

# English Language Arts 10-12

*Supporting Document*

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English Language Arts 10-12: Supporting Document

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Prepared by the Department of Education and Early Childhood Development

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# English 10/English 10 Plus/Language and Literature 10 GCO: Students 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.

## Skills

### Investigate

Carry out an inquiry to examine and better understand a concept.

### Question

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

### Analyse

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

## Specific Curriculum Outcomes

- Students will investigate how gender roles, norms, and stereotypes are expressed.
- Students will investigate the relationship between power dynamics and gender.
- Students will question how depictions of gender roles and norms influence perceptions of consent in relationships.
- Students will 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?

## English 10/English 10 Plus/Language and Literature 10 GCO: Students will analyse issues related to gender-based violence through a variety of texts (cont.)

### 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?

# English/English Communications 11 GCO: Students will analyse issues related to gender-based violence through a variety of texts.

## Rationale

Learners examine how gender-based violence is shaped by the intersection of multiple identities and social systems. Through a variety of fiction, non-fiction, and media texts, learners explore how factors such as gender, race, class, sexuality, ability, culture, and community interact to influence lived experiences of violence, power, and resistance. This outcome allows learners to consider how overlapping systems of privilege and oppression affect how people are represented, treated, and understood in society and texts. Learners question how societal norms and expectations contribute to or challenge gender-based violence. They analyse how authors and creators reflect or resist real-world attitudes and explore how representation in texts affects public discourse. Learners also investigate the complexity of responding to incidents of gender-based violence as a bystander, considering the social, cultural and systemic factors that influence a person's opportunities and willingness to act. This outcome supports the development of critical literacy, empathy, and analysis.

## Skills

### Investigate

Carry out an inquiry to examine and better understand a concept.

### Question

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

### Analyse

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

### Evaluate

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

## Specific Curriculum Outcomes

- Students will investigate the relationship between intersectionality and gender-based violence.
- Students will question how societal norms contribute to the perpetuation or prevention of gender-based violence.
- Students will analyse the ways authors reflect or challenge real-world attitudes towards gender-based violence.
- Students will evaluate the factors that impact a bystander's opportunity to intervene.

## Concepts (and Guiding Questions)

### Intersectionality

- How do overlapping identities, like gender, race, class, sexuality, culture, and ability, shape individual experiences of gender-based violence?
- Why is it important to consider gender-based violence through an intersectional lens rather than treating it as a single-issue problem?
- How does systemic oppression affect who is believed, protected, or silenced in cases of gender-based violence?
- How do texts reflect or ignore the complexity of identity in experiences of gender-based violence?

### Societal Norms

- What role does social media, pop culture, or tradition play in reinforcing or challenging harmful norms?
- What societal beliefs or values allow gender-based violence to persist and who benefits from these norms?
- In what ways do stereotypes or assumptions silence or blame victims of gender-based violence?
- How have societal norms and attitudes contributed to the crisis of Missing and Murdered Indigenous Women and Girls, and how can they be challenged to promote justice and prevention?

## English/English Communications 11 GCO: Students will analyse issues related to gender-based violence through a variety of texts. (cont.)

### Reflecting and Challenging Real-World Attitudes

- How do authors use character, setting, and voice to reveal the complexity of gender-based violence?
- How do authors challenge systemic inequalities by portraying intersectional experiences of harm, resistance, or justice?
- How can literature and media be tools for social change in addressing gender-based violence?
- What, if any, responsibility is there to re-evaluate texts written in a different era, particularly when those texts reflect misogyny or harmful gender norms, for contemporary audiences?

### Factors of Bystander Intervention

- What are the responsibilities of bystanders when they witness harm, and how do these responsibilities shift depending on context?
- How does positionality (race, gender, age, or social status) influence how a bystander chooses to respond in a given situation?
- How do social expectations (e.g. “none of my business” or “no telling”) affect a bystander’s response?
- How can emotional or psychological factors, like fear, guilt, or trauma, impact a person’s decision to intervene or stay silent?

## English 12/English Communications 12/English 12: African Heritage GCO: Students will analyse issues related to gender-based violence through a variety of texts.

### Rationale

Learners explore the systemic roots and impacts of gender-based violence through critical engagement with a variety of fiction, non-fiction, and media texts. They examine how literature and media influence public perception of those affected by gender-based violence and how these portrayals intersect with broader social and institutional structures. Through analysis, learners develop an understanding of how cultural perspectives and dominant narratives shape the ways violence is understood, normalized, or challenged in society. This outcome allows learners to examine the responsibilities of authors and creators in representing complex and traumatic experiences, and to evaluate how these representations can reinforce harmful systems or disrupt them. Learners consider how systems, like the legal system, mainstream and social media organizations, education and healthcare, contribute to or challenge gender-based violence. They also assess the impact of bystander intervention in various contexts, recognizing how systemic barriers and social norms influence the ability to act. This outcome supports the development of ethical reasoning, critical literacy, and agency.

### Skills

#### 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.

#### Evaluate

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

### Analyse

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

### Specific Curriculum Outcomes

- Students will analyse how texts influence perceptions of those impacted by gender-based violence.
- Students will reflect on the relationship between cultural perspectives on gender and systemic issues that contribute to gender-based violence.
- Students will analyse the responsibility of authors in their portrayal of gender-based violence.
- Students will evaluate the impact of bystander intervention in various contexts.

### Concepts (and Guiding Questions)

#### Texts and their Influence

- How do texts shape understanding of survivors and perpetrators of gender-based violence?
- How might the portrayal of a character's identity (e.g. race, class, gender identity, culture) affect how audiences perceive their experience of violence?
- How do systems (e.g. legal, educational, healthcare) appear in texts, and what messages do they send about justice or accountability?
- How can texts offer support to those impacted by gender-based violence or raise awareness for broader audiences?

#### Cultural Perspectives on Gender and Systemic Issues

- How do cultural beliefs about masculinity and femininity contribute to systemic patterns of violence?
- In what ways do institutions (e.g. justice, healthcare or educational systems, the media) reinforce or challenge cultural norms related to gender and power?

## English 12/English Communications 12/English 12: African Heritage GCO: Students will analyse issues related to gender-based violence through a variety of texts. (cont.)

- What are the consequences when cultural or systemic responses to violence are shaped by bias or discrimination?
- How can examining multiple cultural perspectives help people better understand and address systemic issues related to gender-based violence?

### The Responsibility of Authors

- What responsibilities, if any, do authors or creators have when representing gender-based violence, and if they bear responsibility, to whom should they be accountable?
- How does an author or creator's platform, influence, cultural background and identity shape any responsibility in their portrayal of gender-based violence?
- Are creators or authors accountable for the emotional or social effects their depictions of trauma and violence have on their audiences?
- What is the role and responsibility of the audience when engaging with texts that depict gender-based violence?

### Impact of Bystander Intervention

- How do texts portray the challenges and consequences of intervening in harmful situations?
- What factors, systemic, cultural, personal, or institutional, affect a bystander's decision to act or remain silent?
- What role does social conditioning (e.g. fear of retaliation, loyalty, reputation, sense of obligation, leadership position) play in bystander behaviour?
- What are the long-term effects, emotional, social, or systemic, of bystander intervention or inaction?