

### 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.