

Canada: Face of a Nation Ministry Correlation to Canadian History in the Twentieth Century, Grade 10, Academic (CHC2D)

CODE		PAGE REFERENCE
	COMMUNITIES: LOCAL, NATIONAL, AND GLOBAL	
	<i>Overall Expectations</i>	
CGV.01D	demonstrate an understanding of the elements of Canadian identity	ix–xiii, 368–380, 393–394
CGV.02D	demonstrate an understanding of the ways in which outside forces and events have shaped Canada’s policies	xii, 21–25, 38, 86, 90, 91, 93, 122–124, 161–162, 165, 167, 177, 186, 207, 212, 213, 230, 276, 277, 279, 295, 350, 392
CGV.03D	demonstrate an understanding of the main steps in the development of French-English relations	11, 63–64, 161–163, 217–218, 220, 221, 247–250, 261, 262, 269–273, 311–312, 313–314, 317, 324, 337–338, 340–341, 389, 395–396
CGV.04D	demonstrate an understanding of Canada’s participation in war, peace, and security	32–37, 38–42, 45–46, 47, 50, 51, 52–54, 58, 59, 129–138, 142–143, 146, 150, 151, 153, 155, 156, 157, 164, 168, 170, 185, 186, 187, 188–189, 190–191, 196–197, 198, 234, 282, 283–285, 286, 287, 295–297, 335–336, 344, 352–356, 357, 375–376, 386, 395, 396
	<i>Specific Expectations</i>	
	Canadian Identity	
CG1.01D	explain to what extent certain national symbols (e.g., national anthem, Mounties, Canadian flag, provincial flags and their symbols, Order of Canada, Governor General’s Awards) represent all Canada and Canadians	181, 223, 224, 302, 350, 368, 381, 389
CG1.02D	produce an evaluation of the contributions to Canadian society by its regional, linguistic, ethnocultural, and religious communities (e.g., Aboriginal nations, Franco-Ontarians, Métis, Doukhobors, Black Canadians)	9, 10, 20, 51–52, 58, 157, 164, 192, 286, 291, 313, 314, 321, 324, 334, 338, 348, 377, 389
CG1.03D	demonstrate an understanding of how artistic expression reflects the Canadian identity (e.g., works of Ozias Leduc, Group of Seven, Joy Kogawa, Farley Mowat, Michael Ondaatje, Karen Kain, Susan Aglukark, Miyuki Tanobe)	18–19, 79–81, 173, 175, 212, 235, 236, 300, 320, 348, 349, 377, 378, 379, 380
CG1.04D	explain how and why the federal government has tried to promote a common Canadian identity through various agencies (e.g., Canadian Broadcasting Corporation, National Film Board, Heritage Canada, Canadian Radio-television and Telecommunications Commission) and assess the effectiveness of these efforts	92, 123, 174, 175, 207, 208, 285, 350, 374

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	External Forces Shaping Canada's Policies	
CG2.01D	produce research reports on the ways in which and the extent to which American culture and lifestyle have influenced Canadian identity from 1900 to the present	xii, 90, 91, 93, 122–124, 207, 212, 213, 230, 350
CG2.02D	summarize Canada's changing relationship with the United States from 1900 to the present	25–29, 89, 93, 126, 186–187, 188, 206, 207, 228, 230–231, 240, 253–255, 294–295, 350, 374
CG2.03D	evaluate the influence of Great Britain and Europe on Canadian policies from 1900 to the present	21–25, 38, 86, 161–162, 165, 167, 177, 186, 276, 277, 279, 295, 392
CG2.04D	identify post-World War II economic developments that have led to the globalization of the Canadian economy (e.g., Auto Pact, General Agreement on Tariffs and Trade, North American Free Trade Agreement) and produce a report, video, or dramatic presentation illustrating the impact of those developments on Canadians	230, 266, 298, 315–317, 341, 374, 391, 392, 394
CG2.05D	produce a time line that charts and identifies significant historical events related to the Holocaust and World War II (e.g., anti-semitism, rise of Naziism, Kristallnacht, establishment of ghettos, concentration camps, and death camps) and analyze Canada's response to those events	152, 153, 154, 160
CG2.06D	analyze Canada's response to the Holocaust and the subsequent policy development dealing with hate crimes and Nazi war criminals in Canada	135, 136, 153, 286, 289, 326, 342
CG2.07D	evaluate the effects of international political trends and events (e.g., end of Cold War; economic globalization, advent of world telecommunications) on Canada's current political challenges	295, 296, 297, 392, 396
	French-English Relations	
CG3.01D	identify the major events that contributed to the growth of Québec nationalism and the separatist movement in Québec from 1900 to the present	247–250, 261, 262, 269–273, 311–312, 313–314, 338, 340–341, 395–396
CG3.02D	describe how the conscription crises of World Wars I and II created tensions between English Canada and Québec	63–64, 161–163
CG3.03D	assess the changing relationship between English Canada and Québec (e.g., bilingualism and biculturalism, October Crisis, two referenda, Meech Lake and Charlottetown accords, Calgary Declaration)	11, 217–218, 220, 221, 247–250, 269, 311–312, 313–314, 317, 324, 337–338, 389, 395–396
CG3.04D	identify the major groups of French Canadians outside Québec (e.g., Franco-Ontarians, Franco-Manitobans, Acadians) and describe their struggle for recognition	11, 247
	Canada's Participation in War, Peace, and Security	
CG4.01D	explain how Canada became involved in World War I and World War II, after researching the causes of the two wars	32–36, 36–37, 38–42, 129–138, 142–143

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CG4.02D	demonstrate a knowledge of Canada's military contributions in World War I and World War II (e.g., Ypres, Somme, Dieppe, D-Day, Sicily)	38–39, 45–46, 47, 50, 146, 150, 151, 155, 156, 157
CG4.03D	evaluate Canada's role in the Allied victories of World War I and World War II (e.g., Vimy Ridge, D-Day, liberation of Holland, release of prisoners from Nazi concentration camps)	45–46, 50, 52–54, 146, 151, 155
CG4.04D	describe how Canadians of various ethnocultural backgrounds, individually and as communities, contributed at home and overseas to the war effort during World War I and World War II	45, 51, 52, 58, 59, 157, 164, 168, 170
CG4.05D	demonstrate knowledge of how Canada's foreign and domestic policies in the 1930s contributed to the development of new policies after World War II (e.g., the closed-door policy for Jewish refugees fleeing Europe between 1933 and 1939; the current refugee immigration laws)	153, 196–197, 198, 283–285, 286, 287, 335–336
CG4.06D	explain the influence on Canadian society from 1914 to the present of pacifists, the human rights movement, and the civil rights movement (e.g., Hutterites, Mennonites, Canadian Civil Liberties Union, Elizabeth Fry Society, John Howard Society, Amnesty International)	187, 189, 234, 282, 285, 296, 344, 386, 395, 396
CG4.07D	produce an analysis of Canada's role in Cold War activities (e.g., espionage, Korean War, nuclear arms race, North American Aerospace Defence Command, North Atlantic Treaty Organization)	185, 186, 188–189, 190–191
CG4.08D	describe the roles and functions carried out by the Canadian armed forces since 1945 (e.g., maintaining collective security, asserting national sovereignty, providing aid to civil powers, peacekeeping, peacemaking) and assess their success in performing these tasks	295–297, 352–356, 357, 375–376, 395, 396

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CHANGE AND CONTINUITY		
<i>Overall Expectations</i>		
CCV.01D	demonstrate an understanding of the changing demographic patterns within Canada since 1900	5, 7–10, 67–68, 72, 76–78, 86, 196–198, 209–210, 283–285, 291–294, 324–325, 332–336, 370–371, 383, 385
CCV.02D	demonstrate an understanding of the impact of technological developments on Canadians	5, 15–16, 89–92, 204, 206–210, 230, 232, 297, 318, 322, 323, 358–359, 371–373, 392, 396, 397
CCV.03D	explain how and why Canada’s international status and foreign policy have changed since 1914	25–26, 131–132, 139, 142, 186, 188–191, 193, 228, 230–231, 253–258, 276, 277, 279, 285, 289–290, 297, 298, 342–345, 347, 352, 355–357, 375, 384, 394–396
<i>Specific Expectations</i>		
Demographic Patterns		
CC1.01D	identify the major groups that have immigrated to Canada from 1900 to the present and describe the circumstances (e.g., push and pull factors) that led to their immigration	5, 9, 10, 196–198, 283–285, 335–336, 370, 371, 383, 385
CC1.02D	explain how immigrants, individually and as communities, have participated in and contributed to the development of Canada	5, 10, 197, 199, 284, 285, 321, 322, 328, 371
CC1.03D	analyze the similarities and differences between contemporary immigration patterns and historical immigration patterns	198, 283–284, 370–371
CC1.04D	evaluate the impact on Canadian society of post-World War I urbanization and post-World War II population shifts to the suburbs	67–68, 72, 86, 209–210
CC1.05D	describe the impact of the baby boom generation on Canadian society since the 1960s	202–204, 207, 209, 360, 384
CC1.06D	evaluate the impact of social and demographic change on Aboriginal communities (e.g., relocation, urbanization, education, pressures to assimilate)	7, 8, 76–78, 210, 291–294, 324–325, 332–334
Scientific and Technological Impact		
CC2.01D	explain how and why developments in transportation and communication technology (e.g., cars, airplanes, telephone, radio) affected life during the twentieth century	15–16, 90–92, 358–359, 392, 396, 397
CC2.02D	demonstrate an understanding of the relationship between invention and the economy (e.g., the invention of the car and its effect on transportation)	16, 90–91, 318, 322, 323, 372–373

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CC2.03D	examine the relationship between war and inventions and explain how and why the technologies developed during and immediately after World War II (e.g., television, radar, nuclear power, plastics) changed life in the 1950s and 1960s	204, 206, 207–210, 232
CC2.04D	produce an analysis of how and why recent innovations in telecommunications (e.g., computers, Internet) are changing life today	297, 358, 372, 396, 397
CC2.05D	assess the scientific and technological innovations discovered or created by Canadian scientists and inventors (e.g., Joseph Bombardier, Sir Frederick Banting, National Research Council scientists, Sir Charles Saunders, Eli Burton)	5, 89–90, 322, 323, 372–373
CC2.06D	compare how Canadians worked during the industrial era with how they work in the post-industrial era	204, 210, 230, 232, 371–372, 392
	Canada’s International Status and Foreign Policy	
CC3.01D	summarize the early evolution of Canadian political autonomy from Great Britain for the period from World War I to the present (e.g., Treaty of Versailles, Balfour Report, Statute of Westminster, patriation of Constitution)	131–132, 139, 142, 276, 277, 279
CC3.02D	explain the significance of Canada’s contribution to the United Nations (e.g., Universal Declaration of Human Rights, treaty on land mines, children’s rights)	189–191, 297, 344, 347, 352, 355–357, 375, 396
CC3.03D	demonstrate an understanding of how the experience and memory of the Holocaust helped shape Canada’s role as a world leader in human rights (e.g., drafting of Declaration of Human Rights for the United Nations introduction of Ontario Human Rights Code (1962) and Canadian Human Rights Act (1977); the work of Louise Arbour in Bosnia)	285, 289–290, 342–345, 347, 384
CC3.04D	summarize Canada’s changing relationship with the United States (e.g., Alaska Boundary Dispute, Lend-Lease Act, St. Lawrence Seaway Agreement, Auto Pact, voyage of the <i>Manhattan</i> , Foreign Investment Review Agency)	25–26, 186, 188–189, 193, 228, 230–231, 253–258, 298, 374, 394–395

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CITIZENSHIP AND HERITAGE		
<i>Overall Expectations</i>		
CHV01.D	demonstrate an understanding of the contributions of various social and political movements to Canadian history during the twentieth century	8, 16–18, 67–69, 77, 85–86, 107–113, 177, 232, 233, 291, 313, 323, 338, 386–389, 390
CHV02.D	demonstrate an understanding of how individual Canadians have contributed to the development of Canada and an emerging sense of Canadian identity	16–17, 23, 38, 49–50, 53–54, 63–65, 74, 79, 80–83, 85, 88, 89, 92, 114, 139, 164, 192–194, 205, 227, 233, 235, 236, 244–246, 292, 300, 311, 315, 319, 320–322, 339, 344, 346–349, 372, 376–382
<i>Specific Expectations</i>		
Social and Political Movements		
CH1.01D	assess the contributions of the women’s movement (e.g., suffrage, access to employment, equal pay for work of equal value)	16–18, 85–86, 232, 233, 323, 386–388
CH1.02D	research and evaluate the role of the labour movement (e.g., One Big Union, Canadian Labour Congress) in Canadian society	18, 67–69, 108–110
CH1.03D	describe the contributions of Aboriginal peoples in forming national organizations (e.g., National Indian Advisory Council, National Indian Brotherhood, Assembly of First Nations) to gain recognition and rights for Aboriginal peoples	8, 77, 291, 313, 338, 388–390
CH1.04D	evaluate the role of movements that resulted in the founding of political parties, such as Social Credit, Union Nationale, Co-operative Commonwealth Federation	107–108, 108–110, 110–111, 111–113, 177
Individual Canadians and Canadian Identity		
CH2.01D	explain how significant individuals (e.g., Robert Borden, Henri Bourassa, Nellie McClung, Billy Bishop, Max Aitken, Arthur Currie) contributed to the growing sense of Canadian identity during World War I	16–17, 38, 49–50, 53–54, 63, 64, 65, 85
CH2.02D	assess the contributions of selected individuals to the development of Canadian identity since World War I (e.g., Thérèse Casgrain, Georges and Pauline Vanier, Marshall McLuhan, Chief Dan George, Oscar Peterson, Max Ward, Rosemary Brown)	74, 79, 80, 81–83, 85, 88, 89, 92, 164, 192, 205, 233, 235, 236, 292, 300, 319, 320, 321, 322, 344, 346–347, 348, 349, 372, 376, 377, 378, 379, 380, 381–382
CH2.03D	assess the backgrounds, careers, and contributions of twentieth-century Canadian prime ministers, in both formal and anecdotal reports	23, 106, 114, 139, 193, 194, 227, 244–246, 311, 315, 339

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	SOCIAL, ECONOMIC, AND POLITICAL STRUCTURES	
	<i>Overall Expectations</i>	
SPV.01D	evaluate how and why changing economic conditions and patterns have affected Canadians	xii, 14, 15, 16, 18, 27–29, 73, 89, 92, 191, 193–194, 204, 206–207, 222, 228, 230–231, 232, 253–255, 282–283, 295–296, 315–317, 372, 390–391, 392, 394
SPV.02D	demonstrate an understanding of the changing role of Canadian governments from World War I to the present, including the evolution of Canada’s social support programs	16–17, 41, 51–53, 66, 73, 85, 105–113, 114, 118, 121, 153, 161–163, 166, 170–174, 193–194, 222–227, 252, 259–260, 265–266, 273–274, 315–316, 319, 326, 341, 350, 373–374, 394
	<i>Specific Expectations</i>	
	Economic Conditions and Structures	
SP1.01D	assess Canada’s economic growth at the start of the twentieth century (e.g., mergers and development of corporations, resource development)	14, 15, 16, 18, 27–28, 29
SP1.02D	describe the founding of the Canadian Manufacturing Association and assess its contribution to the Canadian economy	29, 316
SP1.03D	compare economic conditions of the 1920s and 1930s, and describe the impact of those conditions on Canadians, individually and collectively	72, 73, 76–77, 86, 92–93, 100–102, 103–107, 117–119, 121–124
SP1.04D	explain how and why the Canadian economy developed and became more diversified as a result of World War II	191, 193–194, 204, 206–207, 222, 228, 230–231, 232, 390–391
SP1.05D	compare the advantages and disadvantages of American participation in the Canadian economy (e.g., reciprocity issue and election of 1911, branch plants, Foreign Investment Review Agency, Free Trade Agreement, fisheries disputes)	27–29, 206–207, 228, 230, 231, 253–255, 295–296, 315–317, 392, 394
SP1.06D	produce an analysis of the historic roots of economic disparity between the regions of Canada and assess the success of government policies in redressing the inequities	xii, 73, 282–283, 391
SP1.07D	assess the contributions made by Canadian industrialists to the development of the Canadian economy (e.g., K.C. Irving, Edward Rogers, George Weston, Frank Stronach, Samuel Bronfman)	89, 92, 372
	Changing Role of Government	
SP2.01D	research and describe the role of early twentieth-century pressure groups in promoting social support programs (e.g., Woman’s Christian Temperance Union, veterans’ and various ethnocultural associations)	16–17, 73, 85, 106, 121

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SP2.02D	explain how and why social support programs (e.g., old age pensions, unemployment insurance, family allowance, medicare) were designed, and assess their effectiveness in meeting the needs of various segments of society	107, 118, 166, 222–227, 252, 259–260, 373–374
SP2.03D	demonstrate an understanding of the role of government in wartime and explain why the government acted as it did (e.g., implementing centralized planning, rationing, censorship)	41, 51–53, 66, 118, 153, 161–163, 166, 170–173
SP2.04D	explain how and why the Canadian government restricted certain rights and freedoms in wartime, and describe the impact, both short- and long-term, of these restrictions on the general population and on various groups within the Canadian population	41, 153, 170–174, 326
SP2.05D	produce an analysis of how Canadian governments, at various levels, reacted to the economic conditions of the Depression in the 1930s	105–113, 114, 118, 121
SP2.06D	explain and evaluate the role of government in promoting economic opportunity in post-World War II Canada (e.g., developing infrastructure, negotiating international economic treaties, promoting resource development, protecting freedom of information)	193–194, 222–223, 265–266, 273–274, 315–316, 341
SP2.07D	explain how the government has promoted Canada's cultural distinctiveness (e.g., through the Canadian Radio-television and Telecommunications Commission; through opposition to split-run magazines)	319, 350, 374, 394

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METHODS OF HISTORICAL INQUIRY		
<i>Overall Expectations</i>		
MHV.01D	ask questions, identify problems, and effectively use historical research methods to investigate topics and issues in history	(covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MHV.02D	use a variety of information sources effectively when researching historical topics or issues, accurately record relevant information, and then organize this information in a meaningful way	(covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MHV.03D	analyze and evaluate information when researching historical topics or issues	(covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MHV.04D	communicate effectively the results of research in presentations, and demonstrate an ability to apply insights from history to other situations	(covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
<i>Specific Expectations</i>		
Investigating Historical Topics and Issues		
MH1.01D	use terms related to historical organization and inquiry correctly (e.g., chronology, cause and effect, short- and long-term consequences, interpretation)	(covered throughout end of chapter Investigate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH1.02D	formulate different types of questions (e.g., factual, definitional, comparative, causal, decision-making, speculative) to focus their historical research	251, (also covered throughout end of chapter Investigate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH1.03D	formulate a thesis statement and effectively use it to research a historical topic	174, 203, 288, 418, (also covered throughout end of chapter Investigate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)

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	Researching, Recording, and Organizing Information	
MH2.01D	use school and public libraries, resource centres, museums, historic sites, and community and government resources effectively to gather information on Canadian history	96, 97, 364–365, 306–307, 409, (also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH2.02D	use computer-stored information and the Internet effectively to research Canadian history topics	1, 11, 19, 26, 42, 45, 62, 68, 96, 97, 106, 130, 155, 185, 209, 256, 276, 290, 364–365, 409, (also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH2.03D	record and organize information effectively using notes, lists, concept webs, time lines, charts, maps, graphs, and mind maps	364–365, 403, 404, (also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH2.04D	use computer-based systems effectively to organize information for research and report preparation	364–365, (also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH2.05D	use notation methods (e.g., footnotes, endnotes, parentheses) and bibliographic formats to acknowledge sources of information in reports and essays appropriately	403, (also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
	Analyzing and Evaluating Information	
MH3.01D	identify different viewpoints and explicit biases when evaluating information for a research report or participating in a discussion	6, 47, 111, 119, 143, 150, 152, 174, 226, 312, 335, 351, 376, 407, (also covered throughout end of chapter Analyze and Evaluate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)

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MH3.02D	distinguish between primary and secondary sources of information, and demonstrate an understanding of how to use each appropriately in historical research	47, 61, 78, 143, 152, 312, 376, 406, (also covered throughout end of chapter Analyze and Evaluate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH3.03D	distinguish between fact and inference in primary and secondary sources (e.g., artifacts, visuals, articles)	6, 78, 376, 406, 408, (also covered throughout end of chapter Analyze and Evaluate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH3.04D	use relevant and adequate supporting evidence to draw conclusions	6, 47, 180–181, 195, 198, 203, 213, 224, 240–241, 273, 288, 303, 351, (also covered throughout end of chapter Analyze and Evaluate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
	Communicating Research Results and Applying Insights	
MH4.01D	make reasoned generalizations or appropriate predictions based on research	150, 195, 198, 312, 400–401, (also covered throughout end of chapter Apply activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH4.02D	demonstrate competence in research and writing (e.g., gathering information, building an argument, supporting the argument with evidence, writing clearly, editing)	119, 220, 226, 240–241, 251, 306–307, 364–365, 400–401, 411, (also covered throughout end of chapter Apply activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH4.03D	express ideas and arguments in a coherent manner during discussions and debates, or in graphic displays	224, 335, 180–181, 400–401, 412–413, 416–417, (also covered throughout end of chapter Apply activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)

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MH4.04D	demonstrate, after participating in dramatizations of historical events, insights into historical figures' situations and decisions	414–415, (also covered throughout end of chapter Apply activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
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