

## 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; and citizen journalism, local journalism, school-based journalism
- Digital communication—suggested content/topics include blogging, writing for the web, writing for social media, gaming, and 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 world views 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
<p><i>Using oral, written, visual, and digital texts, 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>• Recognize the complexities of <b>digital citizenship</b></li> <li>• Read for enjoyment and to achieve personal goals</li> <li>• Explore the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>• Explore diversity among First Peoples cultures, as represented in new media and other texts</li> <li>• Access information for diverse purposes and from a variety of sources to inform writing</li> <li>• Explore the relevance, accuracy, and reliability of texts</li> <li>• Apply appropriate <b>strategies</b> to comprehend written, oral, visual, and <b>multimodal texts</b></li> <li>• Recognize and appreciate how different <b>forms, formats, structures, and features of texts</b> enhance and shape meaning and impact</li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>• Explore how language constructs personal and social identities</li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Identify bias, contradictions, and distortions</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and genres</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• <b>interactivity</b></li> <li>• features of multimodal texts</li> <li>• <b>narrative structures found in First Peoples texts</b></li> <li>• <b>protocols related to ownership of First Peoples oral texts</b></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>• new media design processes</li> <li>• multimedia presentation processes</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<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 <b>to build shared understanding and extend thinking</b></li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Assess and <b>refine texts to improve clarity and impact</b></li> <li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for <b>a range of purposes</b></li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b></li> <li>• Use digital media to collaborate and communicate both within the classroom and beyond its walls</li> <li>• Express and support an opinion with evidence</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</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>• <b>literary techniques and devices</b></li> <li>• citation techniques</li> </ul>

**Big Ideas – Elaborations**

- **text:** “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

Curricular Competencies – Elaborations

- **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, and that can be delivered via a variety of media or technologies (e.g., music video, graphic novel, postmodern 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 narratives; journals; procedural, expository, and explanatory documents; news articles; e-mails; blogs; advertisements; poetry; novels; and letters.
- **formats:** refers to the consideration of format choices including layout, sequencing, spacing, topography, and 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 that are not considered the main body, including:
  - navigational aids (e.g., table of contents, index, glossary, bibliography, hyperlinks, titles, headings and subheadings, prologue and epilogue, preface or foreword, captions, footnotes and endnotes)
  - illustrations (e.g., inlays, sidebars, photographs, graphs, charts, timelines, maps)
- **build shared understanding and extend thinking:**
  - listening to and receptively responding to feedback
  - responding to others' work with constructive feedback
  - being open-minded to divergent viewpoints and perspectives
  - asking questions to promote discussion
  - inviting others to share their ideas
  - being willing to support personal perspectives
  - being willing to shift perspective
- **refine texts to improve clarity and impact:**
  - creatively and critically manipulating language for a desired effect
  - using 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.

Curricular Competencies – Elaborations

- **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, and selecting appropriate format and layout.
- **audiences:** Students expand their understanding of the range of real-world audiences through locally and globally connected digital conversations. These can include children, peers, community members, professionals, and local and globally connected digital conversations.
- **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

- **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 that 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.
- **interactivity:** the process of two or more people working together and influencing each other, including the ability of a user to interact with the digital media, or with 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 for when and where they can be shared, who owns them, and 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 our own thinking, and reflecting on our 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. 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, including diction, vocabulary, sentence structure, and tone.
- **usage:** avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse)
- **conventions:** common practices of standard punctuation, capitalization, quoting, and Canadian spelling
- **literary elements and devices:** Texts use various literary devices, including figurative language, according to purpose and audience.