INSTITUTE OF CANADIAN EDUCATION

Course Title: Canadian History Since World War I
Course Name: Canadian History
Course Code: CHC2D
Grade: 10
Course Type: Academic
Credit Value: 1.0
Prerequisite: None
Curriculum Policy Document: *Canadian and World Studies, The Ontario Curriculum, Canadian History since World War I, Grade 10, Academic (CHC2D), 2026; Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010), as updated by the Ministry's September 2026 mandatory assessment and evaluation requirements*
Course Developer: Institute of Canadian Education
Department: Social Sciences / History
Head of Department: Fatema Patel
Development Date: 2025
Most Recent Revision Date: August 2026

Course Description

Grade 10 Canadian History explores the impact of various social, economic, and political developments and events on the lives of different Canadian groups since 1914. Throughout this course, students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. This course develops digital literacy and critical-thinking skills, explores government and Indigenous governance, examines the foundations of Canadian rights and freedoms, explains how government policies affect people and the economy, and encourages community involvement.

Prerequisite: None

UNIT ORDER

UNIT	UNIT NAME	UNIT DESCRIPTION	Time Allocated
Unit 1	Canada, 1914–1929	In this unit, students examine Canada's involvement in the First World War and the social, political, and economic changes that followed. Topics include conscription, women's roles, diverse people (first nation, Inuit and indigenous) contributions, postwar adjustment, and the emergence of a distinct Canadian identity. Students analyze primary and secondary sources to understand how war and postwar developments shaped Canada.	**30 Hours**
Unit 2	Canada, 1929–1945	Students investigate the causes and impacts of the Great Depression and Canada's role in the Second World War. They explore government responses to economic crises, social reform movements, wartime policies, and human rights issues, including internment. Students assess how conflict and hardship influenced Canadian society and global relationships. Per the Ministry's 2026 revision of this course, this unit also includes expanded learning about the Holocaust and its lasting impact on Canada and the world.	**25 Hours**
	MID TERM		**2 Hours**
Unit 3	Canada, 1945–1982	This unit focuses on Canada's postwar transformation, including economic growth, social change, and evolving national identity. Students examine topics such as immigration, Indigenous rights, Quebec nationalism, Cold War politics, and Canada's role in international peacekeeping.	**24 Hours**
Unit 4	Canada, 1982 to the Present	Students explore contemporary Canadian history, including constitutional change, globalization, reconciliation with Indigenous peoples, multiculturalism, and Canada's role in global affairs. Students analyze how historical developments continue to shape citizenship, identity, and public policy.	**27 Hours**

Final	Final Exam	The final exam assesses students' understanding of major historical events, themes, and historical thinking concepts studied throughout the course. It includes multiple-choice, short-answer, and extended-response questions requiring analysis and interpretation of evidence.	**2 Hours**
	TOTAL		**110 Hours**

Overall Curriculum Expectations

Historical Inquiry and Skill Development

• Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

• Apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

Canada, 1914 - 1929

• Describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada (Historical Significance; Historical Perspective)

• Analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and explain how they affected Canadian society and politics (Cause and Consequence)

• Describe how some individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and/or heritage in Canada between 1914 and 1929 (Continuity and Change; Historical Perspective)

Canada, 1929 - 1945

• Describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada (Cause and Consequence, Historical Perspective)

• Analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (Cause and Consequence; Continuity and Change)

• Explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945 (Historical Significance; Historical Perspective)

Canada, 1945 - 1982

• Describe some key social, economic, and political events, trends and developments in Canada between 1945 and 1982, and assess their significance for different groups in Canada a (Historical Significance, Continuity and Change)
• Analyse some key experiences and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982, and the changes that resulted from them (Continuity and Change, Historical Perspective)
• Analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 (Historical Significance; Cause and Consequence)

Canada, 1982 to the Present
• Describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada (Historical Significance; Continuity and Change)
• Analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (Continuity and Change, Historical Perspective)
• Analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present (Historical Significance; Cause and Consequence)

TEACHING AND LEARNING STRATEGIES

Class discussions that are facilitated through Moodle discussion boards and online conversations with their subject teacher concerning the concepts and skills being studied.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and interactive content.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Ongoing project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

ASSESSMENT STRATEGIES

Assessment practices in CHC2D are designed to support students' understanding of their progress, development of historical thinking skills, and competency in applying historical knowledge. A variety of diagnostic, formative, and summative assessment tools are used throughout the units to identify students' strengths, areas for improvement, and understanding of historical concepts. Checklists, self-assessments, rubrics, and other diagnostic tools are used at regular intervals to help students understand their current status as learners and to provide frequent and timely feedback on their progress.

Assessment of students' ability to demonstrate knowledge and understanding, historical thinking, research and inquiry skills, communication, and application of historical concepts occurs regularly through teacher observation, conferencing, discussions, written work, and student activities. Students are provided with opportunities to demonstrate their learning in a variety of formats, including written, oral, visual, and digital activities.

ASSESSMENT ACTIVITIES

- Homework and historical inquiry assignments
- Individual conference meetings with the teacher
- Moodle discussion forums and class discussions
- Diagnostic activities, quizzes, and historical thinking tasks
- Primary and secondary source analysis
- Editing and research checklists
- Reflections and learning journals
- Oral presentations and active listening activities
- Tests and final examination
- Historical investigations and evaluations
- Timelines, maps, charts, and graphic organizers
- Case studies and historical scenarios
- Research projects and presentations
- Document-based questions and source interpretation activities
- Multimedia and interactive history activities
- Ongoing projects with teacher feedback

Grading Policies

The Final Grade

Term Work (65%)
Term work includes ongoing assessment through assignments, homework, projects, and tests.

Final Evaluation (20% — Written Exam)

In accordance with the Ministry of Education's September 2026 mandatory assessment and evaluation requirements for Grades 9 to 12, the Canadian and World Studies (History) final evaluation for this course is a 20% written exam. The exam evaluates overall achievement of course expectations and is written in person during the designated exam period.

- **Written Final Exam (20%)**

The written exam must be completed independently and reflect the overall expectations of the course.

Attendance and Participation (15%)

Excused absences will not negatively affect a student's mark. Attendance and participation will be evaluated using the Ministry's established criteria, including participation in class discussions, contribution of ideas, asking relevant questions, respecting the contributions of others, and contributing to a positive classroom learning environment.

CONSIDERATION FOR PROGRAM PLANNING

PLANNING CANADIAN AND WORLD STUDIES PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are key educators for students with special education needs and work collaboratively with special education teachers, parents, and other professionals to support student success. Program planning is based on the belief that **all students can succeed** and that

Universal Design for Learning (UDL) and differentiated instruction are effective approaches for meeting diverse learning needs. Instructional strategies are informed by research and adapted to individual student needs.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Canadian classrooms include students from diverse linguistic and cultural backgrounds. English language learners may be Canadian-born or newcomers with varying levels of English proficiency and educational experience. Teachers provide appropriate support, differentiated instruction, and opportunities for students to develop language skills while demonstrating their understanding of Canadian history.

THE ROLE OF TECHNOLOGY IN THE CANADIAN AND WORLD STUDIES PROGRAM

Information and communications technologies (ICT) can enhance learning by providing access to multimedia resources, digital documents, websites, databases, presentations, and interactive activities. Technology supports students in researching, organizing information, analysing historical sources, and communicating their learning. Students are encouraged to use appropriate technology to support their learning.

ACCOMMODATIONS

Accommodations are determined in consultation with parents, teachers, administration, and relevant educational assessment reports. They may include:

- **Instructional accommodations:** Changes to teaching strategies, presentation methods, organization, and use of technology or multimedia.
- **Environmental accommodations:** Preferential seating, reduced distractions, or appropriate lighting.
- **Assessment accommodations:** Additional time, alternative formats, oral responses, or use of assistive technology.

Additional supports may include:

- Providing step-by-step instructions.
- Using graphic organizers, timelines, charts, and planning templates.
- Recording key words and important information for students.
- Providing opportunities to demonstrate learning verbally or through a scribe.
- Offering a variety of reading and writing options.

- Providing reading materials in advance when appropriate.
- Providing opportunities for enrichment and extension activities.

Course Materials

Required Textbooks and Resources

- *Nelson History: Canadian and World Studies – Grade 10*
- Primary sources: photographs, letters, speeches, political cartoons, maps
- Secondary sources: articles, documentaries, historical essays
- Teacher-prepared worksheets and inquiry activities

Digital Resources and Software

- Google Drive – assignment submission, collaboration, and document storage
- Internet access for research, archives, and digital historical databases
- Microsoft Office Suite (Word, PowerPoint) or equivalent tools

Teacher Considerations

- Assistive technology such as text-to-speech and speech-to-text may be used
- Flexible submission formats (written, oral, visual, or digital) are encouraged

Tips for Success – CHC2D

Welcome to **CHC2D: Grade 10 Canadian History, Academic!**

Get ready to explore Canada's past and develop your understanding of important historical events, people, movements, and issues that have shaped our country. Throughout this course, you will strengthen your **critical thinking, research, communication, historical inquiry, and digital learning skills** in an online environment.

By the end of this course, you will have developed a deeper understanding of Canadian history, as well as improved your **time management, organization, research, and independent learning skills**.

Here are some reminders to help you succeed in CHC2D:

Check Announcements, "What's New," and your mailbox every day for updates, reminders, feedback, and important course information.

Check the calendar regularly for due dates! It is your responsibility to keep track of deadlines and submit your work on time. If you are having difficulty meeting a deadline, contact your teacher promptly.

Review assignment instructions and evaluation criteria carefully. Before submitting your work, create a checklist to make sure you have completed all required components, included appropriate evidence and sources, and submitted your work correctly.

Use reliable sources when conducting research. Check the credibility of websites and other resources, and remember to properly acknowledge the sources you use.

Ask for help when needed!
For technical issues, contact the Help Desk. For course-related questions, concerns, or clarification, email your teacher. Expect a response within 24 hours. If your message is urgent, include **"URGENT"** in the email subject line.

Key Elements to Success in CHC2D:

Time Commitment – Plan for **1–2 hours of focused study each day**. Use this time to complete readings, review historical concepts, work on assignments, and prepare for assessments.

Communication – Maintain regular contact with your teacher. Ask questions, participate in discussions, and use teacher feedback to improve your learning.

Engagement – Approach historical topics with **curiosity, effort, and an open mind**. Participate actively in activities, discussions, research tasks, and assignments.

Critical Thinking – Do more than memorize dates and events. Think about **cause and consequence, continuity and change, historical significance, perspectives, and connections between the past and present.**

Organization – Keep your notes, assignments, research, and feedback organized. Staying organized will make it easier to review material and prepare for tests and exams.

Remember: History is not simply about remembering what happened. It is about understanding **why events happened, how they affected Canadians, and how the past continues to influence Canada today.** Approach each topic with curiosity, thoughtful analysis, and a willingness to learn!