Scope and Sequence
Intended for Grades K-12

Scope and Sequence			
Listening **Standard 1: Learners will participate effectively as listeners in formal and informal groups.**			
Benchmark 1: The effective listener is attentive.			
Basic Indicators: **The students:** 1. focus attention on the speaker and/or message when given a readiness cue. 2. maintain developmentally appropriate focus for a given period of time. 3. recover from interruptions and refocus attentive behavior to accommodate the listening situation.	**Intermediate Indicators:** **The students:** 1. focus attention on the speaker and/or message. 2. sustain focus throughout an activity. 3. independently adapt attentive behavior to accommodate the listening situation. 4. refocus quickly after an interruption. 5. seek optimum listening situations.	**Proficient Indicators:** **The students:** 1. responsibly focus attention on a speaker and/or message, such as eye-to-eye contact or responsive facial expressions. 2. use personal strategies to maintain focus. 3. vary approaches to listening depending upon purpose, setting, and content.	**Advanced Indicators:** **The students:** 1. accept responsibility for active listening. 2. use personal strategies to maintain focus. 3. manage internal and external distractions.

Scope and Sequence			
Listening **Standard 1: Learners will participate effectively as listeners in formal and informal groups.**			
Benchmark 2: The effective listener identifies and/or recognizes verbal and nonverbal cues accurately.			
Basic Indicators: **The students:** 1. associate appropriate meaning with familiar verbal and nonverbal cues such as classroom routine or peer interaction. 2. begin using context to determine meaning of verbal and nonverbal cues, such as developmentally appropriate audience etiquette.	**Intermediate Indicators:** **The students:** 1. associate appropriate meaning with specific verbal and nonverbal cues. 2. use context to determine meaning of unfamiliar verbal and nonverbal cues. 3. recognize that verbal and nonverbal cues work together. 4. apply appropriate verbal and nonverbal cues during programs or assemblies.	**Proficient Indicators:** **The students:** 1. associate appropriate meaning with subtle or complex verbal and nonverbal cues, such as stereotyped movements, jargon, use of space, and appropriate touch. 2. relate the verbal and nonverbal cues to prior knowledge and experience. 3. recognize how verbal and nonverbal cues work together.	**Advanced Indicators:** **The students:** 1. understand the effects of ambiguous verbal and nonverbal cues. 2. relate verbal and nonverbal cues to prior knowledge and experience. 3. recognize the effects of conflicting verbal and nonverbal cues. 4. distinguish between denotative and connotative meanings.

Scope and Sequence			
Listening **Standard 1: Learners will participate effectively as listeners in formal and informal groups.**			
Benchmark 3: The student understands the message.			
Basic Indicators: **The students:** 1. follow simple directions (one or two steps) that are intended to be carried out immediately. 2. answer single-idea questions related to the message. 3. retell the message in sequence with three to five details/events. 4. signal general understanding or nonunderstanding using appropriate verbal and nonverbal responses.	**Intermediate Indicators:** **The students:** 1. follow multiple-step directions (three or more). 2. answer multiple-idea questions related to the message. 3. retell the message in sequence with details. 4. question for clarification.	**Proficient Indicators:** **The students:** 1. follow instructions that require action over an extended period of time. 2. offer appropriate and effective feedback to a speaker. 3. identify and summarize main ideas of an oral message. 4. accurately paraphrase an oral message. 5. enhance understanding through appropriate use of supplemental aids, such as maps, word lists, or texts.	**Advanced Indicators:** **The students:** 1. offer appropriate and effective feedback. 2. accurately explain an oral message. 3. enhance understanding through appropriate use of supplemental aids, such as maps, word lists, or texts.

Scope and Sequence			
Listening **Standard 1: Learners will participate effectively as listeners in formal and informal groups.**			
Benchmark 4: The student remembers and applies content of the message.			
Basic Indicators: **The students:** 1. remember the message to complete a simple task. 2. apply knowledge in a similar context. 3. recall significant details. 4. identify common organizational patterns.	**Intermediate Indicators:** **The students:** 1. remember the message to complete a task. 2. apply knowledge in a new context. 3. remember significant details of the message. 4. use common organizational patterns to remember the message.	**Proficient Indicators:** **The students:** 1. remember the message to complete an extended task. 2. apply knowledge from multiple listening contexts and use it in a new context. 3. remember significant details of the message. 4. use organizational patterns to retell the message.	**Advanced Indicators:** **The students:** 1. remember the message to complete complex tasks. 2. apply knowledge from multiple listening contexts and use it in a new context. 3. use appropriate strategies to remember. 4. use organizational patterns to explain the message. 5. relate speaker's ideas and information to students' lives.

Scope and Sequence			
Listening **Standard 1: Learners will participate effectively as listeners in formal and informal groups.**			
Benchmark 5: The student analyzes and/or evaluates the message.			
Basic Indicators: **The students:** 1. predict outcomes. 2. draw appropriate conclusions. 3. use external criteria to determine fact from fiction. 4. recognize exaggeration and distortion. 5. express personal evaluation of messages, such as likes or dislikes.	**Intermediate Indicators:** **The students:** 1. predict various outcomes. 2. draw appropriate conclusions with supporting details. 3. begin to develop internal criteria to determine fact from fiction. 4. describe exaggeration and distortion and their effects. 5. receive criticism and compliments appropriately. 6. identify the purpose of the message. 7. provide appropriate feedback to the message, such as agreement or disagreement.	**Proficient Indicators:** **The students:** 1. distinguish between supported and unsupported statements. 2. identify and interpret multiple messages and purposes intended by the speaker. 3. distinguish between fact and opinion. 4. recognize motives of persuasive appeals. 5. recognize the strategies used in persuasive appeals to follow the speaker's reasoning. 6. support personal evaluation of messages. 7. accept appropriate criticism, disagreement, suggestions, and compliments.	**Advanced Indicators:** **The students:** 1. distinguish between relevant and irrelevant material. 2. identify and interpret multiple messages and the purposes intended by the speaker. 3. distinguish between fact and opinion. 4. assess validity of ideas, arguments, or hypotheses. 5. recognize and control own emotional responses to material. 6. support personal evaluation of message. 7. accept appropriate criticism, disagreement, suggestions, and compliments.

Scope and Sequence			
Listening **Standard 1: Learners will participate effectively as listeners in formal and informal groups.**			
Benchmark 6: The student participates appropriately in groups.			
Basic Indicators: **The students:** 1. pay attention when others are speaking. 2. avoid distracting others. 3. give verbal and nonverbal responses that indicate attention.	**Intermediate Indicators:** **The students:** 1. maintain attention when others are speaking. 2. avoid distracting or interrupting others. 3. give verbal and nonverbal responses that indicate attention to the topic of discussion, such as asking relevant questions. 4. repeat/summarize comments made by others. 5. recognize the existence of differing viewpoints of others. 6. successfully fulfills assigned roles while participating in a group.	**Proficient Indicators:** **The students:** 1. pay attention when others are speaking. 2. avoid distracting or interrupting others. 3. maintain facial expressions, posture, and gestures that signal interest and respect for the speaker. 4. accurately summarize others' points of view, including those that conflict with their own. 5. ask questions for clarification.	**Advanced Indicators:** **The students:** 1. vary behavior according to task roles within the group, such as note taker, leader, and clarifier. 2. reserve personal reaction until the message is complete. 3. respect others' right to have differences in attitudes, behaviors, values, and beliefs.

Scope and Sequence			
Viewing **Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.**			
Benchmark 1: The student is attentive.			
Basic Indicators: **The students:** 1. focus attention on a designated image/subject when given a readiness cue. 2. focus attention on specific details when given directions. 3. maintain developmentally appropriate focus for a given period of time. 4. recover from distractions and refocus attentive behavior to accommodate the viewing situation.	**Intermediate Indicators:** **The students:** 1. focus attention on visual messages. 2. sustain focus throughout visual activities. 3. focus attention on specific details in complex visual messages. 4. independently adapt attentive behavior to accommodate viewing situations.	**Proficient Indicators:** **The students:** 1. accept responsibility for focusing attention on visual messages. 2. use personal strategies to maintain focus during visual presentations. 3. focus attention on individual elements, such as images, sounds, dialogue, and perspectives. 4. adapt attentive behavior to accommodate the purpose, setting, and content of visual messages.	**Advanced Indicators:** **The students:** 1. establish and maintain focus on visual messages. 2. accept responsibility for active viewing.

Scope and Sequence			
Viewing **Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.**			
Benchmark 2: The student recognizes/identifies the cues in visual messages transmitted through objects, images, sounds, and words.			
Basic Indicators: **The students:** 1. associate appropriate meaning with familiar cues, objects, and their visual or aural images. 2. identify characteristics and recognize cues. 3. use context cues to determine the meaning of unfamiliar visual cues.	**Intermediate Indicators:** **The students:** 1. recognize the appropriate meaning of visual messages. 2. generalize about defining characteristics in visual messages. 3. use context cues to determine meaning of complex or unfamiliar visual messages. 4. demonstrate awareness of the properties of visual messages.	**Proficient Indicators:** **The students:** 1. recognize multiple meanings of visual messages. 2. recognize symbolic elements of visual messages, such as metaphors, logos, and colors. 3. recognize the relationship of parts and the whole in visual messages. 4. recognize the effects of verbal and nonverbal cues.	**Advanced Indicators:** **The students:** 1. identify media forms, media content, and media products. 2. identify symbolic elements of visual messages. 3. recognize that visual messages often have multiple interpretations. 4. recognize the impact of individual components of the message in relationship to the whole.

Scope and Sequence			
Viewing **Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.**			
Benchmark 3: The student understands visual messages.			
Basic Indicators: **The students:** 1. signal general understanding or lack of understanding using appropriate responses. 2. answer simple-idea questions related to the message. 3. describe the visual message with three to five details. 4. give meaning to a visual message.	**Intermediate Indicators:** **The students:** 1. seek clarification. 2. answer increasingly complex questions related to visual messages. 3. describe visual messages in detail. 4. interpret the meanings of visual messages.	**Proficient Indicators:** **The students:** 1. generate questions related to visual messages. 2. integrate multiple viewing experiences to comprehend a single concept or topic. 3. describe and discuss visual messages. 4. derive literal and abstract meanings from visual message.	**Advanced Indicators:** **The students:** 1. explain the ideas, images, and aesthetics of visual messages. 2. compare and contrast denotative and connotative meanings. 3. conceptualize increasingly abstract and complex symbols. 4. offer appropriate and effective responses, questions, and comments. 5. conceptualize the meaning of a visual message.

Scope and Sequence			
Viewing **Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.**			
Benchmark 4: The student remembers and applies the content of visual messages.			
Basic Indicators: **The students:** 1. recall significant details from visual messages. 2. use components of a visual message to complete a simple task. 3. apply knowledge in a similar context by replicating teacher modeling. 4. use knowledge from visual messages to create new visual messages.	**Intermediate Indicators:** **The students:** 1. remember significant details from visual messages. 2. use components of visual messages to complete tasks independently. 3. apply knowledge from visual messages in new visual contexts and products. 4. relate information and ideas from visual messages to personal experiences.	**Proficient Indicators:** **The students:** 1. complete extended viewing tasks. 2. assimilate knowledge from viewing and use this knowledge in new contexts. 3. use knowledge from visual messages to create new messages. 4. relate information and ideas from visual messages to personal experiences.	**Advanced Indicators:** **The students:** 1. transfer knowledge from viewing and apply it to new contexts. 2. use appropriate strategies to remember the content of visual messages. 3. use knowledge from visual messages to create new messages. 4. relate information and ideas from visual messages to personal experiences.

Scope and Sequence			
Viewing **Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.**			
Benchmark 5: The student analyzes and/or evaluates visual messages.			
Basic Indicators: **The students:** 1. predict outcomes. 2. draw appropriate conclusions. 3. distinguish among types of visual messages. 4. use criteria to distinguish fact from fiction. 5. recognize exaggeration and distortion. 6. support personal evaluation of messages.	**Intermediate Indicators:** **The students:** 1. predict appropriate outcomes. 2. draw appropriate conclusions with supporting details. 3. identify the purposes of visual messages. 4. use external criteria to distinguish fact from fiction. 5. identify the target of visual messages. 6. develop internal criteria to determine real from manipulated images. 7. describe the techniques used in visual messages to affect the viewer, such as exaggeration, distortion, and humor. 8. express and support personal evaluation of messages by giving one or two reasons.	**Proficient Indicators:** **The students:** 1. evaluate the appropriateness of predictions. 2. draw appropriate conclusions with supporting details. 3. identify and interpret multiple messages and intended purposes. 4. recognize motives of persuasive appeals. 5. recognize the strategies used in visual messages. 6. identify the techniques used in visual messages to affect the viewer. 7. distinguish between stated or implied facts. 8. distinguish between facts and opinions. 9. support personal evaluation of visual messages.	**Advanced Indicators:** **The students:** 1. evaluate the appropriateness of predictions. 2. draw appropriate conclusions with supporting details. 3. identify and interpret multiple messages and intended purposes. 4. distinguish between relevant and irrelevant material. 5. evaluate the quality of information obtained from electronic media sources. 6. evaluate validity of ideas, arguments, or hypotheses. 7. recognize, interpret, and respond appropriately to visual messages. 8. assess the techniques used in visual messages to affect the viewer. 9. support their individual evaluation of the message. 10. recognize the underlying motives behind the visual messages.

Scope and Sequence			
Speaking **Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.**			
Benchmark 1: The student considers variables in the speaking situation (audience, purpose, occasion, and context) that affect the composition of his/her message.			
Basic Indicators: **The students:** 1. recognize different audiences. 2. recognize different purposes for speaking. 3. recognize different occasions/contexts for speaking.	**Intermediate Indicators:** **The students:** 1. recognize demographic characteristics of their audience. 2. recognize different purposes for speaking, such as to inform, persuade, and entertain. 3. recognize if the occasion and context are formal or informal.	**Proficient Indicators:** **The students:** 1. describe the characteristics of their audience. 2. describe different purposes for messages, such as to inform, persuade, and entertain. 3. describe context and the occasion of the message.	**Advanced Indicators:** **The students:** 1. analyze the characteristics of their audience. 2. describe different characteristics of messages based on purpose. 3. analyze context and occasion for messages.

Scope and Sequence			
Speaking **Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.**			
Benchmark 2: The student participates in a variety of communication opportunities.			
Basic Indicators: **The students:** 1. reply to questions with appropriate verbal and nonverbal response behavior. 2. recognize appropriate time and situations to initiate oral communication. 3. participate in classroom routines/events. 4. willingly speak to a variety of partners/audiences.	**Intermediate Indicators:** **The students:** 1. reply to questions with appropriate verbal and nonverbal response behavior. 2. initiate oral communication during appropriate times and situations. 3. prepare and present individual oral reports. 4. prepare and present short narrative speeches. 5. present short impromptu speeches based on classroom content.	**Proficient Indicators:** **The students:** 1. initiate oral communication during appropriate times and situations using verbal and nonverbal behaviors. 2. participate in oral presentations for defined purposes.	**Advanced Indicators:** **The students:** 1. initiates oral communication during appropriate times and situations using verbal and nonverbal behaviors, such as clarifying questions, comments, facial expressions, proximity, and raising a hand.

Scope and Sequence			
Speaking **Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.**			
Benchmark 3: The student produces a coherent message.			
Basic Indicators: **The students:** 1. express a complete thought. 2. express information related to the topic. 3. focus on the topic. 4. use sequence and detail to organize their message.	**Intermediate Indicators:** **The students:** 1. use organizational devices as a basis for planning and developing an oral report. 2. express thoughts using phrases and complete sentences. 3. stay focused on the topic. 4. organize details in logical order. 5. use appropriate language that is clear and specific to the topic.	**Proficient Indicators:** **The students:** 1. develop thoughts using increasing complexity. 2. develop a message with an introduction, body, and conclusion. 3. organize details in logical order. 4. use transitions between parts of a message. 5. use language effectively and appropriately.	**Advanced Indicators:** **The students:** 1. uses a variety of organizational devices. 2. compares and contrasts appropriate and inappropriate introductions and conclusions for the body of speeches. 3. receives feedback on effectiveness of his/her messages.

Scope and Sequence			
Speaking **Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.**			
Benchmark 4: The student uses appropriate content for purpose, audience, occasion, and context.			
Basic Indicators: **The students:** 1. know whether the purpose and situation call for content based on reality or make-believe. 2. express information relevant to the purpose, audience, and situation. 3. remain focused. 4. present content focused on the topic. 5. expand or limit content with teacher assistance. 6. use precise vocabulary when addressing groups or individuals.	**Intermediate Indicators:** **The students:** 1. vary information presented according to the purpose, audience, and situation. 2. stay focused on purpose, audience, and situation. 3. expand or limit content as needed or directed, such as use of examples, AV aids, and technology. 4. adapt vocabulary for purpose, audience, and situation. 5. use figurative language, such as simple analogies, common multiple-meaning words, and familiar idioms. 6. use syntax and vocabulary that represent developmentally appropriate oral language 7. use language that reflects personal and authentic voice.	**Proficient Indicators:** **The students:** 1. adapt information according to the purpose, audience, occasion, and context. 2. maintain focus on purpose, audience, and situation. 3. extend or revise content as needed or directed. 4. adapt vocabulary for purpose, audience, and situation. 5. use creative language. 6. use oral language style as opposed to written language style. 7. use authentic voice that shows their personalities. 8. use repetition and summary.	**Advanced Indicators:** **The students:** 1. develops presentations for different audiences. 2. prepares complex and refined presentations and develops a personal style. 3. develops personas to enhance the presentation.

Scope and Sequence			
Speaking **Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.**			
Benchmark 5: The student demonstrates control of delivery skills.			
Basic Indicators: **The students:** 1. establish *eye contact*. 2. vary volume of voice according to situation. 3. use appropriate body position and movement according to the situation.	**Intermediate Indicators:** **The students:** 1. uses appropriate delivery skills. 2. effectively uses audio and/or visual aids to support delivery during a presentation.	**Proficient Indicators:** **The students:** 1. refines presentation for improvement of delivery skills. 2. accepts and uses constructive criticism. 3. uses audiovisual materials and equipment to enhance presentation. 4. uses an *extemporaneous* manner of speaking including the appropriate use of notes.	**Advanced Indicators:** **The students:** 1. refines delivery skills. 2. collaborates and reflects with peers for self-improvement. 3. pronounces, articulates, and enunciates words in his/her speech. 4. avoids distracting delivery behaviors, such as fidgeting, rocking podium, shuffling notes, *vocalized pauses*, and *unintended pauses*. 5. effectively uses materials and equipment. 6. uses constructive criticism to refine delivery skills.

Scope and Sequence			
Speaking **Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.**			
Benchmark 6: The student participates appropriately in small groups.			
Basic Indicators: **The students:** 1. develop and use *proper etiquette*. 2. stay focused on the task. 3. contribute relevant information. 4. identify the different roles in a group. 5. assume an assigned role in a group.	**Intermediate Indicators:** **The students:** 1. refine the use of proper etiquette. 2. understand whole group activities to reinforce appropriate group interactions. 3. contribute relevant information based on their role in the group, such as leader, recorder, and evaluator.	**Proficient Indicators:** **The students:** 1. refine and use proper etiquette. 2. respond to and reinforce information. 3. show sensitivity to the feelings and opinions of others. 4. use appropriate means to communicate strong feelings and resolve conflict through negotiations and compromise. 5. adapt to the *group dynamics* by assuming different roles.	**Advanced Indicators:** **The students:** 1. shows sensitivity to the feelings and opinions of others. 2. refines, uses, and models proper etiquette. 3. responds to the group dynamics by shifting roles when necessary.

Scope and Sequence			
Speaking **Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.**			
Benchmark 7: The speaker recognizes the role of evaluation in oral communication.			
Basic Indicators: **The students:** 1. accept helpful criticism in a respectful manner.	**Intermediate Indicators:** **The students:** 1. evaluate the merit of criticism. 2. use criticism to improve future oral presentations.	**Proficient Indicators:** **The students:** 1. modify delivery or content during a presentation in response to audience feedback.	**Advanced Indicators:** **The students:** 1. use self-evaluation to improve oral communication.

Scope and Sequence			
Information Retrieval **Standard 4: The communicator will retrieve information from a variety of appropriate sources.**			
Benchmark 1: The student is knowledgeable about available sources.			
Basic Indicators: **The students:** 1. recognize that information can be found in different locations, such as school media centers, public libraries, classrooms, and home. 2. recognize different types of sources, such as people, paper, and electronic sources.	**Intermediate Indicators:** **The students:** 1. identify types and formats of reference materials, such as an almanac, atlas, thesaurus, electronic source, search engines, personal interview, magazine, or encyclopedia.	**Proficient Indicators:** **The students:** 1. differentiate between types and formats of reference materials, such as print, electronic, and expert sources.	**Advanced Indicators:** **The students:** 1. reference specialized sources of information.

Scope and Sequence			
Information Retrieval **Standard 4: The communicator will retrieve information from a variety of appropriate sources.**			
Benchmark 2: The student knows how to use sources from a variety of media and formats.			
Basic Indicators: **The students:** 1. identify simple, appropriate sources for specific information, such as maps, books, calendars, and people. 2. locate simple sources of information, such as nonfiction books in the media center.	**Intermediate Indicators:** **The students:** 1. independently identify appropriate, applicable sources, such as reference materials, electronic sources, or experts. 2. recognize features of print sources, such as index, table of contents, glossary, and charts. 3. recognize features of electronic sources, such as search terms and search engines. 4. locate sources of information independently.	**Proficient Indicators:** **The students:** 1. use appropriate sources for purposes, audiences, occasions, and contexts. 2. locate electronic, print, and expert sources of information. 3. perform information searches.	**Advanced Indicators:** **The students:** 1. use appropriate sources from electronic, print, and expert categories of information for purposes, audiences, occasions, and contexts.

Scope and Sequence			
Information Retrieval **Standard 4: The communicator will retrieve information from a variety of appropriate sources.**			
Benchmark 3: The student gathers, sorts, selects, and uses sources and information.			
Basic Indicators: **The students:** 1. gather one or two sources of information with assistance. 2. sort information using a simple graphic organizer or list.	**Intermediate Indicators:** **The students:** 1. gather information from three to four primary and secondary sources. 2. sort and select information using graphic organizers.	**Proficient Indicators:** **The students:** 1. gather information from primary and secondary sources. 2. sort, select, and narrow information using strategies.	**Advanced Indicators:** **The students:** 1. use techniques to perform efficient information searches, such as multiple search terms, narrowing/expanding the search, and key word searches. 2. gather current information from authoritative sources. 3. select best information for purposes, audiences, occasions, and contexts.

Scope and Sequence			
Information Retrieval **Standard 4: The communicator will retrieve information from a variety of appropriate sources.**			
Benchmark 4: The student analyzes and/or evaluates the sources and information.			
Basic Indicators: **The students:** 1. recognize the usefulness of the source for their purpose. 2. recognize the appropriateness of the source and/or information for their purposes, such as using a nonfiction source versus a fictional source for facts.	**Intermediate Indicators:** **The students:** 1. apply given criteria to analyze the usefulness of the source for purposes, audiences, occasions, and contexts. 2. apply given criteria to analyze the appropriateness of the source and/or information for purposes, audiences, occasions, and contexts.	**Proficient Indicators:** **The students:** 1. choose criteria to analyze and evaluate the usefulness of sources for specific purposes, audiences, occasions, and contexts. 2. choose criteria to analyze and evaluate the credibility of sources. 3. evaluate the credibility and accuracy of the retrieved information.	**Advanced Indicators:** **The students:** 1. establish criteria to evaluate the usefulness and credibility of sources. 2. establish criteria to evaluate the accuracy of information.

Scope and Sequence			
Media Products **Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.**			
Benchmark 1: The student is knowledgeable about various methods that can be used to create aural and visual products.			
Basic Indicators: **The students:** 1. use a number of age-appropriate methods and resources, such as art supplies, recycled materials, computer programs/software, and tape recorders.	**Intermediate Indicators:** **The students:** 1. identify various methods to create media products. 2. know techniques in media production, such as lighting, pacing, camera angles, transition effects, and special effects.	**Proficient Indicators:** **The students:** 1. know various methods to create media products, such as computer applications, video and audiotapes, recordings, live presentations, and props.	**Advanced Indicators:** **The students:** 1. analyze characteristics of various methods to create media. 2. evaluate the effectiveness of method(s) used in the development of various media products 3. use symbolism, such as icons, music, and color.

Scope and Sequence			
Media Products **Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.**			
Benchmark 2: The student creates single-media and/or multimedia products.			
Basic Indicators: **The students:** 1. creates single-media and multi*media products* that communicate a message.	**Intermediate Indicators:** **The students:** 1. create products that communicate a message. 2. choose appropriate media for content, purpose, audience, occasion.	**Proficient Indicators:** **The students:** 1. create products that communicate a persuasive message. 2. create products that support/enhance a message. 3. choose appropriate media for content, purpose, audience, occasion, and context. 4. refine skills for creating multimedia presentations.	**Advanced Indicators:** **The students:** 1. create more than one product to support the message. 2. choose the best available media for content, purpose, audience, occasion, and context.

Scope and Sequence			
Media Products **Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.**			
Benchmark 3: The student uses appropriate content for purpose, audience, occasion, and context.			
Basic Indicators: **The students:** 1. use content consistent with the topic or purpose. 2. use or create a product with sufficient detail for the topic.	**Intermediate Indicators:** **The students:** 1. use content consistent with the topic. 2. use content that enhances the topic. 3. include sufficient detail for the topic. 4. give credit for borrowed materials and follow copyright laws. 5. identify multiple ways to represent an idea. 6. knows the definition of symbolism, such as analogies, metaphors, icon, music, and color.	**Proficient Indicators:** **The students:** 1. use content appropriate to the topic. 2. expand or limit content as appropriate. 3. adapt content for the purpose, audience, occasions, and context. 4. use multiple ways to represent an idea. 5. gives credit for borrowed materials and follows copyright laws. 6. identifies symbolism, such as analogies, metaphors, icon, music, and color.	**Advanced Indicators:** **The students:** 1. use content appropriate to the topic. 2. expand or limit content as appropriate. 3. evaluate the effectiveness of a product for purpose, audience, occasion, and context. 4. gives credit for borrowed materials and follows copyright laws.