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.

BRITISH
COLUMBIA
Ministry of Education

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
*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

*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*

Comprehend and connect (reading, listening, viewing)

- **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

Content

Students are expected to know the following:

Oral tradition

- the **legal status** of **First Peoples' oral traditions** in Canada
- elements of oral texts
- **rhetorical devices**

Protocols

- issues related to the ownership of First Peoples' texts and **protocols** for their use

Text features and structures

- **form**, function, and genre of New Media texts

Strategies and processes

- multimodal **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- writing/multimedia presentation processes
- presentation techniques
- interactivity

Learning Standards (continued)

Curricular Competencies	Content
- 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 **Create and communicate (writing, speaking, representing)** - 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	**Language features, structures, and conventions** **features of oral language** **elements of style** **persuasive techniques** **media elements and devices** - new media **citation techniques** **Text functions** **bias** **propaganda** - manipulation - omission

- **text/texts:** any type of oral, written, visual, or digital expression or communication:
  - visual texts can include gestural and spatial components (as in dance) as well as images (some examples of image-based visual texts are posters, photographs, paintings, carvings, totems, textiles, regalia, and masks)
  - digital texts include electronic forms of oral, written, visual expression
  - multimodal texts can include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples of multimodal texts are dramatic presentations, web pages, music videos, on-line presentations, graphic novels, post-modern picture books, 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 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, their traditions, and beliefs.
- **Digital citizens:** persons who use information technology (IT) to engage in society, politics, and government participation; those who use the Internet regularly and effectively to interact with private and public organizations

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- **Access information:** consider prior knowledge
- **diverse purposes:** contrast, synthesize, narrate, or describe
- **variety of sources:** includes print, digital, visual, artistic, and diverse cultural sources
- **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; voices omitted
- **strategies:**
  - make predictions, ask questions, paraphrase, form images, make inferences, determine importance, identify theme, and draw conclusions
  - consider titles; beginnings; key details; extended descriptions; names; changes in direction, setting or point of view; repetition; surprises, and endings
- **variety of contexts:** distinguish independent or collaborative settings, formal or informal situations
- **digital citizenship:** taking personal responsibility, behaving ethically and cautiously when using technology
- **Synthesize:** combine ideas from two or more sources to construct a meaningful whole
- **Recognize how language constructs and reflects personal, social, and cultural identity:** register includes jargon, colloquialisms, vernacular, dialects, accent, diction, slang
- **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)
- **reflectively:** includes metacognitive strategies such as: identifying strengths and areas of focus, setting goals, making plans for improvement, and self-assessment
- **place:** refers to the land and other aspects of physical environment with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity
- **multimedia design processes:**
  - pre-writing, and planning, drafting or storyboarding, revising, editing, publishing
  - sketch, shade, and colour
  - selecting appropriate format and layout
- **Assess and refine texts:** creatively and critically manipulate appropriate elements, including language, for a desired effect; consciously and purposefully make intentional, stylistic choices
- **audience:** students expand their understanding of the range of audience to real world audiences; this can include children, peers, and community members, as well as technical, academic, and business audiences

- **legal status:** First Peoples' oral histories are valid evidence of ownership of the land within Canadian law. The Supreme Court of Canada recognizes that First Peoples' "oral tradition" is as important as written documents in considering legal issues; see resource disputes (e.g., Delgamuukw or Xeni Gwetin), treaties and title cases (e.g., Nisga'a), and environmental impact studies (e.g., Puntledge River Dam, Berger Inquiry).

- **First Peoples' oral traditions:**
  - These 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.

- **rhetorical devices:** some examples include figurative language, parallelism, repetition, irony, humour, exaggeration, emotional language, logic, direct address, rhetorical questions, and allusion

- **protocols:** Stories often have protocols — when and where they can be shared, who owns them, who can share them

- **Text features:**
  - key words, titles, captions, maps, illustrations, photographs, and sidebars/text boxes
  - include elements of visual/graphic texts

- **form:** within a type of expression the "writer" chooses a form based on the purpose of the piece

- **reading strategies:**
  - consider what strategies students need to use to "unpack" text
  - there are many strategies that readers use when making sense of text. They employ strategies with increasing independence depending on the task, text, and context
  - strategies include but may not be limited to connections, predictions, inferences, vocabulary, questioning, paraphrasing, visualizing, summarizing, identifying big ideas

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

- **metacognitive strategies:**
  - identifying strengths and areas of focus
  - setting goals
  - making plans for improvement
  - self-assessment

- **features of oral language:** intonation, enunciation, volume, pacing, expression, purpose, diction, acoustics

- **elements of style:** what make one "writer" distinguishable from others; can include diction, vocabulary, sentence structure, tone

- **persuasive techniques:**
  - repetition, parallel structure, rhetorical questions, irony, satire, parody, diction
  - ethical, logical, and emotional appeals

- **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

- **citation techniques:** students need to be aware of the responsibility to cite when using another person's ideas

- **bias:** consider questions such as, Who is the writer? …speaker? What is their "lens"? What is the writer's motivation for creating the texts? When and where was it created? How did the "writer" create the text?

- **propaganda:** consider questions such as, What is the intended result? What is the writer's purpose/motivation? Who is the targeted audience? Why? How is it misleading/inaccurate/biased?