Kindergarten | MEDIA LITERACY

Understanding of Media Materials

As children progress through the Kindergarten years, they:

29. begin to respond critically to animated works (e.g., cartoons in which animals talk, movies in which animals go to school)
   Teacher Prompts: “Whom do you think the people who created this cartoon made it for?” “Who do you think likes to watch cartoons or animated works?” “What is it about this cartoon that makes you want to watch it?”

30. communicate their ideas verbally and non-verbally about a variety of media materials (e.g., describe their feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint pictures in response to an advertisement or CD) [E]
   Teacher Prompt: “How was Yen’s thinking about the DVD/video different from yours?”

31. view and listen to a variety of media materials (e.g., videos, photographs, posters, menus, advertisements), and respond critically to them.
   Teacher Prompts: “Someone made this poster. Whom do you think he or she wanted to look at it? Why?” “Sometimes when you buy cereal, there are toys in the box. Why do you think the people who made the cereal put toys in there?”
GRADE 1 | MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 1, students will:

Purpose and Audience

1.1 identify the purpose and intended audience of some simple media texts (e.g., this movie tells a story to entertain children; this sign gives information to travellers)

Teacher prompt: "Who would watch/listen to this? Why?"

Making Inferences/Interpreting Messages

1.2 identify overt and implied messages, initially with support and direction, in simple media texts (e.g.,
• overt message of a toy advertisement showing two boys playing with a car: This toy is fun; implied message: This toy is for boys;)
• overt message of a cartoon: the violence here is funny and doesn't hurt anyone; implied message: violence is acceptable)

Teacher prompt: "Let's try to think of an advertisement made for a specific audience - for example, for girls or boys, for mothers, or for teenagers. How do we know that the advertisement is for that audience?"

Responding to and Evaluating Texts

1.3 express personal thoughts and feelings about some simple media works (e.g., state whether they like or dislike a character in a cartoon, song, or movie; draw a picture of the character in a song)

Teacher prompt: "What do you like/not like about the story told in this movie? What was your favourite part? How did it make you feel?" "Did the characters in this cartoon use violence to solve problems? Was the violence funny? Is this a good way to solve problems?"

Audience Responses

1.4 describe how different audiences might respond to specific media texts
Teacher prompt: "Would your friends or parents like the same songs, movies, stories, games that you like? Why? Why not?"

Point of View

1.5 begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective (e.g., a cartoon told from the point of view of a mouse might be told from a cat's viewpoint)

Production Perspectives

1.6 identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced (e.g., the government has traffic signs made to protect the safety of travellers and pedestrians; film companies hire manufacturers to produce toys and other products based on popular children's movies and television programs to sell to children)

Teacher prompt: "Your doll is the main character from your favourite TV show. Do you think the same people who make the TV show made the doll, too? Are there any marks on your doll that tell us who made it?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 1, students will:

Form

2.1 identify some of the elements and characteristics of a few simple media forms (e.g., cartoon: colour, music, animation; picture book: cover, printed words, pictures)

Teacher prompt: "How are books different from cartoons? How are they the same?"

Conventions and Techniques

2.2 identify, initially with support and direction, the conventions and techniques used in some familiar media forms (e.g., specific pictures and colours are used in traffic signs to make messages immediately recognizable to drivers and pedestrians; icons are used on computer screens instead of words to help users locate computer functions; jingles and slogans are used in television advertisements to make the messages memorable; background music may be used in a movie to communicate a mood such as suspense or happiness)

Teacher prompts: "How do colour and size help you notice a sign?" "What happens to the music when the villain appears? What does that tell you? How does it affect you?"

3. Creating Media Texts

By the end of Grade 1, students will:

Purpose and Audience

3.1 identify the topic, purpose, and audience for media texts they plan to create (e.g., a media text to explain the importance of hand-washing to a Kindergarten class, or to tell the story of a class trip to parents or visitors)
Teacher prompt: "How can we use photographs to tell the story of our trip? What could we use in addition to the photographs to help visitors understand what we did on our trip?"

Form

3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create
Teacher prompt: "Which would be a better way to tell the school about an upcoming book sale – a poster or a P.A. announcement by a student? Why?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., tape-recorded music to reflect the changing scenes or moods in a picture book)
Teacher prompt: "How will the music help people understand the book?"

Producing Media Texts

3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., • a tape-recorded soundtrack for a story • a sequence of pictures and/or photographs that tells a story • a sign or poster for their classroom or the school • a selection of images downloaded from the Internet to accompany a science project • a collage of items a story character might enjoy or own • an enactment of a scene about a character from a favourite movie)

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 1, students will:

Metacognition

4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts
Teacher prompts: "How did thinking about your audience help you create your poster?" "How did looking at other posters help you come up with ideas for this poster?"

Interconnected Skills

4.2 begin to explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts
Teacher prompts: "How did talking about the project with other students help you create a better poster?" "What language skills did you use in creating this media text?"
OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 2, students will:

Purpose and Audience

1.1 identify the purpose and intended audience of some simple media texts (e.g., this television commercial is designed to sell breakfast cereal to parents or soft drinks to children or teens; this picture book of nature stories is aimed at children who are interested in animals)
Teacher prompts: "Who would enjoy this?" "Who would learn from this?"

Making Inferences/Interpreting Messages

1.2 identify overt and implied messages in simple media texts (e.g.,
• overt message of an advertisement for shoes: Great athletes wear these shoes; implied message: If you want to be like these athletes, buy these shoes;
• overt message on a billboard advertising brand-name clothing: These attractive people wear this brand of clothing; implied messages: Wearing this brand of clothing will make you attractive too; clothing makes the person;
• overt message in a superhero cartoon: The hero is a tall, strong man; implied message: Tall, strong men are like heroes)
Teacher prompt: "What is this advertisement telling us? Do you believe its messages?" "What do the heroes and villains look like in the cartoons you watch? What does this suggest?"

Responding to and Evaluating Texts

1.3 express personal thoughts and feelings about simple media works and explain their responses (e.g., explain why a particular DVD/video or licensed character toy or game is more or less appealing to them than another, similar product)
Teacher prompt: "Tell me three things that make this game more fun to play than that one. Do you think both girls and boys would like both of these games?"

Audience Responses
1.4 describe how different audiences might respond to specific media texts
Teacher prompt: "Who do you think is the main audience for Saturday morning cartoons? Do your parents watch them? Who watches sporting events on television in your or your friends' families? Who seems most interested in car advertisements? Do you think some of these things are interesting to various groups of people?"

Point of View

1.5 identify, initially with support and direction, whose point of view (e.g., that of the hero, the villain, the narrator) is presented in a simple media text and suggest how the text might change if a different point of view were used
Teacher prompt: "Who is telling this story? How would the story be different if another character were telling the story?"

Production Perspectives

1.6 identify, initially with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced (e.g., film production companies produce movies to entertain audiences and to make money; companies produce advertisements to persuade consumers to buy their products)
Teacher prompt: "How do we know who produces the T-shirts with logos or slogans that we wear, or the dolls we like to play with?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 2, students will:

Form

2.1 identify some of the elements and characteristics of selected media forms (e.g., a television commercial uses speech, sound effects, and moving images to sell a product or service; a print advertisement uses words and pictures to sell a product or service; in a television news broadcast, an anchor and reporters report information about events that have actually happened, and use film or video clips from real locations around the world to illustrate those events)

Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms (e.g., cartoons use animation and sound to make fantasy characters seem real; cereal boxes use bright, strong colours, bold type, and inviting pictures of servings of the cereal to attract customers' attention)
Teacher prompt: "What do you notice about the colours, images, and print on the cereal boxes? How might the message be different if the colours or images were changed?"

3. Creating Media Texts

By the end of Grade 2, students will:

Purpose and Audience
3.1 identify the topic, purpose, and audience for media texts they plan to create (e.g., an advertisement to interest both boys and girls in buying an action toy)

Form

3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create (e.g., a photo essay or collage to commemorate a class event or celebration)
Teacher prompt: "Would a photo essay or a collage tell the story best? How else could we keep a record of the event?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., a book cover with appropriate lettering for the title and author's name and a cover illustration depicting a scene or artefact from the story; sound effects or a sound-track for a dramatization of a poem)

Producing Media Texts

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g.,
- an advertisement for a healthy snack food
- a board game based on the plot and characters of a favourite book or television show
- a sequence of pictures and/or photographs telling the story of a class event or celebration
- a story illustrated with diagrams and digital images
- a weather report with illustrations and captions
- a selection of background music and sound effects to accompany a picture book that will be read aloud to the class
- a role play of an interview between a reporter and a fictional character in a movie)

4. Reflecting on Media Literacy

Skills and Strategies

By the end of Grade 2, students will:

Metacognition

4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts
Teacher prompt: "How did choosing music to go with the story help you understand the story or poem better? Would you choose to do this again? Why? Why not?"

Interconnected Skills

4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts
Teacher prompt: "Think about your project. How many different language skills did you use?"
GRADE 3 | MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 3, students will:

Purpose and Audience

1.1 identify the purpose and intended audience of some media texts (e.g., this magazine is aimed at children/teens/adults; these boxes for DVDs/videos are aimed at the parents of very young children)
Teacher prompt: "Who is this intended for? Who else would like it? Who would not like it? Why, or why not?"

Making Inferences/Interpreting Messages

1.2 use overt and implied messages to draw inferences and make meaning in simple media texts (e.g., overt message of toys, clothing, or games associated with movies, television shows, or books: This product is closely connected to the characters you admire in your favourite book; implied message: If you own this product, you will be more closely connected to your favourite book and more like the characters you admire)
Teacher prompts: "What things do you have that are related to a TV show, a movie, or a book? What do they mean to you?" "Are the roles of girls and boys similar or different in the television shows that you watch?"

Responding to and Evaluating Texts

1.3 express personal opinions about ideas presented in media texts (e.g., respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important)
Teacher prompt: "Do you agree or disagree with the message that we all have a responsibility to reduce, reuse, and recycle? Why?" "Why do parents worry about Internet safety? What online rules should you know?"

Audience Responses

1.4 describe how different audiences might respond to specific media texts (e.g., select a magazine that appeals to them, predict the responses of
different age groups or of children from different countries to the magazine, and explain the reasons for their predictions)
Teacher prompt: "Why do you like the magazine? Who else would like it? Why? Who would not like it? Why not?"

Point of View

1.5 identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used (e.g., a poster advertising the zoo aimed at younger children might emphasize baby animals, whereas one aimed at adults or older children might emphasize unusual or dangerous animals)
Teacher prompt: "Who is the intended audience for this poster? How do you know? Whose perspective is reflected? Whose perspective is not reflected?"

Production Perspectives

1.6 identify who produces selected media texts and why those texts are produced (e.g., companies design eye-catching logos so their products will be immediately recognizable to people; designers produce clothes as fashion statements and to make money)
Teacher prompt: "Where do we often find logos?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 3, students will:

Form

2.1 identify elements and characteristics of some media forms (e.g., newspapers use print and mostly black-and-white photographs; television news coverage has colour, sound, and "live"action reporting; cartoons use animated drawings of characters, while movies and plays use live actors)
Teacher prompt: "What would you look for in a television news show that you wouldn't find in a newspaper? And vice versa?"

Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., DVDs/videos use dialogue, music, and sound effects to help explain the visual images; picture books use illustrations, layout, and different kinds of print to help explain and dramatize the printed words)
Teacher prompt: "Watch a section of this DVD without the sound. Watch again with sound. How does the soundtrack help convey the message?"

3. Creating Media Texts

By the end of Grade 3, students will:

Purpose and Audience

3.1 identify the topic, purpose, and audience for media texts they plan to create (e.g., a collage of images conveying the mood of a poem to help classmates understand the poem)
Teacher prompts: "How will understanding the mood help us understand the poem's meaning?" "Which of the images in the collage help us understand the poem better?"

Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a tape-recorded interview to present a classmate's opinion about a favourite show, toy, or game)
Teacher prompt: "Why would a tape-recording be better than a written record of the interview?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., a pamphlet about a unit of study could require titles, headings, subheadings, captions, different font sizes, colour, and illustrations)
Teacher prompt: "How can you use these features to help you communicate your ideas effectively?"

Producing Media Texts

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g.,
• a series of video stills or photographs about a topic of their choice to display to the class
• a simple slide show for a multimedia presentation to a younger class
• a tape-recorded interview with a classmate about a favourite show, toy, or game
• a comic strip for publication in a class newsletter
• a skit, including sound effects, based on a photograph
• a compilation of images from magazines, newspapers, or the Internet that convey the mood of a poem or song
• an illustrated pamphlet about a unit of study
• a storyboard for the climactic scene in a short story
• a scrapbook of images from newspapers, magazines, posters, the Internet, and so on, illustrating camera shots from different angles and distances)

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 3, students will:

Metacognition

4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts
Teacher prompt: "What skills did you use to understand this book/video/Internet site? Would you use your skills differently or the same way the next time you view a similar work?"

Interconnected Skills

4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts
Teacher prompt: "What language skills did you need to use to make sense of the video? How does your knowledge of fiction and non-fiction help you understand videos/movies/DVDs?"
OVERALL EXPECTATIONS

By the end of Grade 4, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 4, students will:

Purpose and Audience

1.1 identify the purpose and audience for a variety of media texts (e.g., this print advertisement is designed to interest children in taking karate lessons; this website is designed to provide information to fans about a favourite singer; this CD cover is designed to attract classical music fans/pop fans/rap fans)
Teacher prompt: "Why do you think this text was created? What age, gender, cultural group is it aimed at? How do you know?"

Making Inferences/Interpreting Messages

1.2 use overt and implied messages to draw inferences and construct meaning in media texts (e.g., overt message on packaging for a video game: In this adventure game, characters take big risks and perform amazing deeds; implied message: If you buy this game, you can share in the excitement and be more like the daring characters)
Teacher prompts: "What messages on the packaging make you think you would like to play this game? What do the images on the package make you think about? Which do you think influence you more - the overt messages or the implied messages?" "On television, what characteristics are shared by positive role models?"

Responding to and Evaluating Texts

1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (e.g.,"I think this documentary about lions is one-sided because it only shows them as predators"; defend an opinion about whether or not a sitcom or video game reflects reality)
Teacher prompts: "Which elements of this sitcom (or video game) seemed realistic and believable to you? Why? Did anything seem exaggerated?" "Do the characters in the program accurately represent the diversity of society? Explain."
Audience Responses

1.4 explain why different audiences might respond differently to specific media texts (e.g., examine children's books or video games that have been rated as suitable for different age groups and suggest reasons for the ratings)
Teacher prompt: "Find the age rating for a DVD/video/game that you enjoy. Is it fair? Why/why not?"

Point of View

1.5 identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used (e.g., explain how the point of view reflected in an advertisement is conveyed and describe how the advertisement might change to reflect the point of view of a different audience; describe how a TV show might change if it were told from the point of view of a different character)
Teacher prompts: "What kinds of images would you use in this advertisement for a children's breakfast cereal if you wanted parents to buy the cereal?" "From whose point of view is your favourite television show presented?"

Production Perspectives

1.6 identify who produces various media texts and the reason for their production (e.g., the government produces public service announcements, and the media broadcast them at no charge, to protect citizens' safety and the public interest; arts groups produce posters to advertise upcoming events; publishers produce newspapers to provide information, influence people's thinking, and make money)
Teacher prompt: "Where would we find a public service announcement?" "How do people access or acquire newspapers?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 4, students will:

Form

2.1 identify elements and characteristics of some media forms (e.g., a television game show: game host/hostess, contestants, prizes; a television nature program: outdoor setting, wildlife "actors", voice-over narration, background music; a billboard: frame, large surface area, colour, images, graphics, words, font, punctuation)
Teacher prompts: "What would you expect to see in a game-show program? A nature program?" "What aspect of this billboard caught your immediate attention?"

Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., movies and videos use camera close-ups to show details, medium and long shots to put people and objects in perspective, high and low camera angles to create illusions of size or artistic effects, environmental sounds for realistic effects, background music to suggest a mood)
Teacher prompt: "What kind of music would you use in a commercial for bicycles? Why?"

3. Creating Media Texts

By the end of Grade 4, students will:

Purpose and Audience

3.1 describe in detail the topic, purpose, and audience for media texts they plan to create (e.g., an album of camera shots to help classmates understand the uses of different camera angles and distances in photography and/or film)

Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a poster advertising a school science fair; a flyer to encourage students to participate in the fair)
Teacher prompt: "Why is a poster better to advertise the fair and a flyer better to tell students how to participate?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., a board game related to a unit of study from a curriculum subject area could include a list of game rules; a board showing the game name, movement path, obstacles, and finish line; and visual details that will appeal to the intended audience)
Teacher prompt: "What are the essential components of this form? Have you included them all?"

Producing Media Texts

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g.,
• an album of camera shots showing the different angles and distances and commenting on their uses
• a poem, announcement, or flyer produced electronically by combining word-processed text with pictures and/or photographs
• a mock television commercial for a favourite cereal, toy, or book
• a newspaper article that includes a photograph and headline
• a board game related to a unit of study from a curriculum subject area such as science or health
• a picture book to accompany a unit of study for a younger grade
• a storyboard identifying the sound effects, images, and dialogue to be used in filming a scene from a novel)

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 4, students will:

Metacognition

4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers
Teacher prompt: "What skills do you use, before, during, and after you work with or create a media text? Be sure to consider all the skills required for texts that have more than one form: for example, television uses sound, visual images, and sometimes print."

Interconnected Skills

4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Teacher prompt: "Does reading and writing about a story after seeing the movie or DVD give you new ideas about what you saw?"
OVERALL EXPECTATIONS

By the end of Grade 5, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 5, students will:

Purpose and Audience

1.1 identify the purpose and audience for a variety of media texts (e.g., this sitcom is designed to appeal to teenagers; this comic book is designed to appeal to younger girls; this CD-ROM contains information for people interested in sharks)

Teacher prompt: "Who is this work intended/not intended for? What evidence in the work tells you that?"

Making Inferences/Interpreting Messages

1.2 use overt and implied messages to draw inferences and construct meaning in media texts (e.g., overt message in an advertisement showing the product's user surrounded by friends: This product is so good that you and your friends will all like it; implied messages: Using this product will make you popular; not using it may make you an outsider; popularity is based on having the right things)

Teacher prompt: "What are the overt and implied messages conveyed by this T-shirt, which displays the logo of a popular rock band? Is the implied message more powerful than the overt message? Why, or why not? Do you think this T-shirt sends a message about the person wearing it?"

Responding to and Evaluating Texts

1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (e.g., explain why they think the coverage of an event by one media news source is more interesting and/or more reliable than the coverage of the same event by another source; defend an opinion about whether a media text that excludes groups such as girls or racial or ethnocultural minorities is sending a harmful message)

Audience Responses
1.4 explain why different audiences might respond differently to the same media text (e.g., identify some different responses to their favourite music and suggest reasons for the differences)
Teacher prompts: "What do you think of this media text? Who might agree or disagree with your opinion?" "How does gender/age/culture seem to influence people's choices? Give examples."

Point of View

1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented (e.g., this documentary about various athletes does not include athletes who have physical disabilities; another character could be included to represent their experience)
Teacher prompt: "Whose point of view is missing in this media text? How could the text be changed to include that point of view?"

Production Perspectives

1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (e.g., publishers produce magazines for specific audiences to entertain, inform, and make money, using funds from sales and advertising; music companies produce CDs to entertain and make money, using funds from direct sales)
Teacher prompt: "What are the different professions that would be involved in producing a newspaper? A CD? How much would it cost to produce a newspaper or a CD? How could we find out?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 5, students will:

Form

2.1 describe in detail the main elements of some media forms (e.g., television talk show: host, studio audience, guests, commercial breaks; news broadcast: news anchor, reporters, video clips, commercial breaks; television sitcom: standard set, regular cast, visiting actors, laugh track, plot problem and complications, happy ending)
Teacher prompt: "What do you expect to see when you watch a sitcom that you don't expect in a talk show?"

Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (e.g. newspapers: separate sections for international/national news, sports, entertainment, and local events to appeal to a wide range of interests; headlines, photographs with captions, and graphics to add human interest and impact; photographs of columnists to signal that they are expressing a personal opinion)
Teacher prompts: "In what ways are the layouts of these two newspapers similar? In what ways are they different? Can you suggest reasons for the similarities and differences?" "How many sections are there in this newspaper? What sorts of advertisements appear in the different sections? Can you explain why they differ?"
3. Creating Media Texts

By the end of Grade 5, students will:

Purpose and Audience

3.1 describe in detail the topic, purpose, and audience for media texts they plan to create (e.g., an advertising campaign to encourage students to participate in a charity drive)
Teacher prompt: "What do you want to say? Who is your audience? How do you want to influence your audience?"

Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice (e.g., a pamphlet or newsletter to inform parents, teachers, and students about environmental initiatives taken or planned by members of the school community)
Teacher prompt: "Why would a pamphlet or a newsletter be better than a poster to communicate this message?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., the components of the dinner menu for a restaurant: different sections for each course, descriptions of ingredients, catchy titles for different dishes, and prices are included to interest diners in the various dishes and give them information they need to make choices)
Teacher prompt: "In what ways would a menu for a fast-food restaurant differ from a menu for a fine-dining restaurant?"

Producing Media Texts

3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g.,
• a T-shirt to be worn by a character in a story or television show
• a pamphlet on a socially relevant topic they have studied this year
• a collection of images (downloaded, clipped, or scanned, as appropriate) from various sources, such as magazines, the Internet, newspapers, or textbooks, to illustrate a topic from a cross-curricular unit of study
• a flyer/poster, created using software, to advertise a school event
• a mock television commercial for a food product, drink, or item of clothing
• a news broadcast about a topic - such as immigration - from a cross-curricular unit of study
• a breakfast, lunch, or dinner menu for a restaurant depicted in a novel, short story, or film)

4. Reflecting on Media Literacy

Skills and Strategies

By the end of Grade 5, students will:
Metacognition

4.1 identify, with some support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers
Teacher prompt: "Reflect on the media product(s) you have created. What did you learn from the process? How will that influence your next effort?"

Interconnected Skills

4.2 explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts
Teacher prompts: "How are reading, viewing, and listening similar? How can your strengths in one area help you in another?" "How can listening to a music soundtrack help you understand the feelings of a character?" "How are talking, writing, and creating media texts similar? How do strengths in one area help you in another? How can writing skills help you in producing media texts?"
OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 6, students will:

Purpose and Audience

1.1 explain how a variety of media texts address their intended purpose and audience (e.g., T-shirts intended for supporters of particular institutions, groups, or causes are decorated with related images, logos, colours, and slogans; CD and DVD covers designed to appeal to young children have colourful images of their favourite characters; advertisements geared to parents of infants are broadcast during the daytime whereas those geared to single adults run during late-night programming)

Making Inferences/Interpreting Messages

1.2 interpret media texts, using overt and implied messages as evidence for their interpretations (e.g., explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine's audience; explain how advertisements for healthy food and those for fast food differ)
Teacher prompt: "Is there a connection between the articles and the advertisements used in a magazine?"

Responding to and Evaluating Texts

1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g., evaluate the coverage of the same news item in a newspaper article, a segment of a news program, a website, and/or a blog; evaluate the effectiveness with which themes are developed, supported, and illustrated in a movie or music video)
Teacher prompt: "You've told me that you think this advertisement is very effective, but that the other one is weak. Explain what accounts for the success or failure of each."

Audience Responses
1.4 explain why different audiences (e.g., boys, girls, adults, seniors, various cultural groups) might have different responses to media texts (e.g., movies, songs, websites, video games, items of clothing).

Point of View

1.5 identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal (e.g., identify biases in two different media texts that focus on the same topic or event; evaluate the portrayal of Aboriginal people in the media).
Teacher prompts: "What bias or stereotypes can you detect in this advertisement? Can you think of reasons why this view of the subject is used? What does this advertisement achieve?" "Are there different portrayals of Aboriginal people in the media? How are they different? Why are they different? Which ones are most accurate?"

Production Perspectives

1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (e.g., political parties create advertisements to win voter support, using funds raised by their members and supporters; producers develop television dramas to entertain and make money by selling their products to television conglomerates, which then broadcast the programs to make money by selling advertising spots in the programs' time slots).
Teacher prompt: "What are the different professions that would be involved in producing a television commercial? How much would it cost to produce? How could we find out?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 6, students will:

Form

2.1 describe in detail the main elements of some media forms (e.g., drama scripts: cast of characters, description of setting, acts, scenes, stage directions; television quiz shows: host/hostess, contestants, prizes; magazines: cover images and text, table of contents, regular columns, feature articles, advertisements)

Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (e.g., movie conventions: in old-fashioned westerns, white and black cowboy hats were used to identify "good" and "bad" characters; movie techniques: freeze-frame images, slow motion, theme music in movies are used to communicate information non-verbally, emphasize or prolong important or
appealing scenes, and maintain interest by keeping the viewer wondering "what
next?")
Teacher prompt: "What visual clues are used to identify 'good' and 'bad'
characters in movies and video games you have seen recently?"

3. Creating Media Texts

By the end of Grade 6, students will:

Purpose and Audience

3.1 describe in specific detail the topic, purpose, and audience for media
texts they plan to create, and identify challenges they may face in achieving
their purpose (e.g., a review of a television program, film, piece of art, or
artistic performance to encourage children or adults to see it)
Teacher prompt: 'Why do you think it is important for people to know about
this topic? Why might you need to be especially persuasive to interest them
in the topic?"

Form

3.2 identify an appropriate form to suit the specific purpose and audience
for a media text they plan to create, and explain why it is an appropriate
choice (e.g., a mock television, radio, or newspaper announcement to inform
students about a school-related issue)
Teacher prompt: "Which form do you think would be most likely to help you
reach your audience? Why?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a
media text they plan to create, and explain how they will use the conventions
and techniques to help communicate their message (e.g., a scene for a
television drama adapted from a novel or play: the camera can focus on one
character, object, or gesture at a time, allowing different kinds of
emphasis; camera angles and distances can vary to create different effects
and perspectives; scenes can be edited to change the pace of the action;
background music can be used to enhance the mood)
Teacher prompt: "How do the conventions and techniques of this form make it
easier or harder to communicate certain ideas?"

Producing Media Texts

3.4 produce a variety of media texts for specific purposes and audiences,
using appropriate forms, conventions, and techniques (e.g.,
• a review of a television program, film, piece of art, or artistic
performance that includes commentary on the effects created through the use
of various conventions and techniques
• a mock television broadcast of an announcement about a school-related issue
• a soundtrack to accompany the reading of a section of a graphic novel or
comic book
• a computer-generated cover design, including special fonts, to enhance a
published piece of writing
• a multimedia presentation to inform younger students about how to use a
website to research a topic related to a unit of study
• a pamphlet outlining the researched or imagined biography of a writer
• a travelogue illustrating the journey of an early Canadian explorer, including contacts with First Nations peoples
• a storyboard indicating the images to be used in a scene for a television drama adapted from a novel or play
• a movie poster to advertise a movie based on a narrative they have studied)

4. Reflecting on Media Literacy

Skills and Strategies

By the end of Grade 6, students will:

Metacognition

4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers
Teacher prompt: "What skills and knowledge have you needed to interpret and create the variety of media forms you have studied?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts
Teacher prompt: "Which reading and listening comprehension strategies help you most in developing interpretations of media texts such as movies and advertisements?"
GRADE 7 | MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 7, students will:
1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 7, students will:

Purpose and Audience

1.1 explain how various media texts address their intended purpose and audience (e.g., this sports team uniform uses school colours and an image of the school's mascot to give the team a "brand" or "identity" to encourage fan loyalty; this music group's web page uses electronic graphics and intense colours to reflect the group's style and to encourage fans to buy its new CD)
Teacher prompt: "Why do companies and organizations consider it important to have a logo that gives them an 'identity' or 'brand'?

Making Inferences/Interpreting Messages

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (e.g., identify the editorial positions of two different newspapers by comparing the selection of stories and the composition of elements [photos, images, text] on their front pages; identify the themes in a contemporary action movie or comedy and explain how these themes contribute to the popularity of the film; explain how standards of beauty are established in advertising)
Teacher prompts: "What are the differences in the way these sources cover this event? What do the differences tell you about each news source?" "What standards of beauty are projected in movies and advertisements? How do these standards affect students?"

Responding to and Evaluating Texts

1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g., explain why the editorial/photo essay in this e-zine did or did not convince you of its position; debate whether violence in televised professional sporting events adds to or detracts from their appeal)
Teacher prompts: "How was this theme developed as the movie unfolded? Did the use of suspense enhance the effectiveness of the message?" "Did this video game deliver the excitement that was promised in the advertisement? What made
it succeed/fail?" "Do the sports you see on television affect your decision about participating in particular sports?"

Audience Responses

1.4 explain why different audiences (e.g., with respect to gender, age, nationality, ability/disability income level) might have different responses to a variety of media texts (e.g., messages in chat rooms, television broadcasts of international news stories, music, documentaries, clothing)

Point of View

1.5 demonstrate understanding that different media texts reflect different points of view (e.g., compare pictures of the same character and/or event in media texts aimed at different audiences and identify the different perspectives represented)
Teacher prompt: "What differences can you identify in the way the character is represented in the different texts? Which representation seems most/least fair? Why? What explanation can you suggest for the differences in the representations?"

Production Perspectives

1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (e.g., films may be classified as "artistic", "commercial", "documentary", and so on, reflecting the different perspectives and approaches they take; one magazine contains a majority of pieces offering a political perspective, whereas another features various pieces written from different perspectives)
Teacher prompt: "Identify two or more perspectives evident on a cereal box. What makes these perspectives apparent? Are different kinds of graphics used for each? Are there differences in the positioning of elements? Is one perspective more dominant than the other? Explain why this might be the case."

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 7, students will:

Form

2.1 explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning
Teacher prompt: "Explain how different elements of maps, such as colour (used to show different topographical features) and legends (used to show scale and compass orientation), are used in combination to make maps meaningful."
"Describe the interrelationship of instrumentals, lyrics, and vocals in a favourite song."

Conventions and Techniques

2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience (e.g., fashion magazine conventions: fashion and cosmetics advertisements are more prominent than editorial content; fashion magazine techniques: "themed"
presentation of clothing in photo spreads, dramatic modelling poses to display novel features of the clothing)
Teacher prompts: "What does the placement of the advertisements tell you about a magazine?" "Identify different camera angles used for the photographs in the advertisements and explain their effect."

3. Creating Media Texts

By the end of Grade 7, students will:

Purpose and Audience

3.1 explain why they have chosen the topic for a media text they plan to create (e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class), and identify challenges they may face in engaging and/or influencing their audience
Teacher prompt: "Parents are very busy people. What in your pamphlet will succeed in capturing their attention?"

Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a website or multimedia presentation about a unit of study to present research findings to the class), and explain why it is an appropriate choice
Teacher prompt: "What makes this form an effective way to present your message to this particular audience?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., movie poster conventions: title, images of the actors "in role", positive quotations from reviewers; movie poster techniques: distinctive lettering, arresting or unusual layout or treatment of images)

Producing Media Texts

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g.,
- a class newspaper for parents
- a class magazine for students in a lower grade
- a multimedia report on a unit of study for geography
- a website about the school for new students
- a movie poster
- an advertisement for a new product
- a theatre review with commentary on the use of conventions and techniques for a class/school newspaper
- a scene for a film based on a prose narrative
- two media texts on the same subject using different media forms)

4. Reflecting on Media Literacy

Skills and Strategies
By the end of Grade 7, students will:

Metacognition

4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers
Teacher prompt: "What aspects of the planning process were most important to the success of your media text?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts
Teacher prompts: "How do reading skills help you judge the effectiveness of your own media texts?" "What writing skills might help you improve the effectiveness of your own media texts?"
OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 8, students will:

Purpose and Audience

1.1 explain how a variety of media texts address their intended purpose and audience (e.g., this stage production based on a popular novel uses music and lighting to enhance the original and appeal to its fans; this commercial for a sports car uses fast-paced editing and rock music to appeal to the target audience - young, single men and women)

Teacher prompts: "Why might a producer think that yet another version of this well-known story would attract a wide audience?" "What kind of driver is this car advertisement designed to appeal to?"

Making Inferences/Interpreting Messages

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (e.g., compare the coverage of a lead story in a morning newspaper to the coverage of that story on the evening news; compare the order in which news stories are reported on two different television channels and suggest reasons for the differences; compare the treatment of a historical figure in a movie to his or her treatment in a print biography)

Teacher prompts: "Did the newspaper and the television news program use the same lead story? Why or why not? Did the different news sources provide different information on the same topic? Did they take a different position?" "Which historical portrait is more convincing? More accurate? More interesting? Why?"

Responding to and Evaluating Texts

1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g., explain how a series of newspaper stories on a controversial issue captured and maintained their interest; explain the similarities and differences in the treatment of a particular topic or theme in different media texts and evaluate the relative effectiveness of the treatments; as a
class, evaluate the media's coverage of a social or environmental issue over a two-week period)

Audience Responses

1.4 explain why different audiences (e.g., with respect to gender, age, culture, race, income level) might have different responses to a variety of media texts (e.g., predict how a member of a particular age/gender/ethnocultural/socio-economic group might react to a controversial article in a print or online news magazine and give reasons for their prediction).

Teacher prompt: "Do you think all members of a particular group would react the same way to this issue? Could an older person react the same way as a teenager? Why, or why not?"

Point of View

1.5 demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view (e.g., a television broadcast of a sports game presents the views of fans, the announcers, the sponsors, and the television network; different media texts represent people of different age, gender, income level, or ethnocultural background differently, communicating obvious or subtle messages that might indicate bias or stereotyping; different points of view are often presented in a news report of a conflict).

Teacher prompts: "What different groups are represented in the text? Are the different groups treated differently? If so, how?" "In this news report about a conflict between two countries, does the reporter appear to favour one side over the other? Give evidence for your view."

Production Perspectives

1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (e.g., a music company's interest in a recording may be different from that of the artist; the company that produces a video game and the game's creator may have different views on how the game should be promoted).

Teacher prompt: "How are commercial and artistic interests reflected in the contents and presentation of this CD by your favourite group?" "Explain how a more ideological approach might affect the appeal of this magazine for its current broad range of readers."

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 8, students will:

Form

2.1 explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning (e.g., print advertisements use text, images, colour, different fonts, and different camera angles in a seamless combination to create an effect).

Teacher prompt: "Why do you think each of these elements is included? How are the elements combined to create a coherent message?"

Conventions and Techniques
2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience (e.g., website conventions: home pages provide users with a convenient preview of the types of information available; website techniques: "sidebars" with inviting audio/video elements entice viewers to browse and explore new topics that might not have been their first priority)

3. Creating Media Texts

By the end of Grade 8, students will:

Purpose and Audience

3.1 explain why they have chosen the topic for a media text they plan to create (e.g., a poster advertising a class fund-raising campaign to appeal to local parent groups, businesses, or service organizations), and identify challenges they may face in engaging and/or influencing their intended audience

Teacher prompt: "What are the challenges involved in reaching each of these groups? How can you appeal to all of the groups in a single poster? If you were to develop three posters, one for each of them, how would the posters differ?"

Form

3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create (e.g., a multimedia presentation about their class or grade, to be presented to parents during graduation ceremonies) and explain why it is an appropriate choice

Teacher prompt: "What different types of media could you use for the presentation? How would they be organized and combined?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., conventions in advertisements for a product to appeal to different age groups among the students: text, images, "free offer" promotional gimmicks; techniques: use of age-appropriate content in all elements of the advertisement)

Teacher prompt: "What are the important things you need to know about your audience when designing your media text?"

Producing Media Texts

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g.,

- a multimedia presentation examining two or more elements of a narrative, such as theme, plot, setting, or character
- a one-minute video advertising a class fund-raising project
- a website based on the content of a unit of study
- a report on school sports events to be presented during morning announcements
- magazine advertisements for a particular product, aimed at different age groups among the students in the school
• an interview with a family member about his or her cultural heritage for publication in a school or community magazine/newspaper
• a public-service announcement on a current issue that is relevant to their fellow students, such as daily physical activity, literacy, or bullying
• a storyboard for a video of a favourite song that is not available as a video)

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 8, students will:

Metacognition

4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers
Teacher prompt: "Why was it helpful to think about your audience's needs or wants before creating your advertisement?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts
Teacher prompt: "How could reading about food and health help you when you are trying to create an advertisement for a 'healthy eating' ad campaign?"