

# CROSS GRADE COMPARISON CHART

## Media

**Overall Expectation 1**

**MEDIA OVERALL EXPECTATION #1: demonstrate an understanding of a variety of media texts;**

**Understanding Media Texts**

**1.1 Purpose and Audience**

Grade 1	Grade 2	Grade 3	Grade 4
identify the purpose and intended audience of some simple media texts (e.g., <i>this movie tells a story to entertain children; this sign gives information to travellers</i> ) <i>Teacher prompt:</i> “Who would watch/listen to this? Why?”	identify the purpose and intended audience of some simple media texts (e.g., <i>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</i> ) <i>Teacher prompts:</i> “Who would enjoy this?” “Who would learn from this?”	identify the purpose and intended audience of some media texts (e.g., <i>this magazine is aimed at children/teens/adults; these boxes for DVDs/videos are aimed at the parents of very young children</i> ) <i>Teacher prompt:</i> “Who is this intended for? Who else would like it? Who would not like it? Why, or why not?”	identify the purpose and audience for a variety of media texts (e.g., <i>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</i> ) <i>Teacher prompt:</i> “Why do you think this text was created? What age, gender, and cultural group is it aimed at? How do you know?”
Grade 5	Grade 6	Grade 7	Grade 8
identify the purpose and audience for a variety of media texts (e.g., <i>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</i> ) <i>Teacher prompt:</i> “Who is this work intended/not intended for? What evidence in the work tells you that?”	explain how a variety of media texts address their intended purpose and audience (e.g., <i>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</i> )	explain how various media texts address their intended purpose and audience (e.g., <i>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</i> ) <i>Teacher prompt:</i> “Why do companies and organizations consider it important to have a logo that gives them an ‘identity’ or ‘brand’?”	explain how a variety of media texts address their intended purpose and audience (e.g., <i>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</i> ) <i>Teacher prompts:</i> “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?”

**1.2 Making Inferences/Interpreting Messages**

Grade 1	Grade 2	Grade 3	Grade 4
identify overt and implied messages, initially with support and direction, in simple media texts (e.g., <i>overt message of a toy advertisement showing two boys playing with a car: This toy is fun; implied message: This toy is for boys;</i> ) <i>overt message of a cartoon: the violence here is funny and doesn’t hurt anyone; implied message: violence is acceptable</i> ) <i>Teacher prompt:</i> “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?”	identify overt and implied messages in simple media texts (e.g., <i>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</i> ) <i>Teacher prompt:</i> “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?”	use overt and implied messages to draw inferences and make meaning in simple media texts (e.g., <i>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</i> ) <i>Teacher prompts:</i> “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?”	use overt and implied messages to draw inferences and construct meaning in media texts (e.g., <i>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</i> ) <i>Teacher prompts:</i> “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?”

<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
use overt and implied messages to draw inferences and construct meaning in media texts (e.g., <i>overt message in an advertisement showing the product’s user surrounded by friends</i> : This product is so good that you and your friends will all like it; <i>implied messages</i> : Using this product will make you popular; not using it may make you an outsider; popularity is based on having the right things) <i>Teacher prompt</i> : “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?”	interpret media texts, using overt and implied messages as evidence for their interpretations (e.g., <i>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</i> ) <i>Teacher prompt</i> : “Is there a connection between the articles and the advertisements used in a magazine?”	interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (e.g., <i>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</i> ) <i>Teacher prompts</i> : “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?”	interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (e.g., <i>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</i> ) <i>Teacher prompts</i> : “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?”
<b>1.3 Responding to and Evaluating Texts</b>			
<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
express personal thoughts and feelings about some simple media works (e.g., <i>state whether they like or dislike a character in a cartoon, song, or movie; draw a picture of the character in a song</i> ) <i>Teacher prompt</i> : “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?”	express personal thoughts and feelings about simple media works and explain their responses (e.g., <i>explain why a particular DVD/video or licensed character toy or game is more or less appealing to them than another, similar product</i> ) <i>Teacher prompt</i> : “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?”	Express personal opinions about ideas presented in media texts (e.g., <i>respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important</i> ) <i>Teacher prompt</i> : “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?”	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>I think this documentary about lions is one-sided because it only shows them as predators</i> ”; defend an opinion about whether or not a sitcom or video game reflects reality) <i>Teacher prompts</i> : “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.”
<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
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>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</i> )	evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g., <i>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</i> ) <i>Teacher prompt</i> : “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.”	evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g., <i>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</i> ) <i>Teacher prompts</i> : “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?”	evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g., <i>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</i> )
<b>1.4 Audience Responses</b>			
<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>

describe how different audiences might respond to specific media texts <i>Teacher prompt: “Would your friends or parents like the same songs, movies, stories, games that you like? Why? Why not?”</i>	describe how different audiences might respond to specific media texts <i>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?”</i>	describe how different audiences might respond to specific media texts (e.g., <i>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</i> ) <i>Teacher prompt: “Why do you like the magazine? Who else would like it? Why? Who would not like it? Why not?”</i>	explain why different audiences might respond differently to specific media texts (e.g., <i>examine children’s books or video games that have been rated as suitable for different age groups and suggest reasons for the ratings</i> ) <i>Teacher prompt: “Find the age rating for a DVD/video/game that you enjoy. Is it fair? Why/why not?”</i>
<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
explain why different audiences might respond differently to the same media text (e.g., <i>identify some different responses to their favourite music and suggest reasons for the differences</i> ) <i>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.”</i>	explain why different audiences (e.g., <i>boys, girls, adults, seniors, various cultural groups</i> ) might have different responses to media texts (e.g., <i>movies, songs, websites, video games, items of clothing</i> ) <i>Teacher prompts: “Why might many teenagers respond differently from their parents to an election debate?” “Who do you think would be the most likely audience for a car magazine? An advertisement for a retirement residence? An investment brochure? An action-oriented video game? A fashion magazine? A television science special? A quiz show? Action figures? Explain your answers.”</i>	explain why different audiences (e.g., <i>with respect to gender, age, nationality, ability/disability income level</i> ) might have different responses to a variety of media texts (e.g., <i>messages in chat rooms, television broadcasts of international news stories, music, documentaries, clothing</i> )	explain why different audiences (e.g., <i>with respect to gender, age, culture, race, income level</i> ) might have different responses to a variety of media texts (e.g., <i>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</i> ) <i>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?”</i>
<b>1.5 Point of View</b>			
<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
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., <i>a cartoon told from the point of view of a mouse might be told from a cat’s viewpoint</i> )	identify, initially with support and direction, whose point of view (e.g., <i>that of the hero, the villain, the narrator</i> ) is presented in a simple media text and suggest how the text might change if a different point of view were used <i>Teacher prompt: “Who is telling this story? How would the story be different if another character were telling the story?”</i>	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., <i>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</i> ) <i>Teacher prompt: “Who is the intended audience for this poster? How do you know? Whose perspective is reflected? Whose perspective is not reflected?”</i>	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., <i>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</i> ) <i>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?”</i>

<p><b>Grade 5</b></p> <p>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., <i>this documentary about various athletes does not include athletes who have physical disabilities; another character could be included to represent their experience</i>) <i>Teacher prompt:</i> “Whose point of view is missing in this media text? How could the text be changed to include that point of view?”</p>	<p><b>Grade 6</b></p> <p>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., <i>identify biases in two different media texts that focus on the same topic or event; evaluate the portrayal of Aboriginal people in the media</i>) <i>Teacher prompts:</i> “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?”</p>	<p><b>Grade 7</b></p> <p>demonstrate understanding that different media texts reflect different points of view (e.g., <i>compare pictures of the same character and/or event in media texts aimed at different audiences and identify the different perspectives represented</i>) <i>Teacher prompt:</i> “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?”</p>	<p><b>Grade 8</b></p> <p>demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view (e.g., <i>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</i>) <i>Teacher prompts:</i> “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.”</p>
<p><b>1.6 Production Perspectives</b></p>			
<p><b>Grade 1</b></p> <p>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., <i>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</i>) <i>Teacher prompt:</i> “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?”</p>	<p><b>Grade 2</b></p> <p>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., <i>film production companies produce movies to entertain audiences and to make money; companies produce advertisements to persuade consumers to buy their products</i>) <i>Teacher prompt:</i> “How do we know who produces the T-shirts with logos or slogans that we wear, or the dolls we like to play with?”</p>	<p><b>Grade 3</b></p> <p>identify who produces selected media texts and why those texts are produced (e.g., <i>companies design eye-catching logos so their products will be immediately recognizable to people; designers produce clothes as fashion statements and to make money</i>) <i>Teacher prompt:</i> “Where do we often find logos?”</p>	<p><b>Grade 4</b></p> <p>identify who produces various media texts and the reason for their production (e.g., <i>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</i>) <i>Teacher prompt:</i> “Where would we find a public service announcement?” “How do people access or acquire newspapers?”</p>
<p><b>Grade 5</b></p> <p>identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (e.g., <i>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</i>) <i>Teacher prompt:</i> “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?”</p>	<p><b>Grade 6</b></p> <p>identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (e.g., <i>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</i>) <i>Teacher prompt:</i> “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?”</p>	<p><b>Grade 7</b></p> <p>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., <i>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</i>) <i>Teacher prompt:</i> “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.”</p>	<p><b>Grade 8</b></p> <p>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., <i>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</i>) <i>Teacher prompt:</i> “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.”</p>