

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

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Respond to text in personal, creative, and critical ways • Evaluate how literary elements as well as specific new media techniques and devices enhance and shape meaning and impact • Recognize an increasing range of text structures and how they contribute to meaning <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 • Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • Select and apply an appropriate spoken language format for an intended purpose • Use digital and multimedia design processes to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences • Express and support an opinion with credible evidence • Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context • Use acknowledgements and citations to recognize intellectual property rights • Transform ideas and information to create original texts, using new or unfamiliar genres, forms, structures, and styles 	<ul style="list-style-type: none"> • persuasive techniques • media elements and devices • citation techniques • presentation techniques

Big Ideas – Elaborations

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and 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 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

- **text/texts:** *Text* and *texts* are generic terms referring all forms of oral, written, visual, and 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 the above.
 - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **Access information:** including prior knowledge
- **diverse purposes:** contrast, synthesize, narrate, describe
- **variety of sources:** including 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:** consider point of view, bias, propaganda, and voices left out or omitted
- **strategies:**
 - make predictions, ask questions, paraphrase, form images, make inferences, determine importance, identify themes, draw conclusions
 - consider titles, beginnings, climaxes, key details, extended descriptions, names, repetition, surprises, endings, and changes in direction, setting, or point of view
- **variety of contexts:** distinguish between independent and collaborative settings, formal and informal situations

Curricular Competencies – Elaborations

- **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
- **Synthesize:** combine ideas from two or more sources to construct a meaningful whole
- **reflectively:** includes metacognitive strategies such as identifying strengths and areas of focus, setting goals, making plans for improvement, and self-assessment
- **Recognize how language constructs personal, social, and cultural identity:** including differences in register (e.g., jargon, colloquialisms, vernacular, dialects, accent, diction, slang)
- **Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact:**
 - Students are encouraged to delve deeply into text and consider the function of literary elements, techniques, and devices (e.g., allegory parallels the real and fictional; paradox reveals seemingly contradictory truths).
 - 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, screencasting, videogame design, filmmaking, screenwriting).
- **multimedia design processes:** such as
 - prewriting, planning, drafting, storyboarding; revising, editing, publishing
 - use of sketch, shade, and colour
 - selecting appropriate format and layout
- **Reflect on, assess, and 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., sentence fragments, inverted syntax, and hyphenated modifiers for emphasis or impact)
- **audience:** Students expand their understanding of the range of audiences to include children, peers, professionals, and technical, academic, and business audiences, and expand and refine evidence-based writing for academic and related audiences.
- **acknowledgements and citations:** Students should be conscious of giving credit to the sources they use.

Content – Elaborations

- **narrative structures:** circular, iterative, cyclical
- **protocols:** First Peoples stories often have protocols (when and where they can be shared, who owns them, who can share them) because they are told by many people and passed down through generations. There are no recognized authors.
- **literal:** reading “on the line”
- **inferential:**
 - reading “between and beyond the line” — coming to a conclusion based on evidence and reasoning
 - connotation versus denotation
 - ask: What’s important? Why? So what?
 - consider diction, tone, theme, imagery, ideas, syntax
- **bias:** Consider questions such as:
 - Who is the writer?
 - Who is the speaker?
 - What is their “lens”?
 - What is the writer’s motivation for creating the text?
 - When and where was the text created?
 - How did the “writer” create the text?
- **propaganda, manipulation:** Consider questions such as:
 - What is the intended result?
 - What is the writer’s purpose/motivation?
 - Who is the targeted audience? Why?
 - How is the text misleading/inaccurate/biased?
- **multimodal reading strategies:**
 - Consider what strategies students need to use to “unpack” text.
 - Readers use many strategies to make sense of text. They employ strategies with increasing independence depending on the task, text, and context.
 - Strategies include making connections, predicting, inferring, using vocabulary knowledge, questioning, paraphrasing, visualizing, summarizing, identifying big ideas.
- **multimedia presentation processes:** Each media choice involves specialized approaches.
- **features of oral language:** voice (tone), pacing, intonation, expression, volume, purpose, active listening, diction, paraphrasing
- **persuasive techniques:**
 - repetition, parallel structure, rhetorical questions, irony, satire, parody, diction
 - ethical, logical, and emotional appeals
- **citation techniques:** Students need to be aware of the responsibility to cite sources when using another person’s ideas.