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

BRITISH
COLUMBIA
Ministry of Education

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
	• oral language features and structures
• Recognize and understand the diversity within and across First Peoples societies as represented in texts	• **narrative structures found in First Peoples texts**
• Understand the influence of **land/place** in First Peoples and other Canadian texts	• **protocols related to the ownership of First Peoples oral texts**
• Access information for diverse purposes and from a variety of sources	• legal status of **First Peoples oral tradition** in Canada
• Evaluate the **relevance**, accuracy, and **reliability** of texts	**Strategies and processes**
• Apply appropriate **strategies** in a variety of contexts to comprehend written, oral, visual, and **multimodal texts,** to guide inquiry, and to extend thinking	• **reading strategies**
	• **oral language strategies**
• Recognize and understand how various **forms**, **formats**, **structures**, and **features of texts** enhance and shape meaning and impact	• **metacognitive strategies**
	• **writing processes**
• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	• presentation techniques
• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts	
• Recognize and understand how language constructs personal, social, and cultural identities	
• Construct meaningful personal connections between self, text, and world	

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