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; citizen journalism, local journalism, school-based journalism
- Digital communication — suggested content/topics include blogging, writing for the web, writing for social media, gaming, 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 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)

- Recognize the complexities of **digital citizenship**
- Read for enjoyment and to achieve personal goals
- Explore the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view
- Explore diversity among First Peoples' cultures, as represented in new media and other **texts**
- Access information for diverse purposes and from a variety of sources
- Explore the relevance, accuracy, and reliability of texts
- Apply appropriate **strategies** to comprehend written, oral, visual, and **multimodal texts**
- Recognize and appreciate how different **forms**, **formats**, **structures**, and **features of texts** enhance and shape meaning and impact
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Explore how language constructs personal and social identities
- Construct meaningful personal connections between self, text, and world
- Identify bias, contradictions, and distortions

Content

Students are expected to know the following:

- A variety of text **forms** and **genres**

Text features and structures

- **interactivity**
- features of multimodal texts
- **narrative structures found in First Peoples' texts**
  - **protocols related to the ownership of First Peoples' oral texts**

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**
- new media design processes
- multimedia presentation processes

Language features, structures, and conventions

- **elements of style**
- **usage** and **conventions**
- citation techniques
- **literary elements and devices**

Learning Standards (continued)

Curricular Competencies	Content
Create and communicate (writing, speaking, representing) • Respectfully exchange ideas and viewpoints from diverse perspectives **to build shared understandings and extend thinking** • Assess and **refine texts to improve clarity and impact** • Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for **a range of purposes** • Use **writing and design processes** to plan, develop, and create engaging and meaningful texts for a variety of purposes and **audiences** • Use digital media to collaborate and communicate both within the classroom and beyond its walls • Express and support an opinion with evidence • Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context • Use **acknowledgements** to recognize intellectual property rights • Transform ideas and information to create original texts	

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, or digital communication:
    - Oral texts include speeches, poems, plays, oral stories, and songs.
    - Written texts include novels, articles, and short stories.
    - Visual texts include posters, photographs, and other images.
    - Digital texts include electronic forms of all of the above.
    - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **story:** narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.
- **Digital citizens:** takes personal responsibility and behaves ethically and cautiously when using technology

- **Text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, or digital communication:
    - Oral texts include speeches, poems, plays, oral stories, and songs
    - Written texts include novels, articles, and short stories
    - Visual texts include posters, photographs, and other images
    - Digital texts include electronic forms of all of the above
    - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)
- **digital citizenship:** self-monitored habits and actions of participation and membership in digital communities
- **strategies:** strategies used will depend on purpose and context; these may include making predictions, asking questions, paraphrasing, forming images, making inferences, determining importance, identifying themes, and drawing conclusions
- **multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial. They can be delivered via a variety of media or technologies (e.g., music video, graphic novel, post-modern picture book, close-captioned film)
- **forms:** within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter
- **formats:** refers to the consideration of format choices including layout, sequencing, spacing, topography, colour
- **structures:** refers to the way the author organizes text (e.g., cause/effect, compare/contrast, order of importance, chronological sequence, problem/solution, circular or cyclical)

- **features of texts:** elements of the text are not considered the main body including: navigational aids (e.g., table of contents, index, glossary, bibliography, hyperlinks, titles, headings and sub-headings, prologue and epilogue, preface or forward, captions, footnotes and endnotes) and illustrations (e.g., in-lays, sidebars, photographs, graphs, charts, timelines, maps)

- **build shared understanding and extend thinking:**
  - listen to and receptively respond to feedback
  - respond to others' work with constructive feedback
  - be open-minded to divergent viewpoints and perspectives
  - ask questions to promote discussion
  - invite others to share their ideas
  - be willing to support personal perspectives
  - be willing to shift perspective

- **refine texts to improve their clarity, effectiveness, and impact:**
  - creatively and critically manipulate language for a desired effect
  - use techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, and varying sentence types

- **speaking and listening skills:**
  - strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, silence, and emphasis according to context
  - strategies associated with listening skills may include receptive body language, eye contact, paraphrasing building on others' ideas, asking clarifying questions, and disagreeing respectfully

- **range of purposes:** may include to understand, to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to provoke, to problem solve, and to entertain

- **writing and design processes:** there are various writing and/or design processes depending on context and these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing, selecting appropriate format and layout

- **audiences:** students expand their understanding of the range of real world audiences: this can include children, peers, community members, professionals, and local and globally connected digital conversations

- **acknowledgements:** includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples' oral texts and other knowledge

- **forms:** within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter

- **genres:** literary or thematic categories (e.g., adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech)

- **Text features:** elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes

- **structures:** how text is organized

- **interactivity:** the process of two or more people working together and influencing each other. In digital media this includes the ability of a user to interact with the digital media, or a computer to respond to user input

- **narrative structures found in first Peoples' texts:** e.g., circular, iterative, cyclical

- **protocols related to ownership of First Peoples' oral texts:** First Peoples' stories often have protocols (when and where they can be shared, who owns them, who can share them)

- **reading strategies:** there are many strategies that readers use when making sense of text; students consider what strategies they need to use to "unpack" text; they employ strategies with increasing independence depending on the purpose, text, and context; strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting

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

- **metacognitive strategies:** thinking about one's own thinking; reflecting on one's processes and determining strengths and challenges; students employ metacognitive strategies to gain increasing independence in learning

- **writing processes:** there are various writing processes depending on context; these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing. There are many writing structures and processes; writers often have very personalized processes when writing; writing is an iterative process

- **elements of style:** stylistic choices that make a specific writer distinguishable from others; can include diction, vocabulary, sentence structure, tone

- **usage:** avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse)

- **conventions:** common practices standard punctuation use, in capitalization, in quoting and in Canadian spelling

- **literary elements and devices:** texts use various literary devices, including figurative language, according to purpose and audience