

English and Communication Benchmarks, Grades 4 – 12**COMMUNICATE INFORMATION (C)
PRODUCING DIGITAL MEDIA (C.3)**

As students progress across the grade levels, they should communicate increasingly complex ideas in increasingly sophisticated ways. ADP G4 suggests that students apply and adapt the principles of written composition to create coherent media productions. The benchmarks for Writing are relevant to many aspects of digital media production and should be considered along with these benchmarks.

The benchmarks for effectively producing digital media progress across the grades in the following areas:

C.3.1 Topics, Development and Focus

- C.3.1.1 presenting a clear message and controlling the implicit and explicit messages conveyed
- C.3.1.2 focusing on audience, context and purpose

C.3.2 Coherence and Cohesion

(see C.1.2 Coherence and Cohesion under the Writing strand)

C.3.3 Technical Facility and Control

- C.3.3.1 using varied visual images, text, graphics, music and/or sound effects to control the implicit and explicit messages conveyed

These benchmarks are described in greater detail below.

GRADES 4 – 5**GRADES 6 – 8****GRADES 9 – 10****GRADES 11 – 12****C.3.1 Topics, Development and Focus****C.3.1.1 presenting a clear message and controlling the implicit and explicit messages conveyed**

C.3.1.1.4-5 Present a clearly identifiable, explicit message using basic, straightforward visual, audio and graphic effects. *For example, students may produce a story-telling video in which students perform or act out a story.* (ADP G4)

C.3.1.1.6-8 Present a clearly identifiable, explicit message, using visual, audio, and graphic effects and interactive features. *For example, students may share research or make an argument on a literary work, using PowerPoint or another program to create a computer-delivered presentation.* (ADP G4)

C.3.1.1.9-10 Present clearly identifiable messages (identifying and controlling both the explicit and implicit messages) using somewhat complex visual, audio, and graphic effects and interactive features. *For example, students may design a Web site that presents visual and graphic effects on an assigned aspect of a literary work studied.* (ADP G4)

C.3.1.1.11-12 Maintain a consistent focus on and control over explicit and implicit messages, skillfully using sophisticated media tools and elements (including visual, audio and graphic effects) and interactive features. *For example, students may create an interactive Web site that incorporates audio and/or video on a chosen aspect of a literary work studied.* (ADP G4)

UNDERSTAND TEXT COMPLEXITY	ACQUIRE INFORMATION	COMMUNICATE INFORMATION PRODUCING DIGITAL MEDIA	CREATE ADP PRODUCTS	WORK IN TEAMS
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GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
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C.3.1.2 focusing on audience, context and purpose
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C.3.1.2.4-8.a Demonstrate audience awareness through choice of medium; images, words and sounds; and supporting ideas. <i>NOTE: There is no single benchmark that relates to this benchmark, but the expectation crosses types of writing and the principles are referred to in: ADP C9, ADP C10 and ADP E9.</i>	C.3.1.2.9-12.a Demonstrate consistent and effective audience focus through purposeful choice of medium; compelling images, words and sounds; and focused supporting ideas. <i>NOTE: There is no single benchmark that relates to this benchmark, but the expectation crosses types of writing and the principles are referred to in: ADP C9, ADP C10 and ADP E9.</i>
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C.3.1.2.4-8.b Anticipate potential audience reaction and consider actual audience reaction (e.g., being aware of verbal and nonverbal cues given by the audience during a presentation) to improve media productions. <i>NOTE: There is no single benchmark that relates to this benchmark, but the expectation crosses types of writing and the principles are referred to in: ADP C9, ADP C10 and ADP E9.</i>	C.3.1.2.9-12.b Demonstrate awareness of the transactional nature of digital media (Internet) and mass media productions (film, TV) by considering audience in all stages of media production development, delivery and revision. <i>NOTE: There is no single benchmark that relates to this benchmark, but the expectation crosses types of writing and the principles are referred to in: ADP C9, ADP C10 and ADP E9.</i>
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C.3.2 Coherence and Cohesion

(see Coherence and Cohesion under the Writing strand)

C.3.3 Technical Facility and Control

C.3.3.1 using varied visual images, text, graphics, music and/or sound effects to control the implicit and explicit messages conveyed
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C.3.3.1.4-8 Use visual images, text, graphics, music and/or sound effects that relate to and support clear, explicit messages. <i>For example, "America the Beautiful" may serve as background music to a media tour of a national park or a short slide show that informs the audience of ways to avoid heat stroke may use "You Are My Sunshine" as background music.</i> (ADP G4)	C.3.3.1.9-10 Use varied visual images, text, graphics, music and/or sound effects appropriately to support explicit and implicit messages. <i>For example, students may use images that include a mix of opposites to make an impact, such as pictures or video of street people and wealthy people, or of drought-ridden scenes with lush green hills.</i> (ADP G4)	C.3.3.1.11-12 Effectively and purposefully employ conventional and unconventional visual images, text, graphics, music and/or sound effects (e.g., layout, pictures, typefaces in print media; camera shots, lighting, editing, dialogue, setting and sound in video productions; sound, dialogue and programming format in audio productions; layout, navigation, and dynamic and interactive features in on-line productions) to convey explicit and implicit messages and achieve the purposes in complex media presentations. <i>For example, a video presentation on career choices may include excerpts that range from job interviews to on-the-job scenes to explanations of the kinds of preparation needed for various careers.</i> (ADP G4)
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