

State Standards: Vermont

VERMONT

additional verbiage at

<http://www.vmac-online.org/standards.asp> and

<http://www.castleton.edu/medialiteracy/framework.html>

Language Arts	Social Studies	Health/Prevention
<p>Responding to Media</p> <p>5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, TV, video, and online resources.</p> <p>This is evident when students:</p> <p>Prek-4</p> <p>a. analyze and interpret features of a variety of types of media</p> <p>b. support judgments about what is seen and heard by drawing from experiences beyond the media, or by giving examples of conflicting messages in the media; and</p> <p>C. compare what is seen and heard in the media to their own lives</p> <p>5.15 Literature and Media: Design and Production</p>	<p>Pre K-4 b.</p> <p>Understand the relationships among generalization, categorization, bias and other stereotyping, and their uses in the presentation and analysis of evidence and data.</p> <p>5-8 identify and distinguish among the uses and forms (official and unofficial) of propaganda</p>	<p>Personal Development/Informed Decisions</p> <p>PreK-4 a. Seek information and base decisions on evidence from reliable sources, including prior experience, trying things out, peers, adults, and print and non-print resources</p> <p>Grades 1-2</p> <p>Students will show understanding of how culture, media, peers, family, and other factors influence health by...</p> <p>a. explaining how media influences thoughts, feelings, and health behaviors</p> <p>Grades 3-4</p> <p>Analyzing how advertising and marketing attempts to influence initiation of health risk behaviors</p> <p>Grades 5-6 Demonstrating the use of positive media strategies including marketing to promote healthy choices</p> <p>Grade 7-8</p> <p>Analyzing how messages from media (e.g. teen magazines, videos, Internet) influence both health behaviors and the selection of health information, products and services (e.g. body image, acne products, food choices)</p>

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