BRITISH COLUMBIA
Ministry of Education

SPOKEN LANGUAGE 10 (2 credits)

Description

Spoken Language 10 is designed to support students in their development of spoken communication through processes of questioning, exploring, and sampling. The course builds students' spoken language competencies by introducing them to varied structures, forms, and styles of oral compositions and by providing opportunities for students to individually and collaboratively study, draft, and use language to create original pieces in a variety of modes. This area of choice will also provide students with opportunities for performance, storytelling, and public speaking.

The following are possible areas of focus in Spoken Language 10:

- Performance—spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts related to First Peoples themes
- Professional applications—speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items) related to First Peoples themes

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 world views 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 text genres, including** creative spoken forms
• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view	**Text features and structures**
• Recognize and appreciate the diversity among First Peoples cultures, as represented in oral and other texts	• oral text features and structures
• Access information for diverse purposes and from a variety of sources to inform writing	• **narrative structures found in First Peoples texts**
• Apply appropriate **strategies** to comprehend written, oral, visual, and **multimodal texts**	• **First Peoples oral traditions** and oral texts
• Recognize and appreciate how different **forms**, **formats, structures,** and **features of texts** enhance and shape meaning and impact	• **protocols related to ownership of First Peoples oral texts**
• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	**Strategies and processes**
• Explore the role of personal and social contexts, values, and perspectives in texts	• **reading strategies**
• Explore how language constructs personal and cultural identities	• **oral language strategies**
• Construct meaningful personal connections between self, text, and world	• **metacognitive strategies**
• Identify bias, contradictions, and distortions	• **writing processes**
Create and communicate (writing, speaking, representing)	• presentation techniques
• Respectfully exchange ideas and viewpoints from diverse perspectives to **build shared understanding and extend thinking**	**Language features, structures, and conventions**
	• features of oral language
	• **elements of style**
	• rhetorical devices

Learning Standards (continued)

Curricular Competencies	Content
- Assess and **refine texts to improve clarity and impact** - Demonstrate **speaking and listening** skills in a variety of formal and informal contexts for a **range of purposes** - Explore 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 - 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	- persuasive techniques **usage** and **conventions** **literary elements and devices** - literal and figurative meaning - citation techniques

- **text:** "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.

- **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 a variety of media or technologies (e.g., music video, graphic novel, postmodern picture book, close-captioned film)
- **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 narratives; journals; procedural, expository, and explanatory documents; news articles; e-mails; blogs; advertisements; poetry; novels; and letters.
- **formats:** refers to the consideration of format choices including layout, sequencing, spacing, topography, and colour
- **structures:** refers to the way the author organizes text (e.g., cause/effect, compare/contrast, order of importance, chronological sequence, problem/solution, circular or cyclical)
- **features of texts:** elements of the text that are not considered the main body, including:
  - navigational aids (e.g., table of contents, index, glossary, bibliography, hyperlinks, titles, headings and subheadings, prologue and epilogue, preface or foreword, captions, footnotes and endnotes)
  - illustrations (e.g., inlays, sidebars, photographs, graphs, charts, timelines, maps)
- **build shared understanding and extend thinking:**
  - listening to and receptively responding to feedback
  - responding to others' work with constructive feedback
  - being open-minded to divergent viewpoints and perspectives
  - asking questions to promote discussion
  - inviting others to share their ideas
  - being willing to support personal perspectives
  - being willing to shift perspective
- **refine texts to improve clarity and impact:**
  - creatively and critically manipulating language for a desired effect
  - using techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, and varying sentence types
- **speaking and listening skills:**
  - Strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, silence, and emphasis according to context.
  - Strategies associated with listening skills may include receptive body language, eye contact, paraphrasing building on others' ideas, asking clarifying questions, and disagreeing respectfully.

- **range of purposes:** may include to understand, to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to provoke, to problem solve, and 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.

- **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, italics, underlined font), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.
- **narrative structures found in First Peoples texts:** (e.g., circular, iterative, cyclical)
- **First Peoples oral traditions:** 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.
- **protocols related to ownership of First Peoples oral texts:** First Peoples stories often have protocols (when and where they can be shared, who owns them, who can share them).
- **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 our own thinking, and reflecting on our 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. 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.