



## Board/Authority Authorised Course Critical Media Literacies

School District/Independent School Authority Name	<b>Kamloops/Thompson</b>
School District/Independent School Authority Number	<b>SD #73</b>
Developed by	<b>Alexis Brown and Jordan Smith</b>
Date Developed	<b>December 3, 2015</b>
School Name	<b>Twin Rivers Education Centre</b>
Principal's Name	<b>Kent Brewer</b>
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	<b>Critical Media Literacies</b>
Grade Level of Course	<b>11/12</b>
Number of Course Credits	<b>4</b>
Number of Hours of Instruction	<b>120</b>
Prerequisite(s)	<b>None</b>
Special Training, Facilities or Equipment Required	<b>Access to multi-media resources</b>

### Course Synopsis

Critical media literacies is a course designed to empower students through the examination of power structures created in society and perpetuated by the media. In this course students will consider the role of media in their lives, and how that shapes their



self-identity, and their connections to local and global contexts. Further, students will be encouraged to find their own voice and place within various contexts, by acknowledging, recognizing, and acting upon their leanings in order demonstrate how they can influence change through media.

## **Rationale**

Media is an integral part of our everyday lives, providing both positive and negative experiences for those interacting with it. However, youth are particularly vulnerable to the impacts of media on their lives. By examining media through a critical literacies lens, students can empower themselves to utilize media in meaningful ways. The overall goal in this course is to provide students with an authentic opportunity to have their voices heard on a level that goes beyond the classroom.

## **Topic Descriptions \*See attached curriculum organizer\***

### **Topic 1: Exploring the concept of critical media literacies**

*Students will know:*

- Various frameworks, interpretations, and concepts of critical media literacies (ie. what is critical? media? literacies?)

*Students will be able to:*

- Inquire, define, and question what constitutes as media
- Assess and compare media types (e.g. social media, print media, advertising, fashion, digital media)

### **Topic 2: Examining power relationships and the media**

*Students will:*

- Understand power relationships found in discourse, language, imagery etc.
- Connections between self, local, and world critical media literacies
- Connections between *dominant culture*, self and community
- Understand issues around media, ethics, and legal responsibilities

*Students will be able to:*

- Examine language and visuals used in media texts, including author-audience relationships and power structures
- Determine and assess the roles, as well as short-term and long-term effects of media on self, community, and world



- Recognize and explain how media constructs and reinforces *dominant culture* (e.g. maintains stereotypes, who is included and who is excluded)

### **Topic 3: Cultures of Resistance and the media**

*Students will know:*

- Roles of *cultures of resistance* (e.g. art, music, dress etc.)
- Current and historical resistance movements at the local and global level, including Indigenous forms of resistance
- Media as a projection of mainstream/dominant society
- Media as a tool for resistance

*Students will be able to:*

- Examine, reflect, and analyze local and global *cultures of resistance*
- Identify, and compare and contrast *Community of Discourses* within media (e.g. out-of-school discourse vs. in-school discourse; Indigenous Principals of Learning)

### **Topic 4: Enacting social change through media**

*Students will:*

- Engage with community members and resources (e.g. Elders, cultural centers, post-secondary institutions, media persons, local associations)
- Construct knowledge through discussion, reflection, and experience
- Recognize the impact of individual and collective voice for empowerment of self and others through media
- Create a multi-modal media text for political, social, and/or economic action

### **Instructional Component**

- Collaborative and dialogue discussions in whole class and small group settings (ie. talking circles; Socratic circles; exploratory discussions among peers; guided discussion with teacher and/or community members)
- Direct Instruction to support background knowledge for discussions
- Community field trips
- Multi-media resources

### **Presentations of Learning**



Student presentations of learning for this course is rooted in the *First Peoples Principles of Learning* and driven by student voice, which includes learning as holistic, reflexive, reflective, experiential, and relational.

*The following are suggestions for types of assessment:*

- Teacher / support worker observations
- Teacher / support worker conferences
- Instructor assessment of student work
- Self and group evaluation
- Student conferences
- Checklists
- Rubrics
- Rating scales

*Detailed Weighting:*

<b>Weighting</b>	<b>Examples</b>
70%	<ul style="list-style-type: none"><li>• Demonstration of skills and strategies</li><li>• Teacher observation</li><li>• Self evaluations</li><li>• Group evaluations</li><li>• Written assignments</li><li>• Oral participation/presentation</li></ul>
30%	<ul style="list-style-type: none"><li>• Multi-modal media project/text</li></ul>

## **Learning Resources**

Understanding Critical Literacies:

- Finn, P.J. (2012). Preparing for power in elite boarding schools and in working-class schools. *Theory Into Practice*, 51(1), 57 – 63. doi: 10.1080/00405841.2012.636339



- Luke, A (2014). Critical literacy: Foundational notes, *Theory Into Practice*, 51(1), 4 – 11.

#### Practical classroom examples for Critical Literacies:

- Dunkerly-Bean, J., Bean, T., & Alnajjar, K. (2014). Seeking asylum: Adolescents explore the crossroads of human rights education and cosmopolitan critical literacy. *Journal of Adolescent & Adult Literacy*, 58(3), 230 – 241. doi:10.1002/jaal.349
- Janks, H. (2014). Critical literacy's ongoing important to education, *Journal of Adolescent & Adult Literacy*, 57(5), 349 – 356. doi: 10.1002/jaal.260
- Videos that address stereotyping in media (ie. documentary - Reel Injun)
  - <http://www.cbc.ca/passionateeye/episodes/reel-injun>
- Videos that address social media (ie. PBS documentary 'Generation Like')
  - <http://www.pbs.org/wgbh/frontline/film/generation-like/>
- Youtube clips of commercials and advertisements for product marketed at youth
- "Culture of Resistance" Information (definition/understanding/examples):
  - <https://www.newtactics.org/conversation/cultural-resistance-arts-protest>
  - <http://culturesofresistance.org>
- Graphic Novels on Critical Media Health literacy – authored and illustrated by senior secondary students (under heading 'Student Authored Books')
  - <http://www3.sd73.bc.ca/general/content/library-system>
- Handbook for Educators of Aboriginal Students (TRU) – including building respectful relationships with community members and Elders
  - [http://www.tru.ca/\\_shared/assets/albaa\\_handbook23430.pdf](http://www.tru.ca/_shared/assets/albaa_handbook23430.pdf)
- Local community organizations and associations
- Post-Secondary Institutions



- Cultural centres such as:
  - <http://www.secwepemcmuseum.com>
  - <http://www.musqueam.bc.ca>