

SPOKEN LANGUAGE 11 (4 credits)

Description

Spoken language skills are increasingly necessary in everyday, educational, and professional contexts. Spoken Language 11 provides opportunities for students individually and collaboratively to study, create, and use language to produce original pieces in a variety of modes. The course will provide students with opportunities for performance and public speaking. Spoken Language 11 will appeal to students who enjoy public performance or oral storytelling or who want to gain more experience and skill in this area. Specific groups of students who may be interested in this course include:

- students with strong verbal communication skills
- ELL students who want to develop their oral language skills
- students going into professions in which presentation skills are an asset
- students who may wish to help maintain oral traditions

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
- 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

Suggested interdisciplinary links:

- Arts Education
- Applied Design, Skills, and Technologies

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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read for enjoyment and to achieve personal goals • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize the diversity within and across First Peoples societies represented in texts • Recognize the influence of place in First Peoples and Canadian texts • Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability • Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts; guide inquiry; and extend thinking • Recognize the complexities of digital citizenship • Synthesize ideas from a variety of texts/sources • Recognize and appreciate how various forms, structures, and features of texts reflect a variety of purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize how language constructs personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world | <p><i>Students are expected to know the following:</i></p> <p>Creative spoken genres</p> <p>Oral language features and structures</p> <ul style="list-style-type: none"> • features and structures of First Peoples oral tradition: <ul style="list-style-type: none"> – narrative structures found in First Peoples oral tradition – issues related to the ownership of First Peoples oral texts and protocols for their use – the legal status of First Peoples oral tradition in Canada • literal and figurative meaning • bias, propaganda, manipulation <p>Strategies and processes</p> <ul style="list-style-type: none"> • oral language strategies • metacognitive strategies <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • elements of style • rhetorical devices • persuasive techniques • presentation techniques |

Learning Standards (continued)

| Curricular Competencies | Content |
|--|---|
| <ul style="list-style-type: none"> • Respond to text in personal, creative, and critical ways • Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact • Recognize an increasing range of text structures and how they contribute to meaning <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 understanding and extend thinking • Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • Select and apply an appropriate spoken language format for an intended purpose • Use writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences • Express and support an opinion with credible evidence • Reflect on, assess, and refine oral texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context • Use acknowledgements and citations to recognize intellectual property rights • Transform ideas and information to create original texts, using new or unfamiliar genres, forms, structures, and styles | <p>Conversational skills</p> <ul style="list-style-type: none"> • turn taking • questioning • active listening • paraphrasing <p>Non-verbal communication skills:</p> <ul style="list-style-type: none"> • facial expression • body language and gestures |