

# Language and Literature 10

*At a Glance*

*DRAFT*

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Language and Literature 10: At A Glance DRAFT

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## Learners will **formulate** oral and written personal and critical questions and responses, in relation to audience and purpose.

### Rationale

Learners have opportunities to develop a sense of inquiry wonder, exploration, discovery, and connection with others, to promote inquiry, exploration, and discovery, leading to the creation of personal and critical responses. Learners explore the importance of supporting their ideas with evidence and the challenges involved in interpreting others' ideas. Learners develop cognizance of audience and purpose when formulating questions and responses.

### Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

### Indicators

- **Create** personal and critical questions to deepen understanding. (CT/COM/CI)
- **Investigate** how questions and responses can clarify and elaborate understanding. (CT/COM/PCD)
- **Investigate** details that support or clarify ideas and responses. (CT/COM/CI)
- **Analyse** evidence to support and strengthen ideas and responses. (CT/COM)
- **Compose** oral and written responses that are appropriate to audience and purpose. (COM/CT/TF)
- **Evaluate** the effectiveness of responses for achieving their purpose. (CT/COM)

### Concepts and Guiding Questions

#### Questioning

- What makes a question thoughtful or meaningful?
- How can my questions help me understand a text, topic, or issue more deeply?
- How can my questions challenge assumptions or reveal new perspectives?

#### Clarification and Elaboration

- How can answers to my questions change or expand my understanding?
- How can listening to others' responses help me refine my ideas?
- How might a different response to the same question lead to an entirely different interpretation?

#### Supporting Details

- What details matter most in helping me explain my ideas?
- How do I decide which details to include or leave out?
- How could changing the details I include change the strength or direction of my response?

#### Evidence

- How do I know if my evidence is strong and reliable?
- How does my evidence help me make my response more convincing?
- How can I organize my evidence so it clearly supports my ideas?
- Which evidence is most effective for my audience, and how can I justify my choice?

## Learners will **formulate** oral and written personal and critical questions and responses, in relation to audience and purpose. (cont.)

### Composing

- How can I adapt my response for different audiences or purposes?
- How do I make my responses clear, engaging, and respectful?
- What choices can I make in style, tone, and format to match my audience and purpose?
- How would my response change if the audience or purpose changed?

### Evaluation

- How do I know if my response met its purpose?
- How can I evaluate whether my communication was effective for my audience?
- What changes could make my response stronger or more effective?
- How might my response be interpreted differently by various audiences, and what does that mean for its effectiveness?

# Learners will **create** oral, written, and visual communication forms for a range of audiences and purposes.

## Rationale

Learners practice the creative processes for writing, designing, and researching in a variety of communication forms. Learners develop understanding that audience and purpose influence their choice of communication form and the strategies they use. Learners engage in planning, drafting, revising, and creating texts for different audiences and purposes, and have opportunities to publish and share their work. Through reflection on process and product, they set goals that support their growth in creating future communication forms.

## Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)
- Personal and Career Development (PCD)

## Indicators

- **Identify** strengths and areas for growth in creating communication forms. (PCD/CT)
- **Select** appropriate communication forms in relation to intended audience and purpose. (COM/CT)
- **Plan** ideas and organization, considering audience and purpose. (COM/CT/CI)
- **Compose** drafts of communication forms. (COM/CI/TF)
- **Apply** revision and editing strategies to improve effectiveness. (CT/COM/CI)
- **Create** communication forms for the intended audience and purpose. (COM/CI/TF)
- **Reflect** on the process and product to set goals for further communication forms. (PCD/CT)

## Concepts and Guiding Questions

### Self-Assessment

- What do I do well when creating communication forms?
- What challenges do I often face?
- How can I use my strengths to address my challenges?
- Which skills do I want to improve most in my next communication form?

### Audience and Purpose

- Who is my audience, and what is my purpose?
- Which communication form will most effectively reach my audience?
- How might my choice of form change how my message is received?

### Planning

- What is the key message I want my audience to understand?
- What ideas and evidence support my message most effectively?
- How should I organize my ideas so my audience can follow them?
- How might changing the order of my ideas change the impact?

### Drafting

- How can I get my ideas into a first draft without worrying about perfection?
- How does my draft reflect my audience and purpose so far?
- What parts of my draft might need more depth or clarity?
- What risks can I take in my draft to make it more engaging?

## Learners will **create** oral, written, and visual communication forms for a range of audiences and purposes. (cont.)

### Revising and Editing

- How can I make my draft clearer, stronger, or more engaging?
- Does my draft meet my audience's needs and my purpose?
- What feedback or self-checks can help me see gaps I am missing?
- How could changes in word choice, structure, or format improve impact?

### Publishing

- How can I make my final piece polished and ready for my audience?
- How will my audience experience my communication form?
- Does my final work fully meet my intended audience?
- What choices make my final work stand out or be memorable?

### Reflection and Goal-Setting

- What worked well in my process and final communication form?
- What challenges did I face, and how did I address them?
- What would I do differently next time?
- What specific, measurable goal can I set for my next communication form?
- How can what I learned in this process improve my future work?

# Learners will **implement** listening, speaking, reading, and writing strategies for effective communication in relation to audience and purpose.

## Rationale

Learners develop multiple strategies to implement effective communication across listening, speaking, reading, and writing. They explore how audience and purpose guide the choice of strategies, organizational structures, language use, and conventions. Learners are offered opportunities to monitor, adapt and apply strategies for purposeful and context-appropriate communication.

## Competencies

- Communication (COM)
- Citizenship (CZ)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

## Indicators

- **Apply** reading strategies to understand, interpret, and evaluate various communication forms. (CT/COM/CZ)
- **Use** listening and oral communication strategies to summarize key points and respond appropriately. (COM/CT/PCD)
- **Implement** oral communication strategies to deliver clear, purposeful messages in different contexts. (COM/CI)
- **Apply** writing strategies to organize and develop ideas effectively for the intended audience and purpose. (COM/CT/CI)
- **Apply** revision strategies to improve clarity and effectiveness of messages in different communication forms. (COM/CT/CI)

## Concepts and Guiding Questions

### Reading Strategies

- Which reading strategies are best used for different types of texts?
- How do I know when I need to reread, skim, or read closely?
- How can I check that my interpretation of the text matches the evidence?
- How can I evaluate the credibility and reliability of the text?

### Listening and Responding Strategies

- What strategies help me focus on the speaker's key points?
- How can I summarize someone's message accurately and fairly?
- How can I ask questions to deepen my understanding or clarify meaning?
- How do I adjust my responses to show I understand the speaker's purpose?

### Speaking Strategies

- How can I adapt my tone, pace, and vocabulary for different audiences and purposes?
- What strategies make the delivery of my message clear, engaging, and appropriate to the context?
- How can I know that my message is being understood when I'm speaking?
- How can I adapt my delivery if my audience's needs or reactions change?

## Learners will **implement** listening, speaking, reading, and writing strategies for effective communication in relation to audience and purpose. (cont.)

### Writing Strategies

- Which writing strategies help me organize my ideas most effectively for a particular purpose?
- How can I adapt my structure, style, and tone for different audiences or purposes?
- How do I decide which details and examples will strengthen my writing most?
- How can I check my writing meets its intended purpose before revising?

### Revision Strategies

- How can I identify the most important areas to revise for clarity and effectiveness?
- What revision strategies will help me strengthen my message for this specific audience and purpose?
- How can I use feedback to guide my revisions?
- How can I evaluate whether my revisions improved my work?



## Learners will **create** meaning (listening, reading, and viewing comprehension) from a range of communication forms.

### Rationale

In this outcome, learners engage with a range of communication forms to create meaning through comprehension, interpretation, analysis, comparison, and synthesis. They work with oral, visual, written, non-verbal, and technological communication forms to understand ideas, themes, and messages. Learners investigate who created the communication form, how it was constructed, and for what purposes. They explore intertextual connections to deepen understanding across forms.

### Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

### Indicators

- **Use** reading strategies to comprehend a range of communication forms. (CT/COM)
- **Identify** key ideas, themes, and messages in a range of communication forms. (CT/COM)
- **Interpret** implicit and explicit meaning in a range of communication forms. (CT/COM)
- **Analyse** how authors' choices contribute to meaning. (CT/CI)
- **Compare** how meaning is conveyed across different communication forms, in relation to audience and purpose. (CT/COM/CI)
- **Synthesize** meaning within and across a range of communication forms. (CT/COM)

### Concepts and Guiding Questions

#### Comprehension Strategies

- What strategies help me understand a particular type of communication form?
- How can I adjust my strategy when the communication form becomes more complex?
- How do I check that I fully understand the meaning before continuing?

#### Identifying Main Ideas

- How do I know what are the most important ideas in a communication form?
- How can I recognize recurring themes or central messages?
- How do I decide which ideas are key and which are supporting details?

#### Interpretation and Inference

- What explicit messages does the author convey?
- What implicit messages or assumptions can I infer?
- How might different audiences interpret the same message differently?
- How does context shape meaning?

#### Analysis of Craft

- How do word choice, structure, and style shape meaning?
- How does the choice of medium or form affect the message?
- Which author choices are most effective in achieving the purpose?
- How would meaning change if the author made different choices?

## Learners will **create** meaning (listening, reading, and viewing comprehension) from a range of communication forms. (cont.)

### Comparative Analysis

- How do two different communication forms convey similar or different meanings?
- How does audience or purpose change the way meaning is presented?
- Which techniques are more effective in one form than another?
- What do differences tell me about the strengths and limitations of each form?

### Synthesis and Integration

- How can I connect ideas from multiple communication forms to deepen understanding?
- What patterns or common themes emerge across different forms?
- How can I combine perspectives to form a deeper understanding?
- How does synthesizing ideas from multiple sources change my interpretation?
- How do connections between different texts help deepen my understanding of key themes or perspectives?

Learners will **analyse** the accuracy, reliability, validity, and bias in a range of oral, written, audio, visual, and digital communication.

## Rationale

In this outcome, learners use a critical lens to examine what they hear, say, view, and write. Learners are offered opportunities to examine multiple genres and communication forms. Learners are mindful of their identity, and the identities of others, in the analysis of texts.

## Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Technological Fluency (TF)

## Indicators

- **Analyse** accuracy in a range of communication forms (CZ/COM/CT/TF)
- **Analyse** reliability in a range of communication forms (CZ/COM/CT/TF)
- **Question** validity in a range of communication forms (CZ/COM/CT/TF)
- **Analyse** bias in a range of communication forms (CZ/COM/CT/TF)
- **Investigate** how accuracy, reliability, validity, and bias influence communication. (CZ/COM/CT/TF)

## Concepts and Guiding Questions

### Communication Forms

- How do I pursue an independent inquiry?
- How can I analyse accuracy, reliability and validity in specific genres?
- How can I respond to issues of accuracy, reliability, validity and bias in various communication forms?

### Accuracy, Reliability, and Validity

- Why should I question what I hear and see?
- How do my experiences and worldview influence my understanding of accuracy, reliability, validity and bias?
- How can I verify information in a digital communication form, like a video or social media post?
- How can I sort and organize information from multiple sources?
- How can I construct a manageable research plan?

### Bias

- Why should I question what I think I know?
- How do the experiences and worldview of the author influence the text that is produced?
- What is the role of cultural and historical context in relation to production and reception of text?

## Learners will **analyse** issues related to gender-based violence through a variety of texts.

### Rationale

Learners will have the opportunity to examine a range of fiction, non-fiction and media texts to explore how issues related to gender-based violence are represented, reinforced, and resisted.

Representations of gender roles, norms, and stereotypes are rooted in language and social structures, influencing how people think, act, and relate to one another. Through texts, learners investigate how gendered messages are communicated, how power dynamics – the ways power is distributed and negotiated within relationships and systems – shape interactions, and how societal expectations influence ideas of consent and bystander behaviour. This outcome invites learners to critically question how texts, like media, literature, advertisements, and digital content, shape our understanding of gender and contribute to broader social narratives. Learners develop skills in analysis and interpretation as they explore how these depictions impact personal and collective perceptions of gender-based violence. This outcome supports the development of language use, critical thinking, and reasoning.

### Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

### Indicators

- **Investigate** how gender roles, norms, and stereotypes are expressed.
- **Investigate** the relationship between power dynamics and gender.
- **Question** how depictions of gender roles and norms influence perceptions of consent in relationships.
- **Analyse** how social norms influence the ways people respond as bystanders.

### Concepts (and Guiding Questions)

#### Gender Roles, Norms, and Stereotypes

- How have gender expectations been shaped by cultural, historical, or media influences?
- What impact do gender stereotypes have on people's identities, opportunities, and choices?
- How can word choice and language either reinforce or challenge gender stereotypes?
- In what ways can literature and media challenge or reinforce traditional gender norms?

#### Power Dynamics and Gender

- How does power operate in relationships of different genders?
- What roles do language and communication play in maintaining or resisting power?
- What does it mean to have agency, and how is it connected to gender?
- What factors lead some people without power to align themselves with those who hold it, even at the expense of their own disempowerment?

#### Perceptions of Consent

- How are ideas about consent portrayed in the texts studied?
- In what ways do traditional gender norms complicate or limit how consent is understood?
- How does media shape our perceptions of what healthy or unhealthy relationships look like?
- What role does silence, pressure, or assumed power play in how consent is given or denied?

#### Social Norms and Bystander Behaviour

- What social pressures and gender expectations shape how people react when they witness harm or injustice?
- How do characters or real-life figures respond to harmful situations in different ways?
- What does it take to move from being a passive bystander to an active ally or advocate?

## Grade 10 Skills

### Analyse

Consider the nature of structure of something by deconstructing it into its component parts to understand or explain it.

### Apply

Carry out, use, or complete a procedure/technique.

### Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings

### Compose

Arrange elements in a structured and intentional way to form a cohesive whole.

### Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications.

### Evaluate

Offer a critical review of something by considering the strengths and limitations.

### Formulate

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

### Identify

Distinguish specific elements based on their unique features.

### Implement

Carry out a process, strategy, or plan.

### Interpret

Use knowledge and understanding to draw conclusions from given information.

### Investigate

Carry out an inquiry to examine and better understand a concept

### Plan

Devise a process for the realization or achievement of an objective.

### Question

Consider an argument, perspective or issue in a way that uncovers assumptions, biases, or underlying relationships.

### Reflect

Ask questions of experiences and/or concepts. Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts. Evaluate perceptions and perspectives in relation to experiences and/or concepts. Synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

### Select

Locate several relevant and dependable details to support an answer.

### Synthesize

Combine evidence or information to form a wholistic understanding.

### Use

Put knowledge or skills into action or service.

## Grade 9-12 Competencies

### Citizenship

- evaluate possible consequences of decisions, judgements, and solutions to problems
- engage in civic activities that support social and cultural diversity and cohesion
- develop skills and practices that support environmental sustainability
- examine issues surrounding human rights, social justice, and equity
- examine how the principles and actions of citizens impact society
- examine the complexity and interconnectedness of factors in analyzing issues
- recognize the principles and actions of citizens in a just, pluralistic, and democratic society

### Personal and Career Development

- develop skills and practices to advance the physical, mental, and social -emotional well-being of self and others
- build healthy personal and work relationships
- interconnect learning with personal and career development
- develop skills and practices to learn and work in diverse, evolving environments
- develop strategies to manage career balance and wellness
- create personal, education, career, and financial plans to support transitions and achievement of education and career.

### Communication

- express and respond to ideas, information, learnings, perceptions, and feelings appropriate to audience and purpose through multiple media forms
- listen and interact purposefully and respectfully in formal and informal contexts
- engage in constructive and critical dialogue
- evaluate the purpose, audience, and choice of media when communicating
- analyse the impact of information communication technology in relation to social justice and social equity issues

### Creativity and Innovation

- gather information through all senses to imagine, create, and innovate
- take responsible risks
- use constructive feedback, reflect, and learn from trial and error
- use creation techniques to invent and innovate
- recognize how creative processes are vital to innovation
- use strategies to identify problems
- critically reflect on creative and innovative works and processes
- think divergently, embrace complexity and ambiguity
- evaluate the impact of creativity and innovation on social and economic well being

## **Critical Thinking**

- ask critical and purposeful questions
- analyse information and evidence, suspending judgement and accepting ambiguity
- formulate decisions based on evidence
- recognize that critical thinking is purposeful
- develop curiosity, inquisitiveness and creativity, flexibility, and persistence, open and fair mindedness.
- reflect on personal ideas and opinions relative to the ideas and contributions of others who hold diverse points of view
- communicate ideas, conclusions, decisions, and solutions appropriate to audience and purpose
- work individually, cooperatively, and collaboratively in problem solving
- synthesize information from relevant and reliable sources
- analyse and evaluate evidence, arguments, and ideas
- recognize that experiences shape points of view (perspectives)
- reflect on the critical thinking processes used (metacognition)

## **Technological Fluency**

- use technology in a responsible manner to create and represent new knowledge
- implement technology effectively as appropriate to the learning experience
- recognize that technology encompasses a range of learning tools and contexts
- evaluate how technology and society impact and advance one another