EFP SPOKEN LANGUAGE 10 (2 credits)

Description

EFP Spoken Language 10 is designed for students who are interested in studying First Peoples' oral traditions and in developing their oral self-expression and communication in a variety of contexts. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging oral texts for a variety of purposes. This area of choice will provide students with opportunities for performance and public speaking.

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

- Performance — Ideas include spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts related to First Peoples' themes.
- Oral Tradition — Ideas include oratory, local story knowledge, and oral history.
- Professional Applications — Ideas include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items) related to First Peoples' themes.

Suggested interdisciplinary links:

- Oral Performance (Arts Education)
- Presentations (Career Education)
- Self-assessment presentations (all subjects)
- First Peoples' oral tradition informing land use (Social Studies)

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.	**Texts** are socially, culturally, geographically, and historically constructed.	First Peoples' oral **text** plays a role within the process of **Reconciliation**.

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)	• A variety of text **forms** and **genres**
• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view	• **Common themes in First Peoples' texts**
	• **Reconciliation** in Canada
• Recognize and appreciate the diversity within and across First Peoples' societies as represented in **texts**	• **First Peoples' oral traditions**
	− purposes of First Peoples' oral texts
• Apply appropriate **strategies** in a variety of contexts to guide inquiry, extend thinking, and comprehend oral and other texts	− a variety of First Peoples oral texts
	• **Protocols**
• Recognize and appreciate how different forms, structures, and features of oral and other texts reflect different purposes, audiences, and messages	− **protocols related to ownership and use of First Peoples' oral texts**
	− **acknowledgement of territory**
• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	− **situating oneself in relation to others and place**
• Explore the impact of personal, social, and cultural contexts, values, and perspectives in oral texts	**Text features and structures**
• Recognize **how language constructs and reflects personal and cultural identities**	• **narrative structures, including those found in First Peoples' oral and other texts**
• Examine how elements, techniques, and devices enhance and shape meaning and impact	• **form**, **function**, and **genre** of oral and other texts
	Strategies and processes
• Examine how literary elements, techniques, and devices enhance and shape meaning and impact	• **reading strategies**
	• **metacognitive strategies**
	• **writing processes**

Learning Standards (continued)

Curricular Competencies	Content
• Explain the roles of **oral tradition** in First Peoples cultures, in historical and contemporary contexts • Recognize the influence of land/place in First Peoples' oral texts **Create and communicate (writing, speaking, representing)** • **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking** • Respond to text in personal, creative, and critical ways • Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for a **range of purposes** • Use the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context • Express an opinion and support it with evidence • Recognize intellectual property rights and community protocols and apply as necessary • Use **writing and other creative processes** to plan, develop, and create engaging and meaningful oral and other texts for a variety of purposes and **audiences** • Use a variety of techniques to engage listeners • Assess and **refine oral and other texts to improve their clarity, effectiveness, and impact**	• **oral language strategies** • presentation and performance techniques **Language features, structures, and conventions** • **elements of style** • **usage** and **conventions** • citation and **acknowledgement** • **literary elements and devices** • **rhetorical devices**

- **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 (some examples of image-based visual texts are posters, photographs, paintings, carvings, totems, textiles, regalia, and masks)
  - digital texts include electronic forms of oral, written, 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, on-line presentations, graphic novels, and close-captioned films)
- **story:** 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.

- **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 (some examples of image-based visual texts are posters, photographs, paintings, carvings, poles, textiles, regalia, and masks)
  - digital texts include electronic forms of oral, written, 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, on-line presentations, graphic novels, and close-captioned films)
- **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
- **how 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)
- **oral tradition:**
  - 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 systems; they continue to endure in contemporary contexts
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking:**
  - using active listening skills and receptive body language; paraphrasing and building on others' ideas
  - disagreeing respectfully
  - extending thinking (e.g., shifting, changing) to broader contexts (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
- **range of purposes:** 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 other creative processes:**
  - there are various writing and/or design processes depending on context
  - these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing
  - creative processes may include conception, rehearsing, revising, and delivering/performing
- **audiences:** students expand their understandings of the range of real world audiences; this can include children, peers, and community members, as well as technical, academic, and business audiences
- **refine oral and other texts to improve their clarity, effectiveness, and impact:**
  - creatively and critically manipulate language for a desired effect
  - use 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, and varying sentence types
  - strategies associated with oral texts may include the conscious use of emotion, pauses, inflection, silence, and emphasis
  - refining oral texts might include rehearsing with the help of a constructively critical listener, a mirror, and/or audio-visual recording

- **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 narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter

- **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:** examples include
  - 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
- **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
- **First Peoples' oral traditions:**
  - 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 systems
  - they continue to endure in contemporary contexts.
- **First Peoples' oral texts:** listen to and comprehend a wide range of authentic First Peoples oral texts reflecting a variety of purposes, messages, and contexts, including texts relating to life lessons, individual and community responsibilities, rites of passage – family histories – creation stories – formal speeches
- **protocols:**
  - rules governing behaviour or interactions
  - protocols can be general and apply to many First Peoples cultures, or specific to individual First Nations
- **protocols related to ownership and use of First Peoples' oral texts:** oral stories often have protocols — when and where they can be shared, who owns them, who can share them
- **acknowledgement of territory:**
  - students understand the protocols involved in the acknowledgment of traditional First Nations territory(ies)
  - students understand the purpose of acknowledgement of First Nations traditional territory(ies)

- **situating oneself in relation to others and place:**
  - relates to the concept that everything and everyone is connected
  - students understand the reason why it is common First Nations practice to introduce ones' self by sharing family and place connections
- **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
- **structures:** how text is organized
- **narrative structures, including those found in First Peoples' oral and other texts:** 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
- **metacognitive strategies:**
  - thinking about one's own thinking
  - reflecting on one's 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
  - there are many writing structures and processes; writers often have very personalized processes when writing; writing is an iterative process
- **oral language strategies:** speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
- **elements of style:** what make one "writer" distinguishable from others; can include diction, vocabulary, sentence structure, tone
- **usage:** avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse)
- **conventions:** common practices, including in the use of punctuation, in capitalization, in quoting, and in the spelling of Canadian and First Peoples' words
- **acknowledgement:** formal acknowledgements of another person's work, idea, or intellectual property
- **literary elements and devices:** texts use various literary devices, including figurative language, according to purpose and audience
- **rhetorical devices:** examples include figurative language, parallelism, repetition, irony, humour, exaggeration, emotional language, logic, direct address, rhetorical questions, and allusion