BRITISH
COLUMBIA
Ministry of Education

SPOKEN LANGUAGE 11 (4 credits)

Description

Spoken Language 11 is designed to support students as they refine, clarify, and adjust their spoken communication through practice and revision. The course provides opportunities for students to, with increasing independence, study, create, write, and present original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of spoken language genres for a range of situations. They will develop confidence in their abilities as they consolidate their spoken language skills.

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

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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
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Students are expected to know the following:
Comprehend and connect (reading, listening, viewing)	**Text** forms **and** genres **including** creative spoken forms
• Read for enjoyment and to achieve personal goals	**Text features and structures**
• Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view	• form, **function**, and **genre** of texts
• Recognize and understand the diversity within and across First Peoples societies as represented in texts	• oral language features and structures
• Understand the influence of **land/place** in First Peoples and other Canadian texts	• **narrative structures found in First Peoples texts**
• Access information for diverse purposes and from a variety of sources	• **protocols related to the ownership of First Peoples oral texts**
• Evaluate the **relevance**, accuracy, and **reliability** of texts	• legal status of **First Peoples oral tradition** in Canada
• Apply appropriate **strategies** in a variety of contexts to comprehend written, oral, visual, and **multimodal texts,** to guide inquiry, and to extend thinking	**Strategies and processes**
• Recognize and understand how various **forms**, **formats**, **structures**, and **features of texts** enhance and shape meaning and impact	• **reading strategies**
• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	• **oral language strategies**
• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts	• **metacognitive strategies**
• Recognize and understand how language constructs personal, social, and cultural identities	• **writing processes**
• Construct meaningful personal connections between self, text, and world	• presentation techniques

Learning Standards (continued)

Curricular Competencies	Content
• Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact • Recognize an increasing range of text structures and understand how they contribute to meaning • Identify bias, contradictions, distortions, and omissions **Create and communicate (writing, speaking, representing)** • **Respectfully exchange ideas and viewpoints** from diverse perspectives to build shared understanding and extend thinking • Respond to text in personal, creative, and critical ways • 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 • Use **writing and design processes** to plan, develop, and create spoken language and other texts for a variety of purposes and **audiences** • Express and support an opinion with evidence • Assess and **refine oral texts to improve 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 • Experiment with genres, forms, or styles of creative and communicative texts	**Language features, structures, and conventions** • features of oral language • **elements of style** • rhetorical devices • persuasive techniques • **usage** and **conventions** • citation techniques • **literary elements and devices** • literal and figurative meaning

- **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.

- **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.
- **strategies:** Strategies used will depend on purpose and context. These may include making predictions, asking questions, paraphrasing, forming images, making inferences, determining importance, identifying themes, and drawing conclusions.
- **multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial, and that 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, and colour
- **structures:** refers to the way the author organizes text
- **features of texts:** elements of the text that 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.
- **Respectfully exchange ideas and viewpoints:** 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
- **speaking:** Strategies may include conscious use of emotion, volume, pace, pause, inflection, and emphasis.
- **listening skills:** Strategies may include receptive body language, eye contact, paraphrasing and building on others' ideas, and disagreeing respectfully.
- **contexts:** may include debate, presentation, speech, small- and large-group discussion, interviewing, performance, school- and community-based forums
- **range of purposes:** such as to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to problem solve, to entertain
- **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, and selecting appropriate format and layout.
- **audiences:** Students expand their understanding of the range of real-world audiences. These can include children, peers, community members, professionals, and local and globally connected digital conversations.
- **refine oral texts to improve clarity, effectiveness, and impact:**
  - creatively and critically manipulating language for a desired effect
  - consciously and purposefully making intentional stylistic choices, such as using 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

- **genres:** literary or thematic categories (e.g., adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech)
- **creative spoken forms:**
  - spoken word/slam poetry
  - recitation
  - oral storytelling
  - readers' theatre
  - debate
  - radio/podcasts/social media
  - presentations
  - public service announcements (PSAs)
- **Text features:** elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.
- **function:** the intended purpose of a text
- **narrative structures found in First Peoples texts:** for example, circular, iterative, cyclical
- **protocols related to ownership of First Peoples oral texts:** First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them.
- **First Peoples oral tradition:** Oral traditions 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. 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 histories are as important as written documents in considering legal issues.
- **reading strategies:** There are many strategies that readers use when making sense of text. Students consider what strategies they need to use to "unpack" text. They employ strategies with increasing independence depending on the purpose, text, and context. Strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting.
- **oral language strategies:** includes speaking with expression, connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
- **metacognitive strategies:**
  - thinking about one's own thinking, and reflecting on one's processes and determining strengths and challenges
  - Students employ metacognitive strategies to gain increasing independence in learning.

- **writing processes:** There are various writing 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. Writers often have very personalized processes when writing. Writing is an iterative process.

- **elements of style:** stylistic choices that make a specific writer distinguishable from others, including diction, vocabulary, sentence structure, and tone

- **usage:** avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse)

- **conventions:** common practices of standard punctuation, capitalization, quoting, and Canadian spelling

- **literary elements and devices:** Texts use various literary devices, including figurative language, according to purpose and audience.