

NEW MEDIA 11 (4 credits)

Description

New Media 11 is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop an intensive program of study centred on students' interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. New Media 11 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media. Compared with New Media 10, New Media 11 features tasks and texts of greater complexity and sophistication. As well, the Grade 11 course extends the depth and breadth of topics and activities offered in New Media 10.

The following are possible focus areas in New Media 11:

- media and film studies – suggested content/topics include the globalization of the media industry, influence of media on users' perceptions, and documentaries in the age of digital media
- journalism and publishing – suggested content/topics include the changing roles and structures within news organizations; and risks, challenges, and opportunities associated with professional journalism
- digital communication – suggested content/topics include blogging, writing for the web, writing for social media, gaming, and podcasting

BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

People understand **text** differently depending on their worldviews and perspectives.

Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Digital citizenship requires both knowledge of digital technology and awareness of its impact on individuals and society.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read for enjoyment and to achieve personal goals • Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize and understand the diversity within and across First Peoples societies as represented in texts • Recognize the influence of land/place in First Peoples and other Canadian texts • Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability • Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry and to extend thinking • Recognize the complexities of digital citizenship • Recognize and appreciate how various forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors • Recognize how language constructs personal, social, and cultural identities 	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures</p> <ul style="list-style-type: none"> • form, function, and genre of multimedia and other texts • relationships between form, function, and technology • elements of visual/graphic texts • interactivity • narrative structures found in First Peoples texts • protocols related to the ownership of First Peoples oral texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes • multimodal reading strategies • multimodal writing strategies • multimedia presentation processes

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Construct meaningful personal connections between self, text, and world • Evaluate how literary elements and new media techniques and devices reflect different purposes and audiences • Identify bias, contradictions, distortions, and omissions <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking • Respond to text in personal, creative, and critical ways • Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • Select and use a variety of media appropriate to purpose, audience, and context • Select and apply an appropriate oral language format for an intended purpose • Use digital and multimedia writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences • Express and support an opinion with evidence • Reflect on, assess, and refine texts to improve clarity, effectiveness, and impact according to purpose, audience, and message • Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context • Use acknowledgements and citations to recognize intellectual property rights • Transform ideas and information to create original texts, using various genres, forms, structures, and styles 	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • elements of style • usage and conventions • citation techniques • literary elements and devices • literal and inferential meaning <p>New media functions</p> <ul style="list-style-type: none"> • advocacy • community building • propaganda • manipulation

Big Ideas – Elaborations

- **text/texts:** “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:
 - Oral texts include speeches, poems, plays, oral stories, and songs.
 - Written texts include novels, articles, and short stories.
 - Visual texts include posters, photographs, and other images.
 - Digital texts include electronic forms of all of the above.
 - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **story:** narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.
- **Digital citizenship:** taking personal responsibility and behaving ethically and cautiously when using technology

Curricular Competencies – Elaborations

- **land/place:** refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity
- **relevance:** Consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience.
- **reliability:** Consider point of view, bias, propaganda, and voices left out, omitted, or misrepresented.
- **strategies:** Strategies used will depend on purpose and context. These may include making predictions, asking questions, paraphrasing, forming images, making inferences, determining importance, identifying themes, and drawing conclusions.
- **multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial, and that can be delivered via a variety of media or technologies (e.g., music video, digital presentation tools, graphic novel, closed-captioned film).
- **forms:** Within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter.
- **formats:** refers to the consideration of format choices including layout, sequencing, spacing, topography, and colour
- **structures:** refers to the way the author organizes text
- **features of texts:** elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/textboxes.

Curricular Competencies – Elaborations

- **personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors:** Students should be prompted to understand the influence of family, friends, community, education, spirituality/religion, gender identity, age, sexual orientation, land/place, settlement patterns, economic factors, political events (local and beyond), and colonial policies; to understand that authors write from a perspective influenced by such factors; and to understand the relationship between text and context.
- **Respectfully exchange ideas and viewpoints:** using active listening skills and receptive body language, paraphrasing and building on others' ideas, disagreeing respectfully, extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments), collaborating in large and small groups
- **speaking:** Strategies may include conscious use of emotion, volume, pace, pause, inflection, and emphasis.
- **listening skills:** Strategies may include receptive body language, eye contact, paraphrasing and building on others' ideas, and disagreeing respectfully.
- **contexts:** may include debate, presentation, speech, small- and large-group discussion, interviewing, performance, school- and community-based forums
- **range of purposes:** such as to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to problem solve, to entertain
- **multimedia writing and design processes:** such as prewriting, planning, drafting, storyboarding; revising, editing, and publishing; using sketch, shade, and colour; and selecting appropriate format and layout
- **audiences:** Students expand their understanding of the range of real-world audiences. These can include children, peers, community members, professionals, and local and globally connected digital conversations.
- **refine texts to improve clarity, effectiveness, and impact:**
 - creatively and critically manipulating language for a desired effect
 - consciously and purposefully making intentional, stylistic choices, such as using sentence fragments or inverted syntax for emphasis or impact
 - using techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, varying sentence types
- **acknowledgements and citations:** includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

Content – Elaborations

- **genres:** literary or thematic categories (e.g., adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech)
- **Text features:** elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.
- **function:** the intended purpose of a text
- **interactivity:** the process of two or more people working together and influencing each other, including the ability of a user to interact with the digital media or with a computer to respond to user input
- **narrative structures found in First Peoples texts:** for example, circular, iterative, cyclical
- **protocols related to ownership of First Peoples oral texts:** First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.
- **reading strategies:** There are many strategies that readers use when making sense of text. Students consider what strategies they need to use to “unpack” text. They employ strategies with increasing independence depending on the purpose, text, and context. Strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting.
- **oral language strategies:** includes speaking with expression, connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
- **metacognitive strategies:**
 - thinking about one’s own thinking, and reflecting on one’s processes and determining strengths and challenges
 - Students employ metacognitive strategies to gain increasing independence in learning.
- **writing processes:** There are various writing processes depending on context. These may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising, and/or editing. Writers often have very personalized processes when writing. Writing is an iterative process.
- **elements of style:** stylistic choices that make a specific writer distinguishable from others, including diction, vocabulary, sentence structure, and tone
- **usage:** avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse)
- **conventions:** common practices of standard punctuation, capitalization, quoting, and Canadian spelling
- **literary elements and devices:** Texts use various literary devices, including figurative language, according to purpose and audience.