

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

Learning Standards (continued)

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