

TECHNOLOGY-8

SELECTIVE UNIT 1 (S01)

(Media Literacy)

(July 2017)

Unit Statement: The student will be given the opportunity to explore media literacy. In the process the student will strengthen reading, writing and critical thinking skills. The activities introduce the student to basic concepts used to analyze messages, including purpose, target audience, and attention-getting techniques.

Essential Outcomes: (must be assessed for mastery)

1. **The Student Will** describe the different purposes of media messages.
2. **TSW** identify and compare the techniques used to attract the attention of a reader, listener or viewer.
3. **TSW** use clues to suggest the target audience for different types of media messages.
4. **TSW** identify important questions to ask when watching television, listening, or reading to become an active media consumer.
5. **TSW** create a poster analyzing a media message using the five critical questions.

Introduced and Practiced Outcomes:

1. **The Student Will** select and use applications effectively and productively.
2. **TSW** advocate and practice safe, legal, and responsible use of information and technology.
3. **TSW** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
4. **TSW** identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services.
5. **TSW** apply existing knowledge to generate new ideas, products, or processes.

Suggested Materials:

1. [Assignment: Media Literacy](#) is a program created for the Maryland Department of Education. This Selective Unit is based on the first unit of the elementary program found in the following link:
http://www.marylandpublicschools.org/MSDE/programs/medialit/mediagettingstarted/getting_started
2. [Videos that support the program are available here](#) from the Media Education Lab at Temple University. They are also available as [youtube videos](#). The collection is maintained by the Media Education Lab at Temple University.
3. The [Center for Media Literacy](#) has hundreds of lessons and related documents available for teachers to use.
4. [Destiny Webpath Express](#) (found on QSI schools Library site) use this search engine to find age-appropriate websites that align with this unit.

GO TO curriculumfiles.qsi.org FOR HUNDREDS OF RESOURCE LINKS. HOWEVER, *BECAUSE* WEB SITES AND TECHNOLOGY CHANGE RAPIDLY, ALSO FOLLOW [THIS LINK](#) TO QSI'S UPDATED RESOURCE LIST ON icyte.com .

Suggested Activities, Assessment Tools, & Strategies:

- (TSW 1-6) As students work through this curriculum, they can use and learn online applications simultaneously. The curriculum can be supplemented using online examples.
- (TSW 1-6) Students can work collaboratively online using [Etherpad](#).
- (TSW 1-6) View various types of media and have students [backchannel](#) about what type of media is being viewed. Backchanneling should include asking questions.

ASSESSMENT RUBRIC FOUND ON FOLLOWING PAGE.....

Assessment Rubric – S01 – Media Literacy

Student Name: _____ **Date:** _____

To receive a ‘B’ the student must show ‘B’ level mastery on ALL Essential Outcomes. (TSW’s)

To receive an ‘A’, the student must show ‘A’ level mastery on 3 of 5 available and ‘B’ level mastery on all remaining TSW’s.

TSW	‘A’ Level Mastery	‘B’ Level Mastery	‘P’ Progress
1. The Student Will describe the different purposes of media messages.	The student can identify the purpose of specific media messages.	The student can describe the different purposes of media messages.	
2. TSW identify and compare the techniques used to attract the attention of a reader, listener or viewer.	The student can categorize the different techniques based on different qualities, such as effectiveness, cost, or intrusiveness.	The student can identify and compare the techniques used to attract the attention of a reader, listener, or viewer.	
3. TSW use clues to suggest the target audience for different types of media messages.	The student can use clues to suggest the target audience for different types of media messages, and can make connections for using this process in their own life.	The student can use clues to suggest the target audience for different types of media messages.	
4. TSW identify important questions to ask when watching television, listening, or reading to become an active media consumer.		The student can identify important questions to ask when watching television, listening, or reading to become an active media consumer.	
5. TSW create a poster to analyze a media message using the five critical questions.	[Use rubric that accompanies unit lessons referred to under suggested material point 1]	[Use rubric that accompanies unit lessons referred to under suggested material point 1]	