

Media Literacy for Safe and Healthy Choices

Standards Met

Lesson 1

Common Core Standards

- CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- CCSS.ELA-Literacy.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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- CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (Extension 1)
- CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (Extension 1)
- CCSS.Math.Content.5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. (Extension 2)

New Hampshire State Standards

Visual Art

Standard 6: Students will make connections among visual arts, other disciplines, and daily life.

End of Grade 4: c. Students will be able to describe how visual arts are used in the world around us and how they are part of our everyday life.

Lesson 2

Common Core Standards

-CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

-CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

-CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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-CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

-CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

-CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Extension 1 and 3)

-CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Extension 1 and 3)

-CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Extension 2)

-CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Extension 2)

-CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (All Extensions)

CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (All Extensions)

New Hampshire State Standards

Visual Art

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End of Grade 4: c. Students will be able to describe how visual arts are used in the world around us and how they are part of our everyday life.

Health

Injury Prevention—Middle School

5. Violence Prevention

- 5.1 ways to avoid interpersonal conflict
- 5.2 conflict resolution techniques
- 5.3 how to avoid fighting/bullying
- 5.8 causes of conflict in schools and communities

Lesson 3

Common Core Standards

-CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

-CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

-CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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-CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is

supported by reasons and evidence.

New Hampshire State Standards

Visual Art

Standard 1: Apply appropriate media, techniques, and process

End of Grade 4: a. Students will be able to differentiate between materials, techniques, and processes of making art.

c. Students will be able to use various materials, techniques, and processes to communicate and express ideas, experiences, and stories.

e. Students will be able to communicate and express ideas symbolically.

Standard 3: Select and apply a range of subject matter, symbols and ideas

End of Grade 4: a. Students will be able to explore and understand prospective content for works of art

Standard 4: Analyze the visual arts in relation to history and culture

End of Grade 4: a. Students will be able to know that the visual arts have both a history and a specific relationship to various cultures

b. Students will be able to identify specific works of art in particular cultures, times, and places

c. Students will be able to describe how history, culture, and visual arts influence each other.

Standard 5: Analyze, interpret and evaluate their own and others' artwork

End of Grade 4: a. Students will be able to identify various purposes for creating works of art

c. Students will be able to understand that people may respond in different and equally valid ways to specific art works

Standard 6: Students will make connections among visual arts, other disciplines, and daily life.

End of Grade 4: c. Students will be able to describe how visual arts are used in the world around us and how they are part of our everyday life.

Health

Injury Prevention—Middle School

5. Violence Prevention

5.8 causes of conflict in schools and communities

Lesson 4

Common Core Standards

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- CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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- CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Extension)
- CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Extension)
- CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (Extension)
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New Hampshire State Standards

Theater

Standard 1: Students will create theatre through improving, writing and refining scripts.

End of Grade 4: b. Students will be able to improvise dialogue to tell stories, then formalize their improvisations by writing or recording the dialogue.

Standard 5: Students will research, evaluate and apply cultural and historical information to make artistic choices.

End of Grade 4: a. Students will be able to communicate information to peers about people, events, time, and place related to classroom dramatizations.

Standard 6: Students will make curriculum connections among theatre, the arts, and other disciplines

End of Grade 4: a. Students will be able to describe visual, aural, oral, and kinetic (involving movement) elements in theatre, dramatic media, dance, music, and visual arts;

Health

Injury Prevention—Middle School

5. Violence Prevention

- 5.1 ways to avoid interpersonal conflict
- 5.2 conflict resolution techniques
- 5.3 how to avoid fighting/bullying
- 5.8 causes of conflict in schools and communities
- 5.9 valid sources for getting help

Art

Standard 1: Apply appropriate media, techniques, and process

End of Grade 4: a. Students will be able to differentiate between materials, techniques, and processes of making art.

- c. Students will be able to use various materials, techniques, and processes to communicate and express ideas, experiences, and stories.
- e. Students will be able to communicate and express ideas symbolically.

Lesson 5

Core Curriculum Standards

-CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

-CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

-CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

-CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

New Hampshire State Standards

Theater

Standard 1: Students will create theatre through improving, writing and refining scripts.

End of Grade 4: b. Students will be able to improvise dialogue to tell stories, then formalize their improvisations by writing or recording the dialogue.

Standard 2: Students will act by developing, improvising, communicating and sustaining characters.

End of Grade 4: a. Students will be able to imagine and clearly describe characters, their relationships, and their environments;

b. Students will be able to use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters; (Extension)

c. Students will be able to assume roles in classroom dramatizations based on personal experience and heritage, imagination, literature, and history.

(Extension)

Standard 5: Students will research, evaluate and apply cultural and historical information to make artistic choices.

End of Grade 4: a. Students will be able to communicate information to peers about people, events, time, and place related to classroom dramatizations.

Standard 6: Students will make curriculum connections among theatre, the arts, and other disciplines

End of Grade 4: a. Students will be able to describe visual, aural, oral, and kinetic (involving movement) elements in theatre, dramatic media, dance, music, and visual arts.

Health

Injury Prevention—Middle School

5. Violence Prevention

5.1 ways to avoid interpersonal conflict

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5.8 causes of conflict in schools and communities

5.9 valid sources for getting help

Art

Standard 1: Apply appropriate media, techniques, and process

End of Grade 4: a. Students will be able to differentiate between materials, techniques, and processes of making art.

c. Students will be able to use various materials, techniques, and processes to communicate and express ideas, experiences, and stories.

e. Students will be able to communicate and express ideas symbolically.

Lesson 6

Common Core Standards

-CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

-CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

-CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

-CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

-CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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-CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

-CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

-CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (All Extensions)

-CCSS.ELA-Literacy.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (All Extensions)

-CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (All Extensions)

-CCSS.ELA-Literacy.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (All Extensions)

-CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (All Extensions)

-CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view

with reasons and information. (All Extensions)

New Hampshire Standards

Health

Alcohol and Other Drugs—Middle School

2. Short-Term and Long-Term Effects of AOD Use

- 2.2 physical, social, and emotional effects of AOD use
- 2.4 effects of binge drinking
- 2.8 relationship between AOD use and transportation injuries
- 2.9 relationship between AOD use and other injuries
- 2.10 relationship between AOD use and sexual behavior
- 2.11 relationship between AOD use and mental health
- 2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

3. Positive and Negative Influences on AOD Use

- 3.1 pressures to use
- 3.4 peer influences
- 3.5 cultural influences

5. Communicating Healthful Choices about AOD Use

- 5.3 how to deal with pressure to use

Tobacco—Middle School

2. Influences on Tobacco Use

- 2.3 peer influences
- 2.4 advertising strategies
- 2.6 media influences

Lesson 7

Common Core Standards

-CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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-CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Extension)

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New Hampshire Standards

Health

Alcohol and Other Drugs—Middle School

3. Positive and Negative Influences on AOD Use

3.1 pressures to use

3.4 peer influences

3.5 cultural influences

Tobacco—Middle School

1. Short-Term and Long-Term Risks of Tobacco Use

1.2 short-term effects of tobacco use, e.g., bad breath, heart rate, athletic performance

1.3 harmful effects of tobacco smoke

2. Influences on Tobacco Use

2.3 peer influences

2.4 advertising strategies

2.6 media influences

3. Choosing to be Tobacco Free

3.2 strategies to resist pressure to use

3.5 ways to support others to be tobacco free

Art

Standard 1: Apply appropriate media, techniques, and process

End of Grade 4: a. Students will be able to differentiate between materials, techniques, and processes of making art.

c. Students will be able to use various materials, techniques, and processes to communicate and express ideas, experiences, and stories.

e. Students will be able to communicate and express ideas symbolically.

Standard 3: Select and apply a range of subject matter, symbols, and ideas

End of Grade 4: a. Students will be able to explore and understand prospective content for works of art

b. Students will be able to create art, selecting and using appropriate subject matter, symbols, and ideas to communicate meaning.

Standard 5: Analyze, interpret and evaluate their own and others' artwork

End of Grade 4: a. Students will be able to identify various purposes for creating works of art

c. Students will be able to understand that people may respond in different and equally valid ways to specific art works

Standard 6: Students will make connections among visual arts, other disciplines, and daily life.

End of Grade 4: c. Students will be able to describe how visual arts are used in the world around us and how they are part of our everyday life.

Lesson 8

Common Core Standards

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New Hampshire Standards

Health

Alcohol and Other Drugs—Middle School

2. Short-Term and Long-Term Effects of AOD Use

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.4 effects of binge drinking

2.8 relationship between AOD use and transportation injuries

2.9 relationship between AOD use and other injuries

2.10 relationship between AOD use and sexual behavior

2.11 relationship between AOD use and mental health

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

3. Positive and Negative Influences on AOD Use

3.1 pressures to use

3.4 peer influences

3.5 cultural influences

5. Communicating Healthful Choices about AOD Use

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

Tobacco—Middle School

1. Short-Term and Long-Term Risks of Tobacco Use

1.2 short-term effects of tobacco use, e.g., bad breath, heart rate, athletic performance

1.3 harmful effects of tobacco smoke

2. Influences on Tobacco Use

2.3 peer influences

2.4 advertising strategies

2.6 media influences

3. *Choosing to be Tobacco Free*

3.2 strategies to resist pressure to use

3.5 ways to support others to be tobacco free

Art

Standard 1: Apply appropriate media, techniques, and process

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c. Students will be able to understand that people may respond in different and equally valid ways to specific art works

Standard 6: Students will make connections among visual arts, other disciplines, and daily life.

End of Grade 4: c. Students will be able to describe how visual arts are used in the world around us and how they are part of our everyday life.

Lesson 9

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New Hampshire Standards

Health

Alcohol and Other Drugs—Middle School

2. Short-Term and Long-Term Effects of AOD Use

- 2.1 risks of dependence and addiction
- 2.2 physical, social, and emotional effects of AOD use
- 2.4 effects of binge drinking
- 2.8 relationship between AOD use and transportation injuries
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- 2.10 relationship between AOD use and sexual behavior
- 2.11 relationship between AOD use and mental health
- 2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

3. Positive and Negative Influences on AOD Use

- 3.1 pressures to use
- 3.4 peer influences
- 3.5 cultural influences

5. Communicating Healthful Choices about AOD Use

- 5.3 how to deal with pressure to use
- 5.4 how to encourage others not to use

Tobacco—Middle School

1. Short-Term and Long-Term Risks of Tobacco Use

- 1.2 short-term effects of tobacco use, e.g., bad breath, heart rate, athletic performance
- 1.3 harmful effects of tobacco smoke

2. Influences on Tobacco Use

- 2.3 peer influences

2.4 advertising strategies

2.6 media influences

3. Choosing to be Tobacco Free

3.2 strategies to resist pressure to use

3.5 ways to support others to be tobacco free

Art

Standard 1: Apply appropriate media, techniques, and process

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Lesson 10

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-CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

New Hampshire Standards

Health

Nutrition—Middle School

1. Healthful Eating

1.1 benefits of healthful eating (short-term and long-term benefits and risks)

1.2 how to select variety and proportions of foods (consistent with Food Guide Pyramid)

1.3 benefits of consuming more water, fruits, vegetables, grains, and calcium rich foods

1.4 benefits of decreasing fat intake

1.5 benefits of moderating sugar intake

1.7 strategies for overcoming barriers to healthful eating

2. Accessing Nutrition Information and Products

2.1 how to read food nutrition labels

3. Influences on Food Choice

3.4 cultural influences

3.5 how marketing, packaging, and advertising influence food choices

Lesson 11

Common Core Standards

-CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

-CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of

others.

-CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

-CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

-CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

-CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

-CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

-CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

New Hampshire Standards

Health

Nutrition—Middle School

1. Healthful Eating

1.1 benefits of healthful eating (short-term and long-term benefits and risks)

1.2 how to select variety and proportions of foods (consistent with Food Guide Pyramid)

1.3 benefits of consuming more water, fruits, vegetables, grains, and calcium rich foods

1.4 benefits of decreasing fat intake

1.5 benefits of moderating sugar intake

1.7 strategies for overcoming barriers to healthful eating

2. Accessing Nutrition Information and Products

2.1 how to read food nutrition labels

3. Influences on Food Choice

3.4 cultural influences

3.5 how marketing, packaging, and advertising influence food choices

Lesson 12

Common Core Standards

-CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

-CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on

information, and make comments that contribute to the discussion and link to the remarks of others.

-CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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2. Accessing Nutrition Information and Products

2.1 how to read food nutrition labels

3. Influences on Food Choice

3.4 cultural influences

3.5 how marketing, packaging, and advertising influence food choices

Art

Standard 1: Apply appropriate media, techniques, and process

End of Grade 4: a. Students will be able to differentiate between materials, techniques, and processes of making art.

c. Students will be able to use various materials, techniques, and processes to communicate and express ideas, experiences, and stories.

Standard 3: Select and apply a range of subject matter, symbols, and ideas

End of Grade 4: a. Students will be able to explore and understand prospective content for works of art

b. Students will be able to create art, selecting and using appropriate subject matter, symbols, and ideas to communicate meaning.

Standard 5: Analyze, interpret and evaluate their own and others' artwork

End of Grade 4: a. Students will be able to identify various purposes for creating works of art

Standard 6: Students will make connections among visual arts, other disciplines, and daily life.

End of Grade 4: c. Students will be able to describe how visual arts are used in the world around us and how they are part of our everyday life.