

State Standards: Texas

[TEXAS](#)

[Viewing & Representing](#) 2004

[Viewing & Representing](#) (Level 2)

Link to Texas [TEKS for ELA](#)

[AP & Pre AP Objectives, TEKS & Activities](#)

<p style="text-align: center;">Language Arts Updated 2008</p> <p style="text-align: center;">Reading/Media Literacy.</p> <p>Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.</p> <p style="text-align: center;">5th grade</p> <p>Students are expected to:</p> <p>(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);</p> <p>(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);</p> <p>(C) identify the point of view of media presentations; (D) analyze various digital media venues for levels of formality and informality.</p> <p style="text-align: center;">6th grade</p> <p>(A) explain messages conveyed in various forms of media;</p> <p>(B) recognize how various techniques influence viewers' emotions;</p> <p>(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and</p> <p>(D) analyze various digital media venues for levels of formality and informality.</p> <p style="text-align: center;">7th grade:</p> <p>(A) interpret both explicit and implicit messages in various forms of media;</p> <p>(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;</p> <p>(C) evaluate various ways media influences and informs audiences; and</p> <p>(D) assess the correct level of formality and tone for successful participation in various digital media.</p> <p style="text-align: center;">8th grade:</p> <p>(A) evaluate the role of media in focusing attention on events and informing opinion on issues;</p> <p>(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;</p> <p>(C) evaluate various techniques used to create a point of view in media and the impact on audience;</p> <p>(D) assess the correct level of formality and tone for successful participation in various digital media.</p> <p style="text-align: center;">ENGLISH I</p> <p>(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;</p> <p>(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);</p> <p>(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and</p> <p>(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.</p> <p style="text-align: center;">ENGLISH II</p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p> <p>(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);</p> <p>(C) examine how individual perception or bias in coverage of the same event influences the audience; and</p> <p>(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.</p> <p style="text-align: center;">ENGLISH III</p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p> <p>(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;</p> <p>(C) evaluate the objectivity of coverage of the same event in various types of media</p> <p>(D) evaluate changes in formality and tone across various media for different audiences and purposes.</p>	<p style="text-align: center;">Social Studies</p> <p>(25)Social studies skills.</p> <p>The student applies critical- thinking skills to</p> <p>organize and use information acquired from a variety of sources including electronic technology. The student is expected to: (A) identify ways archaeologists, anthropologists, historians, and geographers analyze limited evidence; (B) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information; (C) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(D) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context; (E) use the process of historical inquiry to research, interpret, and use multiple sources of evidence; (F) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; (G) identify bias in written, oral, and visual material; (H) support a point of view on a social studies issue or event; and (I) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p style="text-align: center;">Health</p> <p style="text-align: center;">Grade 3</p> <p style="text-align: center;">3.7 Influencing Factors</p> <p>-(A) describe how the media can influence knowledge and health behaviors;</p> <p style="text-align: center;">5.3 Health Information</p> <p>(B) demonstrate ways to communicate health information such as posters, videos, and brochures</p> <p style="text-align: center;">Middle School</p> <p style="text-align: center;">Influencing Factors</p> <p>6.8- identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web</p> <p style="text-align: center;">Grade 7-8</p> <p style="text-align: center;">Influencing Factors</p> <p>A. Explain the role of media and technology in influencing individuals and community health such as watching TV or reading a newspaper or a billboard</p> <p>B. explain how programmers develop media to influence buying decisions.</p>
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