OUTLINE OF COURSE OF STUDY

Canadian History since World War I, Grade 10, Academic (CHC2D)

Course title	Canadian History since World War I
Ministry course code	CHC2D
Grade	Grade 10
Course type	Academic
Credit value	1.0
Prerequisite	None
Department	Canadian and World Studies
Curriculum policy document	The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018 (Grade 10 History expectations revised 2022)
Additional policy documents	Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010; Learning for All, 2013
Course development date	August 2026
Course revision	November 2026, by the Principal, Daniel Martinez (updated for the 2026–27 assessment and evaluation policy)
Teacher	To be assigned; the Principal, Daniel Martinez, is responsible for the course until a teacher is named
Course delivery	Fully online; school year September 1, 2026 – August 31, 2027
Total hours	110

1. Course Description / Rationale

As stated in The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018 (Grade 10 History expectations revised 2022):

> This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit

> individuals and communities, in Canada since 1914. 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 identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Overall curriculum expectations

By the end of this course, students will:

A. Historical Inquiry and Skill Development

- **A1** use the historical inquiry process [PDF: https://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf#page=107] and the concepts of historical thinking [PDF: https://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf#page=106] when investigating aspects of Canadian history since 1914
- **A2** apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful

B. Canada, 1914–1929

- **B1** describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: [PDF: https://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf#page=106] Historical Significance; Historical Perspective)
- **B2** analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence)
- **B3** explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

C. Canada, 1929–1945

- **C1** describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: [PDF: https://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf#page=106] Cause and Consequence; Historical Perspective)

- **C2** analyse some key interactions within and between communities in Canada, including First Nations, Métis, and Inuit communities, 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 (FOCUS ON: Cause and Consequence; Continuity and Change)
- **C3** explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)

D. Canada, 1945–1982

- **D1** describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: [PDF: https://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf#page=106] Historical Significance; Continuity and Change)
- **D2** analyse some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, as well as interactions between Canada and the international community, from 1945 to 1982, and the changes that resulted from them (FOCUS ON: Continuity and Change; Historical Perspective)
- **D3** analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)

E. Canada, 1982 to the Present

- **E1** 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 and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: [PDF: https://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf#page=106] Historical Significance; Continuity and Change)
- **E2** analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)
- **E3** analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

2. Outline of Course Content

Units are delivered in the sequence shown. Strand A (Historical Inquiry and Skill Development) is integrated throughout all units and assessed continuously. Each unit combines interactive online lessons, primary-source analysis activities, and unit-level inquiry projects, and concludes with a milestone conference with the teacher.

Unit	Title	Strand focus	Hours
1	Canada and World War I (1914–1929)	A, B	24
2	The Depression and World War II (1929–1945)	A, C	24
3	Postwar Canada (1945–1982)	A, D	24
4	Modern Canada (1982–Present)	A, E	23
5	**Final Evaluation — Culminating Inquiry Project: Scrapbook of Canada, 2002–Present, with live oral defence**	A, B–E	15
	Total		**110**

This outline reflects 110 hours of scheduled instructional time as required for credit. Units' mastery-based platform lets students progress at their own pace; scheduled hours represent the planned program, and course completion requires demonstrating all expectations regardless of pace.

3. Teaching and Learning Strategies

The course is delivered fully online through the school's interactive learning platform. Strategies are selected to reflect the balance of theoretical content and practical application appropriate to an academic-level history course, and to accommodate a range of learner needs:

- **Interactive online lessons** — sequenced, self-paced lessons with embedded checks for understanding, immediate feedback, and explanations for every response, replacing passive text or video consumption.
- **Primary-source analysis** — structured work with photographs, documents, propaganda, newspapers, and archival media; students maintain time-stamped media logs recording their analysis of sources.
- **Historical inquiry projects** — each unit culminates in an inquiry-based artefact study or analysis project in which students formulate questions, gather and interpret evidence, and communicate conclusions with full documentation of sources.
- **Student-created teaching artifacts** — students design quiz questions and record short tutorial videos explaining an era, consolidating learning through explanation.

- **Teacher conferencing** — scheduled one-on-one conferences at each unit milestone in which students discuss and defend their work.
- **Synchronous support sessions** — regularly scheduled live sessions for direct instruction, discussion, and questions.
- **Differentiation for a range of learners** — flexible pacing, choice of artifact formats (written, audio, video), scaffolded templates and exemplars, and re-teaching through alternative explanations.

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4. Strategies for Assessment and Evaluation of Student Performance

Assessment and evaluation follow Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010). Ongoing assessment for learning (diagnostic checks, embedded lesson questions, teacher feedback on drafts) and assessment as learning (self-assessment against rubrics, media-log reflection, peer critique of exemplars) inform instruction and are not counted toward the grade. Assessment of learning occurs through unit evaluations and the final evaluation.

Component	Weight
Term work (assessment of learning across all units)	65%
Final evaluation — A culminating inquiry project — an evidence-grounded historical scrapbook of Canada from 2002 to the present, synthesizing the concepts of historical thinking across all strands — submitted through the platform and assessed by the teacher against the published rubric, with defence questioning (oral or written) where needed. There is no written final examination.	20%
Attendance and participation	15%

Each unit evaluation uses a three-layer project structure: Create — the student produces an authentic artifact (e.g., an artefact-study video with a documented works-cited list, a source-analysis portfolio, an era tutorial) demonstrating the unit's expectations; Defend — the student answers probing questions about their own work in oral or written defence questioning with the teacher, explaining choices, evidence, and reasoning; Critique — the student evaluates exemplar work of varying quality, identifies weaknesses, and proposes improvements, demonstrating command of the assessment criteria.

The most recent and most consistent evidence of achievement is used in determining grades; projects may be resubmitted, and the later demonstration of learning supersedes the earlier one.

Achievement chart categories

Category	Approximate weight
Knowledge and Understanding	25%
Thinking	25%

Category	Approximate weight
Communication	25%
Application	25%

Learning skills and work habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) are assessed and reported separately from achievement of the curriculum expectations.

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5. Considerations for Program Planning

- **Students with special education needs** — accommodations in a student's Individual Education Plan (IEP), such as extended time, text-to-speech, breaks and alternative ways to show learning, are applied to lessons and to every assessment, including timed quizzes, tests and the final examination.
- **English language learners** — lessons state their learning goal and success criteria in plain language, key vocabulary is defined in context, and students can work at their own pace, revisit lessons and ask the teacher for clarification.
- **Environmental education** — where it fits the expectations, examples and projects draw on environmental contexts and data.
- **Equity and inclusive education** — materials reflect a range of perspectives, cultures and experiences; students have flexible pacing and multiple ways to show learning, following the ministry's equity and inclusive education strategy.
- **Financial literacy** — where it fits the expectations, problems use real financial contexts (budgets, interest, prices and costs).
- **First Nations, Métis and Inuit education** — First Nations, Métis and Inuit perspectives, histories and contributions are included where they connect to the course expectations.
- **Information and communications technology** — the course is delivered online; students use the learning platform, graphing and productivity tools, and learn to use online sources and AI tools responsibly and to cite them.
- **Career education** — unit projects connect the course to real careers and to the university and college programs that require it, and students build work they can show to others.
- **Cooperative education and experiential learning** — students may connect course learning to cooperative education and other experiential learning, as described in the course calendar.
- **Health and safety** — students follow the school's guidance on safe and responsible online conduct, digital privacy and healthy screen time; the course has no physical lab or workplace hazards.

6. Resources

- Units interactive learning platform (https://units.school) — sequenced interactive lessons, embedded assessments, media logs, and project workspaces.
- Units course materials portal — course-specific project briefs, rubrics, and exemplars for the artefact study, media logs, masterpiece writing project, and culminating inquiry task.
- Primary source collections referenced in the course:
  - CBC Archives (broadcast and news media, 1936–present)
  - Library and Archives Canada digital collections (war records, photographs, government documents)
  - Canadian War Museum online collections
  - Local public library digital and archival collections, to which all students have access
- Curriculum and policy documents: The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018 (Grade 10 History expectations revised 2022); Growing Success, 2010; Learning for All, 2013.
- Reference works: The Canadian Encyclopedia (Historica Canada); Dictionary of Canadian Biography.

Prepared by the Units curriculum team under the direction of the Principal, August 2026.