**Area of Learning: ENGLISH LANGUAGE ARTS Grade 12**

**SPOKEN LANGUAGE 12 (4 credits)**

**Description**

Spoken Language 12 is designed to support students in the refinement of spoken language forms. The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, write, and present original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, revising, and practising to build a body of publishable and/or performance-based work that demonstrates breadth, depth, and evidence of sophisticated and specialized spoken language pieces for a range of situations.

The following are possible areas of focus in Spoken Language 12:

* 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

**Area of Learning: ENGLISH LANGUAGE ARTS — Spoken Language Grade 12**

**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:*  Comprehend and connect (reading, listening, viewing)   * Read for enjoyment and to achieve personal goals * Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view * Understand the diversity within and across First Peoples societies as represented in texts * Understand the influence of **land/place** in First Peoples and other Canadian texts * Use information for diverse purposes and from a variety of sources * Evaluate the **relevance**, accuracy, and **reliability** of texts * Select and apply appropriate strategies in a **variety of contexts** to comprehend written, oral, visual, and **multimodal texts**, to guide inquiry, and to transform thinking * Understand and appreciate how different **forms**, **formats**, **structures**,and  **features of texts** reflect a variety of purposes, audiences, and messages * Think critically, creatively, and **reflectively** to analyze ideas within, between,  and beyond texts * Identify and understand the role of personal, social, and cultural contexts, values,  and perspectives in texts` * Appreciate and understand how language constructs personal, social, and  cultural identities * Construct meaningful personal connections between self, text, and world * Evaluate how techniques and devices enhance and shape meaning and impact | *Students are expected to know the following:*  Text forms and genres  Creative spoken genres  Text features and structures   * Oral language features and structures * form, function, and genre of texts * features and structures of First Peoples texts * **narrative structures found in First Peoples texts** * issues related to the ownership of **First Peoples oral texts** and **protocols** for their use * the legal status of **First Peoples oral tradition**  in Canada   Strategies and processes   * multimodal writing strategies * metacognitive strategies * writing processes * reading strategies * oral language strategies * presentation techniques |

**Area of Learning: ENGLISH LANGUAGE ARTS — Spoken Language Grade 12**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Create and communicate (writing, speaking, representing)   * **Respectfully exchange ideas and viewpoints** from diverse perspectives to build shared understanding and transform thinking * Respond to text in personal, creative, and critical ways * Select and apply 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 an intended purpose * Use **writing and design processes** to plan, develop, and create engaging and meaningful texts for a variety of purposes and **audiences** * Express and support an opinion with evidence to achieve purpose * Evaluate 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 | Language features, structures, and conventions   * features of oral language * elements of style * usage and conventions * citation techniques * literary elements and devices * literal and figurative meaning |