

SPOKEN LANGUAGE 12 (4 credits)

Description

Spoken Language 12 is designed to support students in the refinement of spoken language forms. The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, write, and present original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, revising and practicing to build a body of publishable and/or performance-based work that demonstrates breadth, depth, and evidence of sophisticated and specialized spoken language pieces for a range of situations.

The following are possible areas of focus in Spoken Language 12:

- 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

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 • Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view • Understand the diversity within and across First Peoples' societies as represented in texts • Understand the influence of land/place in First Peoples' and other Canadian texts • Use information for diverse purposes and from a variety of sources • Evaluate the relevance, accuracy, and reliability of texts • Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking • Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages • Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts • Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • A variety of oral and other text forms and genres • Creative spoken genres <p>Text features and structures</p> <ul style="list-style-type: none"> • Oral language features and structures • form, function, and genre of texts • features and structures of First Peoples' texts: <ul style="list-style-type: none"> – narrative structures found in First Peoples' texts – 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 <p>Strategies and processes</p> <ul style="list-style-type: none"> • multimodal writing strategies • metacognitive strategies • writing processes • reading strategies • oral language strategies • presentation techniques <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • elements of style • usage and conventions

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Appreciate and understand how language constructs personal, social, and cultural identities • Construct meaningful personal connections between self, text, and world • Evaluate how techniques and devices enhance and shape meaning and impact <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 transform thinking • Respond to text in personal, creative, and critical ways • Select and apply 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 an intended purpose • Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences • Express and support an opinion with evidence to achieve purpose • Evaluate and refine oral texts to improve their clarity, effectiveness, and impact • 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 various genres, forms, structures, and styles 	<ul style="list-style-type: none"> • citation techniques • literary elements and devices • literal and figurative meaning

Big Ideas – Elaborations

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, or 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 of 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.

Curricular Competencies – Elaborations

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- **land/place:** refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity
- **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, omitted or misrepresented
- **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)
- **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
- **formats:** refers to the consideration of format choices including layout, sequencing, spacing, topography, colour

Curricular Competencies – Elaborations

- **structures:** refers to the way the author organizes text
- **features of texts:** elements of the text are not considered the main body. These may include typography (boldface, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, sidebars/textboxes
- **reflectively:** includes metacognitive strategies, such as identifying strengths and areas of focus, setting goals, making plans for improvement, and self-assessment
- **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
- **writing and design processes:** there are various writing and/or design processes depending on context and these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing, selecting appropriate format and layout
- **audiences:** students expand their understanding of the range of real world audiences: this can include children, peers, community members, professionals, and local and globally connected digital conversations
- **refine texts to improve their clarity, effectiveness, and impact:** creatively and critically manipulate language for a desired effect; consciously and purposefully make intentional, stylistic choices, e.g., use of sentence fragments
- **acknowledgements and citations:** includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples' oral texts and other knowledge

Content – Elaborations

- **creative spoken genres:**
 - spoken word/slam poetry
 - recitation
 - oral storytelling
 - readers' theatre
 - debate
 - radio/podcasts/social media
 - presentations
 - PSAs
- **narrative structures:** e.g., circular, iterative, cyclical, linear

Content – Elaborations

- **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
- **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

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