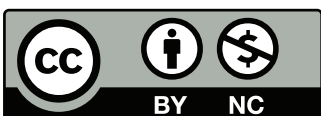
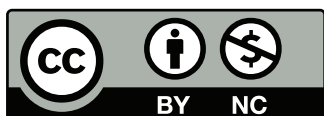


GRADE 10 VIEWING Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p><b>Comprehension</b></p> <p><b>CR A/B10.1 Comprehend and respond to a variety of visual and multimedia texts that address identity, social responsibility, and social action.</b></p> <p><b>(Please note that descriptors relate to both 10A and 10B unless otherwise indicated)</b></p> <p><b>CR A10.2 View, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of illustrations, charts, graphs, and television, film, and video presentations including a documentary or current affairs program.</b></p> <p><b>CR B10.2 View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.</b></p>	<p><b>Skillfully and insightfully:</b></p> <ul style="list-style-type: none"> <li>• Responds personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, and other Canadian and international texts.</li> <li>• Responds to text providing support from text to justify response.</li> <li>• Discusses ways in which texts convey, challenge, or support and affirm individual and community values and behaviours. (A)</li> <li>• Identifies connections between self, texts, and culture. (A)</li> <li>• Generates relevant questions about texts on issues related to identity, social responsibility, and social action. (A)</li> <li>• Identifies how human experiences and values are reflected in texts. (B)</li> <li>• Analyzes and responds to historically or culturally significant works (texts) that reflect and enhance studies in history and social science. (B)</li> </ul> <p><b>Skillfully and insightfully:</b></p> <ul style="list-style-type: none"> <li>• Views, interprets, and summarizes grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.</li> <li>• Evaluates how genders and various cultures and socio-economic groups are portrayed in mass media.</li> <li>• Prepares and presents a critical response to what has been viewed.</li> <li>• Analyzes contrasting texts, evaluating the ways verbal and non-verbal (visual and multimedia) features are organized and combined for different meanings, effects, purposes, and audiences in different social contexts. (A)</li> <li>• Investigates the sources of media presentations or productions including who made it, why, and for whom it was made. (A)</li> <li>• Views and discusses the meaning and characterization implicit in the action of a scene from a play, film, television production, noting visual features. (A)</li> </ul>	<p><b>Appropriately:</b></p> <ul style="list-style-type: none"> <li>• Responds personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, and other Canadian and international texts.</li> <li>• Responds to text providing support from text to justify response.</li> <li>• Discusses ways in which texts convey, challenge, or support and affirm individual and community values and behaviours. (A)</li> <li>• Identifies connections between self, texts, and culture. (A)</li> <li>• Generates relevant questions about texts on issues related to identity, social responsibility, and social action. (A)</li> <li>• Identifies how human experiences and values are reflected in texts. (B)</li> <li>• Analyzes and responds to historically or culturally significant works (texts) that reflect and enhance studies in history and social science. (B)</li> </ul> <p><b>Appropriately:</b></p> <ul style="list-style-type: none"> <li>• Views, interprets, and summarizes grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.</li> <li>• Evaluates how genders and various cultures and socio-economic groups are portrayed in mass media.</li> <li>• Prepares and presents a critical response to what has been viewed.</li> <li>• Analyzes contrasting texts, evaluating the ways verbal and non-verbal (visual and multimedia) features are organized and combined for different meanings, effects, purposes, and audiences in different social contexts. (A)</li> <li>• Investigates the sources of media presentations or productions including who made it, why, and for whom it was made. (A)</li> <li>• Views and discusses the meaning and characterization implicit in the action of a scene from a play, film, television production, noting visual features. (A)</li> </ul>	<p><b>Simplistically:</b></p> <ul style="list-style-type: none"> <li>• Responds personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, and other Canadian and international texts.</li> <li>• Responds to text providing support from text to justify response.</li> <li>• Discusses ways in which texts convey, challenge, or support and affirm individual and community values and behaviours. (A)</li> <li>• Identifies connections between self, texts, and culture. (A)</li> <li>• Generates relevant questions about texts on issues related to identity, social responsibility, and social action. (A)</li> <li>• Identifies how human experiences and values are reflected in texts. (B)</li> <li>• Analyzes and responds to historically or culturally significant works (texts) that reflect and enhance studies in history and social science. (B)</li> </ul> <p><b>Simplistically:</b></p> <ul style="list-style-type: none"> <li>• Views, interprets, and summarizes grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.</li> <li>• Evaluates how genders and various cultures and socio-economic groups are portrayed in mass media.</li> <li>• Prepares and presents a response to what has been viewed.</li> <li>• Analyzes contrasting texts, evaluating the ways verbal and non-verbal (visual and multimedia) features are organized and combined for different meanings, effects, purposes, and audiences in different social contexts. (A)</li> <li>• Investigates the sources of media presentations or productions including who made it, why, and for whom it was made. (A)</li> <li>• Views and discusses the meaning and characterization implicit in the action of a scene from a play, film, television production, noting visual features. (A)</li> </ul>	<p><b>Partially or inaccurately:</b></p> <ul style="list-style-type: none"> <li>• Responds personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, and other Canadian and international texts.</li> <li>• Responds to text providing support from text to justify response.</li> <li>• Discusses ways in which texts convey, challenge, or support and affirm individual and community values and behaviours. (A)</li> <li>• Identifies connections between self, texts, and culture. (A)</li> <li>• Generates relevant questions about texts on issues related to identity, social responsibility, and social action. (A)</li> <li>• Identifies how human experiences and values are reflected in texts. (B)</li> <li>• Analyzes and responds to historically or culturally significant works (texts) that reflect and enhance studies in history and social science. (B)</li> </ul> <p><b>Partially or inaccurately:</b></p> <ul style="list-style-type: none"> <li>• Views, interprets, and summarizes grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.</li> <li>• Evaluates how genders and various cultures and socio-economic groups are portrayed in mass media.</li> <li>• Prepares and presents a response to what has been viewed.</li> <li>• Analyzes contrasting texts, evaluating the ways verbal and non-verbal (visual and multimedia) features are organized and combined for different meanings, effects, purposes, and audiences in different social contexts. (A)</li> <li>• Investigates the sources of media presentations or productions including who made it, why, and for whom it was made. (A)</li> <li>• Views and discusses the meaning and characterization implicit in the action of a scene from a play, film, television production, noting visual features. (A)</li> </ul>



	<ul style="list-style-type: none"> <li>• Discusses the characterization, mood, and historical setting achieved by an actor and director in a live performance or film version of a play. (A)</li> <li>• Views, interprets, and draws conclusions about the ideas and information presented in a variety of illustrations, maps, charts, graphs, and other visual texts. (B)</li> <li>• Recognizes persuasive techniques being used in visual and multimedia texts, and analyzes. (B)</li> <li>• Assesses the impact of specific media techniques, and designs. (B)</li> <li>• Identifies and evaluates the verbal and visual features. (B)</li> <li>• Attends a performance of a play and discusses the specific scenes, main character, and technical production aspects of the presentation. (B)</li> <li>• Responds to and discusses various meanings, ideas, and effects describing how verbal and static and moving visual features are combined for effect for different purposes and audiences in CD covers, poster, and videos of songs and singers. (B)</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses the characterization, mood, and historical setting achieved by an actor and director in a live performance or film version of a play. (A)</li> <li>• Views, interprets, and draws conclusions about the ideas and information presented in a variety of illustrations, maps, charts, graphs, and other visual texts. (B)</li> <li>• Recognizes persuasive techniques being used in visual and multimedia texts, and analyzes. (B)</li> <li>• Assesses the impact of specific media techniques, and designs. (B)</li> <li>• Identifies and evaluates the verbal and visual features. (B)</li> <li>• Attends a performance of a play and discusses the specific scenes, main character, and technical production aspects of the presentation. (B)</li> <li>• Responds to and discusses various meanings, ideas, and effects describing how verbal and static and moving visual features are combined for effect for different purposes and audiences in CD covers, poster, and videos of songs and singers. (B)</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses the characterization, mood, and historical setting achieved by an actor and director in a live performance or film version of a play. (A)</li> <li>• Views, interprets, and draws conclusions about the ideas and information presented in a variety of illustrations, maps, charts, graphs, and other visual texts. (B)</li> <li>• Recognizes persuasive techniques being used in visual and multimedia texts, and analyzes. (B)</li> <li>• Assesses the impact of specific media techniques, and designs. (B)</li> <li>• Identifies and evaluates the verbal and visual features. (B)</li> <li>• Attends a performance of a play and discusses the specific scenes, main character, and technical production aspects of the presentation. (B)</li> <li>• Responds to and discusses various meanings, ideas, and effects describing how verbal and static and moving visual features are combined for effect for different purposes and audiences in CD covers, poster, and videos of songs and singers. (B)</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses the characterization, mood, and historical setting achieved by an actor and director in a live performance or film version of a play. (A)</li> <li>• Views, interprets, and draws conclusions about the ideas and information presented in a variety of illustrations, maps, charts, graphs, and other visual texts. (B)</li> <li>• Recognizes persuasive techniques being used in visual and multimedia texts, and analyzes. (B)</li> <li>• Assesses the impact of specific media techniques, and designs. (B)</li> <li>• Identifies and evaluates the verbal and visual features. (B)</li> <li>• Attends a performance of a play and discusses the specific scenes, main character, and technical production aspects of the presentation. (B)</li> <li>• Responds to and discusses various meanings, ideas, and effects describing how verbal and static and moving visual features are combined for effect for different purposes and audiences in CD covers, poster, and videos of songs and singers. (B)</li> </ul>
<p><b>Use of Strategies</b>  <b>CR A/B10.2 b and d.</b> Select, use, and evaluate purposefully a variety of before (page 24), during (page 25), and after (page 26) strategies to construct meaning when viewing.</p>	<p><b>BEFORE</b>  <b>Skillfully and insightfully:</b></p> <ul style="list-style-type: none"> <li>• establishes a purpose for viewing</li> <li>• activates and builds prior knowledge</li> <li>• anticipates message and author’s intent</li> </ul> <p><b>DURING</b>  <b>Skillfully and insightfully:</b></p> <ul style="list-style-type: none"> <li>• identifies the intended audiences and points of view in the text</li> <li>• infers the assumptions, interests, beliefs, and values embedded in the text and the credibility and purpose of the author</li> <li>• recognizes language and media techniques and conventions in television, film, and video presentations</li> </ul> <p><b>AFTER</b>  <b>Skillfully and insightfully:</b></p> <ul style="list-style-type: none"> <li>• evaluates and critiques the persuasive techniques</li> <li>• analyzes how the text uses argument,</li> </ul>	<p><b>BEFORE</b>  <b>Appropriately:</b></p> <ul style="list-style-type: none"> <li>• establishes a purpose for viewing</li> <li>• activates and builds prior knowledge</li> <li>• anticipates message and author’s intent</li> </ul> <p><b>DURING</b>  <b>Appropriately:</b></p> <ul style="list-style-type: none"> <li>• identifies the intended audiences and points of view in the text</li> <li>• infers the assumptions, interests, beliefs, and values embedded in the text and the credibility and purpose of the author</li> <li>• recognizes language and media techniques and conventions in television, film, and video presentations</li> </ul> <p><b>AFTER</b>  <b>Appropriately:</b></p> <ul style="list-style-type: none"> <li>• evaluates and critiques the persuasive techniques</li> <li>• analyzes how the text uses argument,</li> </ul>	<p><b>BEFORE</b>  <b>Simplistically:</b></p> <ul style="list-style-type: none"> <li>• establishes a purpose for viewing</li> <li>• activates and builds prior knowledge</li> <li>• anticipates message and author’s intent</li> </ul> <p><b>DURING</b>  <b>Simplistically:</b></p> <ul style="list-style-type: none"> <li>• identifies the intended audiences and points of view in the text</li> <li>• infers the assumptions, interests, beliefs, and values embedded in the text and the credibility and purpose of the author</li> <li>• recognizes language and media techniques and conventions in television, film, and video presentations</li> </ul> <p><b>AFTER</b>  <b>Simplistically:</b></p> <ul style="list-style-type: none"> <li>• evaluates and critiques the persuasive techniques</li> <li>• analyzes how the text uses argument,</li> </ul>	<p><b>BEFORE</b>  <b>Partially or inaccurately:</b></p> <ul style="list-style-type: none"> <li>• establishes a purpose for viewing</li> <li>• activates and builds prior knowledge</li> <li>• anticipates message and author’s intent</li> </ul> <p><b>DURING</b>  <b>Partially or inaccurately:</b></p> <ul style="list-style-type: none"> <li>• identifies the intended audiences and points of view in the text</li> <li>• infers the assumptions, interests, beliefs, and values embedded in the text and the credibility and purpose of the author</li> <li>• recognizes language and media techniques and conventions in television, film, and video presentations</li> </ul> <p><b>AFTER</b>  <b>Partially or inaccurately:</b></p> <ul style="list-style-type: none"> <li>• evaluates and critiques the persuasive techniques</li> <li>• analyzes how the text uses argument,</li> </ul>



	<p>images, placement, editing, and music to create emotion and impact</p> <ul style="list-style-type: none"> <li>identifies and analyzes how the text was constructed, shaped, and produced</li> </ul>	<p>images, placement, editing, and music to create emotion and impact</p> <ul style="list-style-type: none"> <li>identifies and analyzes how the text was constructed, shaped, and produced</li> </ul>	<p>images, placement, editing, and music to create emotion and impact</p> <ul style="list-style-type: none"> <li>identifies and analyzes how the text was constructed, shaped, and produced</li> </ul>	<p>images, placement, editing, and music to create emotion and impact</p> <ul style="list-style-type: none"> <li>identifies and analyzes how the text was constructed, shaped, and produced</li> </ul>
<p><b>Cues and Conventions</b>  <b>CR A/B10.2 c.</b> Understand and apply language cues and conventions to construct and confirm meaning when reading.</p>	<p><b>Skillfully and insightfully</b> uses language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when viewing.</p>	<p>Uses language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when viewing.</p>	<p><b>Simplistically</b> uses language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when viewing.</p>	<p><b>Ineffectively/Inaccurately</b> uses language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when viewing.</p>
	<p><b>Pragmatic</b></p> <ul style="list-style-type: none"> <li>Recognizes and comprehends language registers that are varied and used for effect (e.g., characterization, dialect) and that have been influenced by the context (e.g., community in which it was learned).</li> <li>Recognizes problems inherent in “standard” English supremacy.</li> </ul> <p><b>Textual</b></p> <ul style="list-style-type: none"> <li>Recognizes and understands the distinctive formats of a range of visual and multimedia texts and their textual and organizational features.</li> </ul> <p><b>Syntactic</b></p> <ul style="list-style-type: none"> <li>Recognizes and comprehends a variety of sentence patterns for communicating and clarifying meaning.</li> </ul> <p><b>Semantic/Lexical/Morphological</b></p> <ul style="list-style-type: none"> <li>Recognizes and comprehends when and how words are used in a concrete or abstract and a denotative or connotative way;</li> <li>Uses a dictionary or other source to determine a word’s meaning(s).</li> </ul> <p><b>Graphophonic</b></p> <ul style="list-style-type: none"> <li>Recognizes and comprehends the structure and patterns of high-frequency, topic-specific, and new words encountered in viewing.</li> </ul> <p><b>Other cues</b></p> <ul style="list-style-type: none"> <li>Recognizes and comprehends textual features such as graphic aids (e.g., diagrams, graphs, timelines, table of contents and index) and illustrations (e.g., photographs, images, drawings, sketches); recognizes intonation, nonverbal cues and body language; recognizes gestures, facial expression, sound, visual, and multimedia aids that were used to support and enhance presentation.</li> </ul>			

