

9.LVS.1.1 Students can **analyze** the use of images, text, and sound in media for accuracy, validity, and influence.

Blooms Level: Analysis

Learning targets to meet this standard:

- Use note-taking strategies
- Identify various forms of media
- Differentiate between main ideas and details
- Apply criteria used to establish accuracy, validity, and influence

Verbs Defined:

- Analyze - determine the relationship of the parts to the whole

Key Terms Defined:

- Media - mass communication
- Accuracy - correctness
- Validity - relevance
- Influence - effect

Teacher Speak:

Students can analyze (determine the relationship of the parts to the whole) the use of images, text, and sound in media (mass communication) for accuracy (correctness), validity (relevance), and influence (effect).

Student Speak:

I can determine the relationship of the parts to the whole (analyze) in the use of images, text, and sound in mass communication (media) for correctness (accuracy), relevance (validity), and effect (influence).

Possible resources/references:

9.LVS.1.2 Students can **implement** organizational methods for informative presentations.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Use note taking strategies
- Differentiate between main ideas and details
- Identify and apply the different types of organizational methods

Verbs Defined:

- Implement - apply

Key Terms Defined:

- Organizational methods – arrangements (see glossary)
- Informative - factual

Teacher Speak:

- Students can implement (use) organizational methods (arrangements) for informative (factual) presentations.

Student Speak:

- I can apply (implement) arrangements (organizational methods) for factual (informative) presentations.

Possible resources/references:

9.LVS.1.3 Students can **clarify** and **defend** positions with precise and relevant evidence within an informal setting.

Blooms Level: Application

Learning targets to meet this standard:

- Collect evidence to defend position
- Determine relevance of evidence

Verbs Defined:

- Clarify - explain
- Defend - support

Key Terms Defined:

- Precise - exact
- Relevant - significant
- Evidence - facts, reasons, supporting details, or examples
- Informal setting - casual setting

Teacher Speak:

Students can clarify (explain) and defend (support) positions with precise (exact) and relevant (significant) evidence (facts, reasons, supporting details, or examples) within an informal (casual) setting.

Student Speak:

I can explain (clarify) and support (defend) positions with exact (precise) and significant (relevant) facts, reasons, supporting details, or examples (evidence) within a casual (informal) setting.

Possible resources/references:

9.LVS.1.4 Students can **support** a presentation with audio/visual aids and technology considering audience and purpose.

Blooms Level: Application

Learning targets to meet this standard:

- Use various forms of technology
- Determine most effective form of audio/visual aid
- Identify purpose of presentation
- Recognize how audience influences purpose of presentation

Verbs Defined:

- Support - strengthen

Key Terms Defined:

- Audio aids - music, recordings, or sound effects
- Visual aids - charts, diagrams, or illustrations
- Technology - electronic equipment
- Audience - listeners
- Purpose - intended goal

Teacher Speak:

Students can support (strengthen) a presentation with audio (music, recordings, or sound effects)/visual aids (charts, diagrams, or illustrations) and technology (electronic equipment) considering audience (listeners) and purpose (intended goal).

Student Speak:

I can strengthen (support) a presentation with music, recordings, or sound effects (audio)/charts, diagrams, or illustrations (visual aids) and electronic equipment (technology) considering listeners (audience) and intended goal (purpose).

Possible resources/references: