

# English 10 / English 10 Plus

*Outcomes*

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English 10 / English 10 Plus

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## General Curriculum Outcomes

Students will be expected to

### Speaking and Listening

1. speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
2. communicate information and ideas effectively and clearly, and to respond personally and critically
3. interact with sensitivity and respect, considering the situation, audience, and purpose

### Reading and Viewing

4. select, read, and view with understanding a range of literature, information, media, and visual texts
5. interpret, select, and combine information using a variety of strategies, resources, and technologies
6. respond personally to a range of texts
7. respond critically to a range of texts, applying their understanding of language, form, and genre
11. analyse issues related to gender-based violence through a variety of texts.

### Writing and Other Ways of Representing

8. use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations
9. create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
10. use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness

## Specific Curriculum Outcomes

Students will be expected to

- 1.2 construct ideas about issues by asking relevant questions and responding thoughtfully to questions posed
- 1.3 present a personal viewpoint to a group of listeners, interpret their responses, and take others' ideas into account when explaining their positions
- 2.1 participate in a range of speaking situations, demonstrating an understanding of the difference between formal and informal speech
- 2.2 recognize that communication involves an exchange of ideas (experiences, information, views) and an awareness of the connections between the speaker and the listener; use this awareness to adapt the message, language, and delivery to the context
- 2.4 recognize that oral communication involves physical qualities and language choices depending on situation, audience, and purpose

- 3.3 demonstrate an awareness of varieties of language and communication styles
  - recognize the social contexts of different speech events
- 4.2 view a wide variety of media and visual texts, such as broadcast, journalism, film, television, advertising, Internet, music videos
- 4.3 seek meaning in reading, using a variety of strategies such as cueing systems, utilizing prior knowledge, analyzing, inferring, predicting, synthesizing, and evaluating
- 4.4 use specific strategies to clear up confusing parts of a text (e.g., reread/review the text, consult another source, ask for help) and adjust reading and viewing rate (e.g., skimming, scanning, reading/viewing for detail) according to purpose
- 4.5 demonstrate an understanding of impact literary devices and media techniques (editing, symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of a text
- 5.1 research, in systematic ways, specific information from a variety of sources
- 5.2 select appropriate information to meet the requirements of a learning task
  - analyze and evaluate the chosen information
  - integrate chosen information, in a way that effectively meets the requirements of a learning task and/or solves personally defined problems
- 6.1 articulate personal responses to text by expressing and supporting a point of view about the issues, themes, and situations within texts, citing appropriate evidence
- 6.2 respond to the texts they are reading and viewing by questioning, connecting, evaluating, and extending
- 6.3 make thematic connections among print texts, public discourse, and media
- 6.4 demonstrate a willingness to consider more than one interpretation of text
- 7.1 examine the different aspects of texts (language, style, graphics, tone, etc.) that contribute to meaning and effect
- 7.2 make inferences, draw conclusions, and make supported responses to content, form, and structure
- 7.3 explore the relationships among language, topic, genre, purpose, context, and audience
- 7.5 discuss the language, ideas, and other significant characteristics of a variety of texts and genres
- 7.7 demonstrate an awareness that texts reveal and produce ideologies, identities, and positions
- 7.8 evaluate ways in which various cultures and groups are portrayed in media texts

- 11.1 investigate how gender roles, norms, and stereotypes are expressed.
  - 11.2 investigate the relationship between power dynamics and gender.
  - 11.3 question how depictions of gender roles and norms influence perceptions of consent in relationships.
  - 11.4 analyse how social norms influence the ways people respond as bystanders.
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- 8.1 use writing and other ways of representing to
    - extend ideas and experiences
    - reflect on their feelings, values, and attitudes
    - describe and evaluate their learning processes and strategies
  - 8.2 use note-making, illustrations, and other ways of representing to reconstruct knowledge
  - 8.3 choose language that creates interesting and imaginative effects
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- 9.2 create an organizing structure appropriate to the purpose, audience, and context of texts
    - select appropriate form, style, and content for specific audiences and purposes
    - use a range of appropriate strategies to engage the reader/viewer
  - 9.3 analyze and reflect on others' responses to their writing and audiovisual productions and consider those responses in creating new pieces
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- 10.1 demonstrate an awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose
  - 10.2 consistently use the conventions of written language in final products
  - 10.4 demonstrate commitment to crafting pieces of writing and other representations
  - 10.5 use a range of materials and ideas to clarify writing and other ways of representing for a specific audience (e.g., graphs, illustrations, tables)