

# State Standards: Washington

## [WASHINGTON](#)

Media Literacy Through Critical Thinking

Washington State approved curriculum

[Teacher Guide](#) [Student Handouts](#)

also available [here](#)

[Media Literacy:](#) An Exciting Tool to Promote Public Health & Safety

In Washington's Communities & Schools (April 1999)

<p><b>Language Arts</b></p> <p>4.3 analyze mass communication</p> <p>BENCHMARK 1-GRADE 4 identify various forms of mass communication such as magazines, television, newspapers, and the internet;</p> <p>identify messages in simple advertisements; identify fact, opinion, and assumptions in mass communication; understand that all media is produced from a point of view and with a set of assumption</p> <p>BENCHMARK 2-GRADE 7 identify and evaluate techniques used in mass communication such as name calling, celebrity appeal, and identification with the audience; identify and explain the uses and impact of fact, opinion, bias, etc. in mass communication; identify the accuracy, point of view, and assumptions of media</p> <p>BENCHMARK 3-GRADE 10 identify and evaluate complex techniques used in mass communications such as generalization, appeal to popularity, and appeal to emotion; analyze and explain the effectiveness of methods used in mass communication; analyze and interpret the influence of media sources</p>	<p><b>Social Studies</b></p> <p>CIVICS</p> <p>4.3 explain how citizen participation influences public policy</p> <p>BENCHMARK 3-GRADE TBA evaluate the positive and negative consequences of public opinion and the media on public policy development</p> <p>HISTORY</p> <p>2.2 analyze historical information</p> <p>BENCHMARK 3-GRADE TBA separate fact from conjecture; discern bias; separate relevant from irrelevant information in persuasive materials; distinguish verifiable information</p>	<p><b>Health/Prevention</b></p> <p>3.2 gather and analyze health information</p> <p>BENCHMARK 1-GRADE TBA access reliable information about health products and services; identify messages about safe and unsafe behaviors such as tobacco or alcohol advertising</p> <p>BENCHMARK 2-GRADE TBA distinguish between safe and safe health care products; identify ways people encourage healthy and unhealthy decisions plan how to resist unhealthy messages, and create healthy messages</p> <p>BENCHMARK 3-GRADE TBA evaluate the accuracy and usefulness of health information for selection of products and services and avoidance of unsafe situations during play and work; analyze the effect of media and technology on personal and community health policy and health promotion</p> <p>Component 3.2b Content Specifications Techniques that media use for persuasion (bandwagon, testimonial)</p>
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