

# State Standards: Virginia

## VIRGINIA

<b>Language Arts</b>	<b>Social Studies</b>	<b>Health/Prevention</b>
<p data-bbox="164 400 520 430"><a href="#">Link to 2010 Standards</a></p> <p data-bbox="124 439 560 589">Some excerpts listed below: Communication: Listening, Speaking, and Media Literacy</p> <p data-bbox="284 598 400 627">Grade 6</p> <p data-bbox="132 636 555 748">6.3 The student will understand the elements of media literacy.</p> <p data-bbox="156 757 531 869">a) Compare and contrast auditory, visual, and written media messages.</p> <p data-bbox="132 878 555 1030">b) Identify the characteristics and effectiveness of a variety of media messages.</p> <p data-bbox="156 1039 531 1151">c) Craft and publish audience-specific media messages.</p> <p data-bbox="284 1160 400 1189">Grade 7</p> <p data-bbox="132 1198 555 1310">7.3 The student will understand the elements of media literacy.</p> <p data-bbox="124 1319 563 1509">a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.</p> <p data-bbox="156 1518 531 1630">b) Distinguish between fact, opinion, evidence, and inference.</p> <p data-bbox="124 1639 563 1751">c) Describe how word choice and visual images conveys a viewpoint.</p> <p data-bbox="124 1760 563 1912">d) Compare and contrast the techniques in auditory, visual, and written media messages.</p> <p data-bbox="156 1921 531 2033">e) Craft and publish audience-specific media messages.</p>	<p data-bbox="651 360 884 389">Grade 5-6 The student will develop skills for historical analysis, including the ability to:</p> <p data-bbox="585 598 959 1144">-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="708 1153 831 1182">Grade 7</p> <p data-bbox="585 1191 959 1509">-evaluating accuracy of campaign advertising; and distinguishing between reporting, analysis, and editorializing in the media, and recognition of bias</p> <p data-bbox="585 1518 959 1630">-the impact of the media on public opinion and policymakers</p> <p data-bbox="708 1639 831 1668">Grade 9</p> <p data-bbox="585 1677 959 1989">Identifying, analyzing, and interpreting primary and secondary sources and artifacts</p> <p data-bbox="585 1998 959 2087">-validating sources as to their authenticity, authority, credibility and possible bias</p>	<p data-bbox="1046 360 1319 389">Assessment</p> <p data-bbox="981 439 1390 589">The student will evaluate media advertisements purporting safe behaviors.</p> <p data-bbox="981 598 1390 748">The influence of multiple media resources on personal choices (added June 2006)</p> <p data-bbox="997 757 1374 1111">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="981 1120 1390 1270">b. tools for the critical evaluation of advertisements and promotions.</p> <p data-bbox="997 1279 1374 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="997 1556 1374 1706">a. the types of advertising techniques used to influence adolescents' decisions;</p> <p data-bbox="997 1715 1374 2098">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="997 1998 1374 2087">b. the influence of multiple media resources on personal choices;</p>

Copyright 2000 Frank W. Baker