Media Products

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MEDIA PRODUCTS **BASIC**

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective communicator is knowledgeable about various methods that can be used to create aural and visual products.

Basic Level Knowledge Base Indicators	Instructional Examples
The student 1. uses a number of age-appropriate methods and resources.	**The student** • creates examples of media products through the use of a variety of resources and methods, such as art supplies, recycled materials, computer programs/software, and tape recorders.
Teacher Notes: Examples could include a paper collage, a computer-generated drawing, a video, etc.	

MEDIA PRODUCTS **BASIC**

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The effective communicator creates single-media and multimedia products.

Basic Level Knowledge Base Indicators	Instructional Examples
The student 1. creates single-media and multi*media products* that communicate a message.	**The student** • produces a single-media product, such as a safety poster, using one media source, or creates a two-media product like dioramas of a story, or personal item displays that use more than one media source.
Teacher Notes:	

MEDIA PRODUCTS **BASIC**

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective communicator uses appropriate content for purpose, audience, occasion, and context.

Basic Level Knowledge Base Indicators	Instructional Examples
The student 1. uses content consistent with the topic or purpose. 2. uses or creates a product with sufficient detail for the topic.	**The student** • creates media products for a given topic or purpose, such as class newsletter or city model. • creates a product that includes enough details, such as physical properties, time, and use of color to communicate the message clearly without ambiguity or confusion.
Teacher Notes:	

MEDIA PRODUCTS **INTERMEDIATE**

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective communicator is knowledgeable about various methods that can be used to create aural and visual products.

Intermediate Level Knowledge Base Indicators	Instructional Examples
The student 1. identifies various methods to create media products. 2. knows techniques in media production, such as lighting, pacing, camera angles, transition effects, and special effects.	**The student** • provides samples of various media products, such as computer-generated graphics, two- or three-dimensional displays, and audio/video recordings for identification and classroom discussion. • presents examples of media production techniques for classroom analysis and evaluation.
Teacher Notes:	

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The effective communicator creates single-media and multimedia products.

Intermediate Level Knowledge Base Indicators	Instructional Examples
The student 1. creates products that communicate a message. 2. chooses appropriate media for content, purpose, audience, and occasion.	**The student** • produces single and multimedia products, such as drug safety posters, audio book reports, three-dimensional displays, computer-generated graphics, tables, or graphs. • uses checklists, guiding questions or rubrics to make informed choices.
Teacher Notes:	

MEDIA PRODUCTS: **INTERMEDIATE**

Standard 5: **Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.**

Benchmark 3: The effective communicator uses appropriate content for purpose, audience, occasion, and context.

Intermediate Level Knowledge Base Indicators	Instructional Examples
The student 1. uses content consistent with the topic. 2. uses content that enhances the topic. 3. includes sufficient detail for the topic. 4. gives credit for borrowed materials and follows copyright laws. 5. identifies multiple ways to represent an idea. 6. knows the definition of symbolism, such as analogies, metaphors, icon, music, and color.	**The student** • creates a communication tool for a given topic or purpose, such as class newsletter, oral presentation, PowerPoint presentation, etc. • uses a rubric to evaluate media product content for consistency, enhancement, and sufficient details for the topic. • cites sources, such as print, audio, electronic, images, artwork, etc. • provides examples of concrete and abstract representations of the same idea, such as photographs, logos, symbols, keywords, artwork, slogans, sound effects, etc.
Teacher Notes:	

MEDIA PRODUCTS **PROFICIENT**

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective communicator is knowledgeable about various methods that can be used to create aural and visual products.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student 1. knows various methods to create media products, such as computer applications, video and audiotapes, recordings, live presentations, and props.	**The student** • finds or produces examples of various media products such as computer-generated graphics, two- or three-dimensional displays, and audio/video recordings. • identifies the symbolism in various media products.
Teacher Notes:	

MEDIA PRODUCTS **PROFICIENT**

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The effective communicator creates single-media and multimedia products.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student 1. creates products that communicate a message. 2. creates products that support/enhance a message. 3. chooses appropriate media for content, purpose, audience, occasion, and context. 4. refines skills for creating multimedia presentations.	**The student** • produces single and multimedia products, such as commercials for a school event. • participates in activities to support/enhance a given message, such as “Just Say No” with a new media product. • uses checklists, guiding questions, rubrics, etc. to enable students to make informed choices. • presents own multimedia products and provide constructive criticism.
Teacher Notes:	

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective communicator uses appropriate content for purpose, audience, occasion, and context.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student 1. uses content appropriate to the topic. 2. expands or limits content as appropriate. 3. adapts content for the purpose, audience, occasions, and context. 4. uses 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.	**The student** • selects a topic, such as racism to develop appropriate content for a given media product. • edits, revises, reworks and reproduces a product to expand, limit, or adapt content effectively. • uses concrete and abstract representations of the same idea, such as photographs, logos, symbols, keywords, artwork, slogans, or sound effects. • cites sources, such as print, audio, electronic, images, or artwork.
Teacher Notes:	

MEDIA PRODUCTS **ADVANCED**

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective communicator is knowledgeable about various methods that can be used to create aural and visual products.

Advanced Level Knowledge Base Indicators	Instructional Examples
The student 1. analyzes characteristics of various methods to create media. 2. evaluates the effectiveness of method(s) used in the development of various media products. 3. uses symbolism, such as icons, music, or color.	**The student** • analyzes characteristics of media production, such as time, cost, expertise, and equipment. • compares/contrasts various methods of media creation and their effectiveness, through the use of graphic organizers, guided questions, or rubrics. • creates media products with symbolism.
Teacher Notes:	

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The effective communicator creates single-media and multimedia products.

Advanced Level Knowledge Base Indicators	Instructional Examples
The student 1. creates more than one product to support the message. 2. chooses the most efficient media for content, purpose, audience, occasion, and context.	**The student** • produces a print advertisement and a video advertisement to support a message. • uses checklists, guiding questions, or rubrics to enable students to make informed choices.
Teacher Notes:	

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective communicator uses appropriate content for purpose, audience, occasion, and context.

Advanced Level Knowledge Base Indicators	Instructional Examples
The student 1. uses content appropriate to the topic. 2. expands or limits content as appropriate. 3. evaluates the effectiveness of a product for purpose, audience, occasion, and context. 4. gives credit for borrowed materials and follows copyright laws.	**The student** • chooses a topic, such as racism, for which students develop appropriate content for a given media product. • edits, revises, reworks, and reproduces in order to expand, limit, or adapt content. • determines the effectiveness of a media product. • cites sources, such as print, audio, electronic, images, and artwork.
Teacher Notes:	

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.