

MONROE TOWNSHIP PUBLIC SCHOOLS
WILLIAMSTOWN, NEW JERSEY

Williamstown Middle School



Media Literacy

Grade 5

September 2013

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Monroe Township Public Schools
Williamstown, New Jersey

Philosophy of Education

The administration, faculty, and staff of Monroe Township Public Schools, in cooperation with parent and the community, and with active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. The school system will assist each student to become a contributing member of our society by providing a learning environment that is responsive to the needs of the individual student, community, and changing society by providing a learning environment that nurtures values and morals. This environment will be conducive to acquisition of knowledge, as well as to the development of problem solving, critical thinking, and organizational skills. We will provide a learning environment that is responsive to the needs of the individual student, community, and changing society. We will aid our students in developing responsible behavior, a positive attitude toward themselves and others, the necessary life skills to become productive citizens and lifetime learners. We accept the challenge and responsibility of accomplishing these goals.

Revised: August, 1996

Williamstown Middle School
Williamstown, New Jersey

Mission Statement

The administration, faculty, and staff of Williamstown Middle School, in cooperation with parents and the community, and with the active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. Through an interdisciplinary approach we will aid our students in developing responsible behavior, a positive attitude toward themselves and others, and the necessary life skills to become productive citizens in our changing society. We accept the challenge and responsibility of accomplishing these goals.

Williamstown Middle School Education
Life's Preparation

Monroe Township Public Schools
Williamstown, New Jersey

Curriculum Philosophy

Monroe Township Public Schools offer all students access to curricula that addresses the New Jersey Core Curriculum Content Standards to provide for differentiation in meeting the needs of a variety of learners. All students identified as Special Needs and English language Learners are provided with instruction that will meet the needs as identified in their individual educational plan or as established through the utilization of content area benchmark assessments. Our goal, as a district, is to provide students with the skills necessary to meet the rigor of a selected career in the 21st century.

August 2008

Williamstown Middle School
Williamstown, New Jersey

COURSE ORGANIZATION

Media Literacy

LENGTH OF TIME: Full Year
NUMBER OF PERIODS PER WEEK One
PREREQUISITES: None
ELECTIVE OR REQUIRED: Required

PURPOSE STATEMENT

Students who are media literate will be empowered to make healthy and wise choices as consumers of media. Making informed choices, taking ownership and responsibility for learning environments, and judging the value of the messages media sends are all important goals for students as they grow. The world of a student is made smaller through the use of media, yet the impact is great.

All students must learn how to view critically and thoughtfully in order to respond to the visual messages and images in print, nonverbal interactions, the arts and electronic media. Effective viewing is essential to comprehend and respond to personal interactions, live performances, visual arts that involve oral and/or written language, and both print media (graphs, charts, diagrams, illustrations, photographs, and graphic design in books, magazines, and newspapers) and electronic media (television, computers, and film).

A media-literate person is able to evaluate media for credibility and understands how words, images, and sounds influence the way meanings are conveyed and understood in contemporary society. Students need to recognize that what they speak, hear, write, and read contributes to the content and quality of their viewing.

Instructional Components of Media Literacy Skills

Grade 5

Course Units of Instruction:

Unit durations listed are approximate and pace of instruction may vary depending on the students. Units may include (in order of instruction):

Unit 1 – Constructing Meaning in Media Literacy (13 sessions)

This unit teaches students about organization of media within various environments, including media centers (e.g., Dewey Decimal System); databases (e.g., subscription and non-subscription); Internet (e.g., portals); media structures (e.g. text, movies, illustrations, diagrams, graphs/charts); media perspectives.

Unit 2 – Visual and Verbal Messages in Media Literacy (13 sessions)

This unit teaches students to analyze media messages to understand their forms, functions, content, intent and effects on the receiver.

Unit 3 – Living with Media (10 sessions)

This unit will enable the student follow a multi-step planning process to produce media messages in various formats, through evaluation and selection of appropriate tools to the evaluation of media produced by their peers.

Cross-Curricular Learning Components:

Reading

The purpose of reading in this course is to promote development of key concepts in media literacy in student's educational, personal and community environment. Students may read from books, handouts, periodicals, encyclopedias and web pages to gain knowledge of concepts and vocabulary that are important to develop lifelong media literacy skills. Methods will include but are not limited to interpretative reading, guided reading, vocabulary-building activities, and independent reading.

Writing

Students will turn in written compositions consistent with the New Jersey Core Curriculum Content Standards for Language Arts Standards for Grade 5. The main focus of these compositions is to allow students to practice and demonstrate skills and strategies learned in media selection, analysis and preparation, and reflection assessment. However, students will be expected to edit for grade-level mechanical, grammatical, and rhetorical conventions.

Oral Presentation:

Students will use skills and strategies learned to research information and present it to the class using graphic organizers and visual aids, which will include the use of available digital media technologies.

Measuring Student Achievement:

Units of Study Assessment:

Assigned Class Activities

Objective/Subjective Tests

Observations of Media Center Resource Use

Multi-media project rubrics/evaluations

Student Learning Environment Goals:

Through active participation in the learning environment for this course, students will strive to be:

- **Self-directed Learners** who will be able to use resources, including media center resources, computer technologies, available media and organizational tools to assist them in continuing their learning outside of the classroom setting.
- **Efficient Communicators**, who can receive, send and interpret messages through an ever-changing media-rich environment.
- **Quality Producers** who understand the importance of neat, organized work that demonstrates their thinking and

understanding of the solution they've formed to solve a problem.

■ **Constructive Thinkers** who are able to analyze problems presented in the educational, personal and global environment with organization, logic, and strategic processing skills.

■ **Collaborative Workers** who can work in a variety of settings in culturally diverse groups.

■ **Responsible Citizens** who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.

Monroe Township Public Schools
Curriculum Guide Overview
 Essential Questions

Course Name: Digital Media and Technology	
New Jersey CCCS	Corresponding Essential Question(s)
1.1, 1.3, 8.1, 8.2	How are visual and performing arts skills used to help us adapt to an ever-changing technological world, and to construct suitable creative expressions of this world in dance, theater, music and visual arts?
1.1, 1.3, 1.4, 8.1, 8.2, 9.1	How can I interpret and communicate a message through digital media?
1.2, 1.4, 8.1, 9.1	Can a particular art work or production be interpreted differently by multiple viewers? Why?
1.1, 1.3	How do we use the elements and principles of art and design in the creation and response of digital media art?
1.2, 8.1	How has digital media evolved?
1.3, 1.4, 8.1	Why is it important to have knowledge of the hardware we use, not just the software installed on it?

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Constructing Meaning in Media Literacy

Focus Topic # 1 Student will demonstrate knowledge of: How to use library classification systems, print or electronic, to locate information.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology, Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.A(1); 1.3.6.D(1)	Explain what an illustration is, and identify types of illustrations (drawings, photos, diagrams, graphs/charts)	2,3,8,9	1,9,12,13	2,5,6
3.5.5.A(1)	Discuss how the use of different types of illustrations supports text (contribution, function, style & form, relationship to text)	2,3,5,6,9	2,9,12,13	2,5,6
3.5.5.A(1); 1.2.8.D(3)	Create illustrations for a story using a combination of compositional elements, e.g., shape, space, color, line, medium and perspective.	3,4,5,6,9,13	2,9,12,13	2,4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Constructing Meaning in Media Literacy

Focus Topic # 1 Student will demonstrate knowledge of: The ability to respond to and evaluate the use of illustrations to support text.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.A(1); 1.3.6.D(1)	Explain what an illustration is and identify types of illustrations (drawings, photos, diagrams, graphs, and charts)	2, 3, 8, 9	1, 9, 12, 13	2, 5, 6
3.5.5.A(1)	Discuss how the use of different types of illustrations supports text (contribution, function, style, and form, relationship to text)	2, 3, 5, 6, 9	2, 9, 12, 13	2, 5, 6
3.5.5.A(1); 1.2.8.D(3)	Create illustrations for a story using a combination of compositional elements, e.g., shape, space, color, line, medium, and perspective.	3, 4, 5, 6, 9, 13	2, 9, 12, 13	2, 4, 5, 6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Constructing Meaning in Media Literacy

Focus Topic # 2 Student will demonstrate knowledge of: The ability to use graphs, charts, and diagrams to report data.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 8. Reading 2. Lecture 9. Practice by doing 3. Discussion Groups 10. Teaching others 4. Audio/Visual 11. Homework 5. Demonstration 12. Field Trip 6. Cooperative Groups 13. Projects 7. Lab 14. Other (explain)	1. Multiple Choice 9. Self-Evaluation 2. Essay 10. Class Survey 3. Fill- In- Blanks 11. Timing/Drills 4. Open-ended 12. Participation/Discussion 5. Writing samples 13. Teacher Observation 6. Auth./Pro. Based 14. Portfolio 7. Problem solving 15. Other (explain) 8. Oral Presentation a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.A(2); 4.4.5.A(1); 4.4.5.A(2)	Define elements of a graph/chart, diagram (e.g., title, legend, data label, x-axis, y-axis, plot area, grid line)	2,4,6,9	1,9,12,13	2,4,5,6
3.5.5.A(2); 4.4.5.A(1); 4.4.5.A(2)	Uses graphs/charts (e.g., bar, line, pie) to interpret and analyze data.	2,4,8,10	6,12,13	2,4,5,6
3.5.5.A(2); 4.4.5.A(1); 4.4.5.A(2)	Create and interpret a graph/chart using a spreadsheet program to report data.	2,4,8,10	6,12,13	2,4,5,6
3.5.5.A(2); 4.4.5.A(1); 4.4.5.A(2)	Create, label and interpret a diagram to report data.	2,5,6,9	6,12,13	2,4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Constructing Meaning in Media Literacy

Focus Topic # 3 Students will demonstrate knowledge of: The ability to distinguish between factual and fictional visual representations (e.g. political cartoons).

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.A(3)	Discuss examples of factual visual representations, and list visual clues used to determine it is factual.	2,3,4,	1,3,12,13	4,5,6
3.5.5.A(3)	Discuss examples of fictional visual representations and list visual clues to determine it is fictional.	2,4,8,10	1,12,13	4,5,6
3.5.5.A(3)	Create a visual using either fictional or factual representation idea, and interpret the visual.	2,5,6,9	1,3,9,12,13	4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Constructing Meaning in Media Literacy

Focus Topic # 4 Student will demonstrate knowledge of: The ability to identify the central theme in a movie, film, or illustration.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities		Assessment Strategies		Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab	8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation	9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.A(4)	Describe the idea of a central theme (e.g., the big questions in life).	2,5,9,10		1,9,12,13		2,4,6
3.5.5.A(4)	Identify the central theme of selected illustrations through listening and viewing.	2,4,8,10		1,12,13		1,2,4,6
3.5.5.A(4)	Identify the central theme of a movie/film through listening and viewing.	2,5,6,9		1,3,9,12,13		1,2,4,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Constructing Meaning in Media Literacy

Focus Topic # 5 Student will demonstrate knowledge of: The ability to identify the target audience for a particular program, story, or advertisement.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities		Assessment Strategies		Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab	8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation	9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.A(5)	Recognize the value of differing viewpoints and how they are formed (e.g., cultural, environmental, educational).	2,3,4,6		4,12,13		4,5,6
3.5.5.A(5)	Identify the target audience (using social/cultural and background as criteria) of a selected program, story or advertisement.	6,9,10		1,3,12,13		4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Constructing Meaning in Media Literacy

Focus Topic # 6 Student will demonstrate knowledge of: The different media forms (e.g. newspapers, internet, magazines) and how they contribute to communication.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.A(6)	List and describe elements of communication (i.e. sender, message, and receiver).	2,3,4,5	1,12,13	4,5,6
3.5.5.A(6)	Demonstrate knowledge of parts of print media including: title, author, illustrator, notes, copyright, table of contents, preface, introduction, forward, dedication, list of illustrations, index, glossary, appendix, bibliography, body, binding and spine.	2,3,4,5,9,13	1,3,6,12,13	4,5,6
3.5.5.A(6)	Compare different kinds of information contained in different media forms (textual, pictorial and numerical sources).	2,3,4,5,9,13	1,3,6,12,13	4,5,6
3.5.5.A(6)	Identify how each type of media contributes to communication (consider content, intent, length).	2,3,4,5,9,13	1,3,6,12,13	4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Constructing Meaning in Media Literacy

Focus Topic # 7 Student will demonstrate knowledge of: Their understanding of the uses of persuasive text related to advertising in society.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.A(7)	Identify elements of persuasive writing using advertisement examples.	2,3,6,9	1,12,13	4,5,6
3.5.5.A(7)	Use persuasive writing text to create an advertisement.	2,3,9,13	1,6,12,13	2,4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Constructing Meaning in Media Literacy

Focus Topic # 8 Student will demonstrate knowledge of: Their ability to distinguish different points of view in media texts.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities		Assessment Strategies		Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab	8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation	9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	
3.5.5.A(8)	Identify various points of view used in media texts.	2,4,5,6,8,10		1,6,12,13		4,5,6
3.5.5.A(8)	Analyze multiple media texts to determine what point of view is being presented to the audience.	3,4,6,8,13		1,6,12,13		4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Visual and Verbal Messages in Media Literacy

Focus Topic # 1 Student will demonstrate: Their understanding that creators of both print media and electronic media have a purpose and target audience for their work.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities		Assessment Strategies		Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab	8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation	9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	
3.5.5.B(1)	Identify specific characteristics of target audiences for media.	2,4,5,6,8,9,10		1,3,6,12,13		2,4,6
3.5.5.B(1)	Identify methods and reasons that creators of both print and electronic media use to target specific populations for messages.	2,4,5,6,8,9,10		1,3,6,12,13		2,4,6
3.5.5.B(1)	Identify methods and reasons that creators of both print and electronic media employ to change the message to fit various target audiences.	2,4,5,6,8,9,10		1,3,6,12,13		2,4,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Visual and Verbal Messages in Media Literacy

Focus Topic # 2 Student will demonstrate: Their ability to evaluate media messages for credibility.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.B(2)	Identify bibliographic and other important information in print and non-print media (e.g. title, author, director, producer, copyright date, ratings)	2,3,4,5,6,8,10	1,3,6,12,13	2,4,6
3.5.5.B(2)	Analyze media messages and describe how media can be manipulated to convey meanings.	2,3,4,5,6,8,10	1,3,6,12,13	2,4,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Visual and Verbal Messages in Media Literacy

Focus Topic # 3 Student will demonstrate: Their ability to explore and interpret various messages found in advertisements and other texts.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities		Assessment Strategies		Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab	8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation	9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.B(3)	Identify elements of text creation/formatting, (e.g., graphic design, amount, color, repetition of text, pace, content, volume)	2,3,4,5,6,8		1,6,12,13		2,4,6
3.5.5.B(3)	Analyze how written and verbal texts are manipulated in constructing a media message using various elements.	2,3,4,5,6,8		1,6,12,13		2,4,6
3.5.5.B(3)	Evaluate the use of persuasive techniques in media messages (e.g., manipulation of statistics and research findings, emotional and visual appeal, humor).	2,3,4,5,6,8,13		1,6,12,13		2,4,6
3.5.5.B(3)	Assess the impact of stereotyping on various groups.	2,3,4,5,6,8,13		1,6,12,13		2,4,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Visual and Verbal Messages in Media Literacy

Focus Topic # 4 Student will demonstrate: Their ability to interpret verbal and non-verbal messages reflected in personal interactions with others.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities		Assessment Strategies		Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab	8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation	9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.B(4)	Brainstorm ways creators of both print media and electronic media design their work with a purpose and target audience in mind.	2,4,5,9,10		1,6,12,10,13		2,4,6
3.5.5.B(4)	Evaluate media messages for credibility.	2,4,8,10		1,6,12,10,13		2,4,6
3.5.5.B(4)	Explore and interpret various messages found in advertisements and other texts.	2,5,6,9		1,6,12,10,13		2,4,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Visual and Verbal Messages in Media Literacy

Focus Topic # 5 Students will demonstrate: Their ability to discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities		Assessment Strategies		Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab	8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation	9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	
3.5.5.B(5)	Identify basic terms & concepts in still photography (visual elements, composition and general vocabulary)	2,3,4,5,10		1,12,13		2,4,6
3.5.5.B(5)	View selected photos (poster & painting) and identify visual elements & composition style.	2,3,4,5,6,9,10		1,6,12,13		2,4,6
3.5.5.B(5)	Describe what feelings are evoked when viewing selected photos. (zooms, cuts, camera angles, color, shot selection)	3,4,6,9,13		1,4,6,12,13		2,4,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Visual and Verbal Messages in Media Literacy

Focus Topic # 6 Student will demonstrate: Their ability to compare and contrast media sources, such as film and book versions of a story.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities		Assessment Strategies		Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab	8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving	9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain)	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.B(6)	Identify target audience, message (main theme), cost factors, availability, accessibility, and audience appeal for a selected work (that has both a print version and a film version).	2,3,4,5,6,9,10		8. Oral Presentation 1,3,4,6,12,13	a. Lab Work	2,4,6
3.5.5.B(6)	Evaluate both versions and determine the best format for the factors identified (theme, cost, availability, audience appeal, accessibility).	3,4,5,6,8,10		1,3,4,6,12,13		2,4,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Visual and Verbal Messages in Media Literacy

Focus Topic # 7 Student will demonstrate: Their ability to demonstrate their understanding of the uses of technology (e.g., the Internet for research).

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.B(7)	Identify Internet research issues for students (online safety, copyright, plagiarism, citations, evaluation of web materials, the hidden web; effective searching strategies – keywords & Boolean)	2,3,4,5,6,9,10,13	1,6,12,13	2,4,5,6
3.5.5.B(7)	Describe technology accessibility & limitations at different locations (school – classroom, media center, other; library; home, Internet café, other).	2,3,4,5,6,9,10,13	1,6,12,13	2,4,5,6
3.5.5.B(7)	Access the Internet for research using the following tools: (database—public/subscription; portals; directories ;)	2,3,4,5,6,9,10,13	1,6,12,13	2,4,5,6
3.2.5.B(8)	Prepare a works consulted page for reports/research paper.	2,4,5,6,9,10,13	1,6,12,13	2,4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Living with Media – Media Literacy Skills

Focus Topic # 1 Student will demonstrate: Their ability to express and justify preferences for media choices.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities		Assessment Strategies		Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab	8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation	9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.C(1)	Identify media choices in current practice (including: radio, pod-cast, video (film), video (internet); text (print); text (internet); magazines, newspaper, multi-media presentation (software).	2,5,9,10		1,312,13		2,4,6
3.5.5.C(1)	List positive and negative factors for each choice.	2,4,8,10		3,4, 6,12,13		2,4,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Living with Media – Media Literacy Skills

Focus Topic # 2 Student will demonstrate: Their ability to choose the most appropriate media for a presentation.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities		Assessment Strategies		Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab	8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation	9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	
3.5.5.C(2)	Identify and use basic terms (e.g. media, media literacy, mass media...).	2,5,9		6,9,13		2,4,6
3.5.5.C(2)	Identify the criteria and evaluative resources in making selections of media.	2,5,9,10		1,9,12,13		2,4,6
3.5.5.C(2)	Evaluate media messages and content for accuracy, authenticity, relevance and source authority.	2,4,8,10		1,12,13		2,4,6
3.5.5.C(2)	Evaluate and select media materials to meet educational needs (time, availability, compatibility, audience appeal, ease of use)	2,5,6,9		1,3,9,12,13		2,4,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Living with Media – Media Literacy Skills

Focus Topic # 3 Student will demonstrate: Their ability to use a rubric to evaluate the content of media presentations.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities		Assessment Strategies		Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab	8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation	9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	
3.5.5.C(3)	Identify the rubric form of review and assessment.	2,3,6,10		1,6,12,13		2,4,6
3.5.5.C(3)	Identify the most appropriate form of assessment for a media presentation.	2,3,6,10		1,6,12,13		2,4,6
3.5.5.C(3)	Develop and apply criteria for quality media presentations.	5,6,9,10,13		1,6,12,13		2,4,6
3.5.5.C(3)	Cite sources used in productions.	5,6,9,10,13		1,6,12,13		2,4,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Living with Media – Media Literacy Skills

Focus Topic # 4 Student will demonstrate: Their ability to examine and evaluate effects of media on the family, home, and school.

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities		Assessment Strategies		Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab	8. Reading 9. Practice by doing 10. Teaching others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill- In- Blanks 4. Open-ended 5. Writing samples 6. Auth./Pro. Based 7. Problem solving 8. Oral Presentation	9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
3.5.5.C(4)	Identify the possible intents, obvious and hidden, of media messages in the home, school and family environment.	2,3,4,6,8,13		6, 12,13		2,4,6
3.5.5.C(4)	Identify and explain the possible effects of misleading information, gratuitous violence, or other excessive behaviors presented through media (junk mail, contests, info-mercials, radio talk-shows, music lyrics) in the home, school and family environment.	2,3,4,6,8,13		6, 12,13		2,4,6

APPENDIX

Media Literacy 5th Grade

On-Line Resources & Suggested Activities 2005

http://www.medialit.org/	Center for Media Literacy. <i>“Over the decades, CML has built a reputation for providing clear explanations and relevant connections about media and technology and their impact on our culture, our schools and ourselves, especially children and young people.”</i>
http://www.proscenia.net/reelaction/	Reel Magic. Teen Media News and Opportunities. <i>Links and information about student productions of media (including film festivals, newsletters, etc.)</i>
http://www.mediachannel.org/classroom/	Media Channel. <i>MediaChannel is a nonprofit, international Web site focused on the media, featuring Readings, Resources, Teaching Tools, Issue Guides and access to a worldwide network of organizations and publications concerned with media and education.</i>
http://www.media-awareness.ca/english/special_initiatives/games/joecool_joefool/index.cfm	Media Awareness Network. <i>Media and Internet Education Resources for teachers and parents. Jo Cool and Joe Fool is a guided on-line activity designed to build awareness of media literacy for teens.</i>
http://mciu.org/~spjvweb/	Springfield Township High School Virtual Library. <i>Created and maintained by Joyce Valenza, a nationally recognized media specialist. Links, activities and resources for introducing key concepts in media literacy for upper elementary, middle and high school students.</i>
http://www.teacher-librarian.com/	Teacher Librarian. <i>Specialized site for online magazine articles and information on current topics in the media profession,</i>
http://www.state.nj.us/njded/cccs/s3_lal.htm	New Jersey Core Curriculum Content Standards for Language Arts Literacy. <i>NJCCS 3.5 – Media Literacy.</i>
http://www.libraries.phila.k12.pa.us/lion/lessons.html	LION. Librarians Information Online Network. <i>Suggested lessons and activities for school libraries.</i>
http://www.bham.wednet.edu/departments/libmedtech/Supervisors/srbstandards.htm	Bellingham Public Schools. <i>Standards for Library Media Programs. Links to Information Literacy & Curriculum standards, Library Standards, Facility Guides.</i>
http://www.pbs.org/teachersource/media_lit/getting_started.shtm	PBS Teacher Source. <i>Media Literacy Lesson plans & ideas.</i>
http://www.big6.com/kids/	The Big6™. <i>Information processing skills, lesson ideas and curriculum, grouped by grade level.</i>
http://www.noodletools.com/	NoodleTools. <i>Smart tools for smart research. Online tools for bibliography/note taking for students, curriculum and instruction guides for teachers/media specialists.</i>
http://www.mediaeducation.net/	Media Education Across the Curriculum. <i>International media education resource site, including videos, information about using dvds in education.</i>

http://teach.fcps.net/trt11/libtechserv/curricconb.htm	Curriculum Connections. Resource site for librarians, standards and curriculum information, in addition to a media center lesson plan database.
http://on-course.us/	Library Information Literacy Skills. Information Literacy Scope and Sequence, Lesson Plans and Resources.
http://pblmm.k12.ca.us/PBLGuide/Activities/Activities.html	The Multimedia Project. Curriculum Activities designed for Media Literacy.
http://www.tolerance.org/teach/web/ptolerance/plan.jsp?ar=53	Teaching Tolerance. Lesson activities designed to challenge students awareness of media literacy. Resources for students, teachers and parents.
http://pbskids.org/dontbuyit/	PBSKids. Don't Buy It! Get Media Smart. Lesson activity designed for engaging kids in practices of advertisement.
http://lilt.ilstu.edu/gmklass/pos138/datadisplay/goodcharts.htm	Presenting Data: Tabular and graphic display. Information to assist teachers develop understanding of graphic displays of charts & diagrams.
http://medialit.med.sc.edu/	Media Literacy Clearinghouse. A great starting point for K-12 educators. A web page designed for educators who want to learn more about media literacy, integrate into instruction, give students tools to become more media literate.
http://pixel.fhda.edu/Content/Dept/InstrDev/Examples/Ana/Lesson03/L3Learn.html	Good Books/Good Pictures. Guided instruction for teachers to develop understanding of illustrations & text.
http://volweb.utk.edu/Schools/bedford/harrisms/mainpage.htm	Webquest on Persuasive Writing. Webquest designed to introduce students to powers of persuasive writing in advertising.
http://www.usoe.k12.ut.us/curr/library/core/media_literacy.htm	Library Media Core Curriculum. Media Literacy Strand Resource page. Includes links to lesson plans, information and media literacy philosophies and professional development.
http://www.kn.sbc.com/wired/21stcent/Impersuasion.html	21st Century Literacy's. Lessons on Images as persuasion, links to other topics for lesson plans and ideas.
http://www.emints.org/ethemes/resources/S00001364.shtml	Emints National Center. Learning about different points of view, and writing lesson plans. Also contains many resources including Webquests, Teacher Tools and lists of related/thematic links.
http://www.aap.org/family/mediainmpact.htm	American Academy of Pediatrics. Information to assist in the understanding of the power of media with regard to children.
http://www.pbs.org/teachersource/media_lit/related_study.shtm	PBS Teacher Source. Links to lesson plans, activities for media literacy instruction and awareness.
http://www.vuw.ac.nz/staff/alastair_smith/searching/	Searching the Internet Effectively. An online resource that guides students through the Internet, including tools for using the Internet, evaluates web sites, and use directories/search engines effectively.
http://nuovo.com/southern-images/analyses.html	Basic Strategies in Reading Photographs. This site provides lesson ideas and resources to instruct students on how composition in photography affects the way it is interpreted.

http://www.ala.org/aaslTemplate.cfm?Section=k12students&Template=/ContentManagement/ContentDisplay.cfm&ContentID=21725	American Association of School Librarians. <i>Mega-resource site for school librarians, including conferences, publications, standards, lesson ideas.</i>
http://www.learner.org/exhibits/literature/read/pov1.html	Literature: Exploring Point of View. <i>Lesson activity designed to introduce students to analyzing stories for points of view, and how this impacts their interpretations.</i>
http://teach.fcps.net/trt11/libtechserv/CurrConResources.htm	Curriculum Connections. <i>Resources that correlate to AASL Informational Literacy Standards, and additional links to sites dealing with copyright, plagiarism, and bibliography styles.</i>
http://eprintice.sdsu.edu/J03OW/boehm/INDEX/Images_Influence.htm	Images and Influence. <i>Webquest designed to introduce the student to analyzing visual imagery and the impact it has upon them.</i>
http://www.lms.jefferson.k12.ky.us/currmap.html	Library Media Services. <i>Curriculum Map for Information Literacy Skills, (PDF)</i>