

Standard 2: Identify areas of the processes that were successfully executed, as well as those needing improvement, to determine how to proceed in the future.

a. Reflect upon how the product could be improved or modified.	K Reflect on the process. Discuss what new ideas or questions they now have.	1-2 Reflect on the process. Discuss what new ideas or questions they now have.	3-4 Reflect on the process. Discuss what new ideas or questions they now have.	5 Reflect on the process. Discuss what new ideas or questions they now have.
b. Reflect upon and describe the level of personal satisfaction with the process and product.	K Reflect on their level of personal satisfaction.	1-2 Reflect on their level of personal satisfaction.	3-4 Reflect on their level of personal satisfaction.	5 Reflect on their level of personal satisfaction.
c. Identify areas of personal growth, technology, and time-management skills, including the ability to collaborate.	K Reflect on new skills and growth while setting new goals with the teacher.	1-2 Reflect on new skills and growth while setting new goals with the teacher.	3-4 Reflect on new skills and growth while setting new goals. Reflect on ability to collaborate and fulfill group role.	5 Reflect on new skills and growth while setting new goals. Reflect on ability to collaborate and fulfill group role.

Media Literacy is the competent application of literacy skills to media and technology messages. Its goal is to help students develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators, and active, digital citizens in today's world. By learning the standards and objectives, students will acquire an understanding of the elements, construction, and potential impact of media messages while learning to make informed choices in the use of media. Through collaboration with classroom teachers, these standards can be integrated into curricular units throughout a wide range of subjects to ensure students are equipped with these essential 21st century skills.

STRAND 10: Awareness, modern citizenship, and informed decision making

Standard 1: Define basic terms and concepts of media.

	K Define media and brainstorm examples. Identify sources (e.g., TV, books, periodicals).	1-2 Define media, brainstorm examples, and discuss the appeal of various media (e.g., TV, books, periodicals, Web sites).	3-4 Define with examples of basic terms (e.g., media literacy, mass media, local media, social media). Review previous terminology.	5 Define and discuss differences between mass media, local media, and social media. Review previous terminology.
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Standard 2: Recognize that media messages are intentionally constructed.

	K Recognize media is made to convey a message, which is aimed at a specific audience.	1-2 Recognize that specific elements (e.g., visual images, music, special effects) are used to construct a message for intended purposes. Recognize that advertisers utilize persuasive techniques (e.g., celebrity endorsements, physical appeal, jingles, desired lifestyle).	3-4 Explain the specific elements that are used to construct a message for an intended purpose (e.g., music, sounds, special effects, camera angles, cuts, props, color). Recognize that advertisers utilize persuasive techniques (e.g., celebrity endorsements, physical appeal, jingles, desired lifestyle).	5 Analyze the specific elements that are used to construct a message for an intended purpose (e.g., music, sounds, special effects, camera angles, cuts, props, color). Explain why advertisers utilize persuasive techniques (e.g., celebrity endorsements, physical appeal, jingles, desired lifestyle).
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Standard 3: Recognize that people experience the same message differently.

K Recognize differences in cultural setting, background, and social class, as well as similarities in human experience using media in various formats.

1-2 Recognize that cultural background, gender, social class, nationality, emotion, and life experience may influence viewpoint and response to media. Recognize the value of differing viewpoints.

3-4 Describe how cultural background, gender, social class, nationality, emotion, and life experience may influence viewpoint and response to media. Recognize the value of differing viewpoints.

5 Justify and illustrate with examples how cultural background, gender, social class, nationality, emotion, and life experience may influence viewpoints and responses to media. Articulate the value of differing viewpoints.

Standard 4: Understand how the use of media can broaden experiences throughout life.

K Discuss and share information and experiences that can be gained through media (e.g., travel, culture, nature, and entertainment).

1-2 Recognize information and experience gained through media (e.g., cultural and geographical insights).

3-4 Cite evidence to show how vicarious experience through media can provide cultural, geographical, and historical insights.

5 Justify with examples how vicarious experience through media can provide personal cultural, geographical, and historical insights.

Standard 5: Identify and explain the rights and responsibilities with respect to media and digital citizenship.

K Explain that there is ownership over creative works. Practice putting their name and date on works they produce.

1-2 Explain and give examples of works in print and nonprint media that are created by and belong to an author, illustrator, inventor, or company.

3-4 Explain ethical and legal ways in which to use print and nonprint media (e.g., cite sources, paraphrase, respect copyright).

5 Demonstrate ethical and legal use of print and nonprint media by listing works cited (e.g., cite sources, paraphrase, respect copyright).

STRAND 11: Analyzing, questioning, and thinking critically

Standard 1: Analyze techniques used to construct media messages.

K Observe an element used to create media messages (e.g., music, special effects).

1-2 View various forms of media to identify the elements and techniques used to create the message (e.g., music, sound, special effects, camera angles, cuts, props, color).

3-4 View various forms of media to identify and describe the elements and techniques used to create the message (e.g., music, sound, special effects, camera angles, cuts, props, color).

5 Students will view various forms of media to analyze the elements and techniques used to create the message (e.g., music, sound, special effects, camera angles, cuts, props, color).

Standard 2: Analyze the impact of media messages on a receiver.

K Identify the impact of media message on self.

1-2 Students will understand that the purpose of a media message is to inform, persuade, or entertain.

3-4 Students will analyze media messages for possible impact on the viewer to inform, persuade, or entertain.

5 Students will analyze media messages for possible impact on the viewer to inform, persuade, or entertain.

STRAND 12: Evaluating elements

Standard 1: Evaluate media messages for accuracy, authenticity, relevance, and source authority.

K Identify the message in a given example of media.

1-2 Students will identify the message, intended audience, and creator.

3-4 Students will identify the intended audience, creator, and accuracy of information.

5 Students will evaluate the message, taking into consideration the purpose, intended audience, creator, accuracy of information, bias, relevance, and source authority.