

ENGLISH 10 SPOKEN LANGUAGE COURSE OUTLINE

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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.

CORE COMPETENCIES:

- Thinking
- Communicating
- Personal and Social Responsibility

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 world views and perspectives

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

Language shapes ideas and influences others

Voice is powerful and evocative.

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)	CREATE AND COMMUNICATE (writing, speaking, representing)
<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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 spoken language and other 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

Students will be assessed using two methods

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>Students will receive descriptive feedback that has no letter grade or numerical value attached to it. The purpose of this type of assessment is to help students understand how they could improve their learning. In order to improve, it is expected that students will use the feedback they receive to address three questions:</p> <ul style="list-style-type: none"> • <i>Where am I now with my learning?</i> • <i>Where am I going?</i> • <i>How am I going to get there?</i> 	<p>Students will receive feedback that has a letter grade attached to it. The purpose of this type of assessment is to determine students' level of achievement in relation to the learning standards. These assessments will be used to determine marks for each formal reporting period.</p>

ASSESSMENT TYPES	
<ul style="list-style-type: none"> • Written/Visual • Verbal/Oral Presentations • Self-Assessments 	<ul style="list-style-type: none"> • Descriptive & numerical feedback • 6-point scale & various rubrics • Informal observation

ASSESSMENT

Letter Grade	Descriptor	Description of Student Understanding
A	Extending	The student demonstrates excellent or outstanding performance in relation to expected curricular competencies.
B	Proficient	The student demonstrates very good performance in relation to curricular competencies.
C+	Developing	The student demonstrates good performance in relation to curricular competencies.
C	Emerging	The student demonstrates satisfactory performance in relation to curricular competencies.
C -	Emerging	The student demonstrates minimally acceptable performance in relation to curricular competencies.
I	In progress/ Incomplete	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to curricular competencies.
F	Failed (end of course)	The student has not demonstrated, or is not demonstrating the minimally acceptable performance in relation to curricular competencies.

My son or daughter has reviewed the course outline with me.

Signed: _____
Parent/guardian
student
date