

## LITERARY STUDIES + SPOKEN LANGUAGE 11 (4 credits)

### Description

EFP Literary Studies + Spoken Language 11 is designed for students who are interested in studying First Peoples literature and oral tradition and in strengthening their oral language proficiencies. The course emphasizes oral self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own repertoire of oral language expressions. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful oral and written compositions. Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their oral language, students:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and the world
- expand their understanding of what it means to be educated Canadian and global citizens

The following are possible areas of study within EFP Literary Studies + Spoken Language 11:

- First Peoples oral tradition – ideas include oratory, local community story, and oral history
- exploring the relationships between First Peoples literature, oral tradition, and personal and cultural identities – ideas include self-representation, connection to family and community, and connection to land and place
- oral language related to First Peoples cultures – ideas include exploring oral histories and creating oral narratives, with consideration of issues such as cultural appropriation and inauthenticity
- performance in relation to First Peoples themes – ideas include creating slam poetry, oratory, poetry recitation, oral storytelling, readers' theatre, rap, drama, song, or multimodal work
- professional applications – ideas include speech preparation/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), and voice-overs related to First Peoples themes
- intersections between First Peoples literature, oral language, and social advocacy – ideas include cultural reclamation, youth engagement, inclusion, and environmental sustainability

### Suggested interdisciplinary links

- self-assessment presentations (all subjects)
- First Peoples oral tradition informing land use (Social Studies)
- First Nations language revitalization and reclamation (Languages)
- oral performance (Arts)
- presentations (Career Education)
- First Peoples oral tradition and Canadian law (Law)
- First Peoples oral tradition informing environmental sustainability and knowledge (Science)

## BIG IDEAS

<p>The exploration of <b>text</b> and <b>story</b> deepens understanding of one's identity, others, and the world.</p>	<p>First Peoples <b>texts</b> and <b>stories</b> provide insight into key aspects of Canada's past, present, and future.</p>	<p>Voice is powerful and evocative.</p>	<p>Oral and other texts are socially, culturally, geographically, and historically constructed.</p>	<p>First Peoples voices and texts play a role within the process of <b>Reconciliation</b>.</p>	<p>Self-representation through <b>authentic First Peoples text</b> is a means to foster justice.</p>
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## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews</li> <li>• Access information for diverse purposes and from a <b>variety of sources</b> to inform development of oral texts</li> <li>• Apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to guide inquiry, extend thinking, and comprehend oral and other texts</li> <li>• Recognize and appreciate how <b>different forms, formats, structures, and features of texts reflect different purposes, audiences, and messages</b></li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>• Recognize and identify <b>personal, social, and cultural contexts, values, and perspectives</b> in oral and other texts, including gender, sexual orientation, and socio-economic factors</li> <li>• Demonstrate understanding of how <b>language constructs and reflects personal, social, and cultural identities</b></li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Recognize and understand the roles of story and <b>oral traditions</b> in expressing First Peoples perspectives, values, beliefs, and points of view</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>A wide variety of BC, Canadian, and global First Peoples texts</b></p> <p><b>A wide variety of text forms and genres</b></p> <p><b>Common themes in First Peoples texts</b></p> <p><b>Reconciliation in Canada</b></p> <p><b>First Peoples oral traditions</b></p> <ul style="list-style-type: none"> <li>• the <b>legal status</b> of First Peoples oral traditions in Canada</li> <li>• purposes of oral texts</li> <li>• the relationship between oral tradition and land/place</li> </ul> <p><b>Protocols</b></p> <ul style="list-style-type: none"> <li>• protocols related to the <b>ownership and use of First Peoples oral texts</b></li> <li>• <b>acknowledgement of territory</b></li> <li>• <b>situating oneself in relation to others and place</b></li> <li>• processes related to protocols and expectations <b>when engaging with First Nations communities and Aboriginal organizations</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Understand and evaluate how literary elements, techniques, and devices enhance and shape meaning and impact</li> <li>• Recognize and understand the diversity within and across First Peoples societies as represented in texts</li> <li>• Assess the authenticity of First Peoples texts</li> <li>• Understand the influence of <b>land/place</b> in First Peoples oral and other texts</li> <li>• Identify bias, contradictions, distortions, and omissions</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Respectfully <b>exchange ideas and viewpoints</b> from diverse perspectives to build shared understandings and extend thinking</li> <li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for a <b>range of purposes</b></li> <li>• Select and apply appropriate spoken language formats for intended purposes</li> <li>• Express and support an opinion with evidence</li> <li>• Respond to text in personal, creative, and critical ways</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 <b>creative processes</b> to plan, develop, and create engaging and meaningful oral texts for a variety of purposes and audiences</li> <li>• Assess and <b>refine oral and other texts to improve clarity, effectiveness, and impact</b></li> <li>• Use a variety of techniques to engage listeners</li> <li>• Experiment with genres, forms, or styles of oral and other texts</li> <li>• Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</li> <li>• Understand intellectual property rights and community protocols and apply as necessary</li> </ul>	<p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• narrative structures, including <b>those found in First Peoples texts</b></li> <li>• form, <b>function</b>, and genre of oral and other texts</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> <li>• <b>oral storytelling techniques</b></li> <li>• presentation and performance strategies</li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• <b>elements of style</b></li> <li>• syntax and fluency</li> <li>• <b>rhetorical devices</b></li> <li>• <b>usage and conventions</b></li> <li>• <b>literary elements and devices</b></li> <li>• literal and inferential meaning</li> <li>• <b>persuasive techniques</b></li> <li>• citations and <b>acknowledgements</b></li> </ul>

Big Ideas – Elaborations

- **text/texts:** any type of oral, written, visual, or digital expression or communication:
  - Visual texts can include gestural and spatial components (as in dance) as well as images (e.g., posters, photographs, paintings, carvings, poles, textiles, regalia, and masks).
  - Digital texts can include electronic forms of oral, written, and visual expression.
  - Multimodal texts can include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples of multimodal texts are dramatic presentations, web pages, music videos, online presentations, graphic novels, and closed-captioned films).
- **story/stories:** a narrative text that shares ideas about human nature, motivation, behaviour, and experience. Stories can record history, reflect a personal journey, or explore identity. Stories can be oral, written, or visual, and used to instruct, inspire, and/or entertain listeners and readers.
- **Reconciliation:** the movement to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system
- **authentic First Peoples text:** a written, oral, visual, digital, or multimodal text that:
  - presents authentic First Peoples voices (i.e., historical or contemporary texts created by First Peoples, or created through the substantial contributions of First Peoples)
  - depicts themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)
  - incorporates First Peoples storytelling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)
  - includes respectful portrayals or representation of First Peoples, and their traditions and beliefs

Curricular Competencies – Elaborations

- **variety of sources:** includes print, digital, visual, artistic and diverse cultural sources from multiple perspectives
- **strategies:** Strategies used will depend on purpose and context. These may include making predictions, asking questions, paraphrasing, forming images, making inferences, determining importance, identifying themes, and drawing conclusions.
- **variety of contexts:** includes independent and collaborative settings, and formal and informal situations
- **different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages:** Students may consider the relationship between form and function (e.g., considering the role in various texts of elements such as negative space in graphic novels, advertisements on websites, lighting and camera angles in film and photography, use of music, paragraph length, line breaks in poetry, silence and intonation in spoken word, and use of colour).
- **personal, social, and cultural contexts, values, and perspectives:** Students should be prompted to understand the influence of family, friends, community, education, spirituality/religion, gender identity, age, sexual orientation, land/place, settlement patterns, traditional First Peoples teachings, economic factors, political events (local and beyond), and colonial policies; to understand that authors write from a perspective influenced by such factors; and to understand the relationship between text and context.
- **language constructs and reflects personal, social, and cultural identities:**
  - A person’s sense of identity is a product of linguistic factors or constructs, including oral tradition, story, recorded history, and social media; voice; cultural aspects; literacy history; linguistic background (English as first or additional language); and language as a system of meaning.
  - Students may consider register (jargon, colloquialisms, vernacular, dialects, accent, diction, slang).
- **oral traditions:** Oral traditions are the means by which cultural transmission occurs over generations, other than through written records. Among First Peoples, oral traditions may consist of told stories, songs, and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples education system. They continue to endure in contemporary contexts.
- **land/place:** refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity
- **exchange ideas and viewpoints:**
  - using active listening skills and receptive body language (e.g., paraphrasing and building on others’ ideas)
  - disagreeing respectfully
  - extending thinking (e.g., shifting, changing) to broader contexts (e.g., social media, digital environments)
  - collaborating in large and small groups
- **speaking and listening skills:**
  - Strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, silence, and emphasis according to context.
  - Strategies associated with listening skills may include receptive body language, eye contact, paraphrasing building on others’ ideas, asking clarifying questions, and disagreeing respectfully.

Curricular Competencies – Elaborations

- **range of purposes:** may include to understand, to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to provoke, to problem solve, and to entertain
- **writing and design processes:** There are various writing and/or design processes depending on context, and these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing, and selecting appropriate format and layout.
- **audiences:** Students expand their understandings of the range of real-world audiences. These can include children, peers, and community members, as well as technical, academic, and business audiences.
- **creative processes:** may include conception, drafting, revising, and delivering/performing
- **refine oral and other texts to improve clarity, effectiveness, and impact:**
  - creatively and critically manipulating language for a desired effect
  - consciously and purposefully making intentional stylistic choices (e.g., using sentence fragments or inverted syntax for emphasis or impact)
  - using techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, varying sentence types
  - using strategies associated with oral texts, such as the conscious use of emotion, pauses, inflection, silence, and emphasis
  - rehearsing with the help of a constructively critical listener, a mirror, and/or audiovisual recording

Content – Elaborations

- **forms:** Within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narratives; journals; procedural, expository, and explanatory documents; news articles; e-mails; blogs; advertisements; poetry; novels; and letters.
- **genres:** literary or thematic categories (e.g., science fiction, biography, satire, memoir, poem, visual essay, personal narrative, speech, oral history)
- **Common themes in First Peoples texts:**
  - connection to the land
  - the nature and place of spirituality as an aspect of wisdom
  - the relationships between individual and community
  - the importance of oral tradition
  - the experience of colonization and decolonization
  - loss of identity and affirmation of identity
  - tradition
  - healing
  - role of family
  - importance of Elders
- **legal status:** First Peoples oral histories are valid evidence of ownership of the land within Canadian law. The Supreme Court of Canada recognizes that First Peoples oral tradition is as important as written documents in considering legal issues. See resource disputes (e.g., Delgamuukw or Xenigwetin), treaties and title cases (e.g., Nisga'a), and environmental impact studies (e.g., Puntledge River Dam, Berger Inquiry).
- **Protocols:**
  - Protocols are rules governing behaviour or interactions.
  - Protocols can be general and apply to many First Peoples cultures, or specific to individual First Nations.
- **ownership and use of First Peoples oral texts:** Stories often have protocols for when and where they can be shared, who owns them, and who can share them.
- **acknowledgement of territory:**
  - Students understand the protocols involved in the acknowledgement of traditional First Nations territories.
  - Students understand the purpose of acknowledgement of First Nations traditional territories.
- **situating oneself in relation to others and place:**
  - relates to the concept that everything and everyone is connected
  - Students understand why it is common First Nations practice to introduce oneself by sharing family and place connections.
- **when engaging with First Nations communities and Aboriginal organizations:** Students understand the necessity of learning what protocols might govern interactions in First Nations communities and Aboriginal organizations.
- **Text features:** attributes or elements of the text that may include typography (bold, italics, underlining, font choice), guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes

Content – Elaborations

- **structures:** how text is organized
- **those found in First Peoples texts:** for example, circular, iterative, cyclical
- **function:** the intended purpose of a text
- **reading strategies:** There are many strategies that readers use when making sense of text. Students consider what strategies they need to use to “unpack” text. They employ strategies with increasing independence depending on the purpose, text, and context. Strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting.
- **oral language strategies:** speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
- **metacognitive strategies:**
  - thinking about our own thinking, and reflecting on our processes and determining strengths and challenges
  - Students employ metacognitive strategies to gain increasing independence in learning.
- **writing processes:** There are various writing processes depending on context. These may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising, and/or editing. Writers often have very personalized processes when writing. Writing is an iterative process.
- **oral storytelling techniques:** creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller’s natural voice from the characters’ voices, presenting the story efficiently, keeping the listener’s interest throughout, using an expanding repertoire of techniques to enhance audience experience
- **features of oral language:** intonation, enunciation, volume, pacing, expression, purpose, diction, acoustics
- **elements of style:** stylistic choices that make a specific writer distinguishable from others, including diction, vocabulary, sentence structure, and tone
- **language change:**
  - Languages change slowly but continually (e.g., influence of different languages on each other, Old English to Modern English).
  - Changes are evident in different dialects.
  - New words and new ways of saying things emerge as culture and society change.
- **rhetorical devices:** examples include figurative language, parallelism, repetition, irony, humour, exaggeration, emotional language, logic, direct address, rhetorical questions, and allusion
- **usage:** avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse)
- **conventions:** common practices of standard punctuation in capitalization, quoting, and spelling of Canadian and First Peoples words
- **literary elements and devices:** Texts use various literary devices, including figurative language, according to purpose and audience.
- **persuasive techniques:**
  - ethical, logical, and emotional appeals
  - may include using repetition, rhetorical questions, irony, or satire
- **acknowledgements:** formal acknowledgements of another person’s work, idea, or intellectual property