

ELA Media – Kindergarten

F1 Analysis of Media: Students understand that there are differences among the kinds of information in different forms of media.

ELA Media – Grade One

F1 Analysis of Media: Students understand that there are differences among the kinds of information in different forms of media.

- a. Identify the different types of media in the daily lives of most people.

ELA Media – Grade Two

F1 Analysis of Media: Students understand that there are differences among the kinds of information in different forms of media.

- a. Identify the different types of media in the daily lives of most people.
- b. Describe their reactions to a variety of print and/or non-print sources

ELA Media – Grade Three

F1 Analysis of Media: Students explain that the same information can have different effects when presented through different forms of media.

- a. Understand that the information found in books, movies, newspapers, magazines, and on the Internet and television can differ.
- b. Recognize that there are multiple roles and purposes of media.

ELA Media – Grade Four

F1 Analysis of Media: Students explain that the same information can have different effects when presented through different forms of media.

- a. Understand that the kind of information found in books, movies, newspapers, magazines, and on the Internet and television can differ.
- b. Recognize that there are multiple roles and purposes of media.

ELA Media – Grade Five

F1 Analysis of Media: Students explain that the same information can have different effects when presented through different forms of media.

- a. Understand that the information found in books, movies, newspapers, magazines, and on the Internet and television can differ.
- b. Recognize that there are multiple roles and purposes of media.

ELA Media – Grade Six

F1 Analysis of Media: Students identify the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information found in different forms of media.

- a. Respond to visual and non-visual media through discussion and writing.
- b. Explain the role of the media in shaping opinions.
- c. Be aware of stereotype and prejudice (introduce bias & propaganda in media)

ELA Media – Grade Seven

F1 Analysis of Media: Students identify the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information found in different forms of media.

- a. Describe and evaluate the text structures of visual and non-visual media.
- b. Explain the role of the media in shaping opinions.
- c. Note instances of bias, stereotyping, and propaganda.

ELA Media – Grade Eight

F1 Analysis of Media: Students identify the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information found in different forms of media.

- a. Describe and evaluate the **text** structures of visual and non-visual media.
 - a. **Identify main idea and sub-topics/supporting arguments for short (3-5 min.) speech, podcast, or oral essay**
 - i. **Identify key rhetorical devices used to develop argument:**
 1. **repetition**
 2. **rule of 3**
 3. **signal words**
 4. rhetorical questions
 5. anecdotes, scenarios
 6. slippery slope

7. appeals, testimonials
8. false data
9. hyperbole

b. Identify main idea/point of view of visual image

- i. Role of text (if any)
- ii. “Hidden messages”

iii. Identify main techniques used for visual communication:

1. **Symmetry**
2. **Background**
3. **3 x 3 (horizontal, visual)**
4. **framing**
5. **camera angle**
6. **focus**
7. **word elements**
8. **diagonal lines**
9. foreground
10. icons

iv. Identify visual devices used to shape opinion

1. Exaggeration
2. Color
3. Appeals, testimonials
4. False data

b. Explain the role of the media in shaping opinions in today’s society –

- a. How do stereotypes become racism/bias?
- b. Positive and Negative stereotypes

c. Create pieces in various media for the purpose of shaping opinion:

- a. Posters
- b. Ephemera
- c. Spoof ads
- d. Podcasts
- e. advertisements

- d. Explain/analyze instances of bias, stereotyping, and propaganda, explaining the specific cultural/historical context
 - a. Native American
 - i. Identify the major elements of Native American stereotyping
 - 1. In realia
 - 2. In a novel and other readings
 - 3. In historical record
 - ii. Identify steps that can be taken to prevent racism and stereotyping in Maine
 - b. Cultural groups
 - c. Ethnic groups
 - d. WW II (posters, short films – war effort, Nazism)