

## Winslow Township School District

### 9-12 Arts & Crafts 1

**Overview:** Students will study color, how different colors are created, the color categories and how color influences feelings and emotions and spatial effects. Students will study the art made by people from around the world, their cultures, social groups and tribes, and throughout history. Students will create art with various crafts media; colored pencils, fiber, clay, paper, paint, wood, natural materials and metal. Artistic opportunities will be presented that explore the crafts and many varied techniques from around the world. Through the creative process, students will become more aware of how different culture's art is influenced by geography, traditions and social and historical events.

Overview	Standards for Art Content	Unit Focus	Essential Questions
<a href="#">Unit 1</a> <b>Color Theory</b>	<ul style="list-style-type: none"><li>• 1.5.12prof.Re9a</li><li>• 1.5.12acc.Re9a</li><li>• 1.5.12adv.Re9a</li><li>• 1.5.12prof.Pr4a</li><li>• 1.5.12acc.Pr4a</li><li>• 1.5.12adv.Pr4a</li><li>• 1.5.12prof.Cr1a</li><li>• 1.5.12prof.Cr1b</li><li>• 1.5.12acc.Cr1a</li><li>• 1.5.12adv.Cr1a</li><li>• 1.5.12adv.Cr1b</li></ul>	Study of color, how different colors are created, the categories of primary, secondary, warm and cool colors, color wheel and how the different colors influence feelings/emotions and spatial effects. Create artwork that focuses on color themes.	<ul style="list-style-type: none"><li>• How does color influence your mood and emotions?</li><li>• How are colors used in business settings and interior design?</li><li>• How have artists today been influenced by artists of the past?</li><li>• How are colors created?</li></ul>

---

**Winslow Township School District**  
**9-12 Arts & Crafts 1**

Curriculum Unit 1	Standards		Pacing	
			Days	Unit Days
<b>Unit 1: Color Theory</b>	<b>1.5.12prof.Re9a</b>	Establish relevant criteria in order to evaluate a work of art or collection of works.	13	45
	<b>1.5.12acc.Re9a</b>	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.		
	<b>1.5.12adv.Re9a</b>	Construct evaluations of a work of art or collection of works based on differing sets of criteria.		
	<b>1.5.12prof.Pr4a</b>	Analyze, select and curate artifacts and/or artworks for presentation and preservation.	13	
	<b>1.5.12acc.Pr4a</b>	Analyze, select and critique personal artwork for a collection or portfolio presentation.		
	<b>1.5.12adv.Pr4a</b>	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.		
	<b>1.5.12prof.Cr1a</b>	Use multiple approaches to begin creative endeavors.	13	
	<b>1.5.12prof.Cr1b</b>	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.		
	<b>1.5.12acc.Cr1a</b>	Individually and collaboratively formulate new creative problems based on student's existing artwork.		
	<b>1.5.12acc.Cr1b</b>	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		

**Winslow Township School District**

**9-12 Arts & Crafts 1**

	<b>1.5.12adv.Cr1a</b>	Visualize and generate art and design that can affect social change.		
	<b>1.5.12adv.Cr1b</b>	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.		
	<b>Assessment, Re-teach and Extension</b>		<b>6</b>	

**Winslow Township School District**  
**9-12 Arts & Crafts 1**

Unit 1 Grade 9-12		
Enduring Understanding	Indicator #	Indicator
People evaluate art based on various criteria.	<b>1.5.12prof.Re9a</b>	Establish relevant criteria in order to evaluate a work of art or collection of works.
	<b>1.5.12acc.Re9a</b>	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
	<b>1.5.12adv.Re9a</b>	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.	<b>1.5.12prof.Pr4a</b>	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
	<b>1.5.12acc.Pr4a</b>	Analyze, select and critique personal artwork for a collection or portfolio presentation.
	<b>1.5.12adv.Pr4a</b>	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

**Winslow Township School District**

**9-12 Arts & Crafts 1**

<p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p><b>1.5.12prof.Cr1a</b> <b>1.5.12prof.Cr1b</b>  <b>1.5.12acc.Cr1a</b>  <b>1.5.12acc.Cr1b</b>  <b>1.5.12adv.Cr1a</b>  <b>1.5.12adv.Cr1b</b></p>	<p>Use multiple approaches to begin creative endeavors.</p> <p>Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>Individually and collaboratively formulate new creative problems based on student's existing artwork.</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>Visualize and generate art and design that can affect social change.</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.</p>
--	--	--

---

**Winslow Township School District**  
**9-12 Arts & Crafts 1**

**Grade 9-12**

**Assessment Plan**

Semester Assessment: Project Based – Students will demonstrate their knowledge of color and cultural art, which has been covered during the semester by creating a booklet with specified drawings.

**Resources**

Teacher and student created examples  
 Teacher created charts and documents  
 Purchased charts (Color Wheels), Elements & Principals

**Activities**

Written critique on each major project explaining what they created and how expectations were met, how materials were used and a self-analysis of the completed project.

**Instructional Best Practices and Exemplars**

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

**Winslow Township School District**  
**9-12 Arts & Crafts 1**

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

---

## Winslow Township School District

### 9-12 Arts & Crafts 1

#### Modifications for Special Education/504

**Students with special needs:** The students' needs will be addressed on an individual and grade level basis using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment.

Support staff will be available to aid students related to IEP specifications.

504 accommodations will be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.

- Small group instruction
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Graphic organizers

#### Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, referral to Intervention and Referral Service, consult with guidance and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Increase one on one time
  - Teachers may modify instructions by modeling what the student is expected to do
  - Using visual demonstrations, illustrations, and models
  - Give directions/instructions verbally and in simple written format.
  - Peer Support
-



## Winslow Township School District

### 9-12 Arts & Crafts 1

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in science studies in student’s home country</li> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>❖ Raise levels of intellectual demands</li> <li>❖ Require higher order thinking, communication, and leadership skills</li> <li>❖ Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>❖ Provide higher level texts</li> <li>❖ Expand use of open-ended, abstract questions</li> <li>❖ Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>❖ Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>
Interdisciplinary Connections	
<p><b>Interdisciplinary Connections</b></p> <p><b>NJSLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>NJSLSA.SL2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>NJSLSA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p><b>NJSLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

## Winslow Township School District

### 9-12 Arts & Crafts 1

#### Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.12.DA.1:** Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
- 8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 8.2.12.NT.1:** Explain how different groups can contribute to the overall design of a product.
-

**Winslow Township School District**  
**9-12 Arts & Crafts 1**

Overview	Standards for Art Content	Unit Focus	Essential Questions
<p><a href="#"><u>Unit 2</u></a></p> <p><b>Study of Cultural Visual Arts</b></p>	<ul style="list-style-type: none"> <li>• 1.5.12prof.Re9a</li> <li>• 1.5.12acc.Re9a</li> <li>• 1.5.12adv.Re9a</li> <li>• 1.5.12prof.Pr4a</li> <li>• 1.5.12acc.Pr4a</li> <li>• 1.5.12adv.Pr4a</li> <li>• 1.5.12prof.Cr1a</li> <li>• 1.5.12prof.Cr1b</li> <li>• 1.5.12acc.Cr1a</li> <li>• 1.5.12adv.Cr1a</li> <li>• 1.5.12adv.Cr1b</li> </ul>	<p>Develop an appreciation for the range of arts and crafts in various cultures and historical periods. Art literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p>	<ul style="list-style-type: none"> <li>• How will students develop an appreciation and understanding of the importance of the arts within culture?</li> <li>• How do the arts represent the culture and time-period from which it comes?</li> <li>• What is the impact of the arts on culture and history?</li> <li>• How do the traits of different cultures influence the art that they produce?</li> <li>• How are artists influenced by the materials available to them?</li> </ul>

**Winslow Township School District**  
**9-12 Arts & Crafts 1**

Curriculum Unit 2	Standards		Pacing	
			Days	Unit Days
<b>Unit 2: Study of Cultural Visual Arts</b>	<b>1.5.12prof.Re9a</b>	Establish relevant criteria in order to evaluate a work of art or collection of works.	13	45
	<b>1.5.12acc.Re9a</b>	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.		
	<b>1.5.12adv.Re9a</b>	Construct evaluations of a work of art or collection of works based on differing sets of criteria.		
	<b>1.5.12prof.Pr4a</b>	Analyze, select and curate artifacts and/or artworks for presentation and preservation.	13	
	<b>1.5.12acc.Pr4a</b>	Analyze, select and critique personal artwork for a collection or portfolio presentation.		
	<b>1.5.12adv.Pr4a</b>	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.		
	<b>1.5.12prof.Cr1a</b>	Use multiple approaches to begin creative endeavors.	13	
	<b>1.5.12prof.Cr1b</b>	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.		
	<b>1.5.12acc.Cr1a</b>	Individually and collaboratively formulate new creative problems based on student's existing artwork.		

**Winslow Township School District**  
**9-12 Arts & Crafts 1**

	<b>1.5.12acc.Cr1b</b>	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		
	<b>1.5.12adv.Cr1a</b>	Visualize and generate art and design that can affect social change.		
	<b>1.5.12adv.Cr1b</b>	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.		
	<b>Assessment, Re-teach and Extension</b>		<b>6</b>	

**Winslow Township School District**  
**9-12 Arts & Crafts 1**

Unit 2 Grade 9-12		
Enduring Understanding	Indicator #	Indicator
People evaluate art based on various criteria.	<b>1.5.12prof.Re9a</b>	Establish relevant criteria in order to evaluate a work of art or collection of works.
	<b>1.5.12acc.Re9a</b>	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
	<b>1.5.12adv.Re9a</b>	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.	<b>1.5.12prof.Pr4a</b>	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
	<b>1.5.12acc.Pr4a</b>	Analyze, select and critique personal artwork for a collection or portfolio presentation.
	<b>1.5.12adv.Pr4a</b>	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

**Winslow Township School District**

**9-12 Arts & Crafts 1**

<p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p><b>1.5.12prof.Cr1a</b></p> <p><b>1.5.12prof.Cr1b</b></p> <p><b>1.5.12acc.Cr1a</b></p> <p><b>1.5.12acc.Cr1b</b></p> <p><b>1.5.12adv.Cr1a</b></p> <p><b>1.5.12adv.Cr1b</b></p>	<p>Use multiple approaches to begin creative endeavors.</p> <p>Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>Individually and collaboratively formulate new creative problems based on student's existing artwork.</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>Visualize and generate art and design that can affect social change.</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.</p>
--	---	--



**Winslow Township School District**  
**9-12 Arts & Crafts 1**

**Grade 9-12**

**Assessment Plan**

Semester Assessment: Project Based – Students will demonstrate their knowledge of color and cultural art, which has been covered during the semester by creating a booklet with specified drawings.

**Resources**

Teacher created charts and documents  
 Teacher and student created examples

**Activities**

- Written critique on each major project explaining what they created and how expectations were met, how students used their materials and a self-analysis of their completed project.

**Instructional Best Practices and Exemplars**

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.



**Winslow Township School District**  
**9-12 Arts & Crafts 1**

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/educators/lessons-by-grade>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

---

## Winslow Township School District

### 9-12 Arts & Crafts 1

#### Modifications for Special Education/504

**Students with special needs:** The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment.

Support staff will be available to aid students related to IEP specifications.

504 accommodations will be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.

- Small group instruction
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Graphic organizers

#### Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, referral to Intervention and Referral Service, consult with guidance and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Increase one on one time
  - Teachers may modify instructions by modeling what the student is expected to do
  - Using visual demonstrations, illustrations, and models
  - Give directions/instructions verbally and in simple written format.
  - Peer Support
-

**Winslow Township School District**

**9-12 Arts & Crafts 1**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in science studies in student’s home country</li> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>❖ Raise levels of intellectual demands</li> <li>❖ Require higher order thinking, communication, and leadership skills</li> <li>❖ Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>❖ Provide higher level texts</li> <li>❖ Expand use of open-ended, abstract questions</li> <li>❖ Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>❖ Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>
Interdisciplinary Connections	
<p><b>Interdisciplinary Connections: ELA</b></p> <p><b>NJSLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>NJSLSA.SL2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>NJSLSA.R10.</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p><b>NJSLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

**Winslow Township School District**

**9-12 Arts & Crafts 1**

**Integration of Computer Science and Design Thinking NJSLS 8**

- 8.1.12.DA.1:** Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
- 8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 8.2.12.NT.1:** Explain how different groups can contribute to the overall design of a product.
-