BRITISH
COLUMBIA
Ministry of Education

# EFP 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 & 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

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| 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:* |

| Curricular Competencies | Content |
|---|---|
| **Comprehend and connect (reading, listening, viewing)**<br><br>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view<br>• Recognize and appreciate the diversity within and across First Peoples' societies as represented in new media and other **texts**<br>• Apply appropriate **strategies** in a variety of contexts to comprehend written, oral, visual, and multimodal texts<br>• Access information for diverse purposes and from a **variety of sources** and evaluate its **relevance**, accuracy, and **reliability**<br>• Explore the rights and responsibilities of being a **digital citizen**<br>• Recognize how different forms, structures, and features of texts reflect different purposes, audiences, and messages<br>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts<br>• Explore the impact of personal and cultural contexts, values, and perspectives in texts<br>• Examine how **specific new media techniques and devices** enhance and shape meaning and impact<br>• Examine the suitability of selected media for purpose and audience<br>• Explore the authenticity of First Peoples' new media texts | • A variety of text **forms** and **genres**<br>• **Common themes in First Peoples' texts**<br>• **Reconciliation** in Canada<br>• **First Peoples' oral traditions**<br>  – purposes of oral texts<br>• **Protocols**<br>  – **protocols related to ownership and use of First Peoples' oral texts**<br><br>**Text features and structures**<br>• **narrative structures, including those found in First Peoples' texts**<br>• **form**, **function**, and **genre** of new media and other texts<br>• **interactivity**<br><br>**Strategies and processes**<br>• **reading strategies**<br>• **metacognitive strategies**<br>• **writing processes**<br>• **oral language strategies**<br>• multimedia presentation processes |

## Learning Standards (continued)

| Curricular Competencies | Content |
|---|---|
| **Create and communicate (writing, speaking, representing)** <br><br> • **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking** <br> • Respond to text in personal, creative, and critical ways <br> • Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for a **range of purposes** <br> • Recognize intellectual property rights and community protocols and apply as necessary <br> • Use the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context <br> • Express an opinion and support it with evidence <br> • Use digital media to collaborate and communicate both within the classroom, and beyond its walls <br> • Use **writing and multimedia design processes** to plan, develop, and create texts for a variety of purposes and **audiences** <br> • Assess and **refine texts** to improve their clarity and impact <br> • Select and use media appropriate to purpose, audience, context | **Language features, structures, and conventions** <br><br> • **elements of style** <br> • **usage** and **conventions** <br> • citation and **acknowledgement** <br> • **literary elements and devices** <br> • **media elements and devices** |