



Ministry of Education

## Area of Learning: ENGLISH FIRST PEOPLES 10–12

### AREA OF CHOICE: SPOKEN LANGUAGE 11

#### 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 includes broad and complex applications of oral communication and will provide students with opportunities for performance and public speaking.

The following are possible areas of focus in Spoken Language 11:

#### 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



## 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.

Indigenous voices play a role within the process of **Reconciliation**.

## 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>• Apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to guide inquiry, extend thinking, and comprehend oral texts</li><li>• <b>Synthesize</b> ideas from different texts/sources</li><li>• Recognize and appreciate how different forms, structures, and features of oral texts reflect different purposes, audiences, and messages</li><li>• Think critically, creatively, and <b>reflectively</b> to explore ideas within, between, and beyond texts</li><li>• Recognize and identify the impact of personal, social, and cultural contexts, values, and perspectives in oral texts</li><li>• Recognize <b>how language constructs and reflects personal, social, and cultural identity</b></li><li>• Understand and evaluate how function, features, and structures of First Peoples' <b>oral tradition</b> shape meaning and impact</li><li>• Understand and evaluate <b>how elements, techniques, and devices enhance and shape meaning and impact</b></li><li>• Explain the roles of oral tradition in First Peoples cultures, in historical and contemporary contexts</li><li>• Recognize the influence of <b>place</b> in First Peoples oral texts</li></ul> | <p><i>Students are expected to know the following:</i></p> <p><b>Oral tradition</b></p> <ul style="list-style-type: none"><li>• narrative structures found in First Peoples' oral traditions</li><li>• the <b>legal status of First Peoples' oral traditions</b> in Canada</li><li>• the relationship between oral tradition and place</li><li>• text elements specific to the oral tradition</li><li>• <b>rhetorical devices</b></li></ul> <p><b>Protocols</b></p> <ul style="list-style-type: none"><li>• acknowledgement of territory</li><li>• traditional First Peoples ways of introducing oneself</li><li>• issues related to the ownership of <b>First Peoples' oral texts</b> and <b>protocols</b> for their use</li></ul> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"><li>• <b>form</b>, function, and genre of oral texts</li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li><li>• <b>metacognitive strategies</b></li><li>• eliciting interaction</li><li>• presentation techniques</li><li>• performance 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>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding 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>Recognize the difference between intellectual property rights and community protocols and apply as necessary</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>Use a variety of techniques to engage listeners</li><li>Experiment with new or unfamiliar genres, forms, or styles of oral texts</li><li><b>Assess and refine</b> oral texts to improve clarity, effectiveness, and impact according to purpose, <b>audience</b>, and message</li></ul> | <p><b>Oral 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><b>literary elements and devices</b></li><li>rhetorical devices</li><li><b>persuasive techniques</b></li></ul> <p><b>Conversational skills</b></p> <ul style="list-style-type: none"><li>turn taking</li><li>questioning</li><li>active listening</li><li>paraphrasing</li></ul> <p><b>Non-verbal communication skills</b></p> <ul style="list-style-type: none"><li>facial expression</li><li>body language and gestures</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 (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, post-modern picture books, 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 in Canada to bring heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system.

## **Curricular Competencies – 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 (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, post-modern picture books, and close-captioned films).
- **strategies:**
  - make predictions, ask questions, paraphrase, form images, make inferences, determine importance, identify theme, and draw conclusions
  - consider titles; beginnings; key details; extended descriptions; names; changes in direction, setting or point of view; repetition; surprises, and endings
- **variety of contexts:** distinguish independent or collaborative settings, formal or informal situations
- **Synthesize:** combine ideas from two or more sources to construct a meaningful whole
- **reflectively:** includes metacognitive strategies, such as identifying strengths and areas of focus, setting goals, making plans for improvement, and self-assessment
- **how language constructs and reflects personal, social, and cultural identity:** register includes jargon, colloquialisms, vernacular, dialects, accent, diction, slang
- **oral tradition:**
  - the means by which cultural transmission occurs over generations, other than through written records

## Curricular Competencies – Elaborations

- among First Peoples it 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 truths (e.g., via symbol and metaphor), it provides a record of literal truth (e.g., regarding events and/or situations)
- it was integrated into every facet of life and was the basis of the education system)
- it continues to develop in contemporary contexts.
- **how elements, techniques, and devices enhance and shape meaning and impact:** students are encouraged to delve deeply into text and consider the function of elements, techniques, and devices (e.g., voice, intonation, pacing, rhetorical devices, emotional and logical appeals)
- **place:** refers to the land and other aspects of physical environment with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity
- **speaking and listening skills:**
  - strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, and emphasis, as well as variations in volume and pacing
  - strategies associated with listening skills may include receptive body language, eye contact, paraphrasing and building on others' ideas, and disagreeing respectfully
- **range of purposes:** purposes may include to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to problem solve, and to entertain
- **creative processes:** these might include conception, drafting, revising, and delivering/performing
- **Assess and refine:**
  - creatively and critically manipulate language for a desired effect; consciously and purposefully make intentional, stylistic choices (e.g., diction, rhetoric)
  - refining might include rehearsing with the help of a constructively critical listener, a mirror, and/or audio-visual recording
- **audience:** students expand their understanding of the range of audience to real world audiences; this can include children, peers, and community members, as well as technical, academic, and business audiences

## Content – Elaborations

- **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 Xeni Gwetin), treaties and title cases (e.g., Nisga'a), and environmental impact studies (e.g., Puntledge River Dam, Berger Inquiry).
- **First Peoples' oral traditions:**
  - These 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 systems. They continue to endure in contemporary contexts.
- **rhetorical devices:** some examples include figurative language, parallelism, repetition, irony, humour, exaggeration, emotional language, logic, direct address, rhetorical questions, and allusion
- **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:** Stories often have protocols — when and where they can be shared, who owns them, who can share them
- **form:** within a type of spoken communication the speaker chooses a form based on the purpose of the speech
- **oral language strategies:** speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, paraphrasing
- **metacognitive strategies:**
  - identifying strengths and areas of focus
  - setting goals
  - making plans for improvement
  - self-assessment
- **features of oral language:** intonation, enunciation, volume, pacing, expression, purpose, diction, acoustics
- **elements of style:** what make one "writer" distinguishable from others; can include diction, vocabulary, sentence structure, tone
- **literary elements and devices:** texts use various literary devices, including figurative language, according to purpose and audience
- **persuasive techniques:**
  - repetition, parallel structure, rhetorical questions, irony, satire, parody, diction
  - ethical, logical, and emotional appeals