

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name: English

Ministry of Education Course Title: Media Studies

Grade Level: 11

Ministry Course Code: EMS30

Teacher's Name: Melissa Black

Developed by: Melissa Black

Date: December 2020

Revision Date: August 2021

Developed from:

Ontario Ministry of Education. (2007). *The Ontario curriculum, grade 11 and 12: English*.
Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: ENG2P, ENG2A

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 21, 2021

Course Description/Rationale

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

Overall Curriculum Expectations

Understanding and Responding to Media Texts

- Demonstrate an understanding of a variety of media texts.
- Deconstruct a variety of types of media texts, identifying the codes, conventions, and techniques used and explaining how they create meaning

Media and Society

- Analyse and evaluate the impact of media on society.
- Analyse and critique media representations of people, issues, values, and behaviours

The Media Industry

- Demonstrate an understanding of the ways in which the creators of media texts target and attract audiences
- Demonstrate an understanding of the impact of regulation, ownership, and control on access, choice, and range of expression

Producing and Reflecting on Media Texts

- Create a variety of media texts for different audiences and purposes, using effective forms, codes, conventions, and techniques
- Demonstrate an understanding of roles and career options in a variety of media industries
- Demonstrate an understanding of their growth as media consumers, media analysts, and media producers.

Course Content

Unit	Length
1. Introduction to Journalism	20
2. What Does a Journalist Do?	27
3. Photojournalism	20
4. Audio Journalism	20
5. Major Media Project	23
Total	110 hours

Unit Descriptions

Unit 1 – Introduction to Journalism

Students review and expand on their knowledge of journalism and the role it plays in society. They are introduced to important points in the history of journalism in Canada and changing trends in the coverage of Indigenous communities. Students will gain familiarity with Indigenous media outlets and journalists in Canada. They will increasingly understand the importance of Indigenous media, the concepts of human rights and Indigenous rights and the impact media has on human rights.

Unit 2 – What Does a Journalist Do?

Students explore journalistic processes including selecting newsworthy stories. They will increase their ability to create stories through the use of leads, nutgraphs, and inverted pyramids. Students evolve their understanding of journalism-based stories through conducting interviews with open

ended questions, the verification of facts, and unbiased language. They will investigate the functions of a news website and why it may be a good choice for an Indigenous reporter living in a remote community.

Unit 3 – Photojournalism

Students gain an understanding of the basics of visual storytelling and the ethics and principles of photojournalism, and the ability to distinguish journalistic photos from artistic photos. They will increase understanding of the function of a cutline and write cutlines. They will apply their understanding of peer-editing to photo stories produced within their own First Nations communities.

Unit 4 – Audio Journalism

Students will gain an understanding of the role of radio/audio journalism can play in preserving language and oral history and how rules such as interviewing one's Kookum can be broken under some circumstances when transparency is present. They will identify stories with important audio elements and features of an audio interview. Students will apply basic audio recording and editing techniques including Elder protocols for their community.

Unit 5 – Major Media Project

Students will learn the process of planning and pitching stories within a context which sees their story and medium mutually complementary. They will choose a written, audio, or visual medium to share their journalism story. Finally, students demonstrate an understanding of multiple options available for sharing their work, in both amateur and professional modalities, that are available to them whilst living in remote First Nation communities.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that are presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Brainstorming;
- Graphic organizers;
- Indigenous role models;
- Peer Workshops
- Group discussion;
- Storyboarding;
- Nutgraphs;
- Case studies;
- Independent research.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination

of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 41).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details		Weighting (%)
Term Work (70%)	Knowledge/Understanding	Clear, structured reading, response to reading, comprehension questions		13
	Thinking	Students can recognize relevant thematic issues through responses to inquiries, ability to produce written, photo, and video assignments.		19
	Communication	Regular responses to reading and fulfilment of writing, photo, and video assignments		19
	Application	Manifesting comprehension and application of themes in writing, photo, and video formats: accurate response to questions, sharing ideas in a peer-workshop environment		19
Final Evaluation (30%)	Culminating Activity (15%)	Major journalism piece in stream of student's choice. Self-Reflection Questions	Knowledge/Understanding	3
			Thinking	4
			Communication	4
			Application	4
	Exam (15%)	Teacher developed questions on themes and techniques taught in the course including an essay question allowing students to share their gained knowledge of issues of ownership and control in media and the effect on First Nations journalists and peoples.	Knowledge/Understanding	3
			Thinking	4
			Communication	4
			Application	4
TOTAL				100

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback (e.g., descriptive feedback with supports for next steps in each medium);
- Self-assessment (e.g., checklists for self-editing);
- Peer assessment (e.g., peer feedback on written, photo, and media works);
- Mentor observations;

- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work (e.g., evidence of meeting expectations in writing);
- Conversations with students (e.g., next steps for publishing media works);
- Culminating activity (Major Journalism Piece);
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

American English. (2020, January 29). *History of Journalism 1* [Video]. Youtube.
<https://www.youtube.com/watch?v=rZFbQEzcLLc>

Ku'ku'kwes News. (n.d.). *Home*. <https://kukukwes.com/>

Nunatsiaq News. (n.d.). *Home*. <https://nunatsiaq.com/>

Ontario Ministry of Education. (n.d.). *Indigenous education strategy*.
<http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2007). *The Ontario curriculum, grades 11 and 12: English*.
<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html>

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Purdue Writing Lab. (n.d.). *OWL // Purdue Writing Lab*. Retrieved October 14, 2020, from
<https://owl.purdue.edu/index.html>

Rota, A. (2015). *Land grabbing in Indonesia*. npac.appc. <https://npac.ca/2015/01/land-grabbing-in-indonesia-by-alessandro-rotta/>

Younging, G. (2018). *Elements of Indigenous style: A guide for writing by and about Indigenous Peoples*. Brush Education.

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Special care has been given to the concept of literacy. To that end, opportunity has been provided for readers to apply ideas encountered in their reading to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.