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
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	*Students are expected to know the following:*
Comprehend and connect (reading, listening, viewing)	**Text forms and genres**
• Understand and appreciate the complexities of digital citizenship	**Text features and structures, including multimedia**
• Read for enjoyment and to achieve personal goals	• form, function, and genre of **multimedia texts**
• Understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view	• relationships between form, function, and technology
• Understand the diversity within and across First Peoples societies as represented in texts	• **interactivity**
• Understand the influence of **land/place** in First Peoples and other Canadian texts	• formatting and graphics
• Use information for diverse purposes and from a variety of sources	• **narrative structures found in First Peoples texts**
• Evaluate the **relevance**, accuracy, and **reliability** of texts	• **protocols related to the ownership of First Peoples oral 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	**Strategies and processes**
• Recognize the complexities of **digital citizenship**	• multimodal reading strategies
• Recognize and understand how different **forms**, **formats**, **structures**, and **features of texts** reflect a variety of purposes, audiences, and messages	• multimodal writing strategies
• Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts	• metacognitive strategies
• Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts	• writing processes
	• reading strategies
	• oral language strategies
	• multimedia presentation processes

Learning Standards (continued)

Curricular Competencies	Content
- 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 **Create and communicate (writing, speaking, representing)** **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	**Language features, structures, and conventions** - elements of style - usage and conventions - citation techniques - literary elements and devices - media techniques - literal and inferential meaning **New media functions** - advocacy - community building - propaganda - manipulation

- **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 citizens:** involves taking personal responsibility and behaving ethically and cautiously when using technology

- **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, graphic novel, post-modern picture book, closed-captioned film)
- **digital citizenship**: taking personal responsibility and behaving ethically and cautiously when using technology
- **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.
- **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.
- **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
- **variety of purposes and audiences:** Writers write for authentic purposes and real-world audiences, based on their strengths and passions.
- **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

- **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)
- **multimedia texts**
  - infographics
  - vlogs/blogs
  - short film
  - reviews
  - microblog
- **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.