



# North Vancouver Online Learning

## Course Plan: English Language Arts 10 Spoken Language

### COURSE DESCRIPTION:

Spoken language skills are increasingly necessary in everyday, educational, and professional contexts. Spoken Language 10 is a two-credit course which provides opportunities for students individually and collaboratively to study, create, and use language to produce original pieces in a variety of modes. The course will provide students with opportunities for performance and public speaking. Spoken Language 10 will appeal to students who enjoy public performance or oral storytelling or who want to gain more experience and skill in this area. This course may be of particular interest to:

- students with strong verbal communication skills
- ELL students who want to develop their oral language skills
- students going into professions in which presentation skills are an asset
- students who may wish to help maintain oral traditions

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/spoken-language>

### BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

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 world view and perspectives.

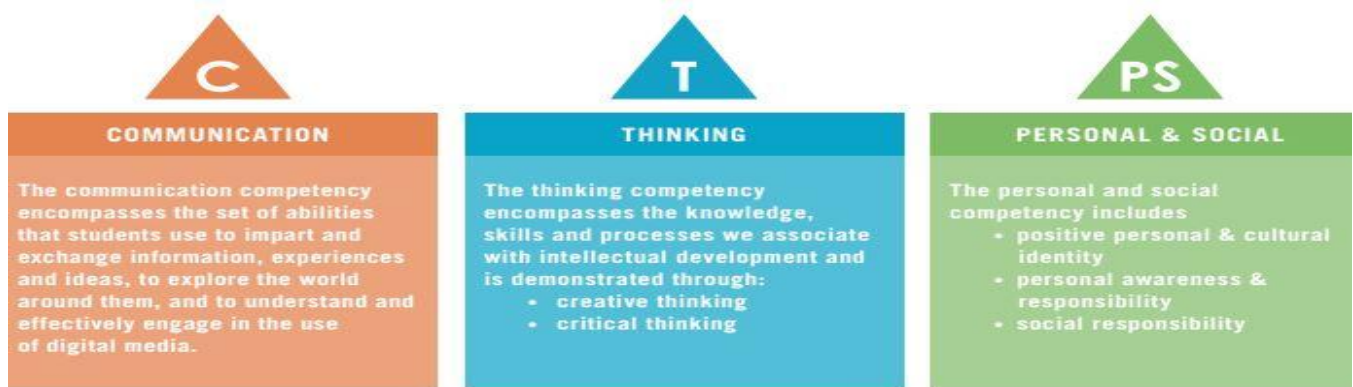
Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Voice is powerful and evocative

## CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



## COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes: previous work submitted for another course, other people's assignments, Web or other resources etc.

## LEARNING STANDARDS: Curricular Competencies

*Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:*

### **Comprehend and connect (reading, listening, viewing)**

- Recognize 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 oral and other texts
- Access information for diverse purposes and from a variety of sources to inform writing
- Explore the relevance, accuracy, and reliability of texts
- 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 reflectively to 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
- Assess and refine texts to improve clarity and impact
- Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes
- Explore appropriate spoken language formats for intended purposes
- 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
- 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

### **Unit 1 will cover the following Learning Outcomes (Curricular Competencies)**

- Recognize and appreciate how different 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
- Express and support an opinion with evidence

**These are 3 of the 20 learning outcomes in the course curriculum, which comprises 15% of the course Learning Outcomes/Activities. (3/20 = 15%)**

### **LEARNING STANDARDS: Course Content**

*Students are expected to know the following:*

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

## **UNIT OVERVIEWS:**

### ***Unit 1: Speech writing***

Students will reflect critically on their own experiences as speakers and writers, in addition to considering how to define oral language and exploring what makes a great speech.

- **Big Idea:** *Voice is powerful and evocative*
- **Core Competency:** *Thinking*
- **First Peoples Principle of Learning:** *Learning requires exploration of one's identity.*

### ***Unit 2: Dialogue***

Students will explore how dialogue and conversation can be used to engage the audience and establish character. Students will also use their own language skills to create a dramatic recording and conduct an interview.

- **Big Idea:** *Language shapes ideas and influences others*
- **Core Competency:** *Communication*
- **First Peoples Principle of Learning:** *Learning is embedded in memory, history, and story*

### ***Unit 3: Oral tradition***

Students will learn about oral traditions through First Peoples storytelling and consider how hearing language used can impact an audience differently to reading language.

- **Big Idea:** *Texts are culturally, socially, geographically, and historically constructed*
- **Core Competency:** *Personal and Cultural*
- **First Peoples Principle of Learning:** *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*

### ***Unit 4: Presenting***

Students will present texts that they have created for a range of specific purposes, audiences, and formats.

- **Big Idea:** *People understand text differently depending on their world view and perspectives.*
- **Core Competency:** *Personal and Social*

- **First Peoples Principle of Learning:** *Learning involves recognizing the consequences of one's action.*

### **Unit 5: Independent Novel Study**

Students will read and analyze a novel of their choosing.

- **Big Idea:** *The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.*
- **Core Competency:** *Thinking*
- **First Peoples Principle of Learning:** *Learning is embedded in memory, history, and story.*

### **STUDENT LEARNING ACTIVITIES AND STRATEGIES:**

- Course readings
- Reflective writing
- Assignments may include:
  - Essay/multi-paragraph writing
  - Paragraph writing
  - Poetry reflections/writing
  - Verbal speeches/marketing ideas
  - Projects using a variety of technology
  - Podcasts, digital recordings
  - Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)
  - Blogs

### **ASSESSMENT:**

The course will include many assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The assessment tasks are designed to help students correct, hone and improve on their work while building up to Unit Projects. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Assignments in each Unit are designed to prepare students for the Unit's Final Project. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsd44curriculumhub.ca/assessment/>

### **EVALUATION:**

Based on performance standards and criteria as outlined in each assignment.

### **RESOURCES:**

All required texts will be available online through the course, with the exception of a novel for the Novel Study. Please contact your teacher if you need help finding a novel. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the

choice to engage with a variety of applications and online digital tools. The OL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.