

## SPOKEN LANGUAGE 12 (4 credits)

### Description

Spoken Language 12 is designed to support students in the refinement of spoken language forms. The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, write, and present original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, revising, and practising to build a body of publishable and/or performance-based work that demonstrates breadth, depth, and evidence of sophisticated and specialized spoken language pieces for a range of situations.

The following are possible areas of focus in Spoken Language 12:

- performance – suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts
- oral tradition – suggested content/topics include oratory, local story knowledge, oral history
- professional applications – suggested content/topics include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs

## 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 worldviews and perspectives.

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

Language shapes ideas and influences others.

Voice is powerful and evocative.

## 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>• Read for enjoyment and to achieve personal goals</li> <li>• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>• Understand the diversity within and across First Peoples societies as represented in texts</li> <li>• Understand the influence of <b>land/place</b> in First Peoples and other Canadian texts</li> <li>• Use information for diverse purposes and from a variety of sources</li> <li>• Evaluate the <b>relevance</b>, accuracy, and <b>reliability</b> of texts</li> <li>• Select and apply appropriate strategies in a <b>variety of contexts</b> to comprehend written, oral, visual, and <b>multimodal texts</b>, to guide inquiry, and to transform thinking</li> <li>• Understand and appreciate how different <b>forms, formats, structures</b>, and <b>features of texts</b> reflect a variety of purposes, audiences, and messages</li> <li>• Think critically, creatively, and <b>reflectively</b> to analyze ideas within, between, and beyond texts</li> <li>• Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts`</li> <li>• Appreciate and understand how language constructs personal, social, and cultural identities</li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Evaluate how techniques and devices enhance and shape meaning and impact</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and genres</b></p> <p><b>Creative spoken genres</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• Oral language features and structures</li> <li>• form, function, and genre of texts</li> <li>• features and structures of First Peoples texts</li> <li>• <b>narrative structures found in First Peoples texts</b></li> <li>• issues related to the ownership of <b>First Peoples oral texts</b> and <b>protocols</b> for their use</li> <li>• the legal status of <b>First Peoples oral tradition</b> in Canada</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• multimodal writing strategies</li> <li>• metacognitive strategies</li> <li>• writing processes</li> <li>• reading strategies</li> <li>• oral language strategies</li> <li>• presentation techniques</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• <b>Respectfully exchange ideas and viewpoints</b> from diverse perspectives to build shared understanding and transform thinking</li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Select and apply speaking and listening skills in a variety of formal and informal contexts for a range of purposes</li> <li>• Select and apply appropriate spoken language formats for an intended purpose</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>• Express and support an opinion with evidence to achieve purpose</li> <li>• Evaluate and <b>refine oral texts to improve clarity, effectiveness, and impact</b></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, using various genres, forms, structures, and styles</li> </ul>	<p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• features of oral language</li> <li>• elements of style</li> <li>• usage and conventions</li> <li>• citation techniques</li> <li>• literary elements and devices</li> <li>• literal and figurative meaning</li> </ul>