

NEW MEDIA 12 (4 credits)

Description

New Media 12 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 12 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 11, New Media 12 features tasks and texts of greater complexity and sophistication. As well, the Grade 12 course extends the depth and breadth of topics and activities offered in New Media 11.

The following are possible focus areas in New Media 12:

- media and film studies – suggested content/topics include the globalization of the media industry, influence of media on users' perceptions, documentaries in the age of digital media
- journalism and publishing – suggested content/topics include the changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism
- digital communication – suggested content/topics include blogging, writing for the web, writing for social media, gaming, 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 citizens have rights and responsibilities in an increasingly globalized 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"> Understand and appreciate the complexities of digital citizenship Read for enjoyment and to achieve personal goals Understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view Understand the diversity within and across First Peoples societies as represented in texts Understand the influence of land/place in First Peoples and other Canadian texts Use information for diverse purposes and from a variety of sources Evaluate the relevance, accuracy, and reliability of texts Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking Recognize the complexities of digital citizenship Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts 	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures, including multimedia</p> <ul style="list-style-type: none"> form, function, and genre of multimedia texts relationships between form, function, and technology interactivity formatting and graphics 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"> multimodal reading strategies multimodal writing strategies metacognitive strategies writing processes reading strategies oral language strategies multimedia presentation processes

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors • Appreciate and understand how language constructs personal, social, and cultural identities • Construct meaningful personal connections between self, text, and world • Evaluate how literary elements as well as specific new media techniques and devices enhance and shape meaning and impact <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 understanding and transform thinking • Respond to text in personal, creative, and critical ways • Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • Use digital and multimedia writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative, and/or informational texts for a variety of purposes and audiences • Express and support an opinion with evidence to achieve purpose • Evaluate 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 • media techniques • literal and inferential meaning <p>New media functions</p> <ul style="list-style-type: none"> • advocacy • community building • propaganda • manipulation