

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.

Standard 2: Evaluate and select media for personal and educational use.

K Students will make informed media choices by consulting with parents and teachers.

1-2 Students will make informed media choices by consulting with parents and teachers.

3-4 Students will recognize and use evaluative resources in making informed media choices (e.g., consulting reviews and ratings, conferring with parents and teachers).

5 Students will recognize and use evaluative resources in making informed media choices (e.g., consulting reviews and ratings, conferring with parents and teachers).

STRAND 13: Producing and presenting

Standard 1: Identify messages for presentation, using a multi-step process, by determining intent, content, audience, and length.

K Students will follow steps to prepare a media presentation.

- Determine message to be conveyed, considering content, intent, and length.
- Define target audience.
- Choose media formats from teacher-provided options.
- Identify resources/materials needed for presentation.

1-2 Students will follow steps to prepare a media presentation.

- Determine message to convey, considering content, intent, and length.
- Define target audience.
- Identify characteristics of various media formats and select medium to suit purpose of message.
- Identify resources/materials needed for presentation.

3-4 Students will follow steps to prepare a media presentation.

- Determine message to convey, considering content, intent, and length.
- Define target audience.
- Identify characteristics of various media formats and select medium to suit purpose of message.
- Identify resources/materials needed for presentation.

5 Students will follow steps to prepare a media presentation.

- Determine message to convey, considering content, intent, and length.
- Define target audience.
- Identify characteristics of various media formats and select medium to suit purpose of message.
- Identify resources/materials needed for presentation.

Standard 2: Develop and apply criteria for quality media productions.

K Students will apply criteria for creating a media production.

- Consider components of the medium (e.g., design, color, size, graphics, sound).
- Create a draft, seek feedback, and refine.
- Practice good presentation techniques (e.g., face audience, speak slowly and clearly, project voice).
- Verbally cite sources used in production.

1-2 Students will apply criteria for creating a media production.

- Consider components of the medium (e.g., format, design, materials, color, size, graphics, sound, text).
- Create a draft, seek feedback, and refine.
- Practice good presentation techniques (e.g., face audience, speak slowly and clearly, project voice).
- Cite sources used in production.

3-4 Students will apply criteria for creating a media production.

- Consider components of the medium (e.g., format, design, materials, color, size, graphics, sound, text).
- Create a draft, seek feedback, and refine.
- Practice good presentation techniques (e.g., face audience, speak slowly and clearly, project voice).
- Cite sources used in production.

5 Students will apply criteria for creating a media production.

- Consider components of the medium (e.g., format, design, materials, color, size, graphics, sound, text).
- Create a draft, seek feedback, and refine.
- Practice good presentation techniques (e.g., face audience, speak slowly and clearly, project voice).
- Cite sources used in production.