

Educator Guide: Is a Carbon Tax the Best Way to Slow Climate Change? (w/ [classroom viewing guide](#))

This guide is designed to support you and your students with these learning objectives:

- 1) Students will analyze evidence in favor and against a carbon tax to slow climate change.
- 2) Students will evaluate the evidence and write a response about the issue.
- 3) Students will create original media to propose actionable ways to reduce the carbon footprint of their school or community.



Step 1	2	3
Watch video on KQED Learn	Join this Discussion	Dive Deeper with a Make & Share: Presentations
<p>Use this classroom viewing guide:</p> <ul style="list-style-type: none"> ● Quick-write prompt ● Comprehension questions about the video ● Student note catcher <p>More supports for watching the video:</p> <ul style="list-style-type: none"> ● Glossary with vocabulary used in the video ● Annotated source list ● Video transcripts in English and Spanish 	<p>Students sign into KQED Learn and click the “Join the Discussion” button to respond to the Discussion question.</p> <p>Supports for joining the discussion KQED Learn:</p> <ul style="list-style-type: none"> ● Sentence frames ● Discussions rubric ● Response analysis activity <p>Refer to our Code of Conduct as well as your school’s behavioral expectations before asking students to post a response or comment on another response.</p>	<p>Student media prompt: Research 2-3 specific, actionable ways your school or community can reduce their carbon footprint, then create a presentation explaining what you think should change and why.</p> <p>Web-based tools* for making presentations:</p> <ul style="list-style-type: none"> ● Google Slides ● Adobe Spark ● Prezi <p>Upload images into the discussion using the Make and Share tab.</p> <p>New to presentations? Take our free Designing Presentations course on KQED Teach.</p>

Standards

CCSS.ELA-Literacy.CCR A.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCR A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.W1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NGSS.SEP.7	Engaging in argument from evidence
NGSS.SEP.8	Obtaining, evaluating and communicating information
NGSS.DCI.LS2.C	Ecosystem dynamics, functioning and resilience
NGSS.DCI.LS4.D	Biodiversity and humans
NGSS.DCI.ESS3.C	Human impacts on Earth systems
ISTE Digital Citizen	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

***KQED’s Media Tool Policy:** In KQED Education’s media literacy work, we take an approach to platforms and tools that focuses on developing media-making competencies that are transferable to an individual’s specific technology context. When we recommend software for specific mediamaking activities, our factors for consideration include ease of use, whether the tool is open-source, whether it works across platforms and whether it offers the necessary functionality for the task free of cost. If there are no free tools appropriate for the task, we prioritize the lowest-cost solution able to produce high-quality media.