

# Overview of Content and Performance Standard 1 For Technology

**STANDARD:** Students recognize that media messages are constructed using specific techniques which manipulate sound, image, text and movement to convey meaning.

## LEARNING EXPECTATIONS IN CURRICULUM    BENCH MARK

High School	Upon Graduation
T HS2.0	1. evaluate and compare how media forms, content, and products are constructed for specific audiences.

# Overview of Content and Performance Standard 2 For Technology

**STANDARD:** Students distinguish among and use appropriate types of media for a variety of purposes.

## LEARNING EXPECTATIONS IN CURRICULUM    BENCH MARK

High School	Upon Graduation
T HS 3.0	1. analyze the appropriateness of various media to specific purposes and audiences and predict outcomes.
T HS3.0	2. analyze and evaluate the ways in which one form of media influences other forms and responds to the social and political climate of the times.

# Overview of Content and Performance Standard 3 For Technology

**STANDARD: Students apply knowledge, skills and strategies to design and create media messages.**

## LEARNING EXPECTATIONS IN CURRICULUM BENCH MARK

High School	Upon Graduation
T HS4.1	1. design, create and display media messages in a variety of forms, targeting different audiences and purposes.
T HS4.2 T HS4.3	2. evaluate the technical and aesthetic appeal of personal media messages, modifying appropriately.

## Overview of Content and Performance Standard 4 For Technology

**STANDARD: Students identify, analyze and evaluate the impacts of media on individuals and societies.**

### LEARNING EXPECTATIONS IN CURRICULUM      BENCH MARK

High School	Upon Graduation
T HS5.1	1. Assume personal accountability for responsible media use (e.g., adherence to copyright laws, proper attention to citations).
T HS5.2 T HS5.3	2. Evaluate the origin, authority, accuracy, bias and distortion of information, and ideas in media
T HS5.4 T HS5.5	3. Analyze media's influence on governmental, social, and cultural norms and their impact on democratic processes.

**District Administrators: This is cross-curricular and must be addressed by many if not all of your teachers.**

## **Technology Course Content For High School**

### **Key:**

The coded **Learning Expectations in Curriculum** are detailed on the accompanying sheet labeled **Technology** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

**ACE Course Abilities for TECHNOLOGY- HIGH SCHOOL** defined below applies to each of the Bench Marks as appropriate.

### **ACE Course Abilities for Technology – High School to be applied to Content Standards:**

#### **T HS1.0 Develop abilities:**

- A.Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify, compare, contrast).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D.Plan, draft, analyze, create and revise products.

## Course Content for High School Technology

### **T HS2.0 Standard 1: Student recognize that media messages are constructed using specific techniques which manipulate sound, image, text, and movement to convey**

- .1 Analyze and evaluate strengths and weaknesses of media messages, including, but not limited to those of television, radio, video games and Internet, social networking, podcasts and blogs.
- .2 Analyze and evaluate, with guidance, how TV radio, video games, and internet contribute to media viewpoint and personal viewpoint.
- .3 Analyze and evaluate the impact all media on the Specific audiences.

### **T HS3.0 Standard 2: Students distinguish among and use appropriate types of media for a variety of purposes.**

- .1 Appropriately use applications of media formats such as, editorials, letters to the editor, original photos, altered images, blogs, podcasts, articles, journals, etc.
- .2 Students will analyze and evaluate the stereotypes, bias and influences in media both historical and current.
- .3 Students will analyze, evaluate and distinguish between exposition and persuasion in the media.
- .4 Analyze critically the impact of various forms of media on the intended audience.

### **T HS4.0 Standard 3: Students apply knowledge, skills and strategies to design and create media messages**

- .1 Students will create, defend and judge media messages using images, music, sound effects, graphics, video etc.
- .2 Students will use a rubric to analyze, evaluate and edit their own media messages that they have created.
- .3 Students will analyze and evaluate the impact and appropriateness of their media message on intended audiences.

### **T HS5.0 Standard 4: Students identify, analyze and evaluate the impacts of media on individuals and societies**

- .1 Create a product to share with others the individual and social consequences of unethical use of media sources.
- .2 Students will independently find, analyze, and evaluate examples of point of view, bias, and inherited values in all media forms.
- .3 Students will create and evaluate products that demonstrate a chosen point of view, bias, and/or inherited values in all media forms.
- .4 Determine influences on news media based on existing political, historical, economical, and social contexts.
- .5 Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.