

State Standards: Virginia

VIRGINIA

Language Arts	Social Studies	Health/Prevention
<p data-bbox="164 398 523 432">Link to 2010 Standards</p> <p data-bbox="124 436 558 470">Some excerpts listed below:</p> <p data-bbox="140 474 542 589">Communication: Listening, Speaking, and Media Literacy</p> <p data-bbox="284 593 399 627">Grade 6</p> <p data-bbox="132 631 550 745">6.3 The student will understand the elements of media literacy.</p> <p data-bbox="156 750 526 864">a) Compare and contrast auditory, visual, and written media messages.</p> <p data-bbox="188 869 550 1028">b) Identify the characteristics and effectiveness of a variety of media messages.</p> <p data-bbox="156 1032 526 1146">c) Craft and publish audience-specific media messages.</p> <p data-bbox="284 1151 399 1184">Grade 7</p> <p data-bbox="132 1189 550 1303">7.3 The student will understand the elements of media literacy.</p> <p data-bbox="124 1308 558 1512">a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.</p> <p data-bbox="156 1516 526 1630">b) Distinguish between fact, opinion, evidence, and inference.</p> <p data-bbox="124 1635 558 1749">c) Describe how word choice and visual images conveys a viewpoint.</p> <p data-bbox="124 1753 558 1912">d) Compare and contrast the techniques in auditory, visual, and written media messages.</p> <p data-bbox="156 1917 526 2031">e) Craft and publish audience-specific media messages.</p>	<p data-bbox="651 351 882 394">Social Studies</p> <p data-bbox="582 398 957 589">Grade 5-6 The student will develop skills for historical analysis, including the ability to:</p> <p data-bbox="582 593 957 1146">-identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, arts, documents, and newspapers) and contemporary media (TV, movies, and computer information systems) to better understand events and life in the US history to 1877</p> <p data-bbox="710 1151 829 1184">Grade 7</p> <p data-bbox="582 1189 957 1512">-evaluating accuracy of campaign advertising; and distinguishing between reporting, analysis, and editorializing in the media, and recognition of bias</p> <p data-bbox="582 1516 957 1630">-the impact of the media on public opinion and policymakers</p> <p data-bbox="710 1635 829 1668">Grade 9</p> <p data-bbox="582 1673 957 1989">Identifying, analyzing, and interpreting primary and secondary sources and artifacts</p> <p data-bbox="582 1993 957 2098">-validating sources as to their authenticity, authority, credibility and possible bias</p>	<p data-bbox="1042 351 1321 394">Health/Prevention</p> <p data-bbox="1098 398 1265 432">Assessment</p> <p data-bbox="979 436 1388 589">The student will evaluate media advertisements purporting safe behaviors.</p> <p data-bbox="979 593 1388 745">The influence of multiple media resources on personal choices (added June 2006)</p> <p data-bbox="995 750 1372 1106">5.4 The student will critically evaluate how print media, broadcast media, and Internet technology influence perceptions of health information, products, and services. Key concepts/skills include:</p> <p data-bbox="979 1111 1388 1265">b. tools for the critical evaluation of advertisements and promotions.</p> <p data-bbox="979 1270 1388 1547">7.3 The student will investigate and analyze the various factors that guide an individual's decisions about health and well-being. Key concepts/skills include:</p> <p data-bbox="995 1552 1372 1666">a. the types of advertising techniques used to influence adolescents' decisions;</p> <p data-bbox="995 1671 1372 1989">8.4 The student will interpret and evaluate how health information, products, services, and agencies are targeted to impact adolescents. Key concepts/skills include:</p> <p data-bbox="979 1993 1388 2098">b. the influence of multiple media resources on personal choices;</p>

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