BRITISH COLUMBIA
Ministry of Education

AREA OF CHOICE: SPOKEN LANGUAGE 10

Description

Spoken language skills are increasingly necessary in everyday, educational, and professional contexts. The Spoken Language Area of Choice provides opportunities for students to individually and collaboratively study, create, and use language to produce original pieces in a variety of modes. This area of choice will provide students with opportunities for performance and public speaking.

The following are possible areas of focus in Spoken Language 10:

Performance

Suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts related to First Peoples' themes.

Oral Tradition

Suggested content/topics include oratory, local story knowledge, and oral history.

Professional Applications

Suggested content/topics include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs related to First Peoples' themes.

Suggested interdisciplinary links:

- Arts Education
- Applied Design, Skills, and Technologies
- Humanities

BRITISH
COLUMBIA
Ministry of Education

BIG IDEAS

The exploration of oral **text** and **story** deepens understanding of one's identity, others, and the world.	Voice is powerful and evocative.	Oral **texts** are socially, culturally, geographically, and historically constructed.	Language shapes ideas and influences others.

Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*
Comprehend and connect (reading, listening, viewing)	**Oral tradition**
• Apply appropriate **strategies** in a **variety of contexts** to comprehend oral texts	• narrative structures found in First Peoples' oral traditions
• Recognize and appreciate how different forms, structures, and features of oral texts reflect different purposes, audiences, and messages	• the **legal status** of **First Peoples' oral traditions** in Canada
• Explore the impact of personal, social, and cultural contexts, values, and perspectives in oral texts	• text elements specific to the oral tradition
• Recognize **how language constructs and reflects personal, social, and cultural identity**	**Protocols**
• Explore how function, features, and structures of First Peoples' **oral tradition** shape meaning and impact	• acknowledgement of territory
• Examine **how elements, techniques, and devices enhance and shape meaning and impact**	• traditional First Peoples ways of introducing oneself
• Explain the roles of oral tradition in First Peoples cultures, in historical and contemporary contexts	• issues related to the ownership of **First Peoples' oral texts** and **protocols** for their use
• Recognize the influence of **place** in First Peoples oral texts	**Text features and structures**
Create and communicate (writing, speaking, representing)	• **form**, function, and genre of oral texts
• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking	**Strategies and processes**
• Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for a **range of purposes**	• **oral language strategies**
	• **metacognitive strategies**
	• presentation techniques
	• performance techniques

Learning Standards (continued)

Curricular Competencies	Content
- Recognize the difference between intellectual property rights and community protocols and apply as necessary - Use **creative processes** to plan, develop, and create engaging and meaningful oral texts for a variety of purposes and audiences - Use a variety of techniques to engage listeners **Assess and refine** oral texts to improve clarity, effectiveness, and impact according to purpose, **audience**, and message	**Oral language features, structures, and conventions** **features of oral language** **elements of style** **literary elements and devices** **rhetorical devices** **persuasive techniques** **Conversational skills** - turn taking - questioning - active listening - paraphrasing **Non-verbal communication skills** - facial expression - body language and gestures