

EDUCATION STANDARDS FOR GRADES 5-6

Language Arts: Critical Reading, Critical Viewing	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Bonus Activity 1	Bonus Activity 2
Uses the general skills and strategies of the reading process						
Makes, confirms, and revises simple predictions about what will be found in a text.	•	•	•	•	•	•
Understands the author's purpose (e.g., to persuade, to inform) or point of view.	•	•	•	•	•	•
Understands specific devices an author uses to accomplish his or her purpose (e.g., persuasive techniques, style, word choice, language structure).		•	•	•		•
Uses viewing skills and strategies to understand and interpret visual media						
Understands different messages conveyed through visual media.	•		•	•	•	
Understands basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children, appealing elements used in memorable commercials, possible reasons for the choice of specific visual images).		•	•	•		•
Understands a variety of messages conveyed by visual media.	•	•	•	•		•
Knows that people with special interests and expectations are the target audience for particular messages or products in visual media; and knows that design, language, and content reflect this (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed towards different classes, races, ages, genders; in the appeal of popular television shows and films for particular audiences).		•	•	•		•
Understands techniques used in visual media to influence or appeal to a particular audience (e.g., persuasive techniques, such as exaggerated claims, portrayal of appealing lifestyles, bandwagon, glittering generalities; subliminal messages; narrative style).		•	•	•		•
Understands the characteristics and components of the media						
Knows the main formats and characteristics of familiar media (e.g., types of advertising such as billboards, T-shirts, or commercials; characteristics of films and magazines).	•	•			•	•
Language Arts: Reading						
Uses the general skills and strategies of the reading process						
Makes, confirms, and revises simple predictions about what will be found in a text.	•	•	•	•	•	•
Reflects on what has been learned after reading, and formulates ideas, opinions, and personal responses to texts.	•	•	•	•	•	•
Social Studies						
CULTURE. Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:						
Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.	•	•	•	•	•	•
Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.		•	•	•		•
INDIVIDUAL DEVELOPMENT & IDENTITY. Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can:						
Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.		•	•	•		•
Identify and interpret examples of stereotyping, conformity, and altruism.	•	•	•	•	•	•
INDIVIDUALS, GROUPS & INSTITUTIONS. Social studies programs should include experiences that provide for the study of interaction among individuals, groups, and institutions, so that the learner can:						
Analyze group and institutional influences on people, events, and elements of culture.	•	•	•	•	•	•
POWER, AUTHORITY & GOVERNANCE. Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:						
Describe the purpose of government and how its powers are acquired, used, and justified.	•	•			•	•
Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.	•	•			•	•
GLOBAL CONNECTIONS. Social studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can:						
Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstandings.	•	•	•	•	•	•