

California State Standards for Media Literacy

English-Language Arts Content Standards

□ Listening & Speaking

1.0 Listening & Speaking Strategies

▪ *Analysis and Evaluation of Oral and Media Communications*

- **Grade 4:** Standard 1.10 Evaluate the role of media in focusing attention on events and in forming opinions on issues.
- **Grade 5:** Standard 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages; Standard 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
- **Grade 6:** Standard 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.
- **Grade 7:** Standard 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.
- **Grade 8:** Standard 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.
- **Grades 9 & 10:** Standard 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).
- **Grades 11 & 12:** Standard 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

▪ *Organization and Delivery of Oral Communication*

- **Grade 6:** Standard 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- **Grades 9 & 10:** Standard 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- **Grades 11 & 12:** Standard 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

▪ *Comprehension*

- **Grades 9 & 10:** Standard 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.
- **Grades 11 & 12:** Standard 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language); Standard 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels; Standard 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

2.0 Speaking Applications (Genres and Their Characteristics)

- **Grades 11 & 12:** Standard 2.4 Deliver multimedia presentations: a) Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images; b) Select an appropriate medium for each element of the presentation; c) Use the selected media skillfully, editing appropriately and monitoring for quality; d) Test the audience's response and revise the presentation accordingly.

□ Reading

2.0 Reading Comprehension (Focus on Informational Materials)

▪ *Expository Critique*

- **Grade 6:** Standard 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.
- **Grade 7:** Standard 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

□ Writing

2.0 Writing Applications (Genres and Their Characteristics)

- **Grades 11 & 12:** Standard 2.6 Deliver multimedia presentations: a) Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images); b) Select an appropriate medium for each element of the presentation; c) Use the selected media skillfully, editing appropriately and monitoring for quality; d) Test the audience's response and revise the presentation accordingly.

History-Social Science Content Standards

Grade 11:

- Category 11.5, Standard 11.5.6 Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
- Category 11.8, Standard 11.8.8 Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

Grade 12:

- Category 12.6, Standard 12.6.3 Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
- Category 12.7, Standard 12.7.6 Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
- Category 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
 - Discuss the meaning and importance of a free and responsible press.
 - Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
 - Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

Health Education Standards

California health education standards are phrased in terms of what the student will understand. They do not require media education, but each standard's accompanying list of "tasks and assignments [that] might be used to determine whether the student is meeting the standard" provides sample assignments that draw on media literacy skills, as follows.

Middle School

- **Standard 3:** The student will understand and demonstrate knowledge of behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health. **Sample assignment:** Students will select examples from media (TV and print) of appropriate and inappropriate responses to potentially dangerous situations.
- **Standard 7:** The student will understand individual differences in growth and development. **Sample assignment:** Students will collect images of "ideal" bodies from the media and will compare those images with class observations of what reality is.
- **Standard 9:** The student will know how to identify products, services, and information that may be helpful or harmful to his or her health. Students will be able to identify a variety of consumer influences and analyze how those influences affect decisions; identify reliable sources of nutrition information. **Sample assignment:** Students will find and compare two or more advertisements for the same health-related product, select one, and defend their decision verbally or by cartoon depiction.

High School

- **Standard 4:** The student will understand and demonstrate how to play a positive, active role in promoting the health of his or her family. **Sample assignment:** Students will analyze a television program and write a short essay describing the family dynamics in the program.
- **Standard 7:** The student will understand individual differences in growth and development. Students will be able to explore how body image is affected by many outside influences. **Sample assignment:** Students will create a collage that shows how body image is portrayed by advertisements.
- **Standard 8:** The student will understand his or her developing sexuality, the benefits of abstinence from sexual activity, and how to be respectful of the sexuality of others. Students will be able to identify influences and pressures to become sexually active. [No media-related activity is suggested; however there are many teaching resources available for helping students identify media-related "influences and pressures" to become sexually active.]
- **Standard 9:** The student will know how to identify products, services, and information that may be helpful or harmful to his or her health. Students will be able to analyze the influence of advertising and marketing on the selection of healthful and nutrition products. **Sample Assignments:** Students will create a PSA that promotes a safe and healthy environment; students will select an advertisement and evaluate its influence on consumer choices.