

EFP 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

The exploration of oral **text** and **story** deepens understanding of one's identity, others, and the world.

First Peoples' **texts** and **stories** provide insight into key aspects of Canada's past, present, and future.

Voice is powerful and evocative.

Oral and other **texts** are socially, culturally, geographically, and historically constructed.

First Peoples' voices and texts play a role within the process of **Reconciliation**.

Self-representation through **authentic First Peoples' text** is a means to foster justice.

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

Learning Standards (continued)

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