

State Standards: California



[CA Standards for Media Literacy](#)

(document courtesy of MediaLiteracy.com)

<p>Language Arts Analysis and examination of Oral and Media Communications Grade Four</p> <p>1.10 Evaluate the role of media in focusing attention on events and in forming opinions on issues 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. 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. Grade Six/Eight</p> <p>1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p> <p>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>Social Studies History/Soc Sciences Research 9-12 Historical, Evidence and Point of View</p> <p>1.students distinguish valid arguments from fallacious arguments in historical interpretations 2. students identify bias and prejudice in historical interpretations 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 11.5 the growth and effects of radio and movies 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 12.7 6. the process of lawmaking at each of the 3 levels of government, including the role of lobbying and the media 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 2. the role of electronic, broadcast, print media and the Internet as means of communication in American politics 3. how public officials use the media to communicate with the citizenry and to shape public opinion</p>	<p>Health/Prevention March 2008 revision: Standard 2: Analyzing Influences 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. 2.4.A Explain how culture and media influence the use of alcohol and other drugs. 2.3.N Describe the influence of advertising and marketing techniques on food and beverage choices. 2.1.G Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness. 2.2.G Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. 2.1.S Analyze how the media portray fire and explosives. 3.1.N Distinguish between valid and invalid sources of nutrition information.</p> <hr/> <p>Middle School Standard 3 Students will select examples from media (TV and print) of appropriate and inappropriate responses to potentially dangerous situations 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) High School Standard 4 Students will analyze a television program and write a short essay describing the family dynamics in the program 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) Standard 8 Identify influences and pressures to become sexually active 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>
--	--	---