



AREA OF CHOICE: NEW MEDIA 11

Description

The New Media area of choice 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 area of choice 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. The New Media area of choice recognizes that digital literacy is an essential component 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.

The following are possible areas of focus in New Media 11:

Media and film studies related to First Peoples' themes

Suggested content/topics include the globalization of the media industry, representation of First Peoples in media, and documentaries in the age of digital media.

Journalism & publishing related to First Peoples' themes

Suggested content/topics include changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism; how journalism and publishing can support preservation and revitalization of language and culture.

Digital communication related to First Peoples' themes

Suggested content/topics include blogging, writing for the Web, writing for social media, gaming, and podcasting and potentially including how these can support preservation and revitalization of language and culture.

Suggested interdisciplinary links

This area of choice could be combined with courses in Arts Education, Applied Design, Skills, and Technologies, Social Studies, Sciences, and other areas of learning.

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.

First Peoples' **texts** and **stories** provide insight into key aspects of Canada's past, present, and future.

Self-representation through **authentic text** is a means to foster justice.

Indigenous literature plays a role within the process of **Reconciliation**.

Digital citizens have rights and responsibilities in an increasingly globalized 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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability • Apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts • Demonstrate understanding of the complexities of digital citizenship • Recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messages • Synthesize ideas from different texts/sources • Recognize and identify the impact of personal, social, and cultural contexts, values, and perspectives in texts • Recognize how language constructs and reflects personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world • Understand and evaluate how specific New Media techniques and devices enhance and shape meaning and impact • Assess the effectiveness of selected media according to purpose and audience • Demonstrate understanding of how selected new media affect First Peoples' languages, cultures, and worldviews 	<p><i>Students are expected to know the following:</i></p> <p>Oral tradition</p> <ul style="list-style-type: none"> • the legal status of First Peoples' oral traditions in Canada • elements of oral texts • rhetorical devices <p>Protocols</p> <ul style="list-style-type: none"> • issues related to the ownership of First Peoples' texts and protocols for their use <p>Text features and structures</p> <ul style="list-style-type: none"> • form, function, and genre of New Media texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • multimodal reading strategies • oral language strategies • metacognitive strategies • writing/multimedia presentation processes • presentation techniques • interactivity

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Explain how new media create increased opportunities for activism • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize the influence of place in First Peoples' texts <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking • Use the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context • Recognize the difference between intellectual property rights and community protocols and apply as necessary • Use digital media to collaborate and communicate both within the classroom, and beyond its walls • Use multimedia design processes to plan, develop, and create texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • Select and use media appropriate to purpose, audience, context 	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • elements of style • persuasive techniques • media elements and devices • new media citation techniques <p>Text functions</p> <ul style="list-style-type: none"> • bias • propaganda • manipulation • omission