



# North Vancouver Online Learning

## Course Plan: English Language Arts 10 New Media

### COURSE DESCRIPTION:

This two-credit course 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. Compared with New Media 11, New Media 10 emphasizes tasks and texts of less complexity and sophistication.

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/new-media>

### BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the "Understand" component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world.

People understand texts differently depending on their world views and perspectives.

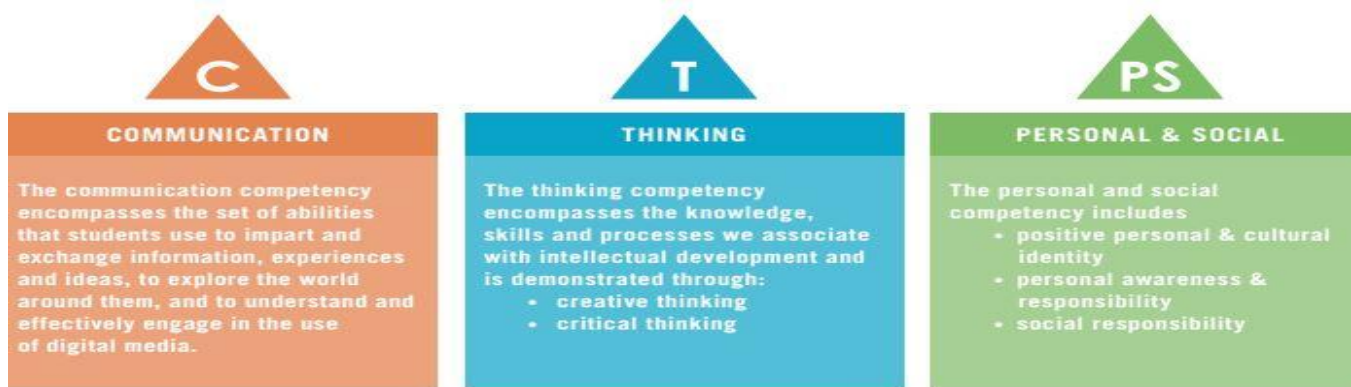
Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Digital citizens have rights and responsibilities in an increasingly globalized society.

## CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



## COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes: previous work submitted for another course, other people's assignments, Web or other resources etc.

## LEARNING STANDARDS: 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)**

- Recognize the complexities of digital citizenship
- Read for enjoyment and to achieve personal goals
- Explore the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Explore the diversity within and across First Peoples societies as represented in texts
- Access information for diverse purposes and from a variety of sources to inform writing
- Explore the relevance, accuracy, and reliability of texts

- Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts
- Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Explore how language constructs personal and cultural identities
- Construct meaningful personal connections between self, text, and world
- Identify bias, contradictions, and distortions

### **Create and communicate (writing, speaking, representing)**

- Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking
- Respond to text in personal, creative, and critical ways
- Assess and refine texts to improve clarity and impact
- Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- Use digital media to collaborate and communicate both within the classroom and beyond its walls
- Express and support an opinion with evidence
- 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

#### **Unit 1 will cover the following Learning Outcomes (Curricular Competencies)**

- Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Express and support an opinion with evidence
- Transform ideas and information to create original texts

**These are 4 of the 22 learning outcomes in the course curriculum, which comprises 18% of the course Learning Outcomes/Activities. (4/22 = 18%)**

### **LEARNING STANDARDS: Course Content**

*Students are expected to know the following:*

- Text forms and genres
- Text features and structures
  - interactivity
  - features of multimodal texts
  - narrative structures found in First Peoples texts,
  - protocols related to the ownership of First Peoples oral texts

- Strategies and processes
  - reading strategies
  - oral language strategies
  - metacognitive strategies
  - writing processes
  - new media design processes
  - multimedia presentation processes
  
- Language features, structures, and conventions
  - elements of style
  - usage and conventions
  - literary techniques and devices
  - citation techniques

## **UNIT OVERVIEWS:**

### ***Unit 1: Digital citizenship***

Students will reflect critically on their own experiences as writers and users of new media, in addition to exploring how digital technology and new media have the potential to impact individuals both positively and negatively.

- **Big Idea:** *Digital citizens have rights and responsibilities in an increasingly globalized society.*
- **Core Competency:** *Thinking*
- **First Peoples Principle of Learning:** *Learning involves recognizing the consequences of one's actions.*

### ***Unit 2: Creating and consuming social media***

Students will consider their responsibilities as consumers and creators of social media; they will explore how language and format is shaped by the chosen communication platform.

- **Big Idea:** *Texts are socially, culturally, geographically, and historically constructed.*
- **Core Competency:** *Communication*
- **First Peoples Principle of Learning:** *Learning involves generational roles and responsibilities*

### ***Unit 3: Image and identity***

Students will critically evaluate multimodal texts in addition to creating their own piece of description and narrative

- **Big Idea:** *People understand text differently depending on their world views and perspectives.*
- **Core Competency:** *Personal and Cultural*
- **First Peoples Principle of Learning:** *Learning is holistic, reflexive, experiential, and relational (focussed on connectedness, on reciprocal relationships, and a sense of place)*

### ***Unit 4: Engaging readers and inspiring action***

Students will learn about the importance of concision, visuals, and formatting in creating engaging online texts; they will use their learning to create their own texts.

- **Big Idea:** *Language shapes and influences others.*
- **Core Competency:** *Personal and Social*

- **First Peoples Principle of Learning:** *Learning ultimately supports the well-being of the self- the family, the community, the land, the spirits, and the ancestors.*

### **Unit 5: Independent Novel Study**

Students will read and analyze a novel of their choosing.

- **Big Idea:** *The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.*
- **Core Competency:** *Thinking*
- **First Peoples Principle of Learning:** *Learning is embedded in memory, history, and story.*

### **STUDENT LEARNING ACTIVITIES AND STRATEGIES:**

- Course readings
- Reflective writing
- Assignments may include:
  - Essay/multi-paragraph writing
  - Paragraph writing
  - Poetry reflections/writing
  - Verbal speeches/marketing ideas
  - Projects using a variety of technology
  - Podcasts, digital recordings
  - Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)
  - Blogs

### **ASSESSMENT:**

The course will include many assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The assessment tasks are designed to help students correct, hone and improve on their work while building up to Unit Projects. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Assignments in each Unit are designed to prepare students for the Unit's Final Project. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsd44curriculumhub.ca/assessment/>

### **EVALUATION:**

Based on performance standards and criteria as outlined in each assignment.

### **RESOURCES:**

All required texts will be available online through the course, with the exception of a novel for the Novel Study. Please contact your teacher if you need help finding a novel. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the

choice to engage with a variety of applications and online digital tools. The OL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.