

State Standards: North Dakota

[NORTH DAKOTA](#)

Language Arts	Social Studies	Health/Prevention
<p data-bbox="193 165 507 230">English Language Arts Standard 2</p> <p data-bbox="124 237 576 566">Students engage in the reading process Benchmark 12 Construct meaning while reading and adjust for understanding: read a variety of texts: question text: reflect on what has been learned from reading and recognize underlying meaning</p> <p data-bbox="124 573 576 857">Examples of Specific Knowledge That Support The Standard & Benchmarks: propaganda, poetic license, bias, fallacies, manipulative language Examples of Performance Activities That Support The Standard & Benchmarks</p> <p data-bbox="124 864 576 1597">Activity 2: Have students find examples of advertisements in newspapers or magazines which contain propaganda, faulty reasoning, misused evidence, or clichés. Using these examples, have students create a survey to gather information as to how other students view the information and overall effect the information has on them as consumers. Have students write a letter to the editor of the magazine or newspaper explaining why they are for or against the use of these elements in advertising and why the paper or magazine should not allow these advertising strategies. Standard 3,5,7 also apply</p>	<p data-bbox="647 165 861 194">Standard 4</p> <p data-bbox="603 201 911 486">Students understand How to Use Social Studies Resources Grade 9-12 Benchmarks 12.4.1 use primary sources to enhance understanding of SS content</p> <p data-bbox="603 492 911 745">12.4.2 interpret and evaluate secondary sources 12.4.3 apply technology in accessing and using SS resources</p> <p data-bbox="603 752 911 817">Examples of specific knowledge</p> <p data-bbox="603 824 911 1153">12.4.1 maps, diaries, letters, cartoons, magazines, newspapers, paintings, music, documents, artifacts, photos, journals, eyewitness accounts, film</p> <p data-bbox="603 1160 911 1373">12.4.2 secondary narratives, literature, biographies, newspapers, magazines, film</p> <p data-bbox="603 1379 911 1520">12.4.3 computer literacy, website, simulations, multimedia</p> <p data-bbox="695 1527 818 1556">Examples</p> <p data-bbox="603 1563 911 1960">12.4.1 students design political commercials or engage in historical reenactments or role playing by using a variety of source (e.g. internet, information brochures, newspapers)</p>	<p data-bbox="978 165 1230 194">Standard 3</p> <p data-bbox="930 201 1286 378">Students understand the effects of environmental and external factors on persona, family and community health</p> <p data-bbox="930 385 1286 526">Grades K-4 Recognize how media influence thoughts, feelings, and health behaviors</p> <p data-bbox="930 533 1286 745">Grades 5-8 Know that family, community, culture, media, technology and other factors have an impact on health practices.</p> <p data-bbox="930 752 1286 1081">Example of specific knowledge: 3.1 effects of advertising (e.g. use of cartoon characters to promote smoking); effect of media use (TV, internet, computer games) on physical activity</p> <p data-bbox="930 1088 1286 1265">Examples of activities 3.1 Have students evaluate ads for influence on health behavior</p> <p data-bbox="930 1272 1286 1520">6.3 Ask students to analyze health ads and health products to determine credibility with follow-up correspondence to the company</p> <p data-bbox="930 1527 1286 1814">7.1 create a media day- divide students into teams to present information on a health issue through billboard, video, radio talk host, radio-TV PSA, etc.</p> <p data-bbox="930 1821 1286 1993">Grades 9-12 Know how the community, media and technology can influence the health of individuals</p>