**Area of Learning: ENGLISH LANGUAGE ARTS Grade 10**

**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

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**BIG IDEAS**

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| The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world. |  | People understand textdifferently 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**

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

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Assess and **refine texts to improve clarity and impact** * Demonstrate **speaking and** **listening** skills in a variety of formal and informal contextsfora **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 avariety 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 |