

State Standards: Georgia



<p style="text-align: center;">Language Arts (revised 10/07) Speaking/Listening/Viewing ELA8LSV2 (8th Grade)</p> <p>The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools Speaking/Listening/Viewing ELA9LSV1 (9th grade)</p> <p>The student demonstrates an understanding of listening, speaking and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. ELA12LSV2 (12th grade)</p> <p>The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.</p> <p>When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:</p> <ol style="list-style-type: none"> Identifies and evaluates 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). Analyzes 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. Identifies and evaluates the effect of media on the production and consumption of personal and societal values. Interprets and evaluates the various ways in which local, national, and international events are presented and the ways information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers). Critiques a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis. <p style="text-align: center;">proposed Jan. 2004 Listening, Speaking & Viewing</p> <p>The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student listens critically and responds appropriately to oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas ELA6LSV2</p> <p>When responding to visual and oral texts and media (e.g. television, radio, film productions, and electronic media) the student</p> <ol style="list-style-type: none"> identifies persuasive and propaganda techniques used in media and identifies false and misleading information Sample Tasks, Stan. 2 The student analyzes the appeal of popular TV shows and films for particular audiences. The student explains the use of "propaganda techniques" (e.g. bandwagon, glittering generalities, celebrity) in TV commercials. 	<p style="text-align: center;">Social Studies</p> <p>Assesses the influence of propaganda and media bias in the formation of public opinion.</p> <ol style="list-style-type: none"> Describes methods of measuring public opinion. <ul style="list-style-type: none"> -rise of interest groups -polls-surveys, and election results Identifies methods of effective expression of public opinion. <ul style="list-style-type: none"> -demonstrations - propaganda advertising -opinion and leadership Describes the development and nature of public opinion in American public. Evaluates the impact of media on public opinion examines the role and influences of the news media with respect to law suits and trial Major issues of American legal history. Identifies sources of information- the media, computer networks. <p>Distinguishes fact from opinion in sources and validates sources as to their authority, credibility and possible bias</p>	<p style="text-align: center;">Health/Prevention</p> <p>10 Distinguishes between fact and fiction in media representation of life events (e.g. violence, family and self image)</p> <p>14 Recognizes how sexual decisions are influenced by group pressure (e.g. community, media, peer)</p> <ol style="list-style-type: none"> Discusses how to resist peer and media pressures to use alcohol, tobacco products, and other drugs Recognizes how sexual decisions are influenced by group pressures (e.g. community, media and peer) Identifies ways various forms of media, such as movies, glorify drug use.
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