variety of stop motion animation videos that demonstrate clay stop motion, paper stop motion, digital stop motion, and pixilation. Have students “think, pair, share”. Have students create a list of global events on the board. Explain to students that they will be creating a 30 - 90 second stop motion animation that shows movement, sequence, and timing using a variety of materials, such as: clay, construction paper, paper cut-outs, digital media, or pencil and paper. Their creation must be related to a global event of their choosing. Students will be able to identify several different styles of animation and techniques used to create the illusion of movement. Students will understand how to create the illusion of movement because it will be discussed thoroughly with visual examples during class. Grade 8: Show a variety of stop motion animation videos that demonstrate clay stop motion, paper stop motion, digital stop motion, and pixilation. Have students “think, pair, share”. Have students create a list of global events on	Grade 6: Observation notes and Storyboard Grade 7: Observation notes and Storyboard Grade 8: Observation notes and Storyboard

		the board. Explain to students that they will be creating a 30 - 90 second stop motion animation that shows movement, sequence, and timing using a variety of materials, such as: clay, construction paper, paper cut-outs, digital media, or pencil and paper. Their creation must be related to a global event of their choosing. Students will be able to take pictures of their stop motion animation, upload, and edit all pictures on their own utilizing knowledge from the previous projects, demonstrations from this current project, and a variety of visual aids (if needed) for Imovie, Iphoto, Garageband, and Adobe Photoshop.	
Resources/Materials	Distortion: A Stop Motion Animation by Guldies Utopia: A Stop motion Animation by Guldies		
Interdisciplinary Connections	Grade 6 RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. Grade 7 RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Grade 8 W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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.		
Career Readiness, Life Literacies and Key Skills	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.		

	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 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)
Computer Science and Design Thinking	8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs. 8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact. 8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

Modifications				
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