

Scope and Sequence

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



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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:
<ul style="list-style-type: none"> • What does a reader look for and how can s/he find information online?
<ul style="list-style-type: none"> • How do strategic readers create meaning from informational and literary online text?
<ul style="list-style-type: none"> • How does one organize and synthesize information from various online sources?
<ul style="list-style-type: none"> • 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	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:
<ul style="list-style-type: none"> • How do responsible citizens use information ethically?
<ul style="list-style-type: none"> • How do responsible citizens use information productively in a global society?
<ul style="list-style-type: none"> • 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

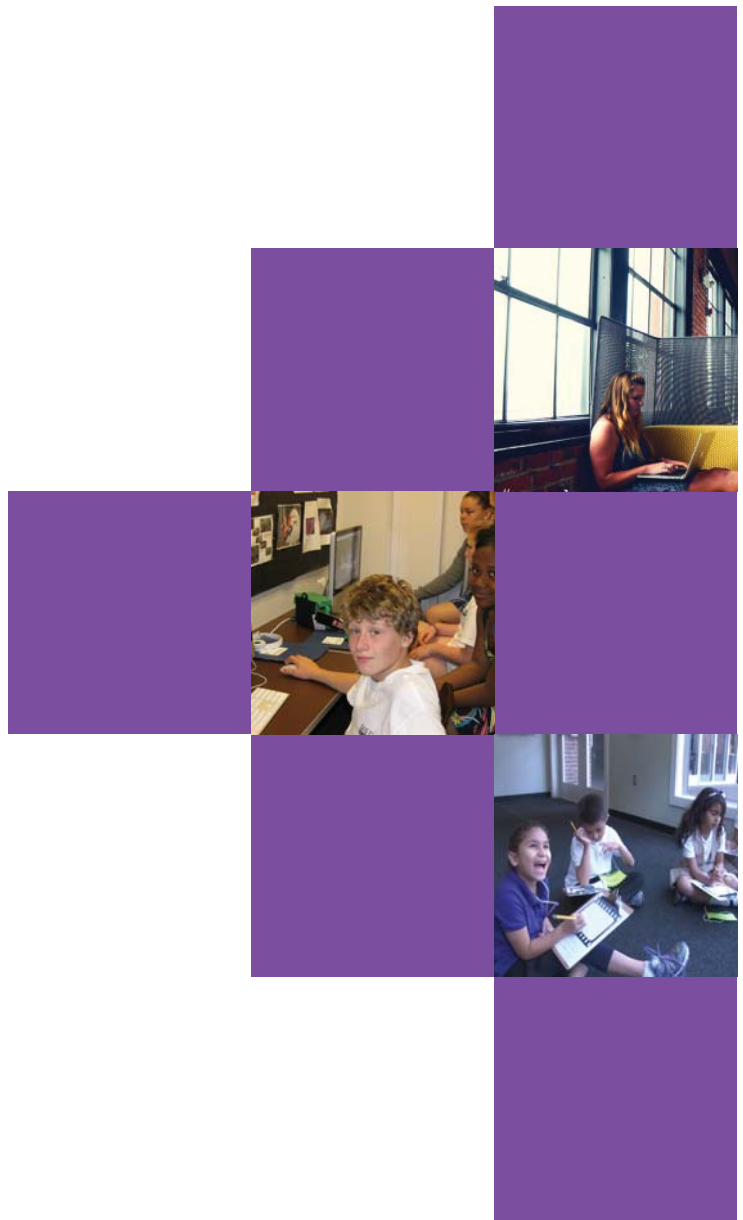
2

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.

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