

State Standards: South Carolina

[SOUTH CAROLINA](#)

NEW: [ELA Standards With Media Elements](#) (March 2015)

[Media Arts/Literacy Support Documents](#) (Fall 2011)

Non-print sources- [Support document](#) (July 2008)

<p align="center">Language Arts 2007 revision</p> <p align="center">Guiding Principle Number 8</p> <p>An effective English Language Arts curriculum utilizes all forms of media to prepare students to live in an information-rich society</p> <p>6-5.4 Create persuasive writings (e.g. print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.</p> <p>7-2.8 Exemplify the use of propaganda techniques (including glittering generalities and name calling) in informational texts</p> <p>E3-2.3 Analyze informational texts for indicators of author bias</p> <p align="center">(standards, adopted 6/2002) Elaboration (Fall 2005)</p> <p align="center">Communication: Viewing</p> <p>Read the entire document here</p> <p>Note: document is in pdf format</p> <p align="center">Page 1= Grades prek-2 Page 2= Grades 3-5 Pages3,4= Grades 6-8 Page 5= Grades 9-12</p> <p>(following revisions July 2005)</p> <p align="center">Gathering Information and Refining A Topic Grade 6-8</p> <p>Evaluate sources for accuracy, bias and credibility</p> <p>Reading Process & Comprehension Grades 6-8</p> <p>Explores information texts (non-fiction) by detecting bias and identify propaganda techniques</p>	<p align="center">Social Studies 2011 (draft)</p> <p align="center">US GOVERNMENT</p> <p>USG-4.4 Analyze the process through which citizens monitor and influence public policy, including political parties, interest groups, the media, lobbying, donations, issue advocacy, and candidate support.</p> <p>Social Studies Literacy Skills for the 21st Century:</p> <p>K-3 Interpret information from a variety of social studies resources.</p> <p>4-5 Utilize different types of media to synthesize social studies information from a variety of social studies resources.</p> <p>6-8 Select or design appropriate forms of social studies resources to organize and evaluate social studies information.</p> <p>9-12 Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.</p> <p align="center">_____ (revised 2005)</p> <p align="center">Grade 5 4.1</p> <p>the popularity of new technology such as automobiles, airplanes, radio, and movies</p> <p align="center">Grade 5</p> <p>Summarize the impact of cultural developments in the US following WWII, including the significance of pop culture and mass media and the population shifts to the suburbs</p> <p align="center">Grade 7-7.2</p> <p>Explain the significance and impact of the information, technological, and communications revolutions, including the role of TV satellites, computers, and the Internet</p> <p align="center">7-5.1</p> <p>Explain the role of propaganda in influencing the US to enter WWI</p> <p align="center">Grade 8</p> <p>Explain the causes and effects of changes in SC culture during the 1920s, including ...the rise of mass media....</p> <p align="center">Grade 9</p> <p>emergence of the consumer culture</p> <p align="center">Econ 4.2</p> <p>the influence of advertising on consumer choices</p> <p>South Carolina CATE – Family and Consumer Sciences Comprehensive Financial FitnessA. Financial decisions</p> <p>3. describe how media influences consumer decisions</p>	<p align="center">Health (revised 2009)</p> <p>Standard 2. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p align="center">Grade 2</p> <p>I-2.2.1 Describe ways that family, friends, and the media can help a person stay safe and avoid injury.</p> <p>D-2.2.1 Explain ways that family, friends, and the media influence an individual's use of ATOD.</p> <p>P-2.2.1 Identify ways that family, friends, school, community, and the media influence an individual's health practices and behaviors.</p> <p>N-2.2.1 Describe ways that the media, school, and community influence an individual's food choices.</p> <p>N-2.2.2 Describe ways that the media, school, and community influence an individual's physical activity.</p> <p align="center">HIGH SCHOOL</p> <p>N-HS.2.2 Examine ways that the media, advertising, and marketing practices affect the nutrition and physical activity level of individuals.</p> <p align="center">High School</p> <p>D-HS.2.2 Examine ways that media messages and marketing techniques influence ATOD use.</p>	<p align="center">Visual & Performing Arts (June 2010 revision)</p> <p align="center">MEDIA ARTS</p> <p align="center">Standard 3</p> <p>The student will access, analyze, interpret and create media texts.</p> <p align="center">From Grade 6 Indicators</p> <p>MA6-3.1 Explain how a variety of media texts address their intended purpose and audience</p> <p>MA6-3.1 Interpret media texts, using overt and implied messages as evidence for their interpretations</p> <p>MA6-3.3 Evaluate the effectiveness of the presentation in media texts, for example, treatment of ideas, information, themes, opinions, issues, and/or experiences</p> <p>MA6-3.4 Explain why different audiences might have different responses to a variety of media texts</p> <p align="center">See Frank Baker's Media Arts/Media Literacy 2011 support document here</p>
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