



Media Literacy Education: Where to Integrate It Within Missouri State Grade Level Expectations in Communication Arts, Health Education and Social Studies

Communication Arts Grade Level Expectations* (Missouri DESE dated 10/18/2004)

□ Reading

3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C. Text Elements

- **Grade 4:** Use details from text to: distinguish between fact and opinion; identify and explain author's purpose.
- **Grade 6:** Use details from text to: evaluate the accuracy of the information; identify and interpret author's purpose, slant and bias.
- **Grade 7:** Use details from text to: evaluate the accuracy of the information; analyze propaganda techniques.

□ Listening & Speaking

1. Develop and apply effective listening skills and strategies

A. Purpose for Listening

- **Grade 3:** Listen to distinguish fact from opinion.
- **Grade 7:** Listen critically to recognize and interpret propaganda techniques.

2. Develop and apply effective listening skills and strategies for various audiences and purposes

B. Discussion and Presentation

- **Grade 7:** In discussions and presentations, use media.
- **Grade 8, 9-12:** In discussions and presentations, incorporate appropriate media or technology.

□ Information Literacy

1. Develop and apply effective research process skills to gather, analyze and evaluate information.

B. Acquire Information

- **Grade 7:** Locate and use multiple resources to evaluate reliability of information.
- **Grade 8:** Locate and use primary and secondary sources to evaluate reliability of information.
- **Grade 9-12:** Locate and use multiple primary and secondary sources to select relevant and credible information; evaluate reliability of information; evaluate reliability of sources.

2. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media.

A. Media Messages

- **Grade K:** Identify, with assistance, topics of messages conveyed through oral and visual media.
- **Grade 1:** Identify, with assistance, simple messages conveyed through oral and visual media.
- **Grade 2:** Identify, with assistance, intended messages conveyed through oral and visual media.
- **Grade 3:** Identify intended messages conveyed through oral and visual media.
- **Grade 4:** Identify and explain intended messages conveyed through oral and visual media.
- **Grade 5:** Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs).
- **Grade 6:** Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs).
- **Grade 7:** Identify and explain media techniques used to convey messages in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs).
- **Grade 8:** Analyze and synthesize two or more messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs).
- **Grade 9-12:** Analyze, describe and evaluate the elements of messages projected in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs).

Social Studies Grade Level Expectations* (Missouri DESE dated 10/20/07)

□ United States History

2a. Knowledge of continuity and change in the history of Missouri, the United States and the world.

C(3) Economic development in the United States

- **Grades 9-12:** Describe the historical development of the American economy, including: impact of technological change and urbanization on land, resources, society, politics and culture.

Health Education Grade Level Expectations* (Missouri DESE Final Draft dated 2/05/07)

□ Health Maintenance and Enhancement

1. Personal and Family Health

A. Personal Health

- **Grade 7:** Critique personal behaviors and their cause and effect that relate to the following choices: refraining from the use of tobacco and alcohol, maintaining a healthy weight, daily moderate to vigorous physical activities, making healthy food choices (fruits, vegetables, whole grains, portion sizes).
- **Grade 9-12:** Develop methods using technology, logical and creative strategies, and other resources (media, culture, medical research) to predict, prevent, and solve health problems.

2. Nutrition

C. Balance, Variety and Moderation

- **Grade 3:** Recognize the factors that influenced food choices (e.g., availability, family preference, culture, media).
- **Grade 7:** Evaluate factors that influenced food choices and their impact on nutrition and health. Factors include culture, family, emotions, peers, media.
- **Grade 9-12:** Investigate and analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, and advertising).

D. Healthy Body Image

- **Grade 5:** Discuss the misconceptions projected by society in regards to body image.
- **Grade 6:** Formulate appropriate strategies to address problems that can affect a healthy body image during adolescence (e.g., culture, family, peers, media, personality, emotions).

3. Consumer Health and Safety

A. Media Influence on Health Habits and Decisions

- **Grade 2:** Observe advertising techniques that target children (e.g., toys in cereal, fast food meals, cartoon characters).
- **Grade 4:** Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial).
- **Grade 6:** Recognize that fads, quackery, and advertising can influence health behaviors and practices.
- **Grade 8:** Analyze marketing and advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, good times, status, symbols-well known characters).
- **Grade 9-12:** Evaluate the role the media can play in influencing young adults' self concept by idealizing body image and elite performance levels of famous people. Analyze the health claims that the media make and their impact on physical, mental/emotional, and social health.

□ Risk Assessment and Reduction

2. Substance Education

C: Effects on the Body

- **Grade 3:** Recognize the factors (e.g., media, peers, self-concept) that influence decisions to use or abuse substances.

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* This document includes only the parts of the Expectations that are related specifically to media literacy education (i.e., some do not include their complete text).