

Course	Spoken Language 11
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Course 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

How will your mark be calculated?

Communication	22%
Thinking	22%
Personal and Cultural Identity	22%
Personal and Social Responsibility	22%
Independent Novel Study	10%
Final Test	2%

Resources: All resources are provided within the course. Students will need good access to the Internet and will be required to use some online tools. Students will have to get a novel for the novel study unit.

Communication: Assignments are submitted directly through your Canvas course. Constant communication with your teacher is key to success in a DL course. Phone or email or message your teacher for help whenever necessary.

Goalsetting: This course is self-paced and self-directed. Students should plan on working 5-6 hours a week on this course. It is highly recommended that the student create a calendar of monthly, weekly and even daily goals. Contact your teacher if help is needed doing this.

Learning Standards: The activities in this course are designed to address the learning standards as outlined in the BC Ministry of Education's English Language Arts 11 curriculum.

Comprehend and connect (reading, listening, viewing)

- Read for enjoyment and to achieve personal goals
- Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Recognize and 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
- Access information for diverse purposes and from a variety of sources
- Evaluate the relevance, accuracy, and reliability of texts
- Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking
- Recognize and understand how various forms, formats, structures, and features of texts enhance and shape meaning and impact
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- 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
- 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

Students are expected to know the following:

Text forms and genres, including creative spoken forms

Text features and structures

- form, function, and genre of texts
- oral language features and structures
- narrative structures found in First Peoples texts
- protocols related to the ownership of First Peoples oral texts
- legal status of First Peoples oral tradition in Canada

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
- persuasive techniques
- usage and conventions
- citation techniques
- literary elements and devices
- literal and figurative meaning