

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

Big Ideas – Elaborations

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
 - Oral texts include speeches, poems, plays, oral stories, and songs.
 - Written texts include novels, articles, and short stories.
 - Visual texts include posters, photographs, and other images.
 - Digital texts include electronic forms of all the above.
 - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **story:** narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.

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Curricular Competencies – Elaborations

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- **diverse purposes:** contrast, synthesize, narrate, describe
- **variety of sources:** including print, digital, visual, artistic, and diverse cultural sources
- **relevance:** consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience
- **reliability:** consider point of view, bias, propaganda, and voices left out or omitted
- **variety of contexts:** distinguish between independent and collaborative settings, formal and informal situations
- **multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial. They can be delivered via different media or technologies (e.g., spoken word/slam poetry, recitation, oral storytelling, readers’ theatre, debate, radio/podcast/social media, YouTube, interviews, voice-overs).
- **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
- **Recognize how language constructs personal, social, and cultural identity:** including differences in register (e.g., jargon, colloquialisms, vernacular, dialects, accent, diction, slang)
- **Evaluate 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)
- **extend thinking:** extend and apply thinking to broader contexts
- **design processes:** such as
 - conception, drafting, revising, editing, publishing, performing
 - selecting appropriate format and layout
- **Reflect on, assess, and refine product to improve clarity, effectiveness, and impact:**
 - creatively and critically manipulate language for a desired effect
 - consciously and purposefully make intentional stylistic choices (e.g., diction, rhetoric, effective visual aids)
- **audience:** Students expand their understanding of the range of audience to include children, peers, and professionals.

Content – Elaborations

- **Creative spoken genres:**
 - spoken word/slam poetry
 - recitation
 - oral storytelling
 - readers' theatre
 - debate
 - radio/podcasts/social media
- **Oral language features and structures:**
 - voice, tone, expression, volume, purpose, diction, enunciation
 - literal and inferential meaning
- **First Peoples oral tradition:**
 - In Canadian law, First Peoples oral history is valid evidence of ownership of the land.
 - The Supreme Court of Canada recognizes that First Peoples oral tradition is as important as written documents in considering legal issues.
- **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:** First Peoples stories often have protocols (when and where they can be shared, who owns them, who can share them) because they are told by many people and passed down through generations. There are no recognized authors.
- **bias:** Consider questions such as:
 - Who is the writer?
 - Who is the speaker?
 - What is their “lens”?
 - What is the speaker’s motivation for creating the product?
 - When and where was the product created?
- **propaganda:** Consider questions such as:
 - What is the intended result?
 - What is the writer’s purpose/motivation?
 - Who is the targeted audience? Why?
 - How is the text misleading/inaccurate/biased?
- **persuasive techniques:**
 - repetition, parallel structure, rhetorical questions, irony, satire, parody, diction
 - ethical, logical, and emotional
- **Conversational skills:** turn taking, effective dialogue skills, questioning, active listening, paraphrasing