



SB195 Media Literacy and CIPA Internet Safety Instruction Clarifications Document

Bill Element 1.a

Bill Element

1.a - Purpose and acceptable use of different social media platforms

Summary

This bill element aims to ensure students comprehend the distinct purposes and appropriate uses of different social media platforms. It seeks to educate students on responsible and ethical usage, highlighting the unique norms and rules that govern user interactions on each platform. Educators are encouraged to discuss the broader implications of social media use, including the benefits of connectivity and the risks of social media use.

Key Terms

- **Cyber Breach:** An incident where unauthorized individuals or organizations gain access to confidential digital data, leading to potential data theft or damage
- **Cyber Bullying:** The use of digital platforms to harass, threaten, or embarrass, often repeatedly and intentionally
- **Digital Footprint:** The trail of data that a person leaves behind while using the internet, including websites visited, accounts created on platforms, and information shared on social media
- **Misinformation:** False or inaccurate information spread (often unintentionally) that can mislead or deceive people
- **Social Media:** Digital platforms where users create, share, or exchange information and ideas within virtual communities and networks

Key Concepts

- Understanding the primary functions and purposes of various social media platforms
- Recognizing the appropriate and intended uses of these platforms
- Awareness of platform norms, rules, and community guidelines
- Knowledge of age requirements on social media platforms, web pages, and online applications

Essential Knowledge

- **Functions and Purposes:** Students should understand the specific uses of social media platforms, such as professional networking, social interaction, news dissemination
- **Appropriate Use:** Students should understand what constitutes responsible use, including respecting others' privacy and the importance of verifying information before sharing
- **Safety Norms:** Students should learn the basic safety protocols for protecting information and avoiding cyberbullying

Children's Internet Protection Act (CIPA) Internet Safety Instruction Connections

This bill element aligns with the Children's Internet Protection Act (CIPA) by addressing several key components mandated by the act:

- Appropriate Online Behavior
 - Teaching students the difference between appropriate and inappropriate content, prepares them to follow platform guidelines on public versus private sharing. Lessons on online etiquette reinforce respectful online interaction, mirroring platform rules on respectful communication.
- Cyber Bullying
 - CIPA requires schools to educate students on preventing cyberbullying, aligning with platform tools like block, report, and mute features. Social media platforms offer comment filters, privacy controls, and anti-bullying campaigns, and teaching students to use these tools responsibly helps them protect themselves. Encouraging the use of platform reporting mechanisms and privacy settings supports CIPA's goal of shielding children from harassment.
- Social Networking
 - Social media platforms foster connections, but students must learn the risks of sharing personal information and engaging with strangers, which CIPA addresses through safe networking education. Platforms like Instagram and Facebook allow users to limit harmful interactions with privacy settings. CIPA requires teaching students to use these features to avoid risks like online predators or identity theft, aligning with its mission to protect children and promote responsible social media use.

Bill Element 1.b

Bill Element

1.b - Understanding the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy of software, music, video, and other media.

Summary

This bill element highlights the importance of understanding the consequences of inappropriate technology use, such as online bullying, hacking, privacy invasion, and piracy. Educators are encouraged to teach students about the legal implications of these actions, the ethical considerations, and the harm they can cause to individuals and society. By fostering a safe and responsible digital environment, students can learn to navigate the online world ethically and responsibly.

Key Terms

- Digital Citizenship: The diverse set of skills related to current technology and social media including the norms of appropriate, responsible, and healthy behavior
- Hacking: Unauthorized access to a computer or network, often with malicious intent
- Invasion of Privacy: Unwelcome or unlawful intrusion into someone's personal life without their consent, especially using digital means
- Online Bullying and Harassment: The use of electronic communication to bully or harass a person, typically by sending intimidating, threatening, or harmful messages
- Piracy: The unauthorized use, reproduction, and/or distribution of someone else's work without permission
- Trolling: Antagonizing others online by deliberately posting inflammatory, irrelevant, or offensive comments or other disruptive content
- Virus Distribution: Creating and spreading malicious software intended to disrupt, damage, or gain unauthorized access to computer systems
- White Hat Hacking / Ethical Hacking: Intentionally probing and testing the security of computer systems, networks, or software to identify and fix vulnerabilities before malicious hackers can exploit them

Key Concepts

- Ethical and responsible technology use
- The legal & personal consequences of violating digital laws and personal rights
- The personal and societal impacts of unethical online behavior
- Strategies for preventing and responding to inappropriate technology use

Essential Knowledge

- Legal and Ethical Implications: Students should learn the differences between ethical and unethical behaviors online (i.e. hacking versus white hat hacking), including the legal consequences of actions like piracy and hacking
- Impact on Individuals and Society: Understanding how actions such as online bullying can affect mental health and how privacy invasion can lead to real-world consequences
- Preventative Measures: Knowledge of how to protect oneself and others from these negative behaviors online

Children's Internet Protection Act (CIPA) Internet Safety Instruction Connections

This bill element aligns with the Children's Internet Protection Act (CIPA) by addressing several key components mandated by the act:

- Appropriate Online Behavior
 - Actions like hacking, virus setting, or piracy violate ethical online behavior and disrupt the integrity of digital spaces. Teaching students about the consequences of these actions aligns with CIPA's goal of promoting responsible, ethical technology use. Students learn to follow platform rules and legal guidelines, ensuring they engage positively in digital communities.
- Cyber Bullying
 - Online bullying and harassment cause psychological harm and create unsafe online environments. Understanding the impact of such behavior helps students recognize the importance of using technology responsibly. CIPA's focus on cyberbullying prevention teaches students to avoid behaviors like trolling, harassment, and malicious hacking that lead to emotional distress for others.
- Social Networking
 - Invasion of privacy and piracy on social media can lead to identity theft, loss of control over personal information, and legal consequences. CIPA aims to equip students with the knowledge to protect their data, understand privacy settings, and safely navigate social media platforms. Students also learn to avoid engaging in activities like illegally sharing media, which is often easier through social platforms.

Bill Element 1.c

Bill Element

1.c - Social media behavior that promotes cybersafety, cybersecurity, and cyberethics, including etiquette, safety, security, and identification of hate speech

Summary

This component of the bill focuses on teaching students how to engage safely, securely, and ethically on social media. The bill highlights the importance of digital etiquette, privacy, and security, as well as the identification and appropriate response to hate speech. Educators are encouraged to guide students in developing the skills necessary to create a respectful and safe digital environment, fostering positive and thoughtful online interactions.

Key Terms

- Cyber ethics: The moral principles that guide behavior and decision-making in the use of the internet and digital devices
- Cyber safety: Measures and practices aimed at protecting individuals from online harm, ensuring privacy, and promoting safe internet usage
- Cybersecurity: The practice of defending computers, servers, mobile devices, electronic systems, networks, and data from malicious attacks
- Etiquette: The code of polite behavior in society or among members. These are the set of rules and guidelines for polite and respectful behavior in online interactions
- Hate Speech: Communication that belittles or incites violence against individuals or groups based on attributes such as race, religion, ethnic origin, sexual orientation, disability, or gender
- Netiquette: The correct or acceptable way of communicating on the internet, including respect and politeness in online discussions
- Pharming: A cyber attack technique that redirects users from a legitimate website to a fraudulent one without their knowledge, to steal sensitive information such as login credentials and financial data
- Phishing: A fraudulent practice in which cyber criminals pose as legitimate institutions or individuals to trick users into providing sensitive information, typically through deceptive emails, messages, or weblinks/websites
- Smishing: A social engineering attack that uses mobile text messages or common messaging apps to trick people into downloading malware, sharing sensitive information, or sending money

Key Concepts

- Promoting responsible and ethical behavior in online environments
- Emphasizing the importance of maintaining privacy and security during digital interactions
- Developing strategies to identify and respond to inappropriate, unsafe, or harmful content and behavior online
- Understanding and practicing proper digital etiquette and respectful communication
- Recognizing and addressing hate speech and its impact on individuals and communities

Essential Knowledge

- Understanding Digital Etiquette: Understanding appropriate online behavior to promote positive and respectful communication
- Safety and Security Practices: Learning how to protect personal information, create strong passwords, and recognize potential online threats such as phishing, pharming, and smishing
- Ethical Online Behavior: Recognizing the impact of one's actions on the internet and striving to act responsibly and respectfully
- Identification and Response to Hate Speech: Understanding what constitutes hate speech and learning how to appropriately respond to or report such behavior
- Privacy Awareness: Knowing how to manage privacy settings on social media and other online platforms to safeguard personal information

Children's Internet Protection Act (CIPA) Internet Safety Instruction Connections

This bill element aligns with the Children's Internet Protection Act (CIPA) by addressing several key components mandated by the act:

- Appropriate Online Behavior
 - Social media behavior that prioritizes cyberethics (respectful interaction, proper sharing of content, and avoiding harmful actions) directly aligns with CIPA's focus on teaching students how to engage in appropriate online behavior. Practicing good netiquette (online etiquette) reinforces positive interactions and discourages actions like trolling, spamming, or sharing harmful content, ensuring students follow platform rules and legal guidelines.
- Cyber Bullying
 - Promoting cybersafety and cybersecurity on social media helps prevent cyberbullying by emphasizing the importance of respectful communication and privacy protection. Educating students to identify and report hate speech or harassment directly supports CIPA's goal of creating safe online environments where bullying is minimized. Understanding cybersecurity measures like blocking and reporting abusive content empowers students to protect themselves and others from online harassment.
- Social Networking
 - Social media behavior that promotes cybersafety (protecting personal information and using strong privacy settings) and cybersecurity (preventing unauthorized access to accounts) is essential for safe social networking. CIPA's focus on social networking safety is reinforced when students learn to engage ethically—avoiding activities like oversharing, falling for scams, or enabling privacy invasions. Recognizing and reporting hate speech also keeps social networks safe, aligning with CIPA's mission to protect students from harmful interactions.

Bill Element 1.d

Bill Element

1.d - Identifying credible sources of information

Summary

This bill element focuses on the crucial skill of identifying credible sources of information in an age dominated by vast amounts of online content. Educators are encouraged to teach students how to critically evaluate the reliability of information by identifying indicators of credibility and bias, and by applying techniques of verification and fact-checking. This instruction is essential for developing informed citizens capable of navigating the complexities of the digital information landscape responsibly and accurately.

Key Terms

- Bias: A tendency to lean in a certain direction, either in favor of or against a particular thing, idea, or person, often without full justification, which can affect the objectivity of information
- Credible Source: A source that is generally trusted and reliable for information, characterized by recognized authority, accuracy, and objectivity
- Disinformation: Deliberately false information spread to mislead
- Fact-checking: The act of verifying factual assertions in non-fictional text to determine the accuracy and correctness of the information presented
- Misinformation: False or inaccurate information spread (often unintentionally) that can mislead or deceive people
- Objectivity: The quality of being unbiased and impartial, ensuring that information is presented fairly and without personal or institutional influence
- Primary Source: An original document or firsthand account that has not been altered or interpreted by another person, often considered highly credible
- Secondary Source: A document or recording that relates or discusses information originally presented elsewhere, which can provide additional context but may include interpretation or analysis
- Verification: The process of establishing the truth, accuracy, or validity of information by checking and confirming facts

Key Concepts

- Criteria for evaluating the reliability and credibility of various information sources.
- Understanding and recognizing bias and its impact on the credibility of information
- Practical methods for verifying facts and information to ensure accuracy.
- Developing critical thinking skills to discern between credible and non-credible sources
- The importance of using multiple sources to cross-check and validate information

Essential Knowledge

- **Criteria for Credibility:** Understanding what makes a source reliable, such as author expertise, citation of sources, and absence of bias
- **Detecting Bias:** Skills to identify bias in information, including the recognition of language cues and understanding the source's purpose
- **Verification Techniques:** How to use tools and methods to fact-check and verify information, including cross-referencing multiple sources
- **Evaluating Evidence:** Learning how to assess the quality and relevance of evidence provided in support of claims
- **Citation Practices:** Understanding the importance of citing sources to provide evidence for claims and to credit original authors

Children's Internet Protection Act (CIPA) Internet Safety Instruction Connections

This bill element aligns with the Children's Internet Protection Act (CIPA) by addressing several key components mandated by the act:

- **Appropriate Online Behavior**
 - Identifying credible sources teaches students to distinguish between reliable and misleading or harmful content. This promotes responsible sharing of information and prevents the spread of false information, disinformation, or harmful rumors, which could contribute to unethical online behavior. Encouraging students to verify sources helps them make informed decisions, contributing to a healthier digital environment in line with CIPA's focus on appropriate online behavior.
- **Cyber Bullying**
 - Misinformation or unreliable sources can fuel online harassment, especially when false or exaggerated information is used to attack or defame others. Teaching students to identify credible information helps them avoid becoming part of rumor-spreading or online bullying. Additionally, by learning how to evaluate sources, students can better respond to or report false claims that could contribute to bullying, reinforcing CIPA's goals of reducing harmful online interactions.
- **Social Networking**
 - Social media is often used to share news, opinions, and other content. Understanding how to identify credible sources ensures that students share accurate, trustworthy information and avoid the spread of false or harmful content. This contributes to safer, more reliable social networks and helps prevent the manipulation or exploitation of students through fake news, scams, or misinformation. It also protects students from interacting with unsafe or unethical sources, aligning with CIPA's mission to promote safe social networking.

Bill Element 1.e

Bill Element

1.e - How to access, analyze, evaluate, create, and participate in all forms of digital communication

Summary

This element of the bill encourages students to become adept at navigating the digital world by mastering how to access, analyze, evaluate, create, and participate in digital communications. Educators are tasked with fostering these skills to prepare students not only to consume digital content critically but also to contribute positively and ethically in digital spaces. This training aims to develop informed, responsible digital citizens who can effectively use digital media to communicate and collaborate.

Key Terms

- Access: The ability to locate and use information through digital means
- Analyze: The skill of examining information to determine its meaning, purpose, or value
- Create: The ability to produce content, such as text, images, or videos, using digital tools
- Digital Communication: Any form of communication that is electronic and transmitted digitally, including emails, social media posts, blogs, and online articles
- Digital Literacy: The ability to find, evaluate, create, and communicate information using digital technologies, such as computers, smartphones, and the internet
- Evaluate: The process of assessing the credibility, reliability, and relevance of information
- Multimedia: Content that uses a combination of different content forms, such as text, audio, images, animations, and video, to communicate a message
- Netiquette: The correct or acceptable way of communicating on the internet, including respect and politeness in online discussions
- Participate: Engaging with digital platforms and communities responsibly and effectively
- User-Generated Content (UGC): Any form of content created by users of a platform, such as social media posts, blog entries, and online reviews

Key Concepts

- Comprehensive understanding of digital tools and platforms
- Critical thinking applied to digital content
- Ethical creation and sharing of digital content
- Active and responsible participation in digital environments

Essential Knowledge

- Skills in Digital Navigation: Knowing how to locate information and resources effectively online
- Critical Analysis: Teaching students to think critically about the information they encounter and to recognize bias, opinion, and factual content
- Evaluation Techniques: Developing the ability to assess the trustworthiness and relevance of digital content
- Content Creation: Empowering students with the skills to create their own digital content responsibly
- Ethical Participation: Understanding the norms of digital interaction and the importance of respectful and constructive engagement online

Children's Internet Protection Act (CIPA) Internet Safety Instruction Connections

This bill element aligns with the Children's Internet Protection Act (CIPA) by addressing several key components mandated by the act:

- Appropriate Online Behavior
 - Understanding how to analyze and evaluate digital communication helps students engage thoughtfully and critically with content. This ensures that they participate in online interactions in a responsible manner, avoiding inappropriate language, harmful content, or misinformation. The ability to create digital communication responsibly—whether it's a social media post, comment, or message—promotes CIPA's goal of fostering respectful and positive online behavior.
- Cyber Bullying
 - Skills in evaluating and analyzing digital communication enable students to recognize harmful behaviors like cyberbullying, trolling, or hate speech. By learning how to participate in digital communication respectfully, students are less likely to engage in cyberbullying or become bystanders. Furthermore, they can use their skills to report or address bullying situations, helping to create a safer online environment in line with CIPA's objectives.
- Social Networking
 - On social media sites, being able to access, evaluate, and analyze information helps students determine the credibility and safety of what they encounter, such as friend requests, content shared by others, or potential online threats. Knowing how to create and participate in social networking safely enables students to manage their privacy settings, protect personal information, and engage in secure online interactions. These skills help students avoid online predators, scams, and unsafe interactions, aligning with CIPA's focus on safe social networking.

Bill Element 2.a

Bill Element

2.a - Understanding how media messages shape culture and society

Summary

This bill element addresses the significant impact that media has on shaping cultural norms and societal behaviors. It underscores the necessity for students to understand that media can both reflect and mold societal values and perceptions. Educators are encouraged to help students critically analyze and discern the ways in which media messages influence and are influenced by the cultural and societal context in which they are produced and consumed.

Key Terms

- **Algorithm:** A set of rules or instructions that a computer follows to solve a problem or make decisions
- **Culture:** The ideas, customs, social behavior, and artifacts of a particular society or group
- **Framing:** The way media presents and structures information or a narrative, influencing understanding and shaping audience perceptions
- **Media Literacy:** The ability to access, analyze, evaluate, create, and take action with all forms of communication, and encompasses the foundational skills of digital citizenship and internet safety including the norms of appropriate, responsible, ethical and healthy behavior, and cyberbullying prevention
- **Media Messages:** Any form of communication delivered through media, including advertisements, news reports, online posts, and public service announcements
- **Propaganda:** Media messages that are designed to influence opinions by presenting biased or misleading information
- **Representation:** How different groups are portrayed in media content
- **Society:** A community of people living together in an organized way with shared laws, traditions, and values
- **Stereotype:** A widely held but oversimplified and generalized belief about a particular group of people that influences perceptions

Key Concepts

- Influence of media on societal norms and values
- Role of media in reflecting and shaping cultural identity
- Analysis of how media influences public perception and behavior

Essential Knowledge

- **Media's Role in Society:** Understanding that media is a powerful tool that can influence public opinion and societal norms
- **Critical Viewing:** Skills to recognize underlying messages in media content and how these messages can affect thoughts and behaviors
- **Cultural Reflection:** Recognizing how media portrays different cultures and subcultures, and what implications these portrayals have on societal views

Bill Element 2.b

Bill Element

2.b - Identifying target-marketing strategies and naming techniques of persuasion used

Summary

This bill element emphasizes the importance of teaching students to identify and understand the strategies used by marketers to target specific audiences and the persuasive techniques employed in these efforts. It aims to equip students with the ability to critically evaluate the intent behind media messages and the methods used to influence audiences. Understanding these concepts helps students become more informed consumers and critical thinkers in a media-driven world.

Key Terms

- Advertising: The production of advertisements for commercial products or services
- Bandwagon Effect: A persuasion strategy that encourages action because it seems popular
- Call to Action (CTA): A prompt in an advertisement that encourages a specific action
- Demographics: Characteristics of a population group used to target specific audiences
- Emotional Appeal: A persuasive technique that evokes an emotional response to influence decisions
- Hyperbole: Extreme exaggeration used to grab attention
- Product Placement: Subtle brand exposure in media to influence the audience
- Psychographics: Psychological characteristics and traits such as values, social status, desires, goals, interests, and lifestyle choices, that are used to classify population groups
- Repetition: Repeated use of a message to strengthen its impact
- Scarcity: A tactic that creates urgency by suggesting limited availability
- Target Marketing: The practice of tailoring marketing efforts to a specific group of people based on characteristics
- Techniques of Persuasion: Methods used to influence people's attitudes, such as appeals to emotion, logic, or credibility
- Testimonial: An endorsement by a well-known person or satisfied customer to build trust

Key Concepts

- Understanding how advertisers target specific audiences
- Recognizing common persuasive techniques in various media
- Analyzing the effectiveness and ethical implications of these strategies

Essential Knowledge

- Types of Target Marketing: Familiarity with different ways marketers segment audiences based on demographic, psychographic, and behavioral factors
- Common Persuasive Techniques: Knowledge of techniques such as bandwagon, testimonial, emotional appeal, and repetition
- Critical Evaluation: Skills to assess the purpose, effectiveness, and ethical considerations of marketing strategies

Bill Element 2.c

Bill Element

2.c - Recognizing bias and misinformation by discovering parts of the story that are not being told

Summary

This bill element focuses on the critical media literacy skill of recognizing bias and misinformation by identifying what parts of the story are being omitted. Educators are tasked with guiding students to question and think critically about the completeness of the information presented in various media. This involves understanding that the media can present a skewed view of reality by omitting certain facts or perspectives, which can influence public opinion and perceptions.

Key Terms

- Bias: A tendency to lean in a certain direction, either in favor of or against a particular thing, idea, or person, often without full justification, which can affect the objectivity of information
- Critical Thinking: The objective analysis of an issue to form a judgment
- Disinformation: Deliberately false information spread to mislead
- Fact-Checking: Verifying the accuracy of media content claims
- Fake News: False or misleading information presented as news
- Misinformation: False or inaccurate information spread (often unintentionally) that can mislead or deceive people
- Selective Exposure: Seeking out media that aligns with existing views while avoiding contradictory information
- Spin: Presentation of information that favors a particular perspective, often omitting key facts

Key Concepts

- Understanding the nature of bias in media
- Identifying what is omitted in media messages and how this affects the perception of truth
- Developing skills to think critically about the information consumed

Essential Knowledge

- Nature of Bias: How bias can influence media content, shaping narratives to favor certain perspectives
- Detection of Omissions: Skills to identify what information is missing from media messages and considering how its inclusion might change the story
- Evaluating Information: Techniques for cross-checking and validating information to uncover the full story

Bill Element 2.d

Bill Element

2.d - Evaluating media messages based on personal experiences, skills, beliefs, and values

Summary

This element emphasizes the role of individual experiences and cultural background in shaping how media messages are understood and critiqued. It encourages learners to reflect on their own biases and develop a nuanced approach to media consumption that recognizes the interplay of personal beliefs, emotional responses, and cultural norms.

Key Terms

- Beliefs and Values: Core principles that guide behavior and influence decisions
- Cultural Identity: The sense of belonging to a group, shaped by shared language and values
- Cultural Norms: Shared expectations that guide behavior within a society
- Emotional Response: Feelings evoked by media content that influence interpretation
- Media Consumption: The act of engaging with media and how it influences an individual's worldview
- Media Messages: Communications delivered through various media channels
- Personal Narrative: An individual's unique life story that shapes media engagement
- Socialization: The process of acquiring beliefs and behaviors influenced by media
- Subjectivity: The influence of personal feelings on interpreting media messages

Key Concepts

- The influence of personal background on the interpretation of media messages
- Critical evaluation of media messages through the lens of individual beliefs and values
- Self-awareness in understanding how personal biases and experiences shape perception

Essential Knowledge

- Self-Reflection: Understanding how one's personal experiences and background influence the interpretation of media content
- Critical Media Evaluation: Skills to analyze media messages critically, considering both personal perspectives and objective evidence
- Ethical Reasoning: Evaluating media messages for bias, stereotypes, and manipulation, using personal morals and ethical guidelines

Bill Element 3.a

Bill Element

3.a - Explicit and implicit media messages

Summary

This bill element focuses on teaching students to identify and interpret both explicit and implicit messages in the media. Educators are encouraged to help students recognize that media often contains layers of meaning, with some messages presented openly and others conveyed subtly. This skill is crucial for developing critical thinking about the content they consume and understanding deeper meanings and intentions behind media productions.

Key Terms

- Context: Background circumstances that help determine media message meaning
- Double Meaning: A message that can be interpreted in two different ways
- Explicit Messages: Direct and clear messages in media
- Framing: The way media presents and structures information or a narrative, influencing understanding and shaping audience perceptions
- Implicit Messages: Indirect messages suggested through implication
- Innuendo: A subtle suggestion that implies something without stating it directly
- Nuance: Subtle differences in meaning that add depth to media messages
- Stereotype: A widely held but oversimplified and generalized belief about a particular group of people that influences perceptions
- Symbolism: Use of symbols in media to convey deeper meanings
- Tone: The attitude conveyed by a media message

Key Concepts

- Distinguishing between what is directly stated and what is implied in the media
- Analyzing media both for explicit content and underlying messages
- Understanding how implicit messages influence perceptions and behaviors

Essential Knowledge

- Understanding Explicit Messages: Recognizing and interpreting the obvious, surface-level content in media
- Identifying Implicit Messages: Developing the ability to infer hidden or underlying messages based on context, symbolism, and nuances
- Critical Analysis: Applying analytical skills to separate and assess explicit and implicit messages within a piece of media

Bill Element 3.b

Bill Element

3.b - Values and points of view that are included and excluded

Summary

This bill element encourages students to critically evaluate media messages by identifying which values and viewpoints are emphasized and which are omitted. This analysis is key to understanding how media can influence societal attitudes and behaviors by either reinforcing or marginalizing certain perspectives. Educators are tasked with guiding students to not only recognize these biases but also to consider the broader implications of such selective representation in media.

Key Terms

- Cultural Bias: A preference in media that favors one culture over others
- Framing: The way media presents and structures information or a narrative, influencing understanding and shaping audience perceptions
- Inclusion/Exclusion: Acts of including or excluding viewpoints in media
- Marginalization: Pushing certain perspectives to the periphery of representation
- Point of View: The perspective from which a story is told
- Representation: How individuals or groups are depicted in media
- Silencing: Exclusion of certain voices from media content
- Stereotyping: Harmful portrayals of a group based on limited characteristics
- Underrepresented Groups: Those not adequately reflected in mainstream media
- Values: Core principles or standards of behavior

Key Concepts

- Awareness of which voices and perspectives are represented in media, and which are not
- Understanding how inclusion and exclusion of certain values or viewpoints can shape the audience's perception
- Analyzing media to recognize bias and the potential impact on societal norms

Essential Knowledge

- Recognizing Bias: Skills to identify whose interests are served and whose are ignored or marginalized in media messages
- Diversity of Perspectives: Understanding the importance of diverse viewpoints in media and the effects of their presence or absence on public discourse
- Critical Viewing: Developing the ability to question and critique the fairness and completeness of media messages

Bill Element 3.c

Bill Element

3.c - How the media may influence ideas and behaviors

Summary

This bill highlights the significant role of media in influencing personal ideas and social behaviors. Students are encouraged to explore how media messages, from advertisements to news reports, can subtly or overtly shape their views and actions. Educators are tasked with fostering an environment where students critically analyze and discuss the potential impacts of media exposure on their thinking and conduct, promoting awareness and thoughtful engagement with media.

Key Terms

- Behavioral Change: A shift in behavior due to media consumption
- Bias: A tendency to lean in a certain direction, either in favor of or against a particular thing, idea, or person, often without full justification, which can affect the objectivity of information
- Fact: A statement that can be proven or verified
- Media Influence: The impact of media on perceptions, beliefs, and actions
- Objective Reporting: Presenting information based purely on facts
- Opinion: A personal belief that reflects individual feelings
- Primary Source: An original document or firsthand account that has not been altered or interpreted by another person, often considered highly credible
- Secondary Source: A document or recording that relates or discusses information originally presented elsewhere, which can provide additional context but may include interpretation or analysis
- Selective Reporting: Presenting certain facts or perspectives to shape a narrative
- Social Norms: Unwritten rules about behavior within a social group
- Source Reliability: The trustworthiness of an information source
- Subjective: Information influenced by personal opinions or feelings

Key Concepts

- Understanding the power of media in shaping cultural norms and personal behaviors
- Recognizing the mechanisms through which media content can alter perceptions and influence decisions
- Evaluating the effects of media exposure on personal and societal levels

Essential Knowledge

- Mechanisms of Influence: How different types of media content persuade and influence viewers, listeners, and readers
- Impact on Perception and Behavior: Understanding how continuous exposure to certain media messages can reinforce specific ideas and behaviors
- Critical Media Consumption: Developing the ability to consume media mindfully, recognizing persuasive tactics and underlying messages

Bill Element 3.d

Bill Element

3.d - The importance of obtaining information from multiple sources

Summary

This bill element emphasizes the critical media literacy skill of sourcing information from a variety of sources. Students are encouraged to gather and compare information from multiple sources to form a well-rounded understanding of a topic. Educators are tasked with teaching the importance of this practice as a fundamental aspect of critical thinking and informed decision-making, helping students to avoid misinformation and develop a more accurate view of the world.

Key Terms

- Corroboration: Comparing different sources to check accuracy
- Effect: The impact a message has, often convincing people to act
- Emotional Appeal: Influencing an audience's feelings to support a message
- Ethical Appeal: Persuasion based on the credibility of the speaker
- Fear Appeal: Persuading people by making them feel afraid
- Hyperbole: Extreme exaggeration used to grab attention
- Logical Appeal: Persuasion through logic and reason
- Media Literacy: The ability to access, analyze, evaluate, create, and take action with all forms of communication, and encompasses the foundational skills of digital citizenship and internet safety including the norms of appropriate, responsible, ethical and healthy behavior, and cyberbullying prevention
- Multiple Sources: Gathering information from different places to verify facts
- Product Placement: Subtle brand exposure in media to influence the audience
- Propaganda: Media messages that are designed to influence opinions by presenting biased or misleading information
- Repetition: Repeated use of a message to strengthen its impact
- Testimonial: An endorsement by a well-known person or satisfied customer to build trust

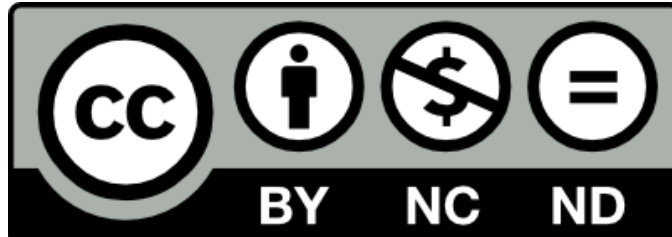
Key Concepts

- Understanding the value of diverse perspectives in verifying information
- Recognizing the risks of relying on a single source for information
- Developing critical thinking skills through the evaluation of multiple sources

Essential Knowledge

- Benefits of Multiple Sources: How using multiple sources helps ensure accuracy and a fuller understanding of complex issues
- Assessing Source Credibility: Criteria for evaluating the reliability of different sources
- Comparative Analysis: Techniques for comparing information from different sources to identify bias, discrepancies, and commonalities

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