



Standards Overview

Shanghai American School

Language Arts



Grade 7

I. Writing Process

Standard I Writing Process Use the skills and strategies of the writing process

- 1. Apply the following traits to the writing process
 - a) Ideas
 - b) Organization
 - c) Voice
 - d) Sentence fluency
 - e) Word choice
 - f) Convention usage [55]
- 2. Write expository compositions using appropriate expository structures and features [24]
- 3. Restate questions in well-formed answers [11]
- 4. Write narratives including:
 - a) Develop a plot line with beginning, conflict, rising action, climax and denouement
 - b) Demonstrate a point of view
 - c) Develop major and minor characters and a setting [11]
- 5. Regularly and effectively use a thesaurus and other tools to choose effective wording [17]
- 6. Write personal responses to experiences and prompts including literature [14]
- 7. Use a variety of prewriting strategies (e.g., makes outlines, uses published pieces as writing models, constructs critical standards, brainstorm, builds background knowledge) [18]
- 8. Use a variety of strategies to draft and revise written work (e.g., analyzes and clarifies meaning, makes structural and syntactical changes, uses an organizational scheme, uses sensory words and figurative language, rethinks and rewrites for different audiences)

Grade 8

I. Writing Process

Standard I Writing Process Use the skills and strategies of the writing process

- 1. Apply the following traits to the writing process
 - a) Ideas b) Organization c) Voice d) Sentence fluency e) Word choice f) Convention usage [19]
- 2. Create expository and persuasive compositions with appropriate structure that have a coherent thesis and make clear and well-supported conclusions [6]
- 3. Write processed compositions and narratives of varied genres and establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques [7]
- 4. Write narratives and a variety of other compositions that relate a clear, coherent incident, event, or situation by using well-chosen details; reveal the significance of, or the writer's attitude about, the subject; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters) [5]
- 5. Regularly use a thesaurus and other tools to choose effective wording [11]
- 6. Write expressive personal responses to experiences and prompts including

Grade 9

I. Writing Process

Standard I Writing Process Use the skills and strategies of the writing process

- 1. Model the distinct phases of the writing process (prewriting, drafting, responding, editing, publishing, audience, and purpose) [41]
- 2. Demonstrate an ability to use strategies of the writing process to write descriptive compositions [23]

Grade 10

I. Writing Process

Standard I Writing Process Use the general skills and strategies of the writing process

- 1. Incorporate all or most of the following in purposefully constructed compositions: ideas, organization, voice, sentence structure, word choice, and convention usage [91]
- 2. Demonstrate an ability to use strategies of the writing process to write analytical compositions [75]

Grade 11

I. Writing Process

Standard I Writing Process Use the general skills and strategies of the writing process

- 1. Demonstrate an ability to use strategies of the writing process to write narrative compositions [27]

Grade 12

I. Writing Process

Standard I Writing Process Use the general skills and strategies of the writing process

- 1. Demonstrate an ability to use strategies of the writing process to write expository compositions [64]

- and purposes, checks for a consistent point of view and for transitions between paragraphs, uses direct feedback to revise compositions) [28]

 - 9. Use a variety of strategies to edit and publish written work (e.g., eliminates slang; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; proofreads using reference materials, word processor, and other resources; edits for clarity, word choice, and language usage; uses a word processor or other technology to publish written work) [28]
 - 10. Evaluate own and others' writing (e.g., applies criteria generated by self and others, uses self-assessment to set and achieve goals as a writer, participates in peer response groups) [14]
- prompts including literature [14]

 - 7. Use a variety of prewriting strategies (e.g., makes outlines, uses published pieces as writing models, constructs critical standards, brainstorm, builds background knowledge) [20]
 - 8. Use a variety of strategies to draft and revise written work (e.g., analyzes and clarifies meaning, makes structural and syntactical changes, uses an organizational scheme, uses sensory words and figurative language, rethinks and rewrites for different audiences and purposes, checks for a consistent point of view and for transitions between paragraphs, uses direct feedback to revise compositions) [16]
 - 9. Use a variety of strategies to edit and publish written work (e.g., eliminates slang; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; proofreads using reference materials, word processor, and other resources; edits for clarity, word choice, and language usage; uses a word processor or other technology to publish written work) [16]
 - 10. Evaluate own and others' writing (e.g., applies criteria generated by self and others, uses self-assessment to set and achieve goals as a writer, participates in peer response groups) [17]

II. Style/Rhetorical Technique Standard II Style/Rhetorical Techniques Use stylistic and rhetorical techniques in a variety of written genre	II. Style/Rhetorical Technique Standard II Style/Rhetorical Techniques Use stylistic and rhetorical techniques in a variety of written genre	II. Style/Rhetorical Technique Standard II Style/Rhetorical Techniques Use stylistic and rhetorical techniques in a variety of written genre	II. Style/Rhetorical Technique Standard II Style/Rhetorical Techniques Use stylistic and rhetorical techniques in a variety of written genre	II. Style/Rhetorical Technique Standard II Style/Rhetorical Techniques Use stylistic and rhetorical techniques in a variety of written genre	II. Style/Rhetorical Technique Standard II Style/Rhetorical Techniques Use stylistic and rhetorical techniques in a variety of written genre
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- 1. Use a range of appropriate strategies in narrative writing including dialogue, suspense, naming of specific narrative action including movement, gestures and expressions [12]
 - 2. Use content, style, and structure (e.g., formal or informal language, genre, and organization) appropriate for specific audiences and purposes [30]
 - 3. Use figurative devices, imagery and sound devices to create effective narrative language [13]
 - 4. Write expository compositions, which present information in a logical manner including an introduction and conclusion as well as transitions. Students will use the following a) Compare-contrast or problem-solution b) Effective use of transitions between sentences and ideas to unify key ideas c) Support all statements and claims with anecdotes, descriptions, facts and statistics, and/or specific examples [15]
- 1. Use significant literary devices that define the writer's style (e.g. metaphor, symbolism, dialect, irony, imagery and figurative language) [5]
 - 2. Use formal and informal language appropriate to a clearly identified purpose, audience and circumstance to demonstrate personal style and voice [2]
 - 3. Support ideas with analogies, paraphrases, quotations and/or opinions from authorities, comparisons, and similar devices [3]
 - 4. Establish coherence within and among paragraphs through effective transitions, parallel structures and similar writing techniques
- 1. Formulate thesis statements, write compositions that are coherent and organized [44]
 - 2. Use correct paragraph form in writing with topic sentence, supporting detail, and concluding sentence. [54]
- 1. Support generalizations and ideas with detail, evidence, or examples [88]
 - 2. Use a variety of transitional devices [79]
 - 3. Use accurate diction and introduce varied sentence structure in compositions [85]
- 1. Write compositions that exhibit a developed personal style and voice [26]
- 1. Write compositions that present ideas with clarity and coherence while exhibiting a developed personal style and voice [52]

III. Grammar and Mechanics

Standard III Grammar and Mechanics Use grammatical and mechanical conventions in a variety of written genre

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- 1. Identify and use a variety of sentence structures including varying the use of simple, complex, and compound sentences in written compositions [10]
 - 2. Use modifiers correctly in active voice [12]
 - 3. Identify and have proper usage of the eight parts of speech, infinitives, participles and clear pronoun/antecedent references [6]
 - 4. Identify and use conventions of punctuation in written compositions,
- Identify and use correctly: a variety of sentence structures including varying the use of simple, complex, compound and compound-complex sentences in written compositions, a variety of sentence openings to reinforce the presentation of a lively and effective personal style, parallel structure in all written discourse including similar grammatical forms to present items in a series, complements and items juxtaposed
- 1. Display knowledge of basic grammar usage, spelling, and punctuation to effectively participate in the editing process [54]
- 1. Build competency with grammar usage, spelling, and punctuation to effectively participate in the editing process. [66]
- 1. Demonstrate knowledge of grammar usage, spelling, and punctuation to effectively participate in the editing process [31]
- 1. Demonstrate competency in grammar usage, spelling, and punctuation to effectively participate in the editing process [46]

- including hyphen, dash, brackets, semi-colon between two clauses of a compound sentence that are not joined by a conjunction, quotations, commas at the end of a dependent clause [22]

 - 5. Identify and use conventions of spelling in written compositions including derivatives by applying spellings of bases and affixes [6]
- for emphasis, use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly (e.g., consistency with tense, part of speech, possessives, or plurals) [7]

 - 2. Identify and have proper usage of the eight parts of speech and edit written work to reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, run-on sentences, fragments, etc.) [4]
 - 3. Use correct spelling conventions [6]
 - 4. Use correct punctuation and capitalization [10]
 - 5. Produce correctly formatted work that follows the conventional style for the type of document (e.g., personal, business or memorandum) [2]

IV. Research Standard IV Research Use the skills and strategies of the research process -Gather -Analyze and interpret -Respond <ul style="list-style-type: none">• 1. Gather and use new information to adjust and extend personal knowledge base<ul style="list-style-type: none">a) Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and researchb) Draw conclusions and make inferences based on information in textsc) Write summaries of reading materialsd) Include the main ideas and most significant details [12]• 2. Recognize the concept of plagiarism and summarize and paraphrase information from a variety of texts in a way that demonstrates comprehension of main ideas [13]• 3. Use appropriate methods (such as	IV. Research Standard IV Research Use the skills and strategies of the research process -Gather -Analyze and interpret -Respond <ul style="list-style-type: none">• 1. Plan and conduct a multiple-step research process using print and multimedia resources<ul style="list-style-type: none">a) Include a well defined thesis (one that makes a clear and knowledgeable judgment)b) Use a variety of primary and secondary sources, determining the nature and usefulness of eachc) Evaluate accuracy and validity of information (e.g., identifying the web address, date of publication, author, target audience, purpose)d) Use the structure and organization of encyclopedias, newspapers,	IV. Research Standard IV Research Use the skills and strategies of the research process: Gather, Analyze & Interpret, Respond <ul style="list-style-type: none">• 1. Distinguish the difference between paraphrasing, direct quotations, indirect quotations, and plagiarizing and display the ability to integrate quotations in a grammatically correct manner [18]• 2. Use standard format and methodology for documenting reference sources (e.g., credit quotes and paraphrased ideas; use MLA citation style; include a bibliography of reference material) [11]• 3. Use appropriate research methodology (e.g., formulate questions and	IV. Research Standard IV Research Use the skills and strategies of the research process -Gather -Analyze and interpret -Respond <ul style="list-style-type: none">• 1. Use and evaluate the credibility of a variety of print and electronic sources to gather information for research topics and to draw and support conclusions. [27]	IV. Research Standard IV Research Use the skills and strategies of the research process -Gather -Analyze and interpret -Respond <ul style="list-style-type: none">• 1. Write research papers (e.g., include a thesis statement; synthesize information into a logical sequence; paraphrase ideas and connect them to other sources and related topics; identify complexities and discrepancies in information) [19]	IV. Research Standard IV Research Use the skills and strategies of the reading process across a variety of genre: Word analysis, Fluency, Vocabulary development <ul style="list-style-type: none">• 1. Recognize the philosophical assumptions and basic beliefs underlying an author's work (e.g., point of view, attitude, and values conveyed by specific language; clarity and consistency of political assumptions) [19]
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- MLA format) to cite and document reference sources [10]

 - 4. Write persuasive compositions
 - a) Discuss techniques such as word choice and context used to convey a viewpoint
 - b) State a clear position or perspective in support of a proposition or proposal
 - c) Describe the points in support of the proposition, employ well articulated evidence
 - d) Use the student's own words, except for quotations
 - e) Reflect underlying meaning, not just the superficial details [9]
- periodicals, search engines and directories, and web reference sites

 - e) Exhibit careful reading and insight in interpretations
 - f) Draw supported inferences and judgments through references to the source
 - g) Use research information, sources, etc. to substantiate original thought (personal thesis, claims, conclusions, etc.) [6]
 - 2. Record important ideas, concepts, and direct quotations from significant information sources
 - a) Paraphrase and summarize all perspectives on the topic as appropriate
 - b) Use appropriate methods to cite and document reference sources including a bibliography in MLA format. Avoid plagiarism and use citing sources both for quotes and ideas [10]
 - 3. c) Organize and convey information in an appropriate way
 - d) Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion
 - e) Provide details, reasons, and examples arranging them effectively by anticipating and answering audience concerns and counterarguments
 - f) Present information purposefully and succinctly and meet the needs of the intended audience [9]
- refine topics; develop a plan for research; organize what is known about a topic; use appropriate research methods; collect information to narrow and develop a topic and support a thesis) [19]

V. Reading Process Standard V Reading Process Use the skills and strategies of the reading process across a variety of genre -Word analysis -Fluency - Vocabulary development	V. Reading Process Standard V Reading Process Use the skills and strategies of the reading process across a variety of genre -Word analysis -Fluency - Vocabulary development	V. Reading Process Standard V Reading Process Use the skills and strategies of the reading process across a variety of genre -Word analysis -Fluency -Vocabulary development	V. Reading Process Standard V Reading Process Use the skills and strategies of the reading process across a variety of genre - Word analysis -Fluency -Vocabulary development	V. Reading Process Standard V Reading Process Use the skills and strategies of the reading process across a variety of genre -Word analysis -Fluency -Vocabulary development	V. Reading Process Standard V Reading Process Use reading skills and strategies to comprehend and interpret a variety of purposes
<ul style="list-style-type: none">1. Interpret meaning from a	<ul style="list-style-type: none">1. Interpret meaning from a		<ul style="list-style-type: none">1. Recognize	<ul style="list-style-type: none">1. Recognize and	<ul style="list-style-type: none">1. Use language of literary

<p>variety of texts a) Utilize a number of strategies such as context clues b) Clarify word meaning through the use of definition c) Use knowledge of Latin and Greek [25]</p> <ul style="list-style-type: none">2. Describe conventions and devices used by the author to accomplish his or her purpose a) Identify idioms, analogies, metaphors and similes in prose and poetry [19]3. Reflect on reading and form personal responses [10]4. Establish and adjust purposes for reading [14]	<p>variety of texts a) Use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases b) Use knowledge of word relationships, as well as word roots and context clues, to determine the meaning of specialized vocabulary and to determine the precise meaning of grade-level-appropriate words c) Use word meanings within the appropriate context and be able to verify those meanings by definition, restatement, example, comparison, or contrast [4]</p> <ul style="list-style-type: none">Describe conventions and devices used by the author to accomplish his or her purpose a) Identify idioms, analogies, metaphors and similes in prose and poetry [10]3. Reflect on reading and form personal responses which demonstrate understanding of the text and relevance to self and the world [13]4. Establish and adjust purposes for reading [5]	<ul style="list-style-type: none">1. Use contextual clues to understand figurative and technical meanings of terms [65]	<p>writing techniques used to influence the reader and accomplish an author's purpose (e.g., organizational patterns, imagery, figures of speech, auditory devices in poetry, formal and informal language, point of view, characterization, irony and narrator) [89]</p>	<p>understand influences on one's own personal response to a text (e.g., personal experiences and perspectives shaped by personal background) [31]</p>	<p>criticism to evaluate literary works (e.g., voice, purpose, rhetorical devices, stylistic devices, and literary devices). [56]</p>
<p>VI. Interpret Literature Standard VI Interpret Literature Use reading skills and strategies to comprehend and interpret a variety of genre</p> <ul style="list-style-type: none">1. Develop strategies to interpret a variety of texts, for example a) Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping b) Select books from various genres at or above current reading levels according to their knowledge of	<p>VI. Interpret Literature Standard VI Interpret Literature Use reading skills and strategies to comprehend and interpret a variety of genre</p> <ul style="list-style-type: none">1. Develop strategies to interpret a variety of texts, for example a) Make inferences and draw conclusions based on implicit and explicit information b) Make connections between essential ideas, arguments, and perspectives of an informational text c) Use reading strategies, such as predictions, text-to-self, text-to-text, text-to-world connections	<p>VI. Interpret Literature Standard VI Interpret Literature Use reading skills and strategies to comprehend and interpret a variety of genre</p> <ul style="list-style-type: none">1. Identify thesis statements in essays and topic sentences in paragraphs; distinguish main ideas from supporting details [53]	<p>VI. Interpret Literature Standard VI Interpret Literature Use reading skills and strategies to comprehend and interpret a variety of genre</p> <ul style="list-style-type: none">1. Recognize the relationships between literature and its historical period, culture and societal period [88]2. Recognize stylistic techniques used to convey viewpoints or impressions [101]	<p>VI. Interpret Literature Standard VI Interpret Literature Use reading skills and strategies to comprehend and interpret a variety of genre</p> <ul style="list-style-type: none">1. Make connections between the text and personal experiences and prior literary experiences [47]2. Recognize how themes are present across literary works and genres [45]	<p>VI. Interpret Literature Standard VI Interpret Literature Use listening and speaking skills and strategies for a variety of purposes.</p> <ul style="list-style-type: none">1. Use discussions with peers as a way of understanding information, testing ideas, and debating interpretation [56]

- characteristics of a variety of literary forms and genres [9]
- 2. Identify and discuss the use of specific literary devices and their effect (e.g., foreshadowing, flashback to convey mood, tone, suspense, and meaning) [22]
 - 3. Identify and trace the development of an author's argument, point of view, or perspective in text [6]
 - 4. Write personal responses to literature that explain with reference to the text, why particular thoughts and feelings have been inspired [15]
 - 5. Recognize and interpret the structure of a variety of texts
 - a) Articulate the expressed purposes and characteristics of different forms of prose (short story, novel, novella, and essay)
 - b) Identify events which advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)
 - c) Discuss complex elements of plot development, such as cause and effect relationships, subplots, climax and development of conflict and resolution [25]
 - 6. Interpret elements of the text
 - a) Identify and analyze recurring themes across works, (e.g., bravery, loneliness, loyalty, friendship)
 - b) Analyze characterization as delineated through a character's thoughts, words, speech patterns and actions; the narrator's description; and what other characters think, say and do
 - c) Describe elements of character development, mood and conflict in fiction
 - d) Contrast points of view in narrative text and how they
- to interpret written pieces d) Evaluate the proposition-and-support patterns in persuasive text e) Analyze how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author (biographical approach) [12]
- 2. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, alliteration) and use those elements to interpret the work [9]
 - 3. Explain connections among essential ideas, arguments, and perspectives of literary text [11]
 - 4. Write personal responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal knowledge [11]
 - 5. Recognize and interpret the structure of a variety of texts
 - a) Name the structural elements of the plot (e.g., exposition, rising action, climax), the plot's development, and explain the extent to which conflicts are addressed and resolved
 - b) Evaluate the unity, coherence, logic, internal consistency, and structural patterns of the text
 - c) Determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric,

affect the overall theme of the work (e.g. first versus third person, limited versus omniscient, subjective versus objective)
e) Explore and reflect on the author's style (e.g., word choice, speaker, imagery, genre, perspective)
[30]

couplet, epic, elegy, ode and/or sonnet.)
[10]

- 6. Interpret elements of the text, for example
a) Explain the relevance of setting (place, time, and customs) to the mood, tone, and meaning of text
b) Identify and analyze recurring comparative themes (e.g., good and evil, heroism, appearance v. reality) across works
c) Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts
[9]

VII. Listening and Speaking Skills	VII. Listening and Speaking Skills	VII. Listening and Speaking Skills	VII. Listening and Speaking Skills	VII. Listening and Speaking Skills	VII. Listening and Speaking Skills
Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes	Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes	Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes	Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes	Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes	Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes
<ul style="list-style-type: none">Listen in order to 1. Paraphrase a speaker's purpose and point of view, and ask relevant questions concerning the speaker's content, delivery and purpose [17]Listen in order to 2. Analyze and evaluate spoken ideas demonstrated by taking appropriate notes from materialListen in order to 3. Evaluate the credibility of the speakerListen in order to 4. Ask questions to seek elaboration and clarification of ideas [21]Speak in order to 1. Demonstrate active listening a. Ask questions b. Restate the main idea [15]Speak in order to 2. Communicate effectively in a variety of situations [10]Speak in order to 3. Deliver effective oral presentations on a variety of subjects	<ul style="list-style-type: none">a. Choose language that is i. Original ii. creates an impact iii. conveys a message iv. precise and vivid [3]b. Organize the presentation so it i. enhances the main ideas and their development ii. enhances the audience's understanding [10]c. Convey ideas and content that are i. Clear, focused and well suited to audience and purpose ii. significantly draw the audience's attention iii. develop strong and compelling supporting details [6]d. Deliver clear coherent formal and informal presentations with i. skillful control of technique ii. ability to use technique to bring about a response	<ul style="list-style-type: none">1. Give formal presentations to the class that reflect an understanding of oratory techniques, adapt language to a particular audience and purpose, and use a variety of verbal and nonverbal techniques to enhance listeners' comprehension [24]2. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, use abbreviation system to record information quickly; and select and organize essential information) [9]	<ul style="list-style-type: none">1. Evaluate own and others' effectiveness in group discussions and formal presentations [24]	<ul style="list-style-type: none">1. Demonstrate an ability to structure ideas and arguments orally in a logical way, and to support them with relevant examples [44]	<ul style="list-style-type: none">1. Use discussions with peers as a way of understanding information, testing ideas, and debating interpretation [43]

- a. Use appropriate enunciation and pace

from the audience

[12]
- Speak in order to

4. State a clear position in support of main idea and employ supporting evidence

a. Use language suitable to engage the audience

b. Use appropriate grammar, word choice during formal presentations

c. Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and active rather than passive voice in ways that enliven oral presentations

d. Demonstrate effective organization of ideas

[8]

VIII. Viewing and Media	VIII. Viewing and Media	VIII. Viewing and Media	VIII. Viewing and Media	VIII. Viewing and Media	VIII. Viewing and Media
Standard VIII Viewing and Media Use viewing skills and strategies to comprehend and interpret a variety of visual media	Standard VIII Viewing and Media Use viewing skills and strategies to comprehend and interpret a variety of visual media	Standard VIII Viewing and Media Use viewing skills and strategies to comprehend and interpret a variety of visual media	Standard VIII Viewing and Media Use viewing skills and strategies to comprehend and interpret a variety of visual media	Standard VIII Viewing and Media Use viewing skills and strategies to comprehend and interpret a variety of visual media	Standard VIII Viewing and Media Use viewing skills and strategies to comprehend and interpret a variety of visual media
<div><div>• 1. Compare and contrast original text to film version or versions viewed in video [11]</div><div>• 2. Use a variety of criteria to evaluate and/or form viewpoints of visual and print media a) Select, interpret, and synthesize information from visual sources b) Respond to and interpret various meanings, ideas, and effects, describing how verbal and visual features are combined for different purposes c) Discuss the reasons for varied interpretations of visual media d) Discuss the different purposes and the variety of messages conveyed by visual media (e.g., main concept, details theme, view point) e) Recognizes stereotypes and cultural nuances utilized by the media [17]</div><div>• 3. Identify and analyze different genre of television, video, audio, print,</div></div>	<div><div>• 1. Use a variety of criteria to evaluate and form viewpoints of visual and print media a) Recognize the different ways media products reflect the society for which they were created b) Analyze the different purposes and the variety of messages conveyed by visual media (e.g., main concept, details theme, view point) c) Can discuss the reasons for varied interpretations of visual and print media d) Critically reflect on advertisements' purposes and methods e) Reflect on how personal values/experiences compare with those spread by the media f) Compare and reflect on media sources (such as discrepancies of information, various points of view, and various agendas). Consider the validity and/or reliability of internet sites and</div></div>	<div><div>• 1. Recognize how literary forms can be represented in visual narratives [22]</div></div>	<div><div>• 1. Identify aspects of the construction of media images (e.g., the significance of the parts of a visual text, such as how a title might tie in with main characters or themes) [15]</div></div>	<div><div>• 1. Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize materials viewed, refer to images or information in visual media to support point of view, and deconstruct media to determine the main idea) [28]</div></div>	<div><div>• 1. Recognize how images and sound convey messages in visual media (e.g., special effects, camera angles, symbols, color, line, texture, and shape). [31]</div></div>

- and internet media
a) Use appropriate terminology to describe the conventions of verbal and visual language in several genres
[6]
- 4. Discuss the use of stereotypes and biases in visual and print media (e.g., distorted representation and stereotyping in advertising; elements of stereotypes such as physical characteristics, mannerisms and attitudes)
[12]
 - 5. Analyzes language choice used to enhance visual and print media (e.g., language of particular genres, the use of emotional or logical arguments in commercials)
[12]
 - 6. Identify and discuss the success of symbols, images, sound and other conventions are used in visual media (e.g., set elements that identify a particular time period or culture; short cuts used to construct meaning, e.g., screech of breaks and a thud to imply a car crash; sound and image used together; the use of long camera shots to establish setting)
[12]
- other media g)
Discuss the use of stereotypes and biases in visual media (e.g., distorted representation and stereotyping in advertising; elements of stereotypes such as physical characteristics, mannerisms and attitudes)
[3]
- 2. Analyze strategies employed by the media (e.g., band wagon appeal, appeal to pity, perpetuation of stereotypes, use of visual representations, special effects, language) to inform, persuade, entertain, and transmit culture
 - 3. Identify typical genre of different visual and print media (e.g., in television: talk shows, news broadcasts, news papers, magazines, children's programs; in film: westerns, musicals, horror, gangster) a)
Identify and compare forms of media (e.g., newspapers, magazines, television, and internet) and evaluate them for purpose, audience, accuracy, and validity
 - 4. Compare between visual media and written texts
[2]
 - 5. Analyzes language choice used to enhance visual and print media (e.g., language of particular genres, the use of emotional or logical arguments in commercials)
[2]
 - 6. Identify symbols, images; sound and other conventions used in visual media (e.g., set elements that identify a particular time period or culture; short cuts used to construct meaning, e.g. screech of breaks and a thud to imply a car crash; sound and image used together; the use of long

camera shots to
establish setting)
[3]

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