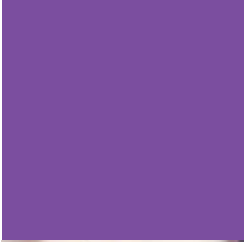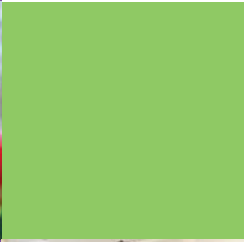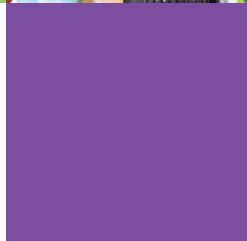# Scope and Sequence

*A sample policy document for use as an advocacy tool and discussion blueprint*

by Katie Quartuch, Ed.D.
with additions by Douglas Lare, Ph.D.

This document is not intended to be the final say in comprehensive media literacy, or even to be a recommended scope and sequence. Rather, it is a tool for advocates, and will become the basis for a discussion among a diverse set of educators that MLN is convening.

We join many others in striving to ensure that comprehensive media literacy education becomes standard in grades k-12. But the concept of "comprehensive media literacy education" can be complicated for advocates to explain and therefore difficult for policymakers to comprehend. This document, created by a volunteer who is a primary and secondary school educator, is designed to illustrate what a comprehensive media literacy program in a k-12 school system might look like.

One of our primary objectives at MLN is to provide tools for advocates to educate policymakers at all levels about media literacy – what it is, and the solutions it offers. This sample scope and sequence is intended to be used as such a tool, one of several in the MLN toolbox.

# K-12 Media Literacy Curriculum

| BIG IDEA: **Information literate researchers** use appropriate methods for finding, synthesizing, and analyzing information online. |
|---|
| **Essential Questions:** |
| • What does a reader look for and how can s/he find information online? |
| • How do strategic readers create meaning from informational and literary online text? |
| • How does one organize and synthesize information from various online sources? |
| • How can searching lead to strategic exploration? |

| MEDIA LITERACY CONCEPTS | GRADE LEVEL | COMPETENCIES (What students should know and be able to do) |
|---|---|---|
| Selecting Online Texts | 9-12 | Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility |
| | 8-6 | Independently, locate and select literary and non-fiction digital texts on grade level. Read and analyze online sources that may offer conflicting information. |
| | 5-3 | Formulate questions for online research and organize information in meaningful ways. |
| | 2-K | Use various search tools to locate key facts or information online efficiently. |

| Evaluating Diverse Online Media | GRADE LEVEL | COMPETENCIES |
|---|---|---|
| Evaluating Diverse Online Media | 9-12 | Compare and contrast how a different medium of delivery can have an impact on interpretation of informational text. Analyze information found in different mediums. |
| | 8-6 | Evaluate advantages and disadvantages of how information is presented in different mediums. Use information from various mediums to understand topic or issue. |
| | 5-3 | Locate information from various print and digital sources to answer question or solve problem. Explain how information from various sources contributes to understanding text. |
| | 2-K | Explain how graphic representations contribute to and clarify meaning of text. Describe key ideas through illustrations and text. |

| BIG IDEA: **News media literate consumers** can analyze the news they read online for validity and reliability. |
|---|
| **Essential Questions:** |
| • How do readers know what to believe in what they read, hear, and view? |
| • How does a reader know a source can be trusted? |
| • What is the most authentic way to learn about events? |

| MEDIA LITERACY CONCEPTS | GRADE LEVEL | COMPETENCIES (What students should know and be able to do) |
|---|---|---|
| Evaluating Sources of Online News | 9-12 | Identify interested parties, such as organizations, think tanks, news agencies, and governments who might produce information about a topic and then determine what aims those groups may have. |
| | 8-6 | Distinguish between sponsored content, objective news, and subjective news on online news websites. |
| | 5-3 | Use age appropriate online sources to learn about current events. |
| | 2-K | Access online text in order to learn about a topic of study. |

| Editing and Manipulation Impacts Reliability and Validity. | 9-12 | Recognize the ways in which editing and other production choices influenced the medium's messages. Students will demonstrate their understanding of the value of letting events or individuals speak for themselves. |
|---|---|---|
| | 8-6 | Recognize that photos, videos, and audio can be digitally manipulated. |
| | 5-3 | Identify valid sources by recognizing the problems inherent in trusting and using anonymous sources. |
| | 2-K | Demonstrate their knowledge about what makes a news report reliable. |

| BIG IDEA: **Media creators** can develop, design, and communicate their ideas effectively. **Media consumers** can recognize and reflect on how online media affects them. |
|---|

| Essential Questions: |
|---|
| • How does interaction with text provoke thinking and response? |
| • How do task, purpose, and audience influence how speakers craft and deliver a message? |
| • How do communicators employ utilize resources to effectively communicate a message? |

| MEDIA LITERACY CONCEPTS | GRADE LEVEL | COMPETENCIES (What students should know and be able to do) |
|---|---|---|
| Preparing Multimedia Presentations | 9-12 | Create digital media elements that are interesting, appropriate for target audience and help audience understand research findings, reasoning and evidence. Incorporate credible, appropriate charts, graphs and other audio-visual media into oral or visual presentation. |
| | 8-6 | Integrate multimedia components and visual displays into presentations to make these exciting and to clarify research and show research. |
| | 5-3 | Combine text and images to effectively communicate factual information. |
| | 2-K | Add audio recordings and visual displays to presentations to enhance development of main ideas or themes. |

| Understanding Media's Impact | 9-12 | Contemplate how personal experiences and value influence reactions to and production of media messages and assessing the full range of potential effects of one's production choices on oneself and others. |
|---|---|---|
| | 8-6 | Recognize media's impact on one's life. Decode messages so that they can think independently and critically about them. |
| | 5-3 | Make informed, reasoned judgments about the value or utility of media messages for specific purposes. |
| | 2-K | Comprehend media messages |

| Evaluating Online Media | 9-12 | Identify ideas, values, information, and/or points of view are that are overt or implied. Identify what is left out of a message why it might be important to know. |
|---|---|---|
| | 8-6 | Identify how different people understand messages differently.Determine one's interpretation of a media message and what can be learn due to their reaction or interpretation. |
| | 5-3 | Determine if a media message Is fact, opinion, or something else. Identify what makes this message credible. |
| | 2-K | Identify who made the media message, why it was made, and who the audience is. |

| BIG IDEA: **Digital citizens** can responsibly interact with people and content online. |
| --- |
| **Essential Questions:** |
| &bull;  How do responsible citizens use information ethically? |
| &bull;  How do responsible citizens use information productively in a global society? |
| &bull;  How do responsible citizens contribute to online content ethically? |

| MEDIA LITERACY CONCEPTS | GRADE LEVEL | COMPETENCIES (What students should know and be able to do) |
| --- | --- | --- |
| Implications of Using Online Information | 9-12 | Distinguish between copyright, fair use, open access, and public domain. Understand how the commodification of their personal information and online interaction affects the information they receive online. |
| | 8-6 | Make informed choices about their online actions in full awareness of issues such as privacy and how groups may use their personal information. |
| | 5-3 | Understand why it's important to give credit to the original ideas of others. |
| | 2-K | Articulate the factors that make an online game or website safe for young children. |

| Implications of Contributing to Online Mediums | 9-12 | Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in a ways that broaden mutual understanding and learning. Students consider how they can respond to a media's message. |
| --- | --- | --- |
| | 8-6 | Contribute to online conversation at an appropriate level by considering who might benefit and be harmed by ones actions. |
| | 5-3 | Communicate online in a respectful manner. Understand the importance of truthful online interactions. |
| | 2-K | Communicate with peers through email. |

# MEDIA LITERACY
## is the ability to:
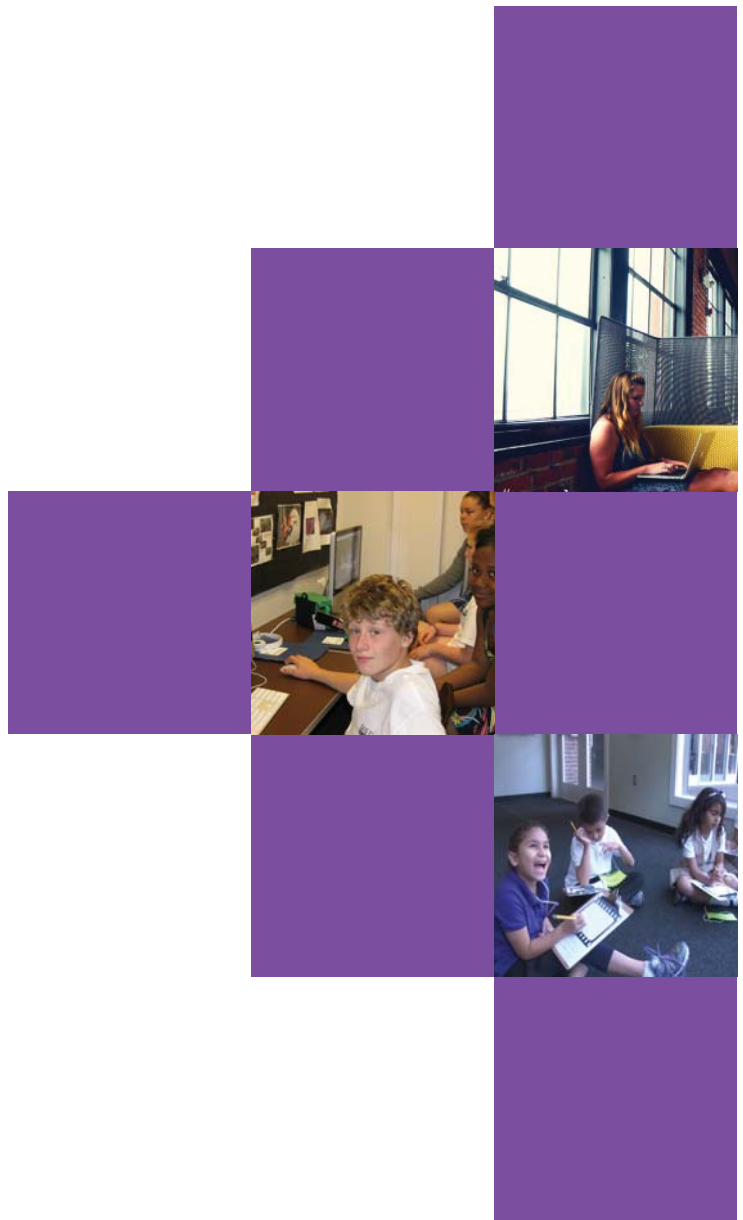
# 1

decode media messages

# 2

assess those messages' influence on our
thoughts, feelings, and behaviors

# 3

create new media thoughtfully and
conscientiously

Developed as a dissertation project by Katie Quartuch, Ed.D. with additions by Douglas Lare, Ph.D. at the East Stroudsburg University of Pennsylvania in collaboration with Media Literacy Now.