

## **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, documentaries in the age of digital media
- Journalism and publishing — suggested content/topics include the changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism
- poetry, song lyrics
- Digital communication — suggested content/topics include blogging, writing for the web, writing for social media, gaming, podcasting

### **Suggested interdisciplinary links**

This course 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 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 <b>texts</b>, 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 appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>• Recognize the diversity within and across First Peoples societies represented in texts</li> <li>• Recognize the influence of place in First Peoples and Canadian texts</li> <li>• <b>Access information</b> for <b>diverse purposes</b> and from a <b>variety of sources</b> and evaluate its <b>relevance</b>, accuracy, and <b>reliability</b></li> <li>• Apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to comprehend written, oral, visual, and <b>multimodal texts</b>; guide inquiry; and extend thinking</li> <li>• Recognize the complexities of <b>digital citizenship</b></li> <li>• <b>Synthesize</b> ideas from a variety of texts/sources</li> <li>• Recognize and appreciate how various forms, structures, and features of texts reflect a variety of purposes, audiences, and messages</li> <li>• Think critically, creatively, and <b>reflectively</b> to explore ideas within, between, and beyond texts</li> <li>• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</li> <li>• <b>Recognize how language constructs personal, social, and cultural identity</b></li> <li>• Construct meaningful personal connections between self, text, and world</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• features and structures of First Peoples text: <ul style="list-style-type: none"> <li>– <b>narrative structures</b> found in First Peoples texts</li> <li>– issues related to the ownership of First Peoples texts, and <b>protocols</b> for their use</li> </ul> </li> <li>• form, function and genre of texts</li> <li>• elements of visual/graphic texts</li> <li>• <b>literal</b> and <b>inferential</b> meaning</li> <li>• <b>bias, propaganda, manipulation</b></li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>multimodal reading strategies</b></li> <li>• oral language strategies</li> <li>• metacognitive strategies</li> <li>• writing/<b>multimedia presentation processes</b></li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• elements of style</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Respond to <b>text</b> in personal, creative, and critical ways</li> <li>• <b>Evaluate how literary elements as well as specific new media techniques and devices enhance and shape meaning and impact</b></li> <li>• Recognize an increasing range of <b>text</b> structures and how they contribute to meaning</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and <b>extend thinking</b></li> <li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal <b>contexts</b> for a <b>range of purposes</b></li> <li>• Select and apply an appropriate spoken language format for an intended purpose</li> <li>• Use digital and <b>multimedia design processes</b> to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences</li> <li>• Express and support an opinion with credible evidence</li> <li>• <b>Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact</b> according to purpose, <b>audience</b>, 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 new or unfamiliar genres, forms, structures, and styles</li> </ul>	<ul style="list-style-type: none"> <li>• <b>persuasive techniques</b></li> <li>• media elements and devices</li> <li>• <b>citation techniques</b></li> <li>• presentation techniques</li> </ul>