

# State Standards: Ohio

[OHIO](#)

<p>Language Arts</p> <p>4. Integrate reading with speaking, listening, viewing, and writing experiences; Learning projects, thematic units, choral reading, reading with fluency and expression, etc.</p> <p>5. Extend and enrich reading experiences through technology and multimedia activities.</p> <p>Video portfolios of projects and reading growth, videos of literature read, laser disks, and/or computers to access information</p> <p>3. hear and view effective grammar and syntax modeled by the teacher and the media</p> <p>4. critically view and listen to a variety of media; learners might distinguish between necessary and unnecessary information, fiction or nonfiction, and fact or opinion.</p> <p>5. reconstruct meaning gained from listening/viewing into another form of communication for clarification; rephrase confusing statement, paraphrase, summarize a speech, critique a movie, etc</p> <p>material added 5/04:</p> <p>6. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade). Correlation of K12 Benchmarks &amp; Grade Level Indicators</p> <p>English Language Arts</p> <p>Writing, Research and Communication: Oral &amp; Visual Standard</p> <p>8. Explain a speaker's point of view and use of persuasive techniques in presentations and visual media.</p> <p>Grade 5</p> <p>4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers.</p> <p>Grade 6</p> <p>4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.</p> <p>8. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.</p> <p>Grade 8</p> <p>1. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.</p> <p>2. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages</p>	<p><b>Social Studies</b></p> <p>Citizenship Rights &amp; Responsibilities</p> <p>5<sup>th</sup> Grade</p> <p>-acquire, interpret and analyze information regarding national issues</p> <p>9<sup>th</sup> Grade</p> <p>-identify sources of propaganda, describe the most common techniques, and explain how propaganda is used to influence behavior</p> <p>Grade 10</p> <p>Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.</p> <p>Grade 10</p> <p>Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion</p> <p>Grade 11</p> <p>Government</p> <p>Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions.</p> <p>Grade 12</p> <p>Systems of Govnt</p> <p>Identify and analyze issues related to the election process in the United States (e.g., election board policies, technology used in elections, media reporting of election results).</p>	<p><b>Health</b></p> <p>(Note: the state has no standards; local districts write their own) But the following has been sent to me:</p> <p>Ohio's Model for Health &amp; Physical Education Draft (March 2000)</p> <p>Grade 6</p> <p>AT00</p> <p>Instructional Objectives</p> <p>Motivators: Investigate how alcohol/tobacco company ads target young people</p> <p>Library</p> <p>New standards for media literacy released June 2004</p> <p>Available <a href="#">here</a></p> <p><a href="#">LibraryGuidelines Checklists</a> (2005)</p>	<p><b>Visual Art</b></p> <p>Benchmark C</p> <p>Grade 8</p> <p>4. Identify examples of visual culture (e.g. advertising, political cartoons, product design, theme parks) and discuss how visual art is used to shape people's tastes, choices, values, lifestyles, buying habits and opinions.</p> <p>Benchmark A</p> <p>Grades 5-8</p> <p>Create artwork (e.g. a satirical drawing, political cartoon, or advertising campaign) that expresses a personal comment about a social, environmental or political issue.</p>
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