

<b>b. Select format of the learning product for the designated audience and use technology or other tools to integrate, organize, and present information from multiple sources.</b>	<b>K</b> Reflect on target audience and decide how to share information learned.	<b>1-2</b> Reflect on target audience and decide how to share information learned.	<b>3-4</b> Reflect on target audience and decide how to share information learned.	<b>5</b> Reflect on target audience and decide how to share information learned. Use more complex product formats, including technology.
<b>c. Follow ethical and legal guidelines in using and citing information to avoid plagiarism and copyright violations.</b>	<b>K</b> With guidance, identify the source of information used.	<b>1-2</b> With guidance, identify the sources of information used.	<b>3-4</b> Cite sources appropriately and avoid copyright violations, including plagiarism. Summarize and quote appropriately.	<b>5</b> Cite sources appropriately and avoid copyright violations, including plagiarism. Summarize and quote appropriately.
<b>d. Apply evaluation criteria to create, revise, and finalize the learning product.</b>	<b>K</b> Apply evaluation criteria to create, revise, and finalize the learning product.	<b>1-2</b> With teacher input, create and revise products using previously established evaluation criteria.	<b>3-4</b> Create and revise products using previously established evaluation criteria.	<b>5</b> Create and revise products using previously established evaluation criteria.
<b>e. Collaborate with others to exchange ideas, make decisions, create products, and peer edit as appropriate.</b>	<b>K</b>	<b>1-2</b> Collaborate with others, with teacher guidance, to exchange ideas, make decisions, and create products.	<b>3-4</b> Collaborate with others to exchange ideas, make decisions, create products, and peer edit.	<b>5</b> Collaborate with others to exchange ideas, make decisions, create products, and peer edit.

**Standard 2: Present a learning product using a variety of presentation techniques (e.g., writing, speaking, media) to communicate new understandings.**

	<b>K</b> Practice presentation skills, including eye contact, body language, speaking slowly and clearly, intonation, etc. Demonstrate respect for others' presentations.	<b>1-2</b> Practice presentation skills, including eye contact, body language, speaking slowly and clearly, intonation, etc. Demonstrate respect for others' presentations.	<b>3-4</b> Demonstrate effective presentation skills while sharing products. Demonstrate effective use of multimedia formats. Demonstrate respect for others' presentations.	<b>5</b> Demonstrate effective presentation skills while sharing products. Demonstrate effective use of multimedia formats. Demonstrate respect for others' presentations.
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**STRAND 9: Evaluating the process and product**

**Standard 1: Evaluate the execution of the product for efficacy and quality, and identify areas needing improvement to determine how to proceed in the future.**

<b>a. Assess the product based on preestablished evaluation criteria.</b>	<b>K</b> Apply evaluation criteria to the research product with teacher help.	<b>1-2</b> Apply evaluation criteria to the research product with teacher help.	<b>3-4</b> Assess product efficacy and quality using objective evaluation criteria.	<b>5</b> Assess product efficacy and quality using objective evaluation criteria.
<b>b. Reflect upon how the product could be improved or modified.</b>	<b>K</b> Discuss with the teacher what was difficult and what worked well during product creation and presentation.	<b>1-2</b> Discuss with the teacher what was difficult and what worked well during product creation and presentation.	<b>3-4</b> Reflect on and summarize what went well and what could be improved in future products.	<b>5</b> Summarize and explain what went well, why, and what could be improved in future products.
<b>c. Solicit, reflect, and act upon peer reviews and teacher comments about the product.</b>	<b>K</b> Engage with peers and teachers about the product and practice giving feedback to others.	<b>1-2</b> Engage with peers and teachers about the product and practice giving feedback to others.	<b>3-4</b> Engage with peers and teachers about the product and give feedback to others.	<b>5</b> Engage with peers and teachers about the product and give feedback to others.

**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.**

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

	<b>K</b> Define media and brainstorm examples. Identify sources (e.g., TV, books, periodicals).	<b>1-2</b> Define media, brainstorm examples, and discuss the appeal of various media (e.g., TV, books, periodicals, Web sites).	<b>3-4</b> Define with examples of basic terms (e.g., media literacy, mass media, local media, social media). Review previous terminology.	<b>5</b> 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.**

	<b>K</b> Recognize media is made to convey a message, which is aimed at a specific audience.	<b>1-2</b> 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).	<b>3-4</b> 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).	<b>5</b> 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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