NEW MEDIA 10 (2 credits)

Description

EFP New Media 10 is designed for students who are interested in exploring the increasing importance of digital media in communicating and exchanging ideas. This area of choice provides students with opportunities to think about the use of new media and its effects on individuals and on First Peoples communities and cultures. Students will work individually and collaboratively to develop skills needed in an increasingly complex digital world as they demonstrate understanding and communicate ideas through a variety of digital and print media.

The following are possible areas of focus within EFP New Media 10:

- Media and film studies related to First Peoples themes—ideas include representation of First Peoples in media and documentaries in the age of digital media
- Journalism and publishing related to First Peoples themes—ideas include changing roles and structures within news organizations and how journalism and publishing can support preservation and revitalization of language and culture
- Digital communication related to First Peoples themes—ideas include blogging, writing for the web, writing for social media, gaming, and podcasting

Suggested interdisciplinary links:

- Representation of self and others in media (Arts Education)
- Engaging in First Nations language revitalization projects (Languages)
- Publishing process and industry (Applied Design, Skills, and Technologies)
- Advertising writing accompanied by art/graphics (Applied Design, Skills, and Technologies)
- The impact of technological change on communities (Social Studies)

BIG IDEAS

The exploration of **text** and **story** deepens understanding of one's identity, others, and the world.	Texts are socially, culturally, geographically, and historically constructed.	Self-representation through **authentic First Peoples text** is a means to foster justice.	**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**
• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view	**Common themes in First Peoples texts**
• Recognize and appreciate the diversity within and across First Peoples societies as represented in new media and other texts	**Reconciliation in Canada**
• Apply appropriate **strategies** in a variety of contexts to comprehend written, oral, visual, and multimodal texts	**First Peoples oral traditions** • purposes of oral texts
• Access information for diverse purposes and from a **variety of sources** and evaluate its **relevance**, accuracy, and **reliability**	**Protocols** • protocols related to **ownership and use of First Peoples oral texts**
• Explore the rights and responsibilities of being a digital citizen	**Text features and structures**
• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	• narrative structures, including those found in **First Peoples texts**
• Recognize and appreciate how different forms, structures, and features of texts reflect diverse purposes, audiences, and messages	• form, **function**, and genre of new media and other texts
• Explore the impact of personal and cultural contexts, values, and perspectives in texts	• **interactivity**
• Examine how **specific new media techniques and devices** enhance and shape meaning and impact	**Strategies and processes** • **reading strategies**
• Examine the suitability of selected media for purpose and audience	• **metacognitive strategies**
• Explore the authenticity of First Peoples new media texts	

Learning Standards (continued)

Curricular Competencies	Content
Create and communicate (writing, speaking, representing) • 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** • Recognize intellectual property rights and community protocols and apply as necessary • Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context • Express an opinion and support it with evidence • Use digital media to collaborate and communicate both within the classroom and beyond its walls • Use **writing and multimedia design processes** to plan, develop, and create texts for a variety of purposes and **audiences** • Assess and **refine texts to improve clarity and impact** • Select and use media appropriate to purpose, audience, and context	• **writing processes** • **oral language strategies** • multimedia presentation processes **Language features, structures, and conventions** • **elements of style** • **usage** and **conventions** • citations and **acknowledgements** • **literary elements and devices** • **media elements and devices**

- **text:** any type of oral, written, visual, or digital expression or communication:
  – Visual texts include gestural and spatial components (as in dance) as well as images (some examples are posters, photographs, paintings, carvings, poles, textiles, regalia, and masks).
  – Digital texts include electronic forms of oral, written, and visual expression.
  – Multimodal texts include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples are dramatic presentations, web pages, music videos, online presentations, graphic novels, and close-captioned films).

- **story:** a narrative text that shares ideas about human nature, motivation, behaviour, and experience. Stories can record history, reflect a personal journey, or explore identity. Stories can be oral, written, or visual, and used to instruct, inspire, and/or entertain listeners and readers.

- **authentic First Peoples text:** a written, oral, visual, digital, or multimodal text that:
  – presents authentic First Peoples voices (i.e., historical or contemporary texts created by First Peoples, or through the substantial contributions of First Peoples)
  – depicts themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)
  – incorporates First Peoples storytelling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)
  – includes respectful portrayals or representation of First Peoples and their traditions and beliefs

- **Digital citizens:**
  – people who use information technology (IT) to engage in society, politics, and government participation
  – people who use the Internet regularly and effectively to interact with private and public organizations

- **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.
- **variety of sources:** includes print, digital, visual, artistic, and diverse cultural sources from multiple perspectives
- **relevance:** Consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience.
- **reliability:** Students should be prompted to consider point of view, bias, propaganda, and voices omitted or misrepresented.
- **specific new media techniques and devices:**
  - Students are encouraged to consider the unique stylistic features of new media formats (e.g., web page layout and design, filmmaking techniques, sound effects/soundtracks and how they contribute to mood and atmosphere).
  - New media techniques reflect the various rapidly changing ways in which information is sifted, gathered, and shared (e.g., blogging, microblogging, using or developing apps, podcasting, screen-casting, videogame design, filmmaking, screenwriting).
- **exchange ideas and viewpoints:**
  - using active listening skills and receptive body language (e.g., paraphrasing and building on others' ideas)
  - disagreeing respectfully
  - extending thinking (e.g., shifting, changing) to broader contexts (e.g., social media, digital environments)
  - collaborating in large and small groups
- **speaking and listening skills**:
  - Strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, silence, and emphasis according to context.
  - Strategies associated with listening skills may include receptive body language, eye contact, paraphrasing building on others' ideas, asking clarifying questions, and disagreeing respectfully.
- **range of purposes:** may include to understand, to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to provoke, to problem solve, and to entertain
- **writing and multimedia design processes:**
  - There are various writing and/or design processes depending on context, and these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising, and/or editing.
  - Multimedia design processes may include pre-writing and planning, drafting, or storyboarding; revising, editing, and publishing; choosing and employing apps, software programs, and/or digital tools; and developing or choosing colour schemes, appropriate formats, and/or layouts.
- **audiences:** Students expand their understanding of the range of real-world audiences. These can include children, peers, and community members, as well as technical, academic, and business audiences.
- **refine texts to improve clarity and impact:**
  - creatively and critically manipulating appropriate elements, including language, for a desired effect
  - consciously and purposefully making stylistic choices

- **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 narratives; journals; procedural, expository, and explanatory documents; news articles; e-mails; blogs; advertisements; poetry; novels; and letters.

- **genres:** literary or thematic categories (e.g., science fiction, biography, satire, memoir, poem, visual essay, personal narrative, speech, oral history)

- **Common themes in First Peoples texts:**
  - connection to the land
  - the nature and place of spirituality as an aspect of wisdom
  - the relationships between individual and community
  - the importance of oral tradition
  - the experience of colonization and decolonization
  - loss of identity and affirmation of identity
  - tradition
  - healing
  - role of family
  - importance of Elders

- **Reconciliation:** the movement to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system

- **First Peoples oral traditions:** Oral traditions are the means by which cultural transmission occurs over generations, other than through written records. Among First Peoples, oral traditions may consist of told stories, songs and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples education systems. They continue to endure in contemporary contexts.

- **Protocols:**
  - Protocols are rules governing behaviour or interactions.
  - Protocols can be general and apply to many First Peoples cultures, or specific to individual First Nations.

- **ownership and use of First Peoples' oral texts:** Stories often have protocols for when and where they can be shared, who owns them, and who can share them.

- **Text features:** attributes or elements of the text that may include typography (bold, italics, underlining, font choice), guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes

- **structures:** how text is organized

- **in First Peoples texts:** for example, circular, iterative, cyclical

- **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

- **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.

- **metacognitive strategies:**
  - thinking about our own thinking
  - reflecting on our 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.

- **oral language strategies:** speaking with expression, connecting with listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing

- **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 in capitalization, quoting, and spelling of Canadian and First Peoples words

- **acknowledgements:** formal acknowledgements of another person's work, idea, or intellectual property

- **literary elements and devices:** Texts use various literary devices, including figurative language, according to purpose and audience.

- **media elements and devices:** In addition to using all the established elements and devices associated with other written, spoken, and representational forms of expression, new media works have unique stylistic features (e.g., site architecture, web page layout and design, interactivity, streamed and rendered content) that contribute to appeal, ease of use, and ability to present sophisticated material.