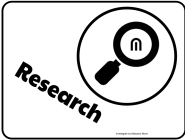
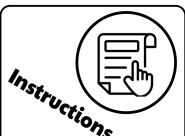
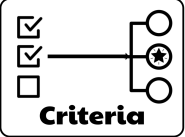
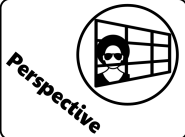
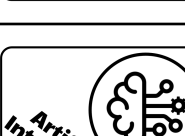


Iconography used in various LEARN LES and Tasks

Copy and paste from this document, then resize as needed. Most icons are in [this main icon folder](#) for copying or downloading. Graphic credits, when necessary, can be found in the original file or the link to the source.

Original use for this icon:	Icon	Original file/Source (Google Drawing, AI, etc.)
Inquiry Learning, Student Inquiry, or Reminder of Guiding Question. This icon most often refers to the LES's inquiry process as a whole or, in other words, to the main guiding question and not the sub-question.		https://docs.google.com/drawings/d/1iCsp3BvnH4ZTVQl0O_7ywy_bqllXUdni8cCP9v_Np rk/edit
The document icon notes when a document collection is available for analysis. The documents are mostly short text-type documents, though sometimes documents on websites.		https://docs.google.com/drawings/d/1Fhg4kvMRG53kgyKMjYCrpoKrB28zqdiQkQoBNa5-f0/edit
The icon indicates the availability (and often analysis) of media elements like videos.		https://docs.google.com/drawings/d/1EYV6jsuUf-viaEOw_IK91yrzelgpYdFjUlzcuj41Ork/e diit
This icon is used to indicate when students are asked or respond to questions, or when the process suggests they pose questions, etc.		https://docs.google.com/drawings/d/1fg0s6F-LQkkZnEhIF8pgcuBIVPjMP7-wcuUrzaF2o A/edit
Icon noting an element of the research process is in play. (see other available icons for specific research process phases)		https://docs.google.com/drawings/d/1jG23hSBM9lukbztmZUQfclYUyCsCOsUxXWVZCH 5E4Vk/edit Note that there are other research-related icons below that were part of the Research Process Planner developed for elementary students.

This icon is usually used to denote an isolated activity that involves a process and includes chances for traces of learning or evaluation.	 Activity	https://docs.google.com/drawings/d/1NQG3S_uF2Y1mQwRKzetlC_JvBIV2y74mdQgH06Ele30/edit
This icon specifically notes a formative or summative evaluation opportunity, including chances for students to self-evaluate and check their work or understanding.	 Checking	https://docs.google.com/drawings/d/1y9PtXJjYA8flEBSAprTk8dg7ltXMI2IRtim0GUxpGtU/edit
This icon is used when concepts are defined or explored in more depth.	 Defining	https://docs.google.com/drawings/d/191AGONmZWjnGuRfq8LEplTBG9FN43zFxlnsBXR2Psc/edit Note that an alternative “concept” icon is available here that matches the icon used in our concept cards collections.
Since pretty much the whole of our LES teacher guides are instructions, this icon is not often present there. So far we have been using it only in graphic organizers to note where instructions are on the various templates we create.	 Instructions	https://docs.google.com/drawings/d/1esKmAttrjr4wx4XKPQMtDv3VIHQGg0nNwYauEZD7EU/edit
Usually, this icon denotes a process whereby prior knowledge is announced and explored, though it also includes the notion that students come to a given situation with background experiences that should be considered.	 Prior Knowledge	https://docs.google.com/drawings/d/1fE0ntsPYq4ZlpXKfomdm55sJ00AK8qU-8JnCfUFGHo8/edit
This icon denotes a time for discussion or a discussion-driven activity. Often, it also implies a time for “questioning.”	 Discussion	https://docs.google.com/drawings/d/17DCK8-xMqt519R0gG6hROx1vB8UT8H6ePEl0tbJpKlw/edit

Criteria - For now this is a variation on the Inquiry icon, but with added Criteria element to note that a critical inquiry process should be based on criteria.		https://docs.google.com/drawings/d/14EaG5mDDgRdNC-aZCua9d59EMgaRKfm2oYiTv_g7Co4/edit
This icon denotes that an alternative perspective has been included in the LES; often indicating a perspective not specifically indicated in the Quebec programs.		https://docs.google.com/drawings/d/18FZhKml-d3SQU7vmP0S7Wtr8uQ9A7IndB3aFIhtosU/edit
United States contexts. Often, examples or resources are from an American perspective or reflect contexts in the United States. This icon notes that contexts may be different from Canadian ones.		https://docs.google.com/drawings/d/1BYOODpj4v9dbeQivjo77a2v5J4h9vYCLX_LIJACWDMI/edit
Often used together with the U.S. icon above, it helps directs the reader to specific Canadian examples and contexts as compared to the American ones.		https://docs.google.com/drawings/d/1sMKuGZHHKZ0Xuf8wfuxqtQr_vYC-8xbqPESHA7C5MmE/edit
Instructions icon used in various organizers to indicate instruction area. Usually placed near top and under organizer title.		https://docs.google.com/drawings/d/1esKmAtrjr4wxx4XKPQMtDv3VIHQGg0nNwYauEZD7EU/edit
AI <i>example</i> use in Soc Sci. Indicates that artificial intelligence was used. Usually, the use of AI will be explained next to this icon. Mostly need to show teachers how to use AI.		https://docs.google.com/drawings/d/1SIMtSXKANLN4INTbKFqjafo1UJECyEOGxrCZvwbhaXo/edit

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Other icons from different resources that we may also be using in our LES as well:

Student Research Process Timeline

<https://societies.learnquebec.ca/teacher-strategies/societies-territories-toolkit/>

SOCIETY:

CIRCA:

Learning about a Problem	Asking Questions	Planning Research	Gathering & Processing Information	Organizing Information	Communicating Results	Reflecting on My Learning
 What society am I studying? What do I know already about this group of people? What territory did this group inhabit? What do I know about this territory?	 What questions do I have? How can I sort my questions? What topic do I want to pursue? Which questions are useful to my research?	 What will I do to find answers to my questions? Where will I find information? What tools will I use to collect my data?	 What information must I collect? Which sources will I use? Is there enough information available? Which information is useful? Is the information fact or opinion? Do the different sources agree?	 How can I sort my data? Is my information complete? Do I answer my research question? Do I have enough supporting details? How can I arrange my information? Which pictures, maps, drawings or diagrams support my research?	 To whom will I present my information? How will I show what I have learned? What do I need to do to (construct) this product? What will I use to plan my product? What supporting materials do I need? Where will I find them?	 What did I learn about these people and this territory? What did I learn how to do? How did I work? What would I change? What would I do differently? How could I improve next time?

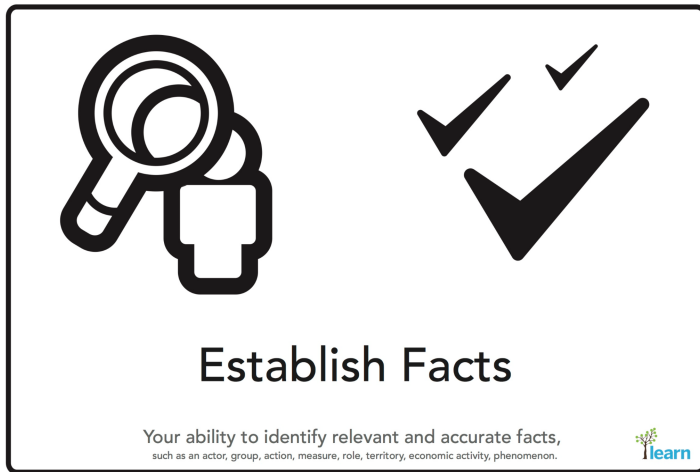
LEARN SocSci Intellectual Operations Icons

See folders here for large poster versions and old originals:

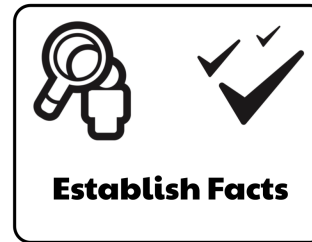
<https://drive.google.com/drive/u/0/folders/1yoXjDYvQ1ZDDW89WB67u5Z5AV0fx2o1g>

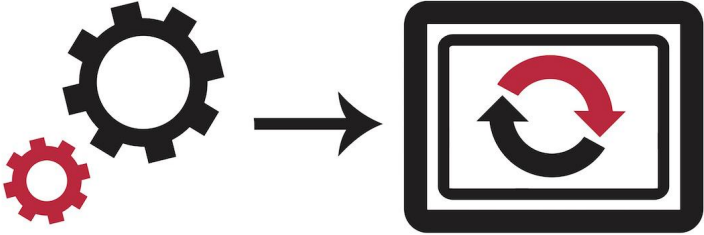
Updated “live” versions are now available as Google Drawings.

Icon credits and source (when available) is indicated in the drawings themselves, below the canvas area.



[New live version](#)





Determine causes & consequences

Your ability to indicate facts
(e.g. context, interests, objectives, influences, geographical features or actions)
that explain phenomena, OR that result from phenomena



[New live version:](#)



Determine Causes & Consequences



Determine changes & continuities

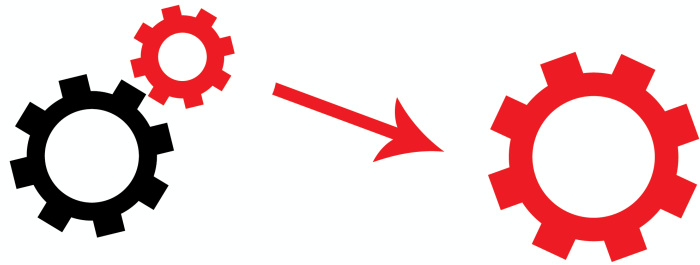
Your ability to indicate a fact that shows that a historical phenomenon changes,
or that shows that a historical phenomenon persists.
Or your ability to show that a historical phenomenon changes or persists.



[New live version](#)



Change & Continuity



Establish Causal Connections

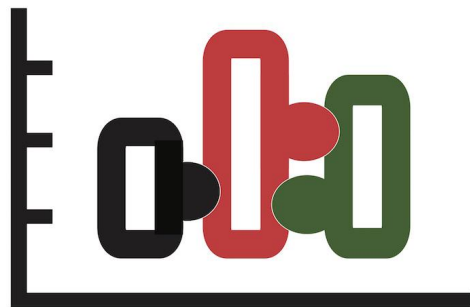
Your ability to establish a logical connection
between explanatory factors and consequences



[New live version:](#)



Causal Connections



Establish Connections Between Facts

Your ability to associate forms of expression or descriptions
with facts that are related to them



[New live version:](#)



Establish Connections Between Facts



Identify differences & similarities

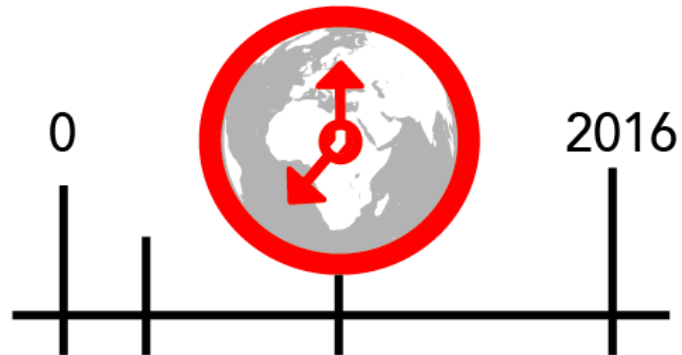
Your ability to **indicate what is different & what is similar**
with regard to one or more objects of comparison
Or to **indicate the specific point on which two actors/historians disagree/agree**
i.e. their "divergence" of opinion or their "convergence" of opinion
Or to **show differences and similarities with regard to actors' points of view**
or historians' interpretations.



[New live version:](#)



Similarities & Differences



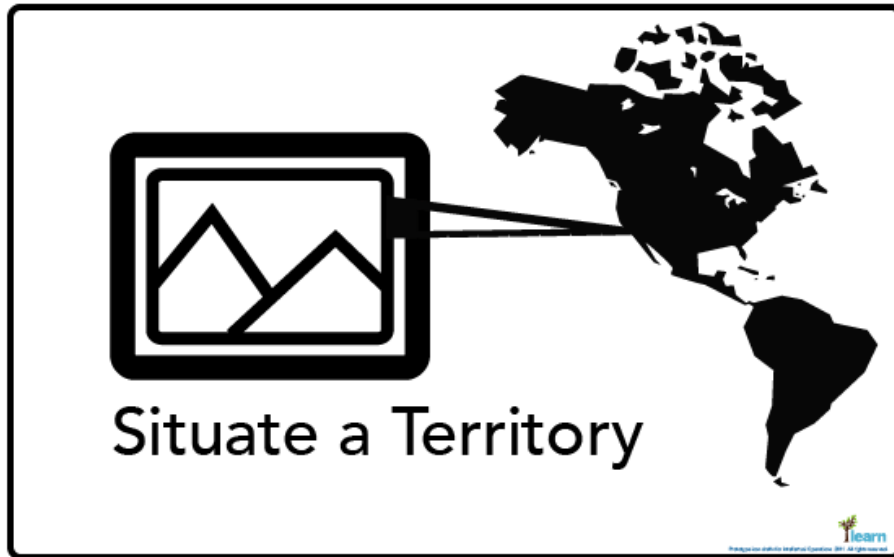
Situate in Time & Space



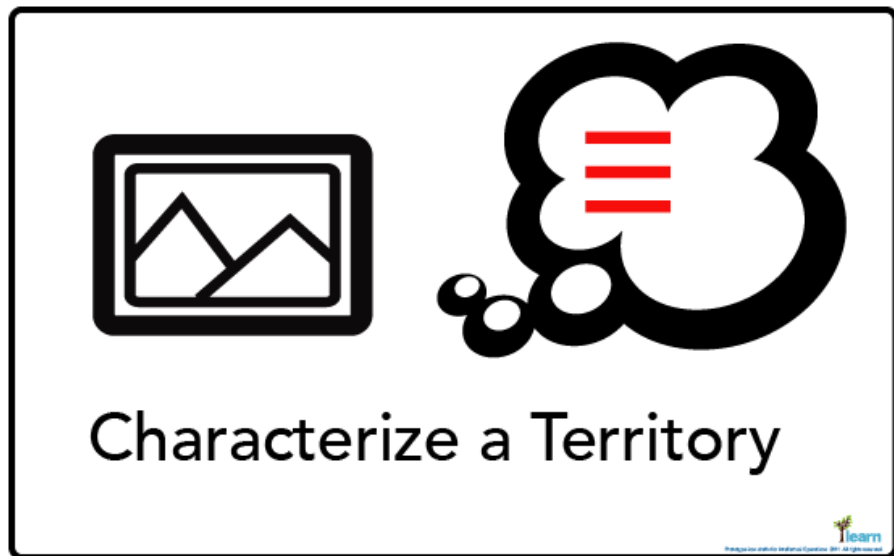
[New live version:](#)



Situate in Time & Space



[New live version here](#)



[New live version here](#)

