**Area of Learning: ENGLISH FIRST PEOPLES Grade 10**

**SPOKEN LANGUAGE 10 (2 credits)**

**Description**

Spoken Language 10 is designed for students who are interested in studying First Peoples oral traditions and in developing their oral self-expression
and communication in a variety of contexts. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging oral texts for a variety of purposes. This area of choice will provide students with opportunities
for performance and public speaking.

The following are possible areas of focus within EFP Spoken Language 10:

* Performance—ideas include spoken word/slam poetry, poetry recitation, oral storytelling, readers’ theatre, radio/podcasts/video posts related to
First Peoples themes
* Oral tradition—ideas include oratory, local story knowledge, and oral history
* Professional applications—ideas include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items) related to First Peoples themes

Suggested interdisciplinary links:

* Oral performance (Arts Education)
* Presentations (Career Education)
* Self-assessment presentations (all subjects)
* First Peoples oral tradition informing land use (Social Studies)

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**BIG IDEAS**

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| The exploration of oral **text** and **story** deepens understanding of one’s identity, others, and the world. |  | Voice is powerful and evocative. |  | Texts are socially, culturally, geographically,and historically constructed. |  | First Peoples oral text plays a role within the process of **Reconciliation**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:*Comprehend and connect (reading, listening, viewing)* Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
* Recognize and appreciate the diversity within and across First Peoples societies as represented in texts
* Apply appropriate **strategies** in avariety of contexts to guide inquiry, extend thinking, and comprehend oral and other texts
* Think critically, creatively, and reflectivelyto explore ideas within, between, and beyond texts
* Recognize and appreciate how different forms, structures, and features of oral and other texts reflect diverse purposes, audiences, and messages
* Explore the impact of personal, social, and cultural contexts, values, and perspectives in oral texts
* Recognize **how language constructs and reflects personal and cultural identities**
* Examine how literary elements, techniques, and devicesenhance and shape meaning and impact
* Explain the role of **oral traditions** in First Peoples cultures, in historical and contemporary contexts
* Recognize the influence of land/place in First Peoples oral texts
 | *Students are expected to know the following:*Text forms and genresCommon themes in First Peoples textsReconciliation in CanadaFirst Peoples oral traditions* purposes of **First Peoples oral texts**
* a variety of First Peoples oral texts

Protocols* protocols related to the **ownership and use of First Peoples oral texts**
* **acknowledgement of territory**
* **situating oneself in relation to others and place**

Text features and structures* narrative structures, including those found in **First Peoples oral and other texts**
* form, **function**, and genre of oral and other texts
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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Create and communicate (writing, speaking, representing)* Respectfully **exchange ideas and viewpoints** from diverse perspectives to build shared understandings 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**
* Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context
* Express an opinion and support it with evidence
* Recognize intellectual property rights and community protocols and apply them as necessary
* Use **writing and other** **creative processes** to plan, develop, and create engaging and meaningful oral and other texts for a variety of purposes and **audiences**
* Use a variety of techniques to engage meaningful texts for a variety of purposes and audiences.
* Assess and **refine oral and other texts to improve clarity and impact**
 | Strategies and processes* **reading strategies**
* **metacognitive strategies**
* **writing processes**
* **oral language strategies**
* presentation and performance techniques

Language features, structures, and conventions* **elements of style**
* **usage** and **conventions**
* citations and **acknowledgements**
* **literary elements and devices**
* **rhetorical devices**
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