

State Standards: California



[CA Standards for Media Literacy](#)

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<p style="text-align: center;">Language Arts</p> <p>Analysis and examination of Oral and Media Communications</p> <p style="text-align: center;">Grade Four</p> <p>1.10 Evaluate the role of media in focusing attention on events and in forming opinions on issues</p> <p style="text-align: center;">Listening & Speaking Grade Five</p> <p>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.</p> <p>1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p> <p style="text-align: center;">Grade Six/Eight</p> <p>1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p> <p style="text-align: center;">Grades 11/12 Comprehension</p> <p>Recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g. advertising, perpetuation of stereotypes, use of visual representations, special effects, language)</p>	<p style="text-align: center;">Social Studies</p> <p style="text-align: center;">History/Soc Sciences Research 9-12</p> <p style="text-align: center;">Historical, Evidence and Point of View</p> <p>1. students distinguish valid arguments from fallacious arguments in historical interpretations</p> <p>2. students identify bias and prejudice in historical interpretations</p> <p>3. students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications</p> <p>11.5 the growth and effects of radio and movies</p> <p>their role in the world wide diffusion of popular culture</p> <p>12.6 3. the roll of polls, campaign advertising and the controversies over campaign funding</p> <p>12.7 6. the process of lawmaking at each of the 3 levels of government, including the role of lobbying and the media</p> <p>12.8 Students evaluate, take and defend positions on the influence of the media on American political life, in terms of:</p> <p>1. the meaning and importance of a free and responsible press</p> <p>2. the role of electronic, broadcast, print media and the Internet as means of communication in American politics</p> <p>3. how public officials use the media to communicate with the citizenry and to shape public opinion</p>	<p style="text-align: center;">Health/Prevention</p> <p style="text-align: center;">March 2008 revision:</p> <p style="text-align: center;">Standard 2: Analyzing Influences</p> <p>2.2.A Analyze the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs.</p> <p>2.4.A Explain how culture and media influence the use of alcohol and other drugs.</p> <p>2.3.N Describe the influence of advertising and marketing techniques on food and beverage choices.</p> <p>2.1.G Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.</p> <p>2.2.G Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.</p> <p>2.1.S Analyze how the media portray fire and explosives.</p> <p>3.1.N Distinguish between valid and invalid sources of nutrition information.</p> <p style="text-align: center;">-----</p> <p>Middle School Standard 3 Students will select examples from media (TV and print) of appropriate and inappropriate responses to potentially dangerous situations</p> <p style="text-align: center;">Standard 9 Identify a variety of consumer influences and analyze how those influences affect decisions; identify reliable sources of nutrition information (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)</p> <p style="text-align: center;">High School Standard 4 Students will analyze a television program and write a short essay describing the family dynamics in the program</p> <p style="text-align: center;">Standard 7 Explore how body image is affected by many outside influences (Students will create a collage that shows how body image is portrayed by advertisements)</p> <p style="text-align: center;">Standard 8 Identify influences and pressures to become sexually active</p> <p style="text-align: center;">Standard 9 Analyze the influence of advertising and marketing on the selection of healthful and nutrition products (Students will create a PSA that promotes a safe and healthy environment; students will select an advertisement and evaluate its influence on consumer choices)</p>
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