

## **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
- 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 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 understand the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view</li> <li>• Recognize and understand the diversity within and across First Peoples' societies as represented in texts</li> <li>• Recognize the influence of <b>land/place</b> in First Peoples' and other Canadian texts</li> <li>• Access information for diverse purposes and from a variety of sources and evaluate its <b>relevance</b>, accuracy, and <b>reliability</b></li> <li>• Apply appropriate <b>strategies</b> in a variety of contexts to comprehend written, oral, visual, and <b>multimodal texts</b>, to guide inquiry, and to extend thinking</li> <li>• Recognize the complexities of <b>digital citizenship</b></li> <li>• Recognize and appreciate how various <b>forms, formats, structures</b>, and <b>features of texts</b> reflect a variety of purposes, audiences, and messages</li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>• Recognize and identify <b>personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic-factors</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• A variety of text <b>forms</b> and <b>genres</b></li> </ul> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• <b>form, function</b>, and <b>genre</b> of multimedia and other texts</li> <li>• relationships between form, function, and technology</li> <li>• elements of visual/graphic texts</li> <li>• <b>interactivity</b></li> <li>• <b>narrative structures found in First Peoples' texts</b> <ul style="list-style-type: none"> <li>– <b>protocols related to the ownership of First Peoples' oral texts</b></li> </ul> </li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> <li>• multimodal reading strategies</li> <li>• multimodal writing strategies</li> <li>• multimedia presentation processes</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Recognize how language constructs personal, social, and cultural identities</li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Evaluate how literary elements and new media techniques and devices reflect different purposes and audiences</li> <li>• Identify bias, contradictions, distortions, and omissions</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• <b>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking</b></li> <li>• Respond to <b>text</b> in personal, creative, and critical ways</li> <li>• Demonstrate <b>speaking</b> and <b>listening skills</b> in a variety of formal and informal contexts for a range of purposes</li> <li>• Select and use a variety of media appropriate to purpose, audience, and context</li> <li>• Select and apply an appropriate oral language format for an intended purpose</li> <li>• Use digital and <b>multimedia writing and design processes</b> to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and <b>audiences</b></li> <li>• Express and support an opinion with evidence</li> <li>• Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, 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 various genres, forms, structures, and styles</li> </ul>	<p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>elements of style</b></li> <li>• <b>usage and conventions</b></li> <li>• citation techniques</li> <li>• <b>literary elements and devices</b></li> <li>• literal and inferential meaning</li> </ul> <p><b>New Media functions</b></p> <ul style="list-style-type: none"> <li>• advocacy</li> <li>• community building</li> <li>• propaganda</li> <li>• manipulation</li> </ul>

**Big Ideas – Elaborations**

- **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 citizenship:** taking personal responsibility and behaving ethically and cautiously when using technology

**Curricular Competencies – Elaborations**

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  - Oral texts include speeches, poems, plays, oral stories, and songs
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- **land/place:** refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity
- **relevance:** consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience
- **reliability:** consider point of view, bias, propaganda, and voices left out, omitted or misrepresented
- **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)
- **digital citizenship:** taking personal responsibility and behaving ethically and cautiously when using technology

Curricular Competencies – Elaborations

- **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
- **features of texts:** elements of the text are not considered the main body. These may include typography (boldface, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, sidebars/textboxes
- **personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic-factors:** students should be prompted to understand the influence of family, friends, community, education, spirituality/religion, gender identity, age, sexual orientation, place/land, settlement patterns, economic factors, political events, (local and beyond), and colonial policies; to understand that authors write from a perspective influenced by such factors; and to understand the relationship between text and context
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking:** using active listening skills and receptive body language, paraphrasing and building on others' ideas; disagreeing respectfully, extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments), collaborating in large and small groups
- **speaking:** strategies may include conscious use of emotion, volume, pace, pause, inflection, and emphasis
- **listening skills:** strategies may include receptive body language, eye contact, paraphrasing and building on others' ideas, and disagreeing respectfully
- **contexts:** may include debate, presentation, speech, small- and large-group discussion, interviewing, performance, school and community based forums
- **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
- **multimedia writing and design processes:** include process such as prewriting, planning, drafting, storyboarding; revising, editing, publishing, use of sketch, shade, and colour, 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
- **refine texts to improve their clarity, effectiveness, and impact:** creatively and critically manipulate language for a desired effect; consciously and purposefully make intentional, stylistic choices, e.g., use of sentence fragments or inverted syntax for emphasis or impact; 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, varying sentence types
- **acknowledgements and citations:** 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

Content – Elaborations

- **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
- **function:** the intended purpose of a text
- **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