

THE
CANADIAN HISTORY
Report Card

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ABOUT THIS REPORT

This report is presented by Historica Canada, the country's largest organization dedicated to enhancing awareness of Canada's history and citizenship. For more information, visit www.historicacanada.ca.

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OVERVIEW

Since the first Canadian History Report Card was released in 2009 by the Dominion Institute (one of the two founding partners of Historica Canada) there have been significant changes to history curricula in Canada. Inspired by Dr. Peter Seixas and the Historical Thinking Project, many provinces and territories have better incorporated historical thinking skills and diverse perspectives into their curricula. Ontario, Manitoba and Nunavut, for example, have all made curriculum revisions in recent years. Other provinces and territories, including Nova Scotia, Quebec, Alberta, the Northwest Territories and Saskatchewan, are currently re-evaluating their curricula. As a result of these planned and/or implemented changes, Historica Canada decided to re-evaluate the state of Canadian history education.

This report explores history education in Canada today. It focuses on the significant changes in direction that history education has taken in recent years, including pedagogical approaches, course content and the development of historical thinking skills. Historica Canada's analyses of the history programs of each province and territory are based solely on their respective curriculum documents. We recognize the gap between the theoretical nature of a curriculum document and the practical implications of delivering that material to students. Great teachers add more content and utilize more sources and activities than curricula prescribe.

In Québec, grade levels are called Secondary I, II, III, IV and V, which correspond with grades 7, 8, 9, 10 and 11 in other provinces and territories. For simplicity, when we refer to 'grades 7 to 12' in our report, this also includes Québec.

Provinces and territories have various names for the subject known as social studies or social sciences. We have tried to remain faithful to the original terminology used in each province or territory, and we have used 'social studies' as the general term to describe the subject area.

History teachers, not curricula, make Canadian history come alive in the classroom. This report is, therefore, not an evaluation of teachers; rather, it evaluates what education ministries require of teachers and students. Historica Canada's analysis provides a snapshot of Canadian history curricula in 2015.

While this report focuses specifically on curriculum documents, it also incorporates teachers' perspectives. Teacher feedback from Historica Canada's nationwide teacher survey and from teacher focus groups grounded our analysis of curricula. Feedback from the survey and focus groups is not representative of every teacher, but this input is nonetheless useful, as it provides a clearer understanding of the realities of teaching Canadian history in different provinces and territories.

"History education is experiencing a revival in this country . . . [a] little more than a decade ago there was pervasive despair about its very existence as a school subject, inside or outside social studies."

— Penney Clark, ed., *New Possibilities for the Past: Shaping History Education in Canada* (Vancouver: University of British Columbia Press, 2011), 11.

In response to teacher feedback following the first iteration of the History Report Card, this report evaluates curricula at the junior, intermediate and senior levels, from grades 7 to 12. The Dominion Institute's 2009 report focused on grades 9 to 12 in particular, and exclusively on Canadian history courses. By contrast, this report takes into consideration social studies, civics, humanities, social sciences and other courses with Canadian history content. A broader scope allows for a more thorough investigation of the state of history education in Canada.

Historica Canada's analysis of these various curriculum documents includes recommendations for improvement for each province and territory.

These recommendations are meant to be constructive and to foster discussion about these issues. Many recommendations were created based on strong teacher feedback about certain issues. Again, this feedback is not representative of every teacher in the country, but it helps to create recommendations that are realistic and relevant. As a means of balancing this criticism, each report card has a section that highlights examples of particularly innovative and interesting aspects of the curricula of each province and territory. The intent is to show that while every province and territory can make curricula improvements, they also offer unique and creative ways of delivering Canadian content.

The primary goal of this report is to foster discussion about Canadian history education and to influence policy changes as a result of those discussions. This snapshot of the current state of Canadian history education will provide teachers, parents, education ministers and the general public with a better understanding of which elements in various curricula need to change and which work well. Historica Canada hopes to ignite passionate discussion about Canadian history education.

METHODOLOGY

Grades 7 to 12 social studies and history curricula were evaluated on three main factors: curriculum content, development of critical and creative thinking skills as outlined in curriculum documents, and the amount of mandatory Canadian history content offered at the junior, intermediate and senior levels.

Grades 7, 8 and 9 were evaluated separately from grades 10, 11 and 12 because in most provinces and territories there is some form of mandatory Canadian content from grades 7 to 9; this is not the case from grades 10 to 12. Beyond grade 10, provinces and territories have different Canadian history course options and graduation requirements. As a result, grades 7 to 9 were evaluated as the "junior/intermediate" group, and grades 10 to 12 were evaluated as the "intermediate/senior" group. Each group accounts for 50 per cent of the final grade for each province and territory.

The grading scheme is as follows:

JUNIOR / INTERMEDIATE			
CONTENT	SKILLS	REQUIREMENTS	GRADE
Scope and Chronology	Historical Thinking Concepts	Integration	
Perspectives	Research and Writing		
Issues and Themes	Communication		
15%	10%	25%	
INTERMEDIATE / SENIOR			
CONTENT	SKILLS	REQUIREMENTS	GRADE
Scope and Chronology	Historical Thinking Concepts	Mandatory Courses	
Perspectives	Research and Writing	Optional Courses	
Issues and Themes	Communication		
15%	10%	25%	
FINAL GRADE			/100%

CONTENT takes into consideration the following factors:

Scope and Chronology: While thematic approaches to teaching history are interesting, a clear sense of chronology is important, especially for younger students who need a firm understanding of historical contexts before exploring specific themes. This section of the report evaluates the level of clarity – or absence of the same – in various courses, as well as which historical periods are explored from grades 7 to 12. It seeks to understand whether students are given the opportunity to explore a wide range of historical issues.

Perspectives: Changes to curricula in recent years have demonstrated the need to better incorporate diverse perspectives. The report explores how well the following five perspectives are integrated into curriculum documents: national, provincial/local/regional, global, interdisciplinary and social/cultural perspectives.

Issues and Themes: The list below, compiled in consultation with history teachers and historians, reflects Historica Canada's beliefs on which topics students should, at minimum, learn in a Canadian history course:

- Aboriginal peoples (First Nations, Inuit, Métis)
- Interdependence (Canada and the world)
- Politics and governance (constitutional history, democracy)
- Social responsibility (ethics, civics, roles and responsibilities)
- Economic history (industry, finance, trade)
- Military history (colonial wars, the world wars, Korean War, Cold War, recent conflicts)
- Diversity (multiculturalism, immigration)
- Gender (women's history, conceptions of masculinity, sexuality studies)
- French-English relations (from colonial era to the present)
- Identity (national, provincial, personal)

The section on **SKILLS** takes into consideration the following factors:

Historical Thinking Concepts: In 2006, Dr. Peter Seixas and the Historical Thinking Project outlined six concepts that help to develop students' critical and creative thinking skills. This report evaluates how well the following concepts are incorporated into social studies and history curricula: historical significance, historical perspective, cause and consequence, change and continuity, ethical dimensions and primary sources.

Research and Writing: The ability to gather, record and interpret information from multiple sources is an essential skill for a history student. This section examines how well the curriculum supports written communication, including independent studies and research, critical writing, collecting and presenting evidence and essay assignments.

Communication: Presenting historical arguments and engaging with other history students are important skills for students to develop. Curriculum documents were evaluated based on how well they support the development of students' visual and oral communication skills.

The **INTEGRATION/REQUIREMENTS** section evaluates the following criteria:

Integration

(FOR THE JUNIOR/INTERMEDIATE GROUP ONLY):

Most Canadian history content from grades 7 to 9 is delivered in social studies courses. Accordingly, our report evaluates how well Canadian history is integrated into these courses, as well as other programs, including the humanities, social sciences and civics.

Mandatory and Optional Courses

(FOR THE INTERMEDIATE/SENIOR GROUP ONLY):

This section evaluates how many optional and mandatory Canadian history courses are offered at the high school level in each province and territory. Top grades were given to provinces and territories that had at least one mandatory Canadian history course and more than one optional course in Canadian history.

OVERVIEW OF FINAL GRADES

RANK	PROVINCE	GRADE	PERCENTAGE
1	Ontario	A-	82%
2	British Columbia	A-	81%
3 (Tie)	Québec	A-	80%
3 (Tie)	Manitoba	A-	80%
5	Newfoundland and Labrador	B B	Anglophone: 75% Francophone: 74%
6	Nova Scotia	B- B-	Anglophone: 73% Francophone: 72%
7	New Brunswick	B- B-	Anglophone: 71% Francophone: 71%
8	Prince Edward Island	B- B-	Anglophone: 71% Francophone: 70%
9	Saskatchewan	C+	69%
10	Alberta	C-	62%

RANK	TERRITORY	GRADE	PERCENTAGE
1	Yukon	A-	81%
2 (Tie)	Northwest Territories	B-	72%
2 (Tie)	Nunavut	B-	72%

POLICY RECOMMENDATIONS

After consideration of the data collected for this report, Historica Canada has the following recommendations to improve history curricula in Canada:

1. Each province and territory should mandate at least one Canadian history credit as a high school graduation requirement.

“Students live in Canada and our Canadian history is not always what students end up learning. Canadian history is rich and hearty, which can make for some great learning in and outside of the classroom.”

—Middle school social studies teacher from British Columbia

Understanding Canada’s history is intrinsically tied to students’ future ability to act as informed and engaged Canadian citizens. Moreover, instruction in history encourages students to develop critical and creative thinking skills, as well as written, oral and visual communication skills. As a result, there should be at least one mandatory Canadian history course in each province and territory. This Canadian history credit can be met in a multitude of ways, such as through courses in social studies, humanities, Indigenous studies, and the like. However, the mandatory course should in some way deliver important information about Canada’s past and clearly demonstrate how Canadian history influences present-day Canada.

2. A clear balance between national and provincial/regional history is required.

“As Canadians know too well . . . sharing a national narrative is challenging. People may share institutions or a common territory but inhabit different historical realities. The challenge for 21st-century democracy is precisely to devise structures that allow for the development and dialogue between multiple narrative accounts of the nation without undermining unity and solidarity.”

— Stéphane Lévesque, “The Challenges of Teaching National History in the Canadian Multicultural Context,” *Canadian Issues/Thèmes canadiens* (Spring 2011): 44–5.

National and regional perspectives are both important components of Canadian history curricula. Some provinces, such as Prince Edward Island and British Columbia, offer both national and provincial histories in their social studies and history courses in effective ways. Other provinces and territories pay more attention to one perspective than the other. Achieving a good balance between these perspectives is not easy, given the linguistic, cultural and regional differences among provinces and territories in Canada. It is nevertheless important to present students with a balanced view of the history of their country and province or territory.

3. Curricula should recognize and thoroughly integrate diverse perspectives.

“When communities of people cannot recognize themselves in public institutions . . . [they] feel that they are strangers in society, that the society is not their society.”

— Raymond Breton, “Multiculturalism and Canadian Nation-Building,” in *The Politics of Gender, Ethnicity and Language in Canada*, eds. A. Cairns and C. Williams (Toronto: University of Toronto Press, 1986), 31.

In a country as diverse as Canada, it is important for students to understand the historical and contemporary perspectives of various societies and cultures. The perspectives of Aboriginal peoples are significantly lacking in the curricula of many provinces. Often, they are discussed only when their history fits the traditional grand narrative. This is not enough; students need to be aware of Aboriginal views and perspectives on various issues throughout Canadian history. They also need to learn about contemporary issues affecting Indigenous communities, and how those issues relate to a history of colonialism. The curricula must enhance the perspectives of ethnic minorities, women and immigrants. Curricula should acknowledge that Canadian history is made up of diverse voices. All students, regardless of their ethnicity or gender, should be able to “see themselves” in the history curricula of their province or territory.

"[The Historical Thinking Concepts] tie 'historical thinking' to competencies in 'historical literacy.' In this case, 'historical literacy' means gaining a deep understanding of historical events and processes through active engagement with historical texts. . . . These concepts are not abstract 'skills.' Rather, they provide the structure that shapes the practice of history."

— The Historical Thinking Project, <http://historicalthinking.ca/> (2006).

4. Social studies and history curricula should clearly and effectively support the development of students' historical consciousness.

In recent years, many provinces and territories have revised their respective curricula, or plan to make revisions, as a means of incorporating the **Historical Thinking Concepts**. Developed by Dr. Peter Seixas and the Historical Thinking Project, these six concepts help students to develop critical and creative thinking skills. As noted, curricula should establish **historical significance** and strive to incorporate **historical perspectives**. Identifying **continuity and change** and **cause and consequence** is also important, and is best understood in courses with a clear sense of chronology. An understanding of **ethical dimensions** of historical interpretations is lacking in most curricula, but students should be made aware of these issues. Finally, the use and analysis of **primary source** materials are key teaching strategies. A clearer and more thorough integration of the six Historical Thinking Concepts is required in Canadian curricula.

FINAL THOUGHTS

This report assesses the current state of history education in Canada, in light of various changes to curricula since the last report was released in 2009. It does not attempt to evaluate every element related to the teaching of Canadian history, fully recognizing that teachers can bring even the worst curriculum to life. The final grades for each province and territory, as well as the recommendations for curricula improvement, are not meant as an indictment of history teachers, nor do they prescribe clear and easy solutions to education ministries. Rather, the goal of this report is to launch a passionate and lively discussion about Canadian history education. Teachers, parents, education ministers and the general public need to address what they see as shortcomings in the curricula, and seek their own provincially or territorially designed resolutions. Working together, Canadians can influence curriculum changes in their region as they strive to improve the state of Canadian history education.

Analysis of Junior/Intermediate:

Group Grade: 64% | C

The following social studies courses are mandatory for students in Alberta from grades 7 to 9: Canada: Origins, Histories, and Movement of People (grade 7); Historical Worldviews Examined (grade 8); and Canada: Opportunities and Challenges (grade 9). In grade 7, students learn about the period of Canadian history roughly from European contact with Aboriginal peoples to the turn of the 20th century. The grade 8 course explores how intercultural contact between societies leads to societal and ideological change. In grade 9, students explore contemporary and historical issues that have influenced Canadian citizenship, governance and identity.

While these courses explore many interesting subjects, they lack a sense of chronology. The grade 7 course ends with a discussion about Canadian history in the early 1900s, while the grade 8 course begins with a discussion about ancient world views. Though it focuses on Canada, the grade 9 course does not begin exploring the historical time period where the grade 7 course left off. As a result, students miss out on some important post-Confederation history, including the world wars and the Cold War period. Lack of chronology can make it difficult for some students to understand historical context.

Social studies courses in grades 7 to 9 support the development of historical consciousness by exploring concepts such as change and continuity, and cause and consequence. However, the curricula could better incorporate the historical perspectives of women and multicultural groups. Overall, Alberta does a fair job of integrating Canadian history into its social studies 7 to 9 curricula, but it requires a clearer sense of chronology and a better integration of diverse perspectives.

Analysis of Intermediate/Senior:

Group Grade: 60% | C-

Students do not have to take a Canadian history course in order to graduate, but they do have to take one social studies course in grade 12. Both courses that satisfy this requirement, 30-1: Perspectives on Ideology and 30-2: Understandings of Ideology, are interdisciplinary; they discuss historical issues as well as current and global issues concerning identity and ideology. The narrow thematic approach prevents students from learning about national and historical issues and events in sufficient detail. However, the grade 12 curriculum does a good job of highlighting the connection between history and citizenship.

Grades 10 and 11 social studies courses are optional and are not strictly history courses. Aside from discussion about imperialism and Euro-Aboriginal relations in pre-Confederation Canada, there is little Canadian history content in grade 10. There is more historical content in grade 11, but the course lacks a clear sense of chronology.

Optional social studies courses in grades 10 to 12 do not provide students with sufficient information about pre- and post-Confederation Canadian history. One well-structured though outdated course that can provide this missing content is Canadian History 20. This course explores Canadian history from the period of European contact with Aboriginal peoples to the present. If revised, this can become a mandatory course that will provide students in senior high school with sufficient Canadian history content.

Analysis of Junior/Intermediate:

Group Grade: 80% | A-

In British Columbia, students must take the following social studies courses from grades 7 to 9: Ancient Civilizations (grade 7), World Civilizations 500–1600 (grade 8), and Europe and North America, 1500–1815 (grade 9). While grades 7 and 8 explore past societies, the curriculum clearly identifies the influences and contributions of ancient societies to modern cultures, including Canada.

In grade 9, students explore the historical roots of Canada, focusing on European contact with Aboriginal peoples and colonialism, among other topics. By providing contextual information about Europe and North America in the 16th and 17th centuries, the grade 9 course is preparing students for a deeper investigation of Canadian history at the secondary level.

The social studies program should also be commended for highlighting the historical views of women and Indigenous communities, which are often muted or overlooked in the curricula of other provinces. In addition to Canadian content, the Historical Thinking Concepts are well integrated into the social studies 7 to 9 curricula. Overall, the British Columbia social studies junior high school curriculum is excellent, in terms of both content and skills. It thoroughly integrates Canadian content, while also highlighting global, interdisciplinary, regional and diverse perspectives.

Analysis of Intermediate/Senior:

Group Grade: 81% | A-

In grade 10, students must take Social Studies 10, which explores Canada during the years from 1815 to 1914, focusing on the particular themes of identity, society and culture, governance, economics and technology, and environment. It is a well-designed course that explores key events in Canadian history and that incorporates diverse perspectives. It also thoroughly integrates the Historical Thinking Concepts.

In their senior years of high school, students must take one of the following three social studies courses in order to graduate: Social Studies 11, Civics Studies 11 or BC First Nations Studies 12. Although it is not strictly a history course, Social Studies 11 should become mandatory because it provides the most Canadian history content. Exploring the historical period from roughly the First World War to the present, this course focuses on the themes of government, identity and geography, and autonomy.

In grade 12, students have the option of taking History 12, which is a Canadian history course, and/or other social studies courses, such as Law 12 and Social Justice 12. History 12 is an excellent course that explores the time period of from 1919 to 1991. However, the curriculum should be updated to incorporate the years after 1991. Overall, Canadian history content is thoroughly integrated into the social studies curricula at the secondary level. British Columbia offers its students interesting course selections and integrates the Historical Thinking Concepts well.

Analysis of Junior/Intermediate:

Group Grade: 78% | B+

From grades 7 to 9, students must take the following social studies courses: People and Places in the World (grade 7), World Histories: Stories of the Past (grade 8) and Canada in the Contemporary World (grade 9). The grade 7 and 9 curricula focus on current issues and events, while grade 8 focuses on ancient, medieval and pre-modern history. As a result, there is little Canadian history content in these courses. Pre- and post-Confederation history is covered in grades 5 and 6, but there should be a discussion of Canadian history in junior high as well.

Despite the lack of Canadian history content, Manitoba's social studies program in grades 7, 8 and 9 should be commended for its ability to integrate diverse perspectives in its curricula. There is a very strong grounding in Indigenous history in the social studies program. The views and perspectives of women and various multicultural groups are also well explored.

In terms of skill development, social studies 7 to 9 integrates the Historical Thinking Concepts into the curriculum very effectively. The program strongly supports students' development of critical and creative thinking skills. Overall, Manitoba does a fair job of incorporating Canadian content into its junior high curricula. The grades 7, 8 and 9 curricula would only be enhanced by the addition of more Canadian history content.

Analysis of Intermediate/Senior:

Group Grade: 81% | A-

High school students in Manitoba must take social studies courses in grades 10 and 11. In grade 10, there is a mandatory geography course. An optional American history course is also offered in grade 10. In grade 11, students must take History of Canada 30, which is an excellent course that explores the years from European contact with the First Nations to the present day. The Historical Thinking Concepts are also well integrated into the course.

In grade 12, students can choose to take a wide variety of social studies courses, including Cinema as Witness to Modern History, Western Civilizations, and Current Topics in First Nations, Métis and Inuit Studies. While these are all very interesting courses that will provide students with the ability to develop critical thinking skills, they lack Canadian history content. Apart from Current Topics in First Nations, Métis and Inuit Studies, there are no elective courses that explore important issues and events in Canadian history.

Upon graduation, students are well prepared to think critically and to communicate effectively in post-secondary studies or the workforce. While students receive a sufficient amount of Canadian history in grade 11, there should be more options available to students who want to explore certain themes and issues in Canadian history in greater detail.

Analysis of Junior/Intermediate:

Group Grade: 71% | B-

In New Brunswick, students must take the following social studies courses from grades 7 to 9: Empowerment (grade 7); Atlantic Canada in the Global Community (grade 8); and Canadian Identity (grade 9). With the exception of grade 8, which has little Canadian history content, social studies 7 and 9 explore the years from 1850 to 1920 and from 1920 to the present, respectively. This particular historical focus is beneficial, considering that there is no mandatory Canadian history course at the high school level in which students can learn about these events after middle school.

The social studies program in New Brunswick attempts to incorporate diverse perspectives, but the curriculum lacks sufficient content on Aboriginal history. It also has a strong regional focus, especially in grade 8, which detracts attention from historical and contemporary issues that affect the nation at large. While the social studies course in grade 9 attempts to explore national identity, some teachers have expressed their frustrations in trying to cover the required material in the time provided. The course should be restructured so that Canadian history is covered over the course of more than one year.

What they lack in terms of content, the curricula make up for in skill development. The social studies courses in grades 7 to 9 support historical thinking and encourage independent research, writing and the investigation of both primary and secondary sources. Written, visual and oral communication skills are well addressed in the curricula. New Brunswick does an overall fair job of integrating Canadian history content into its social studies 7 to 9 curricula. However, it requires more Canadian history content and greater attention to issues concerning Indigenous communities and Canadians living outside the Atlantic region.

Analysis of Intermediate/Senior:

Group Grade: 70% | B-

In the anglophone sector in New Brunswick, there is no mandatory Canadian history course at the high school level. Students must take Ancient and Medieval History in grade 10 and Modern History in grade 11. Students have the option of taking Canadian History 122 in grade 12.

Canadian History 122 covers the post-Confederation years, exploring French-English relations, First Nations, continentalism, regionalism, Canadian identity and social themes. While it claims to incorporate social history, this course pays more attention to the political and economic factors that have shaped the nation. The historical perspectives of women, for example, are barely mentioned. Though social and cultural perspectives can be better integrated, Canadian History 122 should become mandatory, because without it there is no Canadian content at the high school level. Native Studies 120 has some Canadian content, but it was not created to provide students with important information about 20th- and 21st-century Canada.

While history courses at the secondary level in New Brunswick lack mandatory Canadian content, they all superbly incorporate the Historical Thinking Concepts. The curricula clearly and effectively support students' critical and creative thinking skills. Students are well prepared upon high school graduation to clearly communicate their historical interpretations and to analyze those of others.

Analysis of Junior/Intermediate:

Group Grade: 68% | C+

In New Brunswick, students in the francophone sector must take social studies 7 and 8. The former course explores ancient history, while the latter explores the Middle Ages, Renaissance and early modern period. In grade 9, students take a mandatory geography course.

While social studies (sciences humaines) 7 and 8 provide students with important historical information about civilizations that have preceded and, in some cases, influenced the Canadian nation, they do not provide any Canadian history content. There is no mandatory Canadian history content from grades 7 to 9. The francophone school sector in New Brunswick would benefit from one or more units that clearly tie world history and ancient history to the Canadian context. This would provide students with important information that they can use to further their knowledge of Canadian history in grade 11.

What it lacks in terms of content, the curricula makes up for in skill development. Social studies in grades 7 and 8 support historical thinking, paying particular attention to the importance of historical perspective. The curriculum also encourages independent research and writing, as well as the investigation of both primary and secondary sources. Written, visual and oral communication skills are well addressed. Overall, however, New Brunswick does a poor job of integrating Canadian history content into its junior high school social studies curricula. Although students have to take Canadian history in grade 11, they would be better prepared for this course if they had some exposure to Canadian history in junior high school.

Analysis of Intermediate/Senior:

Group Grade: 74% | B

In the francophone sector in New Brunswick, students must take World History (Histoire du monde) in grade 10 and Canadian History (Histoire du Canada) in grade 11. The world history course explores European history from the 17th century to the present, focusing on major themes and events such as the age of discovery, revolutions, the industrial age, the world wars and democracy. It can be seen as a continuation of the history courses students took in grades 7 and 8.

The mandatory grade 11 Canadian history course focuses on Canada from the 17th century to the present. Unlike the Canadian history course in the anglophone sector, this course takes a specific look at francophone and Acadian communities in Canadian history. With this as the only Canadian history content in high school, the school system focuses more on world history than on Canadian content.

Another history course available to students is Acadian History (Histoire de l'Acadie) in grade 12. The course begins with an exploration of the Acadian colony's origins in 1604, and traces the economic, political and social transformations that have affected the Acadian people ever since. It provides an interesting look at regional history and culture.

All of the history courses at the high school level superbly incorporate the Historical Thinking Concepts. The curricula clearly and effectively support students' critical and creative thinking skills. Students are well prepared upon high school graduation to clearly communicate their historical interpretations and to analyze those of others.

Newfoundland and Labrador

ANGLOPHONE SECTOR

FINAL GRADE: 75% | B

Analysis of Junior/Intermediate:

Group Grade: 79% | B+

In Newfoundland and Labrador, students must take the following social studies courses: Empowerment (grade 7), Newfoundland and Labrador History (grade 8) and Canadian Identity (grade 9). Though the courses in grades 7 and 9 are structured thematically, they have a clear sense of chronology; grade 7 explores the years from 1850 to 1920, while grade 9 explores the years from 1920 to the present. This period of historical study is beneficial given that there is no mandatory Canadian history course at the high school level in which students can learn about these events after middle school. These courses also provide important national and global perspectives that complement the regional history course that students must take in grade 8.

Newfoundland and Labrador History in grade 8 stands out as a purely regional history course; no other province or territory offers such a course in junior high. Students in grade 8 learn about Newfoundland and Labrador during the 19th and 20th centuries. The course pays equal attention to the economic, political and social factors that have shaped the region. It also superbly incorporates historical thinking. Unit 1, for example, introduces basic historical research methods and encourages students to consider various conceptions of history. Unit 5, "History as a Story of the Past in the Present," not only explores how historical events influence current issues, but it also requires students to conduct a major research project to be carried out over the last half of the school year. This grade 8 course prepares students well for further investigations of history in high school.

The social studies program in grades 7, 8 and 9 is very good, in that students learn about national and regional history during the 19th, 20th and 21st centuries. The Historical Thinking Concepts are also well integrated into the curricula.

Analysis of Intermediate/Senior:

Group Grade: 70% | B-

There is no mandatory Canadian history course in high school, even though students must take two Canadian studies credits in order to graduate. Students have the option of taking Canadian History 1201 in grade 10. It is an excellent course that covers over a century of Canadian history. It also incorporates a number of diverse perspectives and integrates the Historical Thinking Concepts well. As this is the only Canadian history course offered at the secondary level, more options should be made available to students. A high school course that explores Canadian history from European contact with Aboriginal peoples to the turn of the 20th century would be especially beneficial, since Canadian History 1201 focuses only on the years after 1900.

Students can also choose to take Newfoundland and Labrador Studies 2205. Much like the social studies course in grade 8, this grade 11 course focuses on regional history and heritage. However, it is not strictly a history course and, as a result, does not provide students with adequate Canadian history content. High school students in Newfoundland and Labrador are at a disadvantage without a mandatory Canadian history course. The courses that count towards the required Canadian studies credits, such as Canadian economics, law, geography and regional studies, do not provide students with sufficient information about Canada's past, information that can help them to better understand the present.

Newfoundland and Labrador

CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL

FINAL GRADE: 74% | B

Analysis of Junior/Intermediate:

Group Grade: 79% | B+

In Newfoundland and Labrador, students must take the following social studies (sciences humaines) courses: Empowerment (L'autonomisation) in grade 7, Newfoundland and Labrador History (Histoire de Terre-Neuve-et-Labrador) in grade 8, and Canadian Identity (Identité canadienne) in grade 9. Though the courses in grades 7 and 9 are structured thematically, they have a sense of chronology; grade 7 explores the years from 1850 to 1920, while grade 9 explores the years from 1920 to the present. This period of historical study is beneficial given that there is no mandatory Canadian history course at the high school level in which students can learn about these events after middle school. These courses also provide important national and global perspectives that complement the regional history course that students must take in grade 8.

Newfoundland and Labrador History in grade 8 stands out as a purely regional history course; no other province or territory offers such a course in junior high. Students in grade 8 learn about Newfoundland and Labrador during the 19th and 20th centuries. The course pays equal attention to the economic, political and social factors that have shaped the region. It also superbly incorporates historical thinking. Unit 1, for example, introduces basic historical research methods and encourages students to consider various conceptions of history. Unit 5 not only explores how historical events influence current issues, but it also requires students to conduct a major research project to be carried out over the last half of the school year. This grade 8 course prepares students well for further investigations of history in high school.

The social studies program in grades 7, 8 and 9 is very good, in that students learn about national and regional history during the 19th, 20th and 21st centuries. The Historical Thinking Concepts are also well integrated into the curricula.

Analysis of Intermediate/Senior:

Group Grade: 68% | C+

There is no mandatory Canadian history course in high school, even though students must take two Canadian studies credits in order to graduate. Students have the option of taking Canadian History (Histoire du Canada) 1231 in grade 10. It is an excellent course that covers over a century of Canadian history. It also incorporates a number of diverse perspectives and integrates the Historical Thinking Concepts well. As this is the only Canadian history course offered at the secondary level, more options should be made available to students. A high school course that explores Canadian history from European contact with Aboriginal peoples to the turn of the 20th century would be especially beneficial, since the current Canadian history course focuses only on the years after 1900.

In addition to the two Canadian studies credits, students must also take two global studies credits in order to graduate. The global studies courses are history courses, but the Canadian studies courses include law, history, geography and economics. What this means is that students will have to take global history, but they will not necessarily have to take Canadian history. A better balance between national and global perspectives is required. High school students in Newfoundland and Labrador are at a disadvantage without a mandatory Canadian history course. The other courses that count towards the required Canadian studies credits do not provide students with sufficient information about Canada's past, information that can help them to better understand the present.

Northwest Territories

FINAL GRADE: 72% | B-

Please note that the Northwest Territories uses Manitoba's social studies curricula for grades 7 to 9 and Alberta's social studies curricula for grades 10 to 12.

Analysis of Junior/Intermediate:

Group Grade: 68% | C+

Students in the Northwest Territories must take the following social studies courses from grades 7 to 9: The Circumpolar World (grade 7), The Changing World (grade 8), and The Growth of Canada (grade 9). In grade 7, students explore the geography, environment and culture of the circumpolar world. The grade 8 course examines case studies from ancient, middle and modern societies, as a means of understanding social change from a historical perspective. In grade 9, students explore various issues, ranging from the significance of contact history to Canada-US relations in the 21st century. Though the Northwest Territories uses Manitoba's social studies curriculum for grades 7 to 9, it incorporates local history, heritage and culture, which makes the Northwest Territories' curricula different from Manitoba's and thus more relevant to students in the North.

Social studies 7 to 9 explores a variety of interesting and important subjects; however, they are outdated and require revisions. The historical perspectives of women and francophone Canadians could be better incorporated into the curricula. Grades 7 and 8 would also benefit from the inclusion of more Canadian history content. In grade 9, the unit "Canada: History to the 20th Century" attempts to cover a number of important issues and events in Canadian history. It would be beneficial if this content were spread out over a three-year period, from grade 7 to 9.

Though the Historical Thinking Concepts are not explicitly mentioned in the curricula, the social studies program supports the development of historical consciousness. Students explore concepts such as cause and consequence, change and continuity, historical significance and ethical questions.

The curriculum documents also offer interesting suggested activities, such as oral history analysis, debates, utilizing community resources and interpreting visual sources.

Analysis of Intermediate/Senior:

Group Grade: 75% | B

Grades 10 to 12 social studies courses in the Northwest Territories are developed by Alberta Education. This means that senior high school students in the Northwest Territories are offered the same social studies courses as students in Alberta. However, there are differences between the programs in Alberta and the Northwest Territories.

In grade 10, students are required to take Northern Studies. This course takes a deep look at northern communities, exploring the history of colonization, and the North and its relationship to Canadian and colonial powers. The course includes a 25-hour module on residential schools in addition to other work on treaties and land claims. The Historical Thinking Concepts are well integrated into the course.

In grade 11, Nationalism in the North is the Northwest Territories' take on Alberta's grade 11 social studies courses, Perspectives on Nationalism and Understandings of Nationalism. While it addresses conceptions of nationalism, it does so through a northern lens, which adds relevance to the course for students in the Northwest Territories. Overall, the Northwest Territories does a strong job of including Canadian and northern history content in its high school curriculum.

Analysis of Junior/Intermediate:

Group Grade: 71% | B-

In English and French immersion schools in Nova Scotia, students in grades 7, 8 and 9 must take the following social studies courses: Empowerment (grade 7), Canadian Identity (grade 8) and Atlantic Canada in the Global Community (grade 9). With the exception of grade 9, which has little Canadian history content, social studies 7 and 8 explore the years from 1850 to the present.

Social studies courses from grades 7 to 9 have a strong regional focus. Especially in grade 9, the curriculum outcomes are heavily focused on the Atlantic. Social studies curricula also emphasize global perspectives, which are important, but which can detract from important historical and contemporary domestic issues. In addition, social studies courses would benefit from more attention to the perspectives of Aboriginal peoples, women and francophone Canadians.

In terms of skills development, the curriculum encourages historical thinking; it notes the importance of research, inquiry, the interpretation of primary and secondary sources, and independent study. The curriculum also supports the development of oral and visual communication skills, providing teachers with sample activities and links to online resources. Overall, Canadian history content is well integrated in social studies curricula. However, more attention to national and multicultural perspectives is required.

Analysis of Intermediate/Senior:

Group Grade: 74% | B

In order to graduate, high school students in Nova Scotia must take at least one Canadian history credit in grade 11 and one global studies credit in grade 12. To satisfy the former requirement, students can choose from a variety of courses, including Canadian History 11, Gaelic Studies 11, Mi'kmaq Studies 10 (to be Mi'kmaq Studies 11 in September 2016), Études acadiennes 11, and African Studies 11. While all of these courses provide some Canadian history content, only Canadian History 11 truly provides students with a review of national history. It should become a mandatory course.

Canadian History 11 is a good survey course that explores a variety of important events and themes in Canadian history, from European contact with Aboriginal peoples to Québec sovereignty. It also allocates time for independent study, which allows students to research historical topics, explore various sources and present a reasoned argument. The problem with Canadian History 11 is that it explores a large historical period that some teachers have expressed difficulty in covering fully. It would be beneficial to restructure the course in a way that would provide teachers more time to adequately cover the material.

Nova Scotia plans on adding a mandatory grade 10 civics course, Citizenship 10, to its list of required social studies courses. Though not much detail about this course has been released, it appears to be an excellent addition to the curriculum. Upon graduation, students will have a firmer understanding about the connection between history and citizenship. Citizenship 10 also adds Canadian content to the grade 10 curriculum, which is important given that there were no other optional Canadian studies courses offered in grade 10 previously.

Analysis of Junior/Intermediate:

Group Grade: 70% | B-

Students must take social studies (sciences humaines) in grades 7, 8 and 9. In grades 7 and 8, students explore past civilizations and cultures. In grade 9, students learn about Atlantic Canada, exploring the themes of geography, culture, economics, technology and interdependence. There is little Canadian history content in grade 9; the course focuses heavily on global perspectives and on contemporary issues affecting Atlantic Canada. As a result, there is very little Canadian history content in the social studies courses from grades 7 to 9.

In terms of skill development, the curriculum encourages historical thinking; it notes the importance of research, inquiry, the interpretation of primary and secondary sources, and independent study. The curriculum also supports the development of oral and visual communication skills.

While the social studies courses from grades 7 to 9 thoroughly incorporate historical thinking skills, their integration of Canadian history content is limited. Students do not learn very much about Canadian history outside of the Atlantic region in grades 7, 8 and 9. Regional and global perspectives are important, but they should not replace overarching national themes and events.

Analysis of Intermediate/Senior:

Group Grade: 73% | B-

In order to graduate, high school students must take at least one Canadian history credit in grade 11, and one global studies credit in grade 12. To satisfy the former requirement, students can take a Canadian history course (Histoire du Canada 11) or an Acadian studies course (Études acadiennes 11).

The grade 11 Canadian history course is a solid course that explores issues in Canadian history from European contact with Aboriginal peoples to the present day. While it has a strong regional focus, the course explores diverse perspectives, including those of women, Aboriginal peoples and ethnic minorities. It also allocates time for independent study, which allows students to research historical topics, explore various sources and present a reasoned argument. The problem with the course is that it explores a large historical period that some teachers have expressed difficulty in covering fully. It would be beneficial to restructure the course in a way that would provide teachers more time to adequately cover the material.

The grade 11 Acadian studies course is an interesting look at the history of the Acadian people and its connection to issues affecting Acadian and francophone Canadians in the 20th and 21st centuries. While this course offers rich regional history, it does not cover important historical events and themes that are not directly associated with the Acadian community. If students opt to take this course instead of Canadian history, they will be missing out on important 20th-century Canadian history. As a result, the grade 11 Canadian history course should become a mandatory course.

In grade 10, Nova Scotia also offers a unique course that examines Canada through different perspectives (Perspectives canadiennes 10). The course explores various issues in Canadian studies through the lens of anthropology, sociology, psychology, politics and economics. The course would be enhanced by including the Historical Thinking Concepts as a method of analysis.

Please note that Nunavut uses the Northwest Territories' social studies curricula for grades 7 to 9 and Alberta's social studies curricula for grades 10 to 12.

Analysis of Junior/Intermediate:

Group Grade: 68% | C+

Students in Nunavut must take the following social studies courses from grades 7 to 9: The Circumpolar World (grade 7), The Changing World (grade 8), and The Growth of Canada (grade 9). In grade 7, students explore the geography, environment and culture of the circumpolar world. The grade 8 course examines case studies from ancient, middle and modern societies as a means of understanding social change from a historical perspective. In grade 9, students explore various issues, ranging from the significance of contact history to Canada-US relations in the 21st century. Nunavut's social studies curriculum strongly incorporates local history, heritage and culture.

Social studies 7 to 9 explores a variety of interesting and important subjects; however, they are outdated and require revisions. The historical perspectives of women and francophone Canadians could be better incorporated into the curriculum. Grades 7 and 8 would also benefit from the inclusion of more Canadian history content. In grade 9, the unit "Canada: History to the 20th century" attempts to cover a number of important issues and events in Canadian history. It would be beneficial if this content were spread out over a three-year period, from grade 7 to 9.

Though the Historical Thinking Concepts are not explicitly mentioned in the curricula, the social studies program supports the development of historical consciousness. Students explore concepts such as cause and consequence, change and continuity, historical significance and ethical questions. The curriculum documents also offer interesting suggested activities, such as oral history analysis, debates, utilizing community resources and interpreting visual sources.

Analysis of Intermediate/Senior:

Group Grade: 75% | B

Grades 10 to 12 social studies courses in Nunavut are developed by Alberta Education. This means that senior high school students in Nunavut are offered the same social studies courses as students in Alberta. However, there are differences between the programs in Alberta and Nunavut.

In grade 10, students are required to take Northern Studies 10. This course takes a deep look at northern communities, exploring the history of colonization, of the North and its relationship to Canadian and colonial powers. The course includes a 25-hour module on residential schools, in addition to other work on treaties and land claims. The Historical Thinking Concepts are well integrated into the course.

In grade 11, Nationalism in the North is Nunavut's take on Alberta's grade 11 social studies courses, Perspectives on Nationalism and Understandings of Nationalism. While it addresses conceptions of nationalism, it does so through a northern lens, which adds relevance to the course for students in Nunavut. Overall, Nunavut does a great job of including Canadian and northern history content in its high school curriculum.

Analysis of Junior/Intermediate:

Group Grade: 81% | A-

In Ontario, students have to take history and geography in grades 7 and 8. In grade 7, students learn about Canadian history from New France to 1850. In grade 8, the historical period explored is that from 1850 to the end of the First World War. Both courses have an excellent sense of chronology, and thoroughly incorporate the Historical Thinking Concepts.

There is no Canadian history content in grade 9 because students take a mandatory geography course instead. History content is then provided in grade 10. In this way, from grades 7 to 10, history and geography are strongly linked in Ontario's social studies program. The curricula also incorporate other interdisciplinary perspectives, such as those from sociology and anthropology. Despite interdisciplinary perspectives, Ontario is one of the few provinces to separate history from social studies, in that history is its own distinct course.

What the grade 7 and 8 programs lack is more attention to provincial history. Other provinces provide regional content that adds to the relevancy of their social studies courses. Ontario should consider the addition of more regional perspectives. Additionally, global perspectives are not as pronounced as national perspectives. A better balance between national, global and regional perspectives is required. Overall, however, Canadian history content is strongly incorporated into the history and geography curriculum in Ontario.

Analysis of Intermediate/Senior:

Group Grade: 82% | A-

In order to graduate, students in grade 10 must take Canadian History since World War I. In theory, students will learn about the historical period from the end of the Great War to the present. However, some teachers have expressed their frustrations at not being able to cover much content past the Second World War due to time constraints. As a result, students are missing out on learning about important issues and events in Canadian history. Ontario should spread the content of one course over two, either adding history content in grade 9 or creating an additional course in grade 11, or by restructuring the course.

In grade 10, students must also take a half-credit civics course in order to graduate. Civics explores the Canadian political system, governance, citizenship and legal systems. There is some Canadian history content in this course, but the focus is very much on Canadian politics and government. Nevertheless, the relationship between history and citizenship is made clear.

In terms of electives, students can choose to take courses in social sciences and humanities, which offer some Canadian content. However, the elective course with the most Canadian history content is the grade 12 course *Canada: History, Heritage and Identity*. It explores Aboriginal history, colonialism, immigration and Canada's role on the international stage. It is an excellent course and a great option for students of history to take in their senior year of high school.

Ontario does an excellent job of incorporating Canadian history content at the secondary level, but it needs to address the fact that the only mandatory history course in grade 10 contains too much content for some teachers to fully cover in one year.

Analysis of Junior/Intermediate:

Group Grade: 71% | B-

In Prince Edward Island, students must take the following social studies courses in grades 7, 8 and 9: Empowerment (grade 7), Canadian Identity (grade 8) and Interdependence: Atlantic Canada in the Global Community (grade 9). Combined, social studies 7 to 9 explores events in Canadian history from roughly 1850 to the present. It is beneficial that the curriculum covers this period of history, since there is no mandatory Canadian history high school course in which students can learn about 19th- and 20th-century Canada.

Though they have a sense of chronology, the social studies courses are thematically structured. Some of the common themes explored in junior high school include: economic history, civics, identity and global connections. There is a lot of content to cover in the social studies program, especially with regards to Canadian history in grades 7 and 8. Since the grade 9 curriculum lacks Canadian history content – its primary focus is on current issues and events in the world – the courses could be restructured to spread out Canadian history content over three years.

Overall, Prince Edward Island does a good job of integrating Canadian history into its social studies program. It also does an excellent job of integrating the Historical Thinking Concepts into the curricula. Students in junior high are well prepared for further investigations of historical methods in high school.

Analysis of Intermediate/Senior:

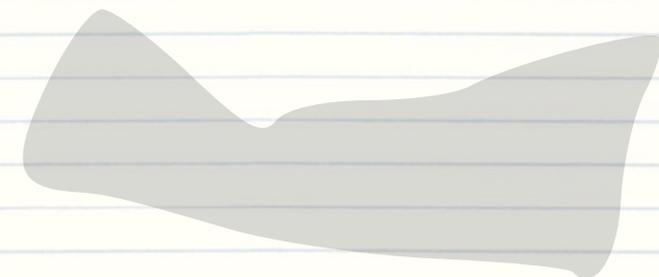
Group Grade: 70% | B-

In order to graduate, students must have two social studies credits, one of which must be Canadian studies. Students can choose from a variety of courses to satisfy this requirement, including law, economics, politics, geography and history courses. From this selection, there are two Canadian history courses and one Canadian studies course.

Canadian Studies 401A is structured thematically, and explores historical and contemporary issues in Canadian history. However, it is not strictly a history course; only one unit explores continuity and change over time. While students will develop critical thinking skills in this course, they will not learn about important events and themes in Canadian history.

The Canadian history courses offered at the secondary level are History 621A (Canadian History) and History 621B (PEI History). Thematic units in History 621A explore persistent questions in Canada's history, including those related to globalized development, sovereignty, governance and justice. History 621A emphasizes the importance of the historical method in the examination of Canada's history. It is an excellent course that should become mandatory. History 621B focuses mainly on Islander identity and the economic, political, social and cultural development of Prince Edward Island. It strongly encourages students to explore community resources, histories and peoples in their investigation of Island history. It too is a well-structured course that emphasizes critical thinking skills and that balances regional and national histories.

Prince Edward Island offers strong Canadian history courses, but since students are not required to take them in order to satisfy their graduation requirements, there is the possibility that some students will graduate high school without ever taking a Canadian history course. As a result, History 621A and/or History 621B should become mandatory.



Analysis of Junior/Intermediate:

Group Grade: 70% | B-

Students who attend schools in the francophone district must take social studies courses in grades 7, 8 and 9. In grade 7, students learn about ancient civilizations, while the grade 8 curriculum focuses on the historical period from medieval times to the early modern age. Though these courses have no Canadian history content, they help students to develop critical and creative thinking skills. Prince Edward Island's francophone grade 7 and 8 social studies curriculum documents explicitly state and successfully incorporate the six Historical Thinking Concepts.

Grade 9 social studies offers more Canadian content, though it has a very strong focus on regional and global issues. Students explore how various economic, social, cultural, political and technological factors have affected Atlantic Canada, both historically and contemporarily. They also pay close attention to global relations between nations and peoples. However, this course requires more Canadian history content; greater focus on historical issues affecting the nation at large would strengthen the curriculum.

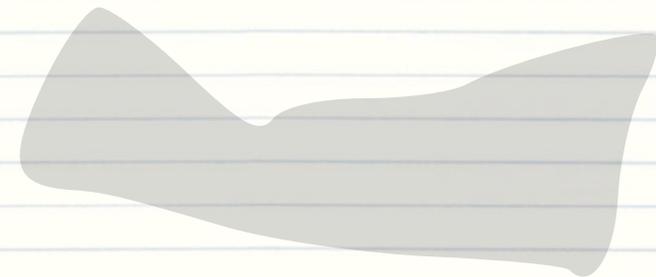
Overall, Canadian history content is fairly well integrated into the social studies curriculum. Students learn about citizenship and history, as well as how to think critically, but they do so without a strong knowledge about Canadian history in particular.

Analysis of Intermediate/Senior:

Group Grade: 70% | B-

In the francophone board, all students in Prince Edward Island must take a grade 10 social studies course (*Le Canada dans le monde*). Thematically structured, it focuses on Canadian society and Canada's place on the international stage. Major themes explored include multiculturalism, citizenship, French-English relations, international politics and American-Canadian relations. While it covers many important issues, the lack of chronology makes it difficult to understand concepts such as cause and consequence, and continuity and change.

Aside from the mandatory grade 10 social studies course, there are no other Canadian history courses that students can choose to take in the francophone school district. La Commission scolaire de langue française would benefit from the development of another Canadian history course that provides historical context for the issues students learn about in grade 9. For example, a regional and cultural history course, such as Nova Scotia's *Études acadiennes*, would be an excellent addition to the curricula. Overall, PEI provides a good introduction to issues that influence Canadian identity and international relationships, but more Canadian history content is required at the secondary level.



In Québec, secondary I and II (grades 7 and 8) have been evaluated in the Junior/Intermediate category, and secondary III, IV and V (grades 9, 10 and 11) have been evaluated as Intermediate/Senior. Cégeps have not been evaluated in this report.

Please note that Québec uses the same content for both French and English curricula. Some teachers in our focus groups note that English language textbooks are poorly translated from the original French, citing funding difficulties as the chief cause.

Analysis of Junior/Intermediate:

Group Grade: 75% | B

History and Citizenship Education in secondary cycles I and II is mandatory. These courses connect citizenship and history education in an effective way. Together, secondary I and II cover 30,000 years of history, from sedentarization to the present. A number of themes are addressed in these courses including democracy, ancient civilizations, Christianization of the West, the American Revolution, industrialization, imperialism and civil rights. However, as this is a vast range of history to cover, some teachers have noted the difficulty in fully covering the material. As a result, students are missing out on important aspects of Canadian and world history.

While there is not much Canadian history content in secondary I and II, students are given the ability to expand on the Canadian history that they learned about in elementary school and are being prepared for the mandatory Canadian history courses that they must take in high school. Students are also encouraged to develop critical and creative thinking skills, as secondary I and II thoroughly incorporate the Historical Thinking Concepts. Overall, Québec does a good job of balancing global, national and provincial views in secondary I and II.

Analysis of Intermediate/Senior:

Group Grade: 84% | A

Secondary III and IV explore the historical period from European contact with Aboriginal peoples to the present. In secondary III, students are presented this material in a chronological format, whereas in secondary IV, the same content is delivered in a thematic fashion. These themes include, for example, population development, economy, culture and power. Students are tested at the end of the two-year course and must pass the ministry exam in order to graduate.

While this curriculum has significant strengths, some teachers have noted inherent problems. Firstly, secondary III and IV focus more on Québec than on Canada, so that students are not learning about the historical and contemporary experiences of Canadians in other parts of the country. There is also a lack of Aboriginal content, especially in terms of contemporary issues concerning Indigenous peoples. Lastly, because of the ministry exam and the large amount of content to cover, some teachers have expressed their inability to go into much detail about certain themes that really interest students. However, it is possible that some or all of these issues will be addressed in the following years, as Québec develops a new secondary III and IV history program.

In secondary V, students have the option of taking a world studies course that explores the 20th and 21st centuries and includes some Canadian content. Thus, in secondary III, IV and V, students have the opportunity to explore both Canadian and world history in great detail. As the Historical Thinking Concepts are thoroughly integrated into the curricula, they are also given the opportunity to develop critical and creative thinking skills.

Analysis of Junior/Intermediate:

Group Grade: 72% | B-

In Saskatchewan, students in grades 7, 8 and 9 must take the following social studies courses: Canada and Our Pacific and Northern Neighbours (grade 7), The Individual in Canadian Society (grade 8), and The Roots of Society (grade 9). In grade 7, students explore Canada's connections to other countries, intercultural contacts and human migration. While there is some Canadian history content in this course, more attention is given to contemporary issues than historical ones. Similarly, in grade 8, students explore contemporary, intercultural connections among Canadians. The themes of citizenship and identity are interwoven throughout the course. Grade 9 offers more history content, as students explore the worldviews of ancient societies and their connections to contemporary Canada.

Social studies courses in grades 7 to 9 address a wide variety of issues in a thematic, rather than chronological, pattern. Thematic structures have their benefits, but a clear sense of chronology will help students to grasp concepts such as change and continuity, and cause and consequence. Social studies 7 to 9 successfully incorporates regional, national, cultural, global and interdisciplinary perspectives. It should be commended for its attention to Aboriginal history and perspectives. While the curricula do not explicitly address the Historical Thinking Concepts, it is evident that some concepts are covered in the social studies program. Overall, Canadian history is well integrated into the social studies program.

Analysis of Intermediate/Senior:

Group Grade: 66% | C

Students in Saskatchewan must take social studies courses in grades 10 and 11, and they must take a Canadian studies course in grade 12. Students can choose from courses offered in social studies, history, and Native studies programs.

In order to satisfy the grade 12 graduation requirement, students who take History 30 will learn about Canadian history from European contact with Aboriginal peoples to the 1990s. The structure of the course is good, but it is outdated. The other two course options, Social Studies 30 and Native Studies 30, are not strictly history courses and do not have sufficient Canadian content. As a result, History 30 should become mandatory so that students can learn about pre- and post-Confederation Canadian history in high school.

Overall, Saskatchewan provides a rich and wide array of courses from which students can choose. However, in order to ensure that students will learn about important 20th century Canadian content, History 30 should become mandatory. It is the only course offered that provides this content. Additionally, and as noted, all of the courses at the secondary level require updating. A revised curriculum would benefit both students and teachers, the latter of which have to make up for missing newer content on their own.

Analysis of Junior/Intermediate:

Group Grade: 80% | A-

In the Yukon, students must take the following social studies courses from grades 7 to 9: Ancient Civilizations (grade 7), World Civilizations 500–1600 (grade 8) and Europe and North America, 1500–1815 (grade 9). The Yukon uses British Columbia's social studies programs. While grades 7 and 8 explore past societies, the curriculum clearly identifies the influences and contributions of ancient societies to modern cultures, including Canada. The Yukon curricula make important historical connections to present-day Canada that are missing in the curricula of other provinces which also study ancient civilizations in junior high school.

In grade 9, students explore the historical roots of Canada, focusing on European contact with Aboriginal peoples and colonialism, among other topics. By providing contextual information about Europe and North America in the 16th and 17th centuries, the grade 9 course is preparing students for a deeper investigation of Canadian history at the secondary level.

The social studies program should also be commended for highlighting the historical views of women and Indigenous communities, which are often muted or overlooked in the curricula of other provinces. In addition to Canadian content, social studies 7 to 9 integrates the Historical Thinking Concepts into the curricula well. Overall, the social studies junior high school curriculum is excellent, in terms of both content and skills. It thoroughly integrates Canadian content, while also highlighting global, interdisciplinary, regional and diverse perspectives.

Analysis of Intermediate/Senior:

Group Grade: 81% | A-

In grade 10, students must take Social Studies 10, which explores Canada during the years from 1815 to 1914, focusing on the particular themes of identity, society and culture, governance, economics and technology, and environment. It is a well-designed course that explores key events in Canadian history, diverse perspectives and the Historical Thinking Concepts.

In their senior years of high school, students must take one of the following three social studies courses in order to graduate: Social Studies 11, Civics Studies 11 or BC First Nations Studies 12. Although it is not strictly a history course, Social Studies 11 should become mandatory because it provides the most Canadian history content. Exploring the historical period from roughly the First World War to the present, this course focuses on themes of government, identity and geography, and autonomy. Though the Yukon uses British Columbia's social studies curricula, the government component in Social Studies 11 should focus on the Yukon, not British Columbia. In general, more content about the Yukon is necessary in the social studies curricula, to ensure that local/regional and national perspectives are taught.

In grade 12, students have the option of taking History 12, which is a Canadian history course, as well as other social studies courses, such as Law 12 and Social Justice 12. History 12 is an excellent course that explores the time period of 1919 to 1991. However, the curriculum should be updated to incorporate the years after 1991. The Yukon might also consider creating its own high school history course that explores regional history and culture, such as that which exists in grade 10 in the Northwest Territories and Nunavut. Overall, however, Canadian history content is thoroughly integrated into the social studies curricula at the secondary level.

CONCLUSION

Since the last Canadian History Report Card was released in 2009, significant changes have been made to social studies and history curricula. Most notably, provinces and territories have increasingly incorporated the Historical Thinking Concepts into their curricula. Where curriculum documents are outdated, some teachers have incorporated the Historical Thinking Concepts into classroom discussions and activities on their own. As a result, students are developing a historical consciousness and sharpening analytical skills that are valuable inside and outside of a history classroom. Another great advance is the increasing awareness and inclusion of minority perspectives, both historical and contemporary, in various curricula. All curriculum documents highlight diverse views in some regard, providing students with a complex and more representative understanding of Canadian history.

There is always room for improvement. One longstanding struggle in Canadian history education is the ability to successfully balance national and local views. This is difficult in a nation with various linguistic, ethnic, and regional differences, to name a few. However, students require a well-rounded understanding of the past in order to truly understand how historical issues have affected, and continue to influence, the present. Similarly, social and cultural views could be better incorporated in curricula. While there have been improvements in this area, more attention to the history of Aboriginal peoples and immigrants in particular is needed. Updating curricula to include these views would provide more students with the opportunity to relate to the material they learn in the classroom. Finally, and related to this point, making clear connections between the past and the present is especially important at a time in which history is not always considered as relevant as other school subjects, such as science and mathematics. Students must understand why studying the past is important and how it continues to influence modern-day Canada.

Overall, the changes made to date to social studies and history curricula across Canada are impressive and demonstrate that the state of Canadian history education is not in jeopardy. This is happily contrary to concerns a decade ago, when the first Canadian History Report Card was released. While it is true that history as a discipline has been subsumed by social studies in most provinces and territories, especially at the elementary and junior high levels, this does not mean that history has been rendered irrelevant. Rather, it means that history is taught differently, from new and interesting perspectives. This approach is not problematic so long as students still receive, at minimum, pre- and post-Confederation Canadian history education.

“We need to understand what has led us to today in order to make good choices for the future.”

— Anonymous Québec teacher (Secondary I, grade 7)

The final grades of all provinces and territories demonstrate that the state of Canadian history education is in good standing. No province or territory received a failing grade, reflecting the fact that Canadian history education is in some way taught at the junior, intermediate, and senior high school levels. At the same time, no province or territory received an A+ because no curriculum is perfect. The curricula of all provinces and territories have strengths and weaknesses. This report aims to ignite discussion among teachers, education ministers, parents and students about these issues, in the hopes of fostering necessary changes to Canadian history education.