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New Media 11
Course Outline

English 11 New Media is a course designed to explore the power of media and its ability to reveal the truth. As we explore how media has an impact on our understanding of truth in the modern world, we will work to develop and strengthen our reading, writing, and critical thinking skills.

BIG IDEAS

The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world	Language shapes ideas and influences others	People understand text differently depending on their worldviews and perspectives	Texts are socially, culturally, geographically, and historically, constructed	Digital citizenship requires both knowledge of digital technology and awareness of its impact on individuals and society

CURRICULAR COMPETENCIES

COMPREHEND AND CONNECT	CREATE AND COMMUNICATE
• Read for enjoyment and to achieve personal goals • Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize and understand the diversity within and across Frist Peoples societies as represented in texts • Recognize and influence of land/place in First Peoples and other 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, to guide inquiry and to extend thinking • Recognize the complexities of digital citizenship • Recognize and appreciate how various forms, formats, 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 personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors • Recognize how language constructs personal social, and cultural identities • Construct meaningful personal connections between self, text, and world • Evaluate how literary elements and new media techniques and devices reflect different purposes and audiences • Identify bias, contradictions, distortions, and omissions	• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking • Respond to text in personal creative and critical ways • Demonstrate speaking and listening sills in a variety of formal and informal contexts for a range of purposes • Select and use a variety of media appropriate to purpose, audience, and context • Select and apply an appropriate oral language format for an intended purpose • Use digital and multimedia writing and 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 evidence • Reflect on, assess, and refine texts to improve 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 • Transform ideas and information to create original texts, using various genres, forms, structures, and styles

CORE COMPETENCIES

We will be working with the core competencies every day and in every activity. From time to time you will be required to reflect on these competencies.

Communication

What is it?

- The set of abilities that we use to convey, explore and understand ideas, experiences and the world around us.
- The set of abilities that we use to effectively engage in the use of digital media.

Thinking

What is it?

- The knowledge, skills and processes we use to take subject-specific concepts and content and transform them into a new understanding.

Creative Thinking

o The process that we use to generate and develop new ideas and concepts.

Critical Thinking

o The set of abilities we use to examine our own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

Personal & Social

What is it?

- The set of abilities you need to thrive as individuals, understand and care about yourselves and others, and to find and achieve your purposes in the world.

Positive Personal & Cultural Identity

o Our awareness, understanding, and appreciation of all the things that contribute to a healthy sense of ourselves. For example, an awareness and understanding of our background, heritage(s), language(s), beliefs, and perspectives.

Personal Awareness & Responsibility

o Our skills, strategies, and dispositions that help us stay healthy and active, set goals, monitor progress, regulate emotions, respect our own rights and the rights of others, manage stress, and persevere in difficult situations.

Social Responsibility

o Our ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

Silent Reading

We will begin each class with silent reading. At the moment, simply select a novel you are interested in reading. If I would like you to complete an assignment related to your novel, I will give you plenty of notice before the due date.

Supplies

Bring your binder (with paper in it), handouts, assignments, silent reading novel, and pen/pencil with you to every class.

➢ You will need one divider in your binder. The back section of your binder will be used to keep your marked assignments, reflections, etc. separate from all other handouts. You can title this divider/section Marked Work. Please note, marks for assignments completed using TEAMS will be returned to you via TEAMS.

TEAMS

Assignments

All assignments (except in-class writing assignments) are to be turned in via your Assignments Channel on Teams. Please follow the outlined due dates and times that have been assigned.
➢ In-class writing assignments will be written on paper. All other assignments will be completed using Microsoft Word and turned/handed in as Word documents.

Behaviour/Attitude

➢ Everyone's ideas and voice will be heard and respected
➢ Be respectful - don't talk while others are talking, raise your, etc
➢ No profanity (swearing), pushing, shoving or "play" fighting
➢ You are responsible for your table area. Clean up after yourself and do not write on the tables

Lateness

Come to class on time ready, and willing, to learn with a positive attitude. Lateness will not be tolerated. You must make an effort to arrive on time. If you are late do not disrupt the class; come in quietly and take your seat.

Absences

Please have your parent/guardian call the school to notify the school of an absence.
➢ In addition to this, please send me an email or Teams message to inquire about missed work.
➢ Regardless of the reason (why you are absent), please be responsible and try your best to keep up-to-date with the work you have missed. Please contact a classmate before returning to class.

Prolonged and unexcused absences

Certain activities, assignments and oral assessments can only be assessed by observations made in classroom settings. Thus, prolonged and/or unexcused absences could affect your mark negatively.
➢ Please see me well in advance to discuss how your absence may impact your progress

Food & Electronics

My general policy is no food in class. However, if you need to eat something small in class, please go ahead.

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Please use your electronic devices appropriately, maturely and responsibly.
- ➢ No music while I am teaching or if you are completing an in-class writing assessment. When you are working individually, you may listen to your music.
- ➢ Phones are only to be used for schoolwork – this means you should not be texting, going on snapchat, Instagram or twitter, etc
- ➢ Consequences: warning, confiscation of electronics, call home, and office referral

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Proficiency Scale	Percent	Letter Grade
Extending +	100	A
Ex +	96	A
Ex	92	A
Ex -	88	A
Proficient +	83	B
P	79	B
P -	75	B
Developing +	71	C+
D	67	C
D -	63	C
Emerging +	58	C-
E	54	C-
E-	50	C-
Insufficient Evidence	42	I
IE	33	I
IE	17	I

Success in the class

I would like all of you to be successful in this course. In order for this to occur, communication is key. If you would like help with assignments, developing your English Language skills, etc, please see me to set up a time to meet. I will make sure we find a time (before school, at lunch or after school) that works for both of us to meet.

If you attend class regularly, successfully complete all of your assignments and projects, and actively take part during our group/class discussions and activities, you will do well in this class. Please remember, as unique individuals, doing well and being successful will look differently for each of you. Please remember you *earn* your mark – I do not *give* you a mark.

Oral Language Assessment
Class and Group Discussions/Activities

An effective discussion occurs when students are able to show their understanding of a topic by...

- o providing interesting, insightful ideas
- o providing logical and well-developed details to support their ideas
- o agreeing and/or disagreeing with others' ideas in a respectful manner
- o making interesting and insightful text-to-text, text-to-self, and/or text-to-world connections

Aspect	Not Yet Meeting Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
Ideas/ Information	° Does not contribute ideas; irrelevant ideas	° Occasionally contributes ideas; may be irrelevant and/or repetitive at times	° Often contributes relevant ideas	° Consistently contributes well-chosen relevant, interesting ideas that help move the discussion forward
Understanding	° Does not show basic understanding ° Does not summarize or restate ideas	° Shows basic, surface-level understanding ° Summarizes/ restates general ideas	° Shows clear understanding; some insight ° Summarizes key points	° Shows insightful understanding ° Synthesizes key points effectively
Connections/ Views	° Does not connect to or acknowledge others' ideas ° Does not make further connections ° Does not show willingness/ openness for exploration and/or other views	° Occasionally makes some connections to and/ or acknowledges others' ideas ° Might make one or two text-to-text, text-to-self, or text-to-world connections ° Somewhat open to exploration; may have difficulty considering more than one view	° Often connects to and acknowledges others' ideas ° Makes some text-to-text, text-to-self, or text-to-world connections ° Open to exploring and considering diverse views	° Consistently connects to, acknowledges and builds off of others' ideas ° Makes interesting and insightful text-to-text, text-to-self, or text-to-world connections ° High degree of openness/ exploration; seeks diverse views
Questions	° Does not ask questions	° Asks some questions (usually about facts)	° Asks questions to clarify and sometimes helps move the	° Asks interesting questions that advance the discussion and/or

			discussion forward	spark other topics of discussion

Students will be assessed using two methods

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Students will receive descriptive feedback that has no letter grade or numerical value attached to it. The purpose of this type of assessment is to help students understand how they could improve their learning. In order to improve, it is expected that students will use the feedback they receive to address three questions: • Where am I now with my learning? • Where am I going? • How am I going to get there?	Students will receive feedback that has a letter grade attached to it. The purpose of this type of assessment is to determine students' level of achievement in relation to the learning standards. These assessments will be used to determine marks for each formal reporting period.

ASSESSMENT TOOLS
- Written/Visual
- Verbal

Breakdown of marks
Writing Assessment: 25%
Reading Comprehension: 25%
Representation: 25%
Presenting: 15%
Participation: 10%

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Marks

This handout can be downloaded from Teams as well. Please record your work/marks throughout the course. This will help you to produce meaningful self-assessments throughout the course.

Date	Activity/Assignment	Mark	Re-do/Next Steps?