CHC2D Course Map

Canadian History since World War I, Grade 10, Academic (CHC2D). Six units, 63 lessons of 75 minutes, plus flexible classes for summative work, presentations and review, and a written final exam in the exam period (a 110-hour course).

How the course works

Students investigate Canada from 1914 to today through the four concepts of historical thinking: historical significance, cause and consequence, continuity and change, and historical perspective. Strand A (Historical Inquiry and Skill Development) is taught in Unit 1, practised in every lesson, and pulled together in the culminating inquiry.

Every lesson includes a teacher plan, slides with speaker notes, and student handouts. Every unit has an overview and a summative task with a four-level rubric. All sources, data sets and examples are original or public domain.

Evaluation plan (Ontario, 2026)

Evaluation	When	Weight
Unit 1 summative: Source Detective	End of Unit 1	5%
Unit 2 summative: Turning Point Exhibit	End of Unit 2	12%
Unit 3 summative: Voices of the Era	End of Unit 3	15%
Unit 4 summative: Defining Moments Debate	End of Unit 4	12%
Unit 5 summative: Unfinished Business Brief	End of Unit 5	11%
Culminating Historical Inquiry	Unit 6	10%
Classroom work total		**65%**
Final written exam (exam period)	Exam period	**20%**
Attendance and participation	Whole course	**15%**

This plan follows Ontario's mandatory assessment and evaluation requirements for Grades 9 and 10, in effect from September 2026: 65% classroom work, 20% final evaluation and 15% attendance and participation. For Grade 10 Canadian and World Studies, the 20% final evaluation is a written exam held in the school's designated exam period. Classroom work is based on the most consistent, more recent evidence of achievement; assessment for and as learning (exit tickets, handouts, quick checks and self-checks) gives feedback but is not counted in the grade.

Attendance and participation (15%)

Level	Classes missed (unexcused)	Participation
Level 4 (80–100%)	0 to 2.5%	Consistently participates, asks relevant questions, respects others and contributes to a positive classroom

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Level	Classes missed (unexcused)	Participation
Level 3 (70–79%)	2.5 to 5%	Generally meets these criteria
Level 2 (60–69%)	5 to 7.5%	Occasionally meets these criteria
Level 1 (50–59%)	7.5 to 10%	Infrequently meets these criteria
Below Level 1	More than 10%	Does not meet these criteria

Summary of the Ministry's scale. Excused absences do not lower the mark. Check your board's procedures for recording attendance and participation.

Units at a glance

Unit	Title	Lessons	Strand	Big question
1	**Thinking Like a Historian**	5	A	How do historians turn scattered evidence into a story we can trust?
2	**War and a New Nation, 1914–1929**	13	B, A	Did the years from 1914 to 1929 make Canada a nation, and a nation for whom?
3	**Depression, Ideology and War, 1929–1945**	14	C, A	How did hard times and extreme ideas test Canadians, and what did Canada learn about human rights?
4	**Prosperity, Cold War and Change, 1945–1982**	14	D, A	How did Canadians redefine who they were in a changing postwar world?
5	**Canada since 1982**	11	E, A	What has shaped Canada since 1982, and what unfinished business remains?
6	**Culminating Inquiry and Final Evaluation**	6	A	What was the most significant turning point in Canada since 1914, and how do you know?

Unit 1: Thinking Like a Historian

Big question: How do historians turn scattered evidence into a story we can trust?

#	Lesson	Expectations	Focus
1	**What Is History, and Who Tells It?**	A1.1, A1.5, A2.1	History vs the past; question types; whose stories are told
2	**Primary and Secondary Sources**	A1.2, A1.3, A1.8	Sorting sources; credibility (5 Ws of a source); citing
3	**The Four Historical Thinking Concepts**	A1.5, A1.4, A1.9	Significance, cause and consequence, continuity and change, perspective

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#	Lesson	Expectations	Focus
4	**Reading the Evidence**	A1.4, A1.3, A1.6	Photos, cartoons and statistics; an original 1914 source set
5	**Historians at Work**	A1.7, A2.2, A2.3, A2.4	Transferable skills, careers, history in today's news; summative launch

Summative (5%): Source Detective: a document-based analysis of a small, original set of sources about how Canadians reacted to the declaration of war in August 1914.

Unit 2: War and a New Nation, 1914–1929

Big question: Did the years from 1914 to 1929 make Canada a nation, and a nation for whom?

#	Lesson	Expectations	Focus
1	**Canada in 1914**	B1.1, B3.4, A1.4	A statistical snapshot; immigration and settlement; who lived here
2	**Why War?**	B2.1, A1.5	Long-term causes of WWI; why Canada joined automatically
3	**Life and Death on the Western Front**	B2.1, B1.2, B3.1	Trench warfare, new weapons, Ypres, the Somme, Vimy, Passchendaele
4	**Who Served?**	B1.4, B2.6, B3.1	Indigenous, Black and Japanese Canadian soldiers; No. 2 Construction Battalion
5	**The Home Front**	B1.4, B1.3, B3.3	Wartime economy, women's work, Victory Bonds, the Halifax Explosion
6	**Enemies at Home**	B1.4, B2.6	Internment of “enemy aliens”; the Wartime Elections Act
7	**A Country Divided: Conscription**	B2.3, B3.1	Regulation 17, Bourassa, the 1917 election
8	**Strike! 1919**	B2.3, B1.3, B2.4	Veterans' return, the Winnipeg General Strike, One Big Union
9	**Residential Schools and the Indian Act**	B2.5, B2.4	Mandatory attendance, the pass system, F. O. Loft and the League of Indians
10	**Women and the Vote**	B3.3, B2.4	Suffrage, temperance, Agnes Macphail, the Persons Case (and its limits)
11	**The Twenties: Boom and Prejudice**	B1.3, B2.6, B3.4, B2.3	Consumerism and credit; the Chinese Immigration Act; the Klan in Canada
12	**The Roaring Twenties: Culture and Science**	B3.2, B1.2, B3.1	Group of Seven, radio, insulin, sport heroes, the poppy

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#	Lesson	Expectations	Focus
13	**Colony to Nation?**	B2.2, B2.3, A1.6	Versailles, Halibut Treaty, Chanak, King-Byng, Balfour Report

Summative (12%): Turning Point Exhibit: a museum exhibit panel (with object labels and an argument) on one event from 1914 to 1929, judged with the historical significance criteria.

Unit 3: Depression, Ideology and War, 1929–1945

Big question: How did hard times and extreme ideas test Canadians, and what did Canada learn about human rights?

#	Lesson	Expectations	Focus
1	**The Crash**	C1.3, A1.4	Buying on margin, the 1929 crash, an original data set on the slide
2	**The Dirty Thirties**	C1.1, C1.3, C2.1	Relief, the dust bowl, relief camps, the On-to-Ottawa Trek
3	**New Parties, New Ideas**	C1.5, C3.1	Bennett, King, CCF, Social Credit, Union Nationale, Bank of Canada, CBC
4	**Indigenous Peoples in the 1930s**	C1.4, C1.1	Indian Act amendments, the Ewing Commission, Métis Population Betterment Act, identification tags
5	**Extreme Ideologies and the Holodomor**	C3.2, C2.3	Fascism, Nazism and Soviet communism; the Holodomor; Canadians' responses
6	**Antisemitism in Canada**	C2.1, C3.2, C1.5	Quotas, the Christie Pits riot, the MS St. Louis, “none is too many”
7	**The Road to War**	C2.3, C2.2	Versailles, appeasement, the League's failure; Canada declares war
8	**Canada at War**	C2.3, C3.1	Hong Kong, Dieppe, the Atlantic, Italy, D-Day, the Netherlands
9	**The Home Front, 1939–1945**	C2.5, C1.3, C1.2	Total war, rationing, women's work, science and technology, conscription 1944
10	**Internment of Japanese Canadians**	C2.1, C1.5, C2.5	Removal from the coast, dispossession, internment camps
11	**Indigenous Peoples and World War II**	C2.4	Enlistment, Tommy Prince, Stoney Point, loss of status, veterans' benefits
12	**The Holocaust**	C3.3, C3.2	From discrimination to genocide; Canadian liberators; survivors in Canada

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#	Lesson	Expectations	Focus
13	**After the Holocaust: Human Rights**	C3.3	UDHR and John Humphrey; refugee policy; laws against hate
14	**Allies, Science and Identity**	C2.2, C1.2, C3.1, C3.2	Britain and the US; radar, the Manhattan Project; Canadians who shaped the era

Summative (15%): Voices of the Era: a source-based historical perspective project (a set of three linked first-person pieces plus a historian's commentary) on how different groups experienced 1929 to 1945.

Unit 4: Prosperity, Cold War and Change, 1945–1982

Big question: How did Canadians redefine who they were in a changing postwar world?

#	Lesson	Expectations	Focus
1	**Baby Boom and Suburbs**	D1.1, D3.5	Postwar demographics, war brides, displaced persons, suburbs
2	**The Cold War Begins**	D2.4, D1.5	Gouzenko, NATO, NORAD, Korea, the Red Scare in Canada
3	**Middle Power**	D2.4, D3.1	Suez, Pearson's Nobel Prize, peacekeeping, foreign aid
4	**Living Next to the Elephant**	D2.5, D1.2, D1.3	Avro Arrow, DEW Line, Cuban Missile Crisis, Auto Pact, Vietnam
5	**Building the Welfare State**	D1.6, D1.5	Family allowance, UI, medicare, CPP and QPP
6	**Black Canadians and the Fight for Equality**	D2.1, D3.1, D2.2	Viola Desmond, Africville, fair practices laws, Sir George Williams affair
7	**Immigration and Multiculturalism**	D3.5, D2.2	Points system, refugees, the 1971 multiculturalism policy
8	**Indigenous Peoples: Policy and Impact**	D1.4, D3.3, D2.1	Relocations, the Sixties Scoop, the vote, the 1969 White Paper
9	**Indigenous Activism**	D2.2, D3.3, D1.3	The Red Paper, Calder, James Bay, Indian Control of Indian Education
10	**The Quiet Revolution**	D3.4	Duplessis to Lesage, “Maîtres chez nous”, the B and B Commission
11	**October Crisis to Referendum**	D3.4, D2.1, D1.5	The FLQ, the War Measures Act, the PQ, Bill 101, 1980
12	**Women's Rights, 1945–1982**	D2.3, D2.2	Work, the Royal Commission on the Status of Women, Murdoch, Lavell

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#	Lesson	Expectations	Focus
13	**Culture and Identity**	D3.2, D3.1, D1.2	Massey Commission, the flag, Expo 67, the Summit Series, CanCon
14	**Patriation and the Charter**	D1.3, D1.5, D2.1, D1.4	Unions, stagflation, the NEP, the Constitution Act, 1982, section 35

Summative (12%): Defining Moments Debate: a structured debate and position paper on which development from 1945 to 1982 did most to change Canadian identity.

Unit 5: Canada since 1982

Big question: What has shaped Canada since 1982, and what unfinished business remains?

#	Lesson	Expectations	Focus
1	**Changing Faces**	E1.1, A2.3	Demographics, urban Indigenous populations, multicultural cities
2	**The Digital Age**	E1.2	Technology since 1982: Canadarm2, the internet, Indigenous broadcasting, BlackBerry
3	**Free Trade and a Global Economy**	E1.3, E3.4	FTA, NAFTA, CUSMA, softwood lumber, resource economy
4	**Quebec and the Constitution**	E2.4, E2.2	Meech Lake, Charlottetown, the 1995 referendum, the Clarity Act
5	**Regions and the North**	E2.2, E1.5	Western alienation, Atlantic Canada, Nunavut, regional parties
6	**Kanehsatà:ke, Ipperwash and Land Rights**	E2.3, E1.4	The 1990 crisis, Ipperwash, Delgamuukw, modern treaties
7	**Truth and Reconciliation**	E1.4, E3.3, E2.3	The 2008 apology, the TRC Calls to Action, MMIWG, UNDRIP
8	**Rights and Citizenship**	E1.5, E2.1, E3.1	Charter cases, equal marriage, accessibility, Black Canadian leaders
9	**Canada in the World**	E2.5, E3.4	Rwanda, Afghanistan, 9/11, the Iraq decision, humanitarian work
10	**Remembering and Apologizing**	E3.3	Redress, apologies and memorials: Komagata Maru, head tax, St. Louis, Holodomor and Holocaust memorials
11	**Culture and Identity Today**	E3.2, E3.1	Canadian arts, sport and media since 1982; who defines “Canadian”?

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Summative (11%): Unfinished Business Brief: a policy brief and two-minute pitch on a current issue, tracing its roots since 1914 and proposing a way forward.

Unit 6: Culminating Inquiry and Final Evaluation

Big question: What was the most significant turning point in Canada since 1914, and how do you know?

#	Lesson	Expectations	Focus
1	**Asking a Good Question**	A1.1, A1.5	Choosing a turning point; writing an inquiry question
2	**Finding and Judging Evidence**	A1.2, A1.3, A1.8	Research log, credibility check, citations
3	**Analysing with the Concepts**	A1.4, A1.5, A1.6	Organizers for significance and change; building an argument
4	**Communicating History**	A1.7, A1.9, A2.2	Thesis, paragraphs, presentation skills, peer feedback
5	**Course Review: Connecting the Century**	A2.3, A2.4, A1.6	Themes across 1914 to today; review stations
6	**Final Evaluation Preparation**	A1.5, A1.9, A2.1	Practice questions, study plan, evaluation format

Summative (10%): Culminating Historical Inquiry: an independent inquiry into a turning point since 1914, with a research log, annotated sources and an essay, presentation, podcast or exhibit.

Final written exam (20%): about 2 hours in the exam period: knowledge, source analysis, historical thinking and an extended response, with a full marking guide.

Expectation coverage

Every overall and specific expectation in the course, with the lessons where it is taught. Strand A is also practised in almost every lesson.

Code	Expectation	Taught in
A1	**Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914**	U1, U2, U3, U6
A1.1	formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914	U1 L1, U6 L1
A1.2	select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives	U1 L2, U6 L2
A1.3	assess the credibility of sources and information relevant to their investigations	U1 L2, U1 L4, U6 L2
A1.4	interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry	U1 L3, U1 L4, U2 L1, U3 L1, U6 L3

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Code	Expectation	Taught in
A1.5	use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914	U1 L1, U1 L3, U2 L2, U6 L1, U6 L3, U6 L6
A1.6	evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating	U1 L4, U2 L13, U6 L3, U6 L5
A1.7	communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose	U1 L5, U6 L4
A1.8	use accepted forms of documentation to acknowledge different types of sources	U1 L2, U6 L2
A1.9	use appropriate terminology when communicating the results of their investigations	U1 L3, U6 L4, U6 L6
A2	**Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful**	U1, U5, U6
A2.1	describe several ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport, that can be transferred to the world of work and to everyday life	U1 L1, U6 L6
A2.2	apply in everyday contexts skills and work habits developed through historical investigation	U1 L5, U6 L4
A2.3	apply the knowledge and skills developed in the study of Canadian history when analysing current social, economic, and/or political issues, in order to enhance their understanding of these events and their role as informed citizens	U1 L5, U5 L1, U6 L5
A2.4	identify some careers in which the skills learned in history might be useful	U1 L5, U6 L5
B1	**Social, Economic, and Political Context: 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**	U2
B1.1	analyse historical statistics and other primary sources, including oral traditional knowledge, to identify major demographic trends in Canada between 1914 and 1929, and assess the significance of these trends for different groups and communities in Canada, including First Nations, Métis, and Inuit communities	U2 L1
B1.2	identify some major developments in science and/or technology and applications of scientific/technological knowledge during this period, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities	U2 L3, U2 L12
B1.3	describe some key economic trends and developments in Canada during this period, and assess their impact on various individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and/or communities	U2 L5, U2 L8, U2 L11
B1.4	explain the impact on Canadian society and politics of some key events and/or developments during World War I	U2 L4, U2 L5, U2 L6

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Code	Expectation	Taught in
B2	**Communities, Conflict, and Cooperation: 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**	U2
B2.1	explain the main causes of World War I and of Canada's participation in the war, and analyse some of the consequences of Canada's military participation in the war	U2 L2, U2 L3
B2.2	analyse, with reference to specific events or issues, the significance of and perspectives on Canada's participation in international relations between 1914 and 1929	U2 L13
B2.3	describe some major instances of social and/or political conflict in Canada during this period, including conflict between French and English Canada, and analyse some of their causes and consequences	U2 L7, U2 L8, U2 L11, U2 L13
B2.4	explain the goals and accomplishments of some groups, organizations, and/or movements in Canada, including First Nations, Métis, and Inuit organizations and/or movements, that contributed to social and/or political cooperation during this period	U2 L8, U2 L9, U2 L10
B2.5	describe how the residential school system and other government policies and legislation, as well as the attitudes that underpinned them, affected First Nations, Métis, and Inuit individuals and communities during this period, and explain some of their long-term consequences	U2 L9
B2.6	describe attitudes towards as well as discrimination against and other significant actions affecting non-Indigenous ethnocultural groups in Canada during this period, and explain their impact	U2 L4, U2 L6, U2 L11
B3	**Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada**	U2
B3.1	explain how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identities, citizenship, and/or heritage in Canada	U2 L3, U2 L4, U2 L7, U2 L12
B3.2	describe some significant changes in the arts and popular culture in Canada during this period, and explain the contributions of some individuals and/or events to these changes	U2 L12
B3.3	describe some significant developments in the rights and lives of women in Canada, including First Nations, Métis, and Inuit women, during this period, and explain the impact of these developments on Canadian citizenship and/or heritage	U2 L5, U2 L10
B3.4	describe Canadian immigration policy during this period, and analyse immigration to Canada, with a focus on the different groups that came here and how they contributed to identities and heritage in Canada	U2 L1, U2 L11
C1	**Social, Economic, and Political Context: 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**	U3
C1.1	describe some key social changes in Canada during this period, and explain their main causes as well as their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities	U3 L2, U3 L4

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Code	Expectation	Taught in
C1.2	identify some major developments in science and/or technology and applications of scientific/technological knowledge during this period, and assess their significance for different individuals, groups, and communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities	U3 L9, U3 L14
C1.3	describe some key economic trends and developments in Canada during this period, and assess their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities	U3 L1, U3 L2, U3 L9
C1.4	describe the main causes of some key political developments and/or government policies that affected Indigenous peoples in Canada during this period, and assess their impact on First Nations, Métis, and Inuit communities	U3 L4
C1.5	describe the main causes of some key political developments and/or government policies in Canada during this period, and assess their impact on non-Indigenous groups in Canada	U3 L3, U3 L6, U3 L10
C2	**Communities, Conflict, and Cooperation: 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 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them**	U3
C2.1	analyse some significant ways in which people in Canada, including First Nations, Métis, and Inuit individuals and communities, cooperated and/or came into conflict with each other during this period, with a focus on explaining key issues that led to those interactions and/or changes that resulted from them	U3 L2, U3 L6, U3 L10
C2.2	analyse how some key issues and/or developments affected Canada's relationships with Great Britain and the United States during this period	U3 L7, U3 L14
C2.3	explain the main causes of World War II, and analyse Canada's contribution to the war effort	U3 L5, U3 L7, U3 L8
C2.4	explain some ways in which World War II affected First Nations, Métis, and Inuit individuals and communities in Canada, including how the war changed their lives	U3 L11
C2.5	explain some ways in which World War II affected non-Indigenous Canadians, including how the war changed the lives of various groups in this country	U3 L9, U3 L10
C3	**Identity, Citizenship, and Heritage: 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**	U3
C3.1	describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period, and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada	U3 L3, U3 L8, U3 L14
C3.2	analyse how Canada and people in Canada, including First Nations, Métis, and/or Inuit individuals and communities, responded or were connected to some major international events and/or developments that occurred during this period, and assess the significance of the responses/connections, including their significance for identities and heritage in Canada	U3 L5, U3 L6, U3 L12, U3 L14
C3.3	analyse the impact of the Holocaust on Canadian society and on the attitudes of people in Canada towards human rights	U3 L12, U3 L13

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Code	Expectation	Taught in
D1	**Social, Economic, and Political Context: 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**	U4
D1.1	analyse historical statistics and other primary sources, including oral traditional knowledge, to identify some key demographic trends and developments in Canada during this period, and assess the consequences of these trends and developments for people in Canada, including First Nations, Métis, and Inuit communities	U4 L1
D1.2	identify some major developments in science and technology and applications of scientific/technological knowledge during this period, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities	U4 L4, U4 L13
D1.3	describe some key trends and developments in the Canadian economy during this period, and explain their impact on different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities	U4 L4, U4 L9, U4 L14
D1.4	describe some key political developments and/or government policies that affected Indigenous peoples in Canada during this period, and assess their significance for First Nations, Métis, and Inuit individuals and communities	U4 L8, U4 L14
D1.5	describe some key political developments and/or government policies in Canada during this period, and assess their significance for different non-Indigenous groups in Canada	U4 L2, U4 L5, U4 L11, U4 L14
D1.6	analyse the impact on the lives of Canadians of key social welfare programs that were created or expanded during this period	U4 L5
D2	**Communities, Conflict, and Cooperation: 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**	U4
D2.1	describe some significant instances of social conflict and/or inequality in Canada during this period, with reference to various groups and communities, including First Nations, Métis, and Inuit communities, and analyse them from multiple perspectives	U4 L6, U4 L8, U4 L11, U4 L14
D2.2	describe some significant social movements and other examples of social and/or political cooperation among various individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and/or communities, during this period, and analyse them from multiple perspectives	U4 L6, U4 L7, U4 L9, U4 L12
D2.3	analyse key aspects of life for women in Canada, including First Nations, Métis, and Inuit women, with a focus on what changed during this period and what remained the same	U4 L12
D2.4	describe some key developments related to Canada’s participation in the international community during this period, with a particular focus on the context of the Cold War, and assess whether these developments marked a change in Canada’s approach to or role in international relations	U4 L2, U4 L3
D2.5	describe some key developments in Canada’s relationship with the United States during this period, and explain how they challenged or reinforced the nature of that relationship	U4 L4

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Code	Expectation	Taught in
D3	**Identity, Citizenship, and Heritage: 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**	U4
D3.1	describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period, and explain the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada	U4 L3, U4 L6, U4 L13
D3.2	explain ways in which various individuals, events, groups, and/or organizations contributed to the arts and popular culture in Canada during this period, and assess the significance of these contributions for the development of identities and/or heritage in Canada	U4 L13
D3.3	analyse key causes of some significant events, developments, and/or issues that affected First Nations, Métis, and Inuit communities in Canada during this period, and assess the impact of these events, developments, and/or issues on identities, citizenship, and/or heritage in Canada	U4 L8, U4 L9
D3.4	describe the main causes and consequences of the Quiet Revolution and of some other key events that occurred in or affected Quebec between 1945 and 1982, and explain the significance of these events for the development of identities in Canada	U4 L10, U4 L11
D3.5	describe some key developments in immigration and in refugee and immigration policy in Canada during this period, and explain their significance for heritage and identities in Canada	U4 L1, U4 L7
E1	**Social, Economic, and Political Context: 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**	U5
E1.1	describe various social and cultural trends and developments in Canada since 1982, and assess their significance for people in Canada, including First Nations, Métis, and Inuit communities	U5 L1
E1.2	identify some major developments in science and technology since 1982, and assess their significance for people in Canada, including First Nations, Métis, and/or Inuit communities	U5 L2
E1.3	describe some key trends and/or developments in the Canadian economy since 1982, including those affecting First Nations, Métis, and Inuit communities, and compare them to earlier trends/developments	U5 L3
E1.4	describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982, and assess their significance for First Nations, Métis, and Inuit individuals and communities	U5 L6, U5 L7
E1.5	describe some key political developments and/or government policies in Canada since 1982, and assess their significance for different non-Indigenous groups in Canada	U5 L5, U5 L8
E2	**Communities, Conflict, and Cooperation: 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**	U5
E2.1	describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982, and analyse these interactions from various perspectives	U5 L8

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Code	Expectation	Taught in
E2.2	analyse aspects of regionalism in Canada since 1982, including new and ongoing challenges in the relationship between Ottawa and various regions	U5 L4, U5 L5
E2.3	identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982, and analyse them from various perspectives	U5 L6, U5 L7
E2.4	describe some key developments and issues that have affected the relationship between Quebec and the federal government since 1982, and analyse them from various perspectives	U5 L4
E2.5	describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada's response to international conflict and Canadians' cooperation in humanitarian work, and explain some key factors that have affected this participation	U5 L9
E3	**Identity, Citizenship, and Heritage: 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**	U5
E3.1	describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982, and explain the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada	U5 L8, U5 L11
E3.2	explain ways in which various individuals, groups, organizations, and/or events have contributed to the arts and popular culture in Canada since 1982, and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada	U5 L11
E3.3	assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international	U5 L7, U5 L10
E3.4	describe some key developments that have affected Canada's relationship with the United States since 1982, and explain the impact of Canadian-American relations on Canadian identities and heritage	U5 L3, U5 L9

From The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies (2018), CHC2D. A = Historical Inquiry and Skill Development; B = Canada, 1914–1929; C = Canada, 1929–1945; D = Canada, 1945–1982; E = Canada, 1982 to the Present.

A note on the 2026 curriculum update

Ontario has announced a revised CHC2D (Canadian History since World War I, 2026) for the 2026–27 school year, with new and expanded learning on extreme political ideologies, the Holocaust and rising antisemitism, the Holodomor, and the experiences and history of Black Canadians. This course is keyed to the 2018 expectation codes and already teaches each of these topics in dedicated lessons (Unit 3, Lessons 5, 6, 12 and 13; Unit 4, Lesson 6; and Black Canadian history in every unit). Check expectation codes against the current document on the Ministry's Curriculum and Resources website.

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