

# McREL: Television

## Science

### Physical Sciences

#### Standard 10

Understands forces and motion

Level IV Grade : 9-12

1. Knows that magnetic forces are very closely related to electric forces and can be thought of as different aspects of a single electromagnetic force (moving electric charges produce magnetic forces and moving magnets produce electric forces); the interplay of these forces is the basis for electric motors, generators, radio, television, and many other modern technologies

### Grades K-4 History

Topic 4 – The History of Peoples of Many Cultures Around the World

#### Standard 8

Understands major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them

Level II Grade : 3-4

13. Knows about people who have made significant contributions in the field of communications (e.g., the inventors of the telegraph, telephone, the Braille alphabet, radio, television, the computer, satellite communication)

### World History

Era 9 – The 20th Century Since 1945: Promises and Paradoxes

#### Standard 44

Understands the search for community, stability, and peace in an interdependent world

Level II Grade : 5-6

6. Understands cultural trends of the second half of the 20th century (e.g., the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide; how the world's religions have responded to challenges and uncertainties in society and the world)

Language Arts

Writing

Standard 4

Gathers and uses information for research purposes

Level I Grade : K-2

2. Uses a variety of sources to gather information (e.g., informational books, pictures, charts, indexes, videos, television programs, guest speakers, Internet, own observation)

Level II Grade : 3-5

4. Uses electronic media to gather information (e.g., databases, Internet, CD-ROM, television shows, cassette recordings, videos, pull-down menus, word searches)

Level IV Grade : 9-12

2. Uses a variety of print and electronic sources to gather information for research topics (e.g., news sources such as magazines, radio, television, newspapers; government publications; microfiche; telephone information services; databases; field studies; speeches; technical documents; periodicals; Internet)

**Listening and Speaking**

## Standard 8

Uses listening and speaking strategies for different purposes

Level II Grade : 3-5

13. Listens to and understands persuasive messages (e.g., television commercials, commands and requests, pressure from peers)

Level III Grade : 6-8

11. Understands implicit statements of attitude and opinion (e.g., implicit point of view conveyed by tone of voice and expression in a television interview)

Level IV Grade : 9-12

6. Makes multimedia presentations using text, images, and sound (e.g., selects the appropriate medium, such as television broadcast, videos, web pages, films, newspapers, magazines, CD-ROMS, Internet, computer-media-generated images; edits and monitors for quality; organizes, writes, and designs media messages for specific purposes)

10. Understands how style and content of spoken language varies in different contexts (e.g., style of different radio news programs, everyday language compared to language in television soap operas, tones of news bulletins on Aserious@ and youth-oriented stations) and how this influences interpretation of these texts

## **Viewing**

## Standard 9

Uses viewing skills and strategies to understand and interpret visual media

Level I Grade : K-2

1. Understands the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper photographs, visual narratives)

2. Uses a variety of strategies to predict content and meaning in visual media (e.g., uses knowledge of the structure of television programs: for cartoons, make predictions based on program length, experience that a resolution will be reached and that main characters will overcome difficulties to return to the next episode; uses knowledge of cause-and-effect relationships to predict plot development)

5. Knows different elements from films, videos, television, and other visual media that appeal to him or her (e.g., scary parts, action segments, particular characters, color, sound effects, animation, layout, music)

6. Understands the similarities and differences between real life and life depicted in visual media (e.g., compares own family to families represented in television cartoons or films; knows that there is a difference between a character in a program and the actor)

Level II Grade : 3-5

3. Knows that film and television have features that identify different genres (e.g., style of dress, setting in a western or a drama)

Level III Grade : 6-8

3. Knows typical genre of different visual media (e.g., in television: sitcoms, talk shows, news broadcasts, interviews, children's programs; in film: westerns, musicals, horror, gangster)

5. Understands how language choice is used to enhance visual media (e.g., language of particular television or film genres, the use of emotional or logical arguments in commercials)

8. Knows that people with special interests and expectations are the target audience for particular messages or products in visual media; and knows that design, language, and content reflect this (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed towards different classes, races, ages, genders; in the appeal of popular television shows and films for particular audiences)

Level IV Grade : 9-12

6. Understands the connection between context and values projected by visual media (e.g., the implication in television science programs that science is progressive and helps solve problems; influence of changing societal values on media products; political context, such as conflicts between loyalty and betrayal in *High Noon*, made in America during the McCarthy period; cultural values suggested by omissions from visual media, such as soap operas featuring only well-off people)

8. Understands effects of style and language choice in visual media (e.g., use of long-shots to signify both real and metaphoric isolation; rapid editing in a television commercial; juxtaposition of text and color in a billboard; words in headlines intended to attract attention)

## **Media**

### **Standard 10**

Understands the characteristics and components of the media

#### **Level I Grade : K-2**

1. Knows the various types of media (e.g., newspapers, radio, television, billboards)

3. Understands that there are common conventions used in media (e.g., the layout of a newspaper, including headlines, photographs, and different sections; how theme music, sound effects, titles, and graphics represent the beginning and ending of a television program)

#### **Level II Grade : 3-5**

1. Knows the main formats and characteristics of familiar media (e.g., the format of quiz shows on television: host/hostess, contestants, competition for prizes of commercial value; types of advertising such as billboards, T-shirts, or commercials; characteristics of films and magazines)

2. Understands similarities and differences among a variety of media (e.g., ways in which documentary films, the Internet, and the radio present similar information; similar categories, such as news and feature

stories in magazines, tabloid newspapers, and on television; literary elements in film and written stories)

#### Level III Grade : 6-8

1. Knows characteristics of a wide range of media (e.g., television news favors messages that are immediate and visual, news photographs favor messages with an emotional component)

3. Understands how the type of media affects coverage of events or issues (e.g., how the same event is covered by the radio, television, and newspapers; how each medium shapes facts into a particular point of view; how limitations and advantages of various media affect coverage of events)

6. Understands the ways in which image-makers carefully construct meaning (e.g., idea and word choice by authors, images created by photographers, television programs created by groups of people, photos or cutlines chosen in newspapers)

#### Level IV Grade : 9-12

7. Understand different aspects of advertising in media (e.g., advertising intertwined with media content, such as advertising copy presented in the form of news stories or the close association of feature articles with surrounding advertisements; the influence of advertising on virtually every aspect of the media, such as the structure of newspapers; advertisers as a pressure group; sponsorship as a form of advertising; ambience in media that is sympathetic to advertising, such as lifestyles portrayed on television)

### **Geography**

#### The World in Spatial Terms

##### Standard 2

Knows the location of places, geographic features, and patterns of the environment

#### Level IV Grade : 9-12

3. Knows the ways in which mental maps influence human decisions about location, settlement and public policy (e.g., locating houses in areas with scenic views; decisions to migrate based on newspaper and magazine advertisements, or television programs and movies)

#### Human Systems

##### Standard 10

Understands the nature and complexity of Earth's cultural mosaics

#### Level III Grade : 6-8

3. Understands the significance of patterns of cultural diffusion (e.g., the use of terraced rice fields in China, Japan, Indonesia, and the Philippines; the use of satellite television dishes in the United States, England, Canada, and Saudi Arabia)

#### Theatre

##### Standard 5

Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning

#### Level II Grade : K-4

1. Understands the visual, aural, oral, and kinetic elements of dramatic performances

2. Understands how the wants and needs of characters are similar to and different from one's own wants and needs

3. Provides rationales for personal preferences about the whole as well as the parts of dramatic performances

4. Knows how alternative ideas can be used to enhance character roles, environments, and situations

5. Knows appropriate terminology used in analyzing dramatizations (e.g.,

intent, structure, effectiveness, worth)

6. Identifies people, events, time, and place in classroom dramatizations

#### Level III Grade : 5-8

1. Understands the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances

2. Articulates the meanings constructed from one's own and others' dramatic performances

3. Understands the perceived effectiveness of artistic choices found in dramatic performances

4. Understands the perceived effectiveness of contributions (e.g., as playwrights, actors, designers, directors) to the collaborative process of developing improvised and scripted scenes

5. Applies research from print and nonprint sources to script writing, acting, design, and directing choices

#### Level IV Grade : 9-12

1. Knows how social meanings (aural, oral, and visual symbols with personal and/or social significance) communicated in informal productions, formal productions, and personal performances of different cultures and historical periods can relate to current personal, national, and international issues

2. Articulates and justifies personal aesthetic criteria for comparing perceived artistic intent with the final aesthetic achievement

3. Understands how the context in which a dramatic performance is set can enhance or hinder its effectiveness

4. Knows how varying collaborative efforts and artistic choices can affect the performance of informal and formal productions

5. Identifies and researches cultural, historical, and symbolic clues in



dramatic texts

6. Understands the validity and practicality of cultural, historical, and symbolic information used in making artistic choices for informal and formal productions

#### Standard 6

Understands the context in which theatre, film, television, and electronic media are performed today as well as in the past

#### Level II Grade : K-4

1. Identifies and compares similar characters and situations in stories/dramas from and about various cultures

2. Understands the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions

3. Knows ways in which theatre reflects life

#### Level III Grade : 5-8

1. Understands similarities and differences among archetypal characters (e.g., the trickster, the villain, the warrior, the superhero) and situations in dramas from and about various cultures and historical periods

2. Understands the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media

3. Understands the emotional and social impact of dramatic performances in one's own life, in the community, and in other cultures

4. Knows ways in which theatre reflects a culture

5. Knows how culture affects the content and production values of dramatic performances

6. Understands how social concepts such as cooperation, communication,

collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre

Level IV Grade : 9-12

1. Understands how similar themes are treated in drama from various cultures and historical periods
2. Understands ways in which theatre can reveal universal concepts
3. Understands similarities and differences among the lives, works, and influence of representative theatre artists in various cultures and historical periods
4. Knows cultural and historical influences on American theatre and musical theatre
5. Understands ways in which personal and cultural experiences can affect an artist's dramatic work

## **Civics**

How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

Standard 19

Understands what is meant by "the public agenda," how it is set, and how it is influenced by public opinion and the media

Level III Grade : 6-8

3. Understands the importance of freedom of the press to informed participation in the political system; and understands the influence of television, radio, the press, newsletters, and emerging means of electronic communication on American politics

Level IV Grade : 9-12

6. Understands the ways in which television, radio, the press, newsletters, and emerging means of communication influence American

politics; and understands the extent to which various traditional forms of political persuasion have been replaced by electronic media

What is the Relationship of the United States to Other nations and to World Affairs?

#### Standard 23

Understands the impact of significant political and nonpolitical developments on the United States and other nations

Level IV Grade : 9-12

6. Knows some of the principal economic, technological, and cultural effects the United States has had on the world (assembly line manufacturing, research and development in computer technology, popular music, fashion, film, television)

7. Understands the principal effects that economic conditions, technological developments, and cultural developments in other nations have had on American society and the lives of American citizens (e.g., economic conditions such as multinational corporations, migration of labor; technological developments such as fax machines, personal computers, television; cultural developments such as religious movements, resurgence of ethnic consciousness)

What are the Roles of the Citizen in American Democracy?

#### Standard 28

Understands how participation in civic and political life can help citizens attain individual and public goals

Level II Grade : 3-5

1. Understands why it is important for citizens to monitor their local, state, and national governments; and knows ways people can monitor the decisions and actions of their government such as reading about public issues, watching television news programs, discussing public issues, and communicating with public officials

## **Foreign Language**

### **Standard 1**

Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information

Level IV Grade : 9-12

2. Uses appropriate vocabulary to exchange information about national and international topics (e.g., information from newspaper or magazine articles; programs on television, radio, or video)

### **Standard 2**

Understands and interprets written and spoken language on diverse topics from diverse media

Level II Grade : K-4

3. Understands the main ideas of ability-appropriate video or television programs on familiar topics

Level III Grade : 5-8

1. Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture

Level IV Grade : 9-12

1. Understands the main ideas and significant details of extended discussions, lectures, formal presentations, and various forms of media (e.g., radio or television programs, movies) that are appropriate at this developmental level

### **Standard 4**

Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of

the target culture

Level III Grade : 5-8

1. Knows various age-appropriate cultural activities practiced in the target culture (e.g., adolescents' games such as card games, board games, and outdoor games; sports-related activities; music; television)