

# ENGLISH 10 New Media Course Outline

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## 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.

**CURRICULAR COMPETENCIES** *Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:*

COMPREHEND AND CONNECT (reading, listening, viewing)	CREATE AND COMMUNICATE (writing, speaking, representing)
<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>	<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>

Students will be assessed using two methods

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>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:</p> <ul style="list-style-type: none"><li>• <i>Where am I now with my learning?</i></li><li>• <i>Where am I going?</i></li><li>• <i>How am I going to get there?</i></li></ul>	<p>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.</p>

<b>ASSESSMENT TYPES</b> <ul style="list-style-type: none"><li>• Written/Visual</li><li>• Verbal/Oral Presentations</li><li>• Self-Assessments</li><li>• Descriptive &amp; numerical feedback</li><li>• 6-point scale &amp; various rubrics</li><li>• Informal observation</li></ul>
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## ASSESSMENT

Letter Grade	Descriptor	Description of Student Understanding
A	Extending	The student demonstrates excellent or outstanding performance in relation to expected curricular competencies.
B	Proficient	The student demonstrates very good performance in relation to curricular competencies.
C+	Developing	The student demonstrates good performance in relation to curricular competencies.
C	Emerging	The student demonstrates satisfactory performance in relation to curricular competencies.
C -	Emerging	The student demonstrates minimally acceptable performance in relation to curricular competencies.
IE	Insufficient Evidence	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to curricular competencies and has not submitted assessable assignments to evaluate.
F	Failed (end of course)	The student has not demonstrated, or is not demonstrating the minimally acceptable performance in relation to curricular competencies.

My son or daughter has reviewed the course outline with me.

Signed: \_\_\_\_\_

Parent/guardian                      student                      date