

## NEW MEDIA 10 (2 credits)

### Description

New Media 10 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 a 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 10 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 opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media. New Media 10 explores tasks and texts designed to introduce students to the study of new media.

The following are possible focus areas in New Media 10:

- 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, the rise of social media
- Journalism and publishing—suggested content/topics include the changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism; and citizen journalism, local journalism, school-based journalism
- Digital communication—suggested content/topics include blogging, writing for the web, writing for social media, gaming, and podcasting

## BIG IDEAS

<p>The exploration of <b>text</b> and <b>story</b> deepens our understanding of diverse, complex ideas about identity, others, and the world.</p>	<p>People understand text differently depending on their world views and perspectives.</p>	<p>Texts are socially, culturally, geographically, and historically constructed.</p>	<p>Language shapes ideas and influences others.</p>	<p><b>Digital citizens</b> have rights and responsibilities in an increasingly globalized society.</p>
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## 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><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Recognize the complexities of <b>digital citizenship</b></li> <li>• Read for enjoyment and to achieve personal goals</li> <li>• Explore the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>• Explore diversity among First Peoples cultures, as represented in new media and other texts</li> <li>• Access information for diverse purposes and from a variety of sources to inform writing</li> <li>• Explore the relevance, accuracy, and reliability of texts</li> <li>• Apply appropriate <b>strategies</b> to comprehend written, oral, visual, and <b>multimodal texts</b></li> <li>• Recognize and appreciate how different <b>forms, formats, structures, and features of texts</b> enhance and shape meaning and impact</li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>• Explore how language constructs personal and social identities</li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Identify bias, contradictions, and distortions</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and genres</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• <b>interactivity</b></li> <li>• features of multimodal texts</li> <li>• <b>narrative structures found in First Peoples texts</b></li> <li>• <b>protocols related to ownership of First Peoples oral texts</b></li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> <li>• new media design processes</li> <li>• multimedia presentation processes</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Respectfully exchange ideas and viewpoints from diverse perspectives <b>to build shared understanding and extend thinking</b></li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Assess and <b>refine texts to improve clarity and impact</b></li> <li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for <b>a range of purposes</b></li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b></li> <li>• Use digital media to collaborate and communicate both within the classroom and beyond its walls</li> <li>• Express and support an opinion with evidence</li> <li>• Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context</li> <li>• Use <b>acknowledgements and citations</b> to recognize intellectual property rights</li> <li>• Transform ideas and information to create original texts</li> </ul>	<p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>elements of style</b></li> <li>• <b>usage and conventions</b></li> <li>• <b>literary techniques and devices</b></li> <li>• citation techniques</li> </ul>