
Locally Developed Compulsory Credit Course
Grade 10

Canadian History

2005

Acknowledgment

Locally Developed Compulsory Credit (LDCC) Course

This Locally Developed Compulsory Credit course was developed by the LDCC Project coordinated by the Council of Ontario Directors of Education (CODE) in liaison with the Institute for Catholic Education (ICE), through a Consortium led by the York Catholic District School Board.

LDCC courses are intended to meet educational and career preparation needs of students that cannot be met by the courses authorized by the provincial curriculum policy documents. Funding for the development of this course was provided by the Ministry of Education.

Boards who wish to offer this LDCC course must follow the approval process for locally developed credit courses and submit the necessary approval form to their respective Ministry of Education District Office. This course has been reviewed by the Ministry of Education for use by school boards and therefore, the processing of the school board approval will be expedited.

For further information on the development of Locally Developed Courses see: *Guide to Locally Developed Courses, Grades 9-12, Development and Approval Procedures*, 2004.

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Introduction

Purpose and Goals of the Locally Developed Compulsory Credit (LDCC) Canadian History Course (CHC2L)

The Locally Developed Compulsory Credit (LDCC) history course focuses on the knowledge and skills that students need to be well prepared for success in Grades 11 and 12 Workplace Preparation courses. To request approval to offer this course, school boards should contact their respective Ministry of Education District Office to obtain the necessary form. The course has already been reviewed by the Ministry and, therefore, the processing of the school board approval will be expedited.

Students with widely ranging levels of knowledge and skills may require the LDCC history course; some of these students may be up to four years behind grade level with significant gaps in knowledge, conceptual understandings, and skills. As well, the LDCC history course will support students in developing and enhancing strategies that they need to be competent readers and writers of historical material (e.g., historical text, documents, media reports, and subject-specific vocabulary).

Opportunities to develop, enhance, and practise literacy, and mathematical literacy processes, concepts, skills, and strategies are critical in strengthening students' learning in all subject areas and preparing them for later success. Learning expectations in the LDCC history course interconnect skills in subject-area learning, literacy, and mathematical literacy. In this way, students taking the LDCC history course will be given opportunities to improve their subject-area knowledge and skills and to practise using them in order to strengthen their literacy and mathematical literacy skills.

LDCC history learning expectations will challenge students to examine their conceptual understandings, develop and enhance their critical thinking skills, and engage in meaningful dialogue.

For students who successfully complete the LDCC history course, opportunities for lateral moves to other types of courses can be provided, as appropriate.

Rationale

The LDCC history course was developed with the underlying rationale of developing historical literacy and inquiry skills. The expectations for historical literacy and inquiry are all intended to lead to success in the Grades 11 and 12 Workplace Preparation courses.

The LDCC history course empowers students to make meaningful connections between what they know and what they need to know. The course involves helping students to develop and apply historical inquiry and historical literacy skills to present-day situations in their local, national, and global world. The course supports students in becoming confident speakers, viewers, thinkers, writers, and readers of narrative (non-fiction) text and historical data.

This course is designed to prepare students for the Grades 11 and 12 Workplace Preparation history courses.

Note: After successful completion of the Grade 10 Canadian LDCC history course, students may also proceed to the Grade 11 Workplace Preparation economics and law courses included in the Grades 11 and 12 Canadian and World Studies curriculum policy document.

Curriculum Expectations

The expectations identified for the LDCC history course describe the knowledge and skills that students are expected to develop and demonstrate in the various activities through which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area of the course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of this course. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are organized under subheadings that reflect particular aspects of the required knowledge and skills and that may serve as a guide for teachers as they plan learning activities for their students. The organization of expectations in strands and sub-groupings is not meant to imply that the expectations in any one strand or group are achieved independently of the expectations in the other strands or groups, and connections across strands and expectations are encouraged.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Strands

The LDCC history course is focused on making connections between the student and key people, events, and themes in Canadian history from World War I to the present. The course is organized into three strands:

- Our Identity
- Our Relationships
- How Change Affects Us

Within each strand, there are three consistent sub-strands:

- Examining Identity (Strand 1)
- Examining Relationships (Strand 2)
- Examining Change (Strand 3)
- Making Connections
- Developing Skills in Historical Literacy

The first sub-strand focuses on developing understanding of key concepts; the second sub-strand makes connections between the content and the student's experiences; and the third sub-strand focuses on building historical literacy and inquiry skills.

In all three strands, the expectations in the sub-strand, Developing Skills in Historical Literacy, provide multiple opportunities for students to build on and reinforce literacy and inquiry skills, linked to the relevant history content.

Teaching Approaches

Teachers will use their professional judgement to decide which instructional methods will be most effective in promoting the learning of core knowledge and skills described in the learning expectations.

The LDCC history course should introduce a rich variety of activities that provide students the opportunity to demonstrate their knowledge and conceptual understandings. The following strategies should be emphasized:

- using before-learning, during-learning and after-learning tasks;
- connecting students' existing historical knowledge to new concepts;
- using technologies such as the Internet and ministry-licensed software;
- providing opportunities to organize information; and
- using visual aspects of learning, listening and talking, reading and viewing, and writing to understand concepts, organize ideas, and communicate understanding.

A solid conceptual foundation is essential for students if they are to learn and apply historical concepts. Teachers play a critical role in judging the conceptual understanding of each student and in providing students with challenges at their level of understanding. Establishing a rich environment for students to explore history concepts at the appropriate level and to use oral language to explain their thinking will enable students to clarify their conceptual understandings. By stressing conceptual understanding, presenting the study of history in multiple ways, and using relevant situations to apply concepts and promote classroom discussions, teachers are able to target instruction to the needs of the learners.

Building Historical Literacy

For the purpose of this LDCC course, historical literacy refers to the integration of analytical skills with the full range of literacy and mathematical literacy skills. Skills essential to the study of history include understanding chronology, identifying viewpoints, examining cause and effect, making inferences and predictions, considering multiple perspectives, assessing arguments, solving problems, developing empathy, and communicating results of inquiry.

Building Literacy Skills

In the Preface to *Think Literacy: Cross-Curricular Approaches, Grades 7–12*, it is stated that literacy skills are at the heart of learning. Successful students are able to read for meaning, to write with clarity and purpose, and to participate productively in classroom discussions. Many students may be struggling with these skills, making it more difficult for teachers to get to the content in the various subject areas. Research and classroom experience show that the most effective way to help struggling learners is to incorporate proven instructional strategies in every classroom. Students who are explicitly taught a repertoire of reading, writing, and oral communication skills, and become adept at using them, are then able to apply those skills in other contexts.

The solution offered is teamwork – a whole-school, cross-curricular approach to literacy learning. When teachers of all subjects use the same proven strategies to help their students read and write in the language of their subject discipline, they build on their students’ prior knowledge and equip them to make connections that are essential for continued learning. This teaching doesn’t require “time out” from content-area instruction. It happens side-by-side with content acquisition.* When a history teacher demonstrates how to *skim and scan for signal words* to help students understand a newspaper article, these skills also prepare them to read any subject text more effectively. When a history teacher uses a *web* or *concept map* about the causes of a conflict, he/she reinforces literacy strategies for students.

For students in LDCC courses, the more reinforcement they receive, the better – students learn that reading, writing, and oral communication strategies work in all classrooms and that there is some common terminology as well as subject-specific vocabulary.

* *Think Literacy Success Grades 7–12: The Report of the Expert Panel on Students at Risk in Ontario*, 2003.

Building on Oral Language Skills

Oral skills – both talking and listening – are at the very foundation of literacy. Classroom talk helps students to learn, to reflect on what they are learning, and to communicate their knowledge and understanding. Oral communication strategies can help teachers obtain more precise information about what their students know and can do. This can also help teachers to provide better feedback and guidance to support student learning.

Teachers can help students strengthen their communication skills and conceptual understandings by presenting concepts in multiple formats and by encouraging group discussion about the concepts before students begin work on a task. Oral language experiences in large and small groups provide opportunities for students to clarify their thinking and to share these understandings with others.

Limited vocabulary and language structure may be evident among many of the learners. They may need help with key words required to communicate historical information and concepts as well as ample opportunities to use subject-specific vocabulary in conversation. Group conversations using history terminologies enable students to expand their understanding of history data and definitions. As they strengthen their understanding of history vocabulary, they gain confidence in discussing and reading history-related text.

Building on Reading and Viewing Skills

As students progress through school, they are asked to read and view increasingly complex information and graphical texts in their courses. The ability to understand and use the information in these texts is key to a student’s success in learning. Successful students have a repertoire of reading and viewing strategies to draw upon and know how to use them in different contexts.

Students may not have a wide range of strategies for reading and viewing history text. Because they might not see themselves as able to read very well, they often lack the confidence to try to interpret information. Providing opportunities for the use of pre-reading or pre-viewing strategies enables students to strengthen their ability to understand history text. Students gain confidence in their skills when they work with tasks that are connected to their experiences and lives, go through the process of generating and organizing information and conferring with others about strategies, and become accustomed to the use of before-learning, during-learning, and after-learning strategies (e.g., defining history terms, explaining their thinking). All of these strategies, when used regularly, will help to strengthen students’ comprehension skills.

Building on Writing Skills

Students are sometimes confused by differences in writing requirements from subject to subject. Although different subjects require different types of writing assignments, all writing can follow the same process. By adopting a consistent writing process across all subject areas, teachers ease some of the stress associated with writing and help students build confidence and skill as writers.

Integrating Reading, Viewing, and Writing Skills

Reading, viewing, and writing skills are complementary and mutually reinforcing. For this reason, some of the expectations require students to demonstrate their learning through activities that involve reading, viewing, and writing.

Teachers need to support and enhance these connections by introducing a rich variety of history activities that integrate reading, viewing, and writing and that provide opportunities for students to develop and practise these skills in conjunction with one another. These history activities should involve a range of authentic texts such as narrative (non-fiction), newspaper reports and editorials, primary sources, photograph and diagram analysis, film and video reviews, websites, posters, and brochures.

Building Mathematical Literacy Skills

Mathematics is a fundamental human endeavour that empowers individuals to describe, analyse, and understand the world we live in.* Mathematical literacy involves more than executing procedures. It implies a knowledge base and the competence and confidence to apply this knowledge in the practical world. A mathematically literate person can estimate; interpret data; solve day-to-day problems; reason in numerical, graphical, and geometric situations; and communicate using mathematics. Opportunities to practise these skills occur naturally in all subjects.

Mathematical literacy is as important as proficiency in reading and writing. Mathematics is so entwined with today's way of life that we cannot fully comprehend the information that surrounds us without a basic understanding of mathematical ideas. Confidence and competence in mathematics lead to productive participation in today's complex information society and open the door to opportunity.

Teachers of history and other disciplines can create opportunities to help students appreciate the part that mathematics plays in their lives. Teachers should support mathematical literacy by conveying the belief that all students can and should do mathematics.

* *Leading Math Success – Mathematical Literacy Grades 7–12: The Report of the Expert Panel on Student Success in Ontario*

Building Essential Skills

Essential Skills are generic skills used in the workplace, in everyday life, and for lifelong learning. The Ontario Skills Passport provides clear descriptions of skills used in virtually all occupations, as well as a list of important work habits.

Teachers can help students to develop these Essential Skills – reading, writing, use of documents, use of computers, money math, data analysis, problem solving, finding information, job task planning, measurement and calculation, numerical estimation, oral communication, decision making, scheduling and budgeting, and accounting. (<http://www.hrsdc.gc.ca/>)

The Ministry of Education has developed two new courses under the Guidance and Career Education curriculum – *Discovering the Workplace*, Grade 10, Open, and *Navigating the Workplace*, Grade 12, Open. These courses will provide students with the opportunity to learn about and demonstrate workplace Essential Skills and work habits.

Building Confidence

Students taking this course may be doubtful that they can acquire the historical literacy and inquiry skills they need to function effectively at school, at work, and in other everyday contexts. In seeking to meet the needs of these students, teachers should create a positive classroom environment and community of learners that give students the confidence to take risks as they learn and that continually encourage them to persist and improve. Students should engage in active inquiry to develop and/or enhance metacognitive skills that facilitate independence in learning.

To help students build confidence and to promote learning, teachers should use the approach of grouping students for purposes of instruction and support. Grouping promotes the development of teamwork as an essential skill in everyday life and in the workplace. Groupings should be flexible and should change as students' skills improve. Students may be grouped in a variety of ways, including:

- by instructional need (e.g., group students who need to practise a specific skill);
- by ability to read at a comparable level of challenge (e.g., select materials on the same topic but at different levels of difficulty, and group students to read the materials that are appropriate to their skills);
- by shared interest in particular topics or issues (e.g., group students to generate ideas as a team before they write on a topic of shared interest);
- for purposes of effective collaboration (e.g., group students who can provide support for one another as they learn).

Assessment and Evaluation of Student Achievement

Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in a course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. Students benefit from multiple opportunities and a variety of ways to demonstrate their understanding for assessment and evaluation purposes.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation will be based on the curriculum expectations in the LDCC history course and on the achievement levels outlined in this document.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart for history on pages 10 and 11;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction (English or French);
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the year.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

The characteristics given in the achievement chart for level 3 represent the “provincial standard” for achievement of the expectations in a course. A complete picture of overall achievement at level 3 in a course in Canadian and world studies can be constructed by reading from top to bottom in the shaded column of the achievement chart, headed “70–79% (Level 3).” Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the specified knowledge and skills in more sophisticated ways than a student achieving at level 3.

The Achievement Chart for Canadian and World Studies

The achievement chart that follows identifies four categories of knowledge and skills in Canadian and world studies. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to:

- provide a framework that encompasses all curriculum expectations for all courses in all grades and subjects represented in this discipline;
- guide the development of assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate student learning.

Categories of knowledge and skills. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding. Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes, as follows:

- planning skills (e.g., focusing research, gathering information, organizing an inquiry)
- processing skills (e.g., analysing, evaluating, synthesizing)
- critical/creative thinking processes (e.g., inquiry, problem solving, decision making, research)

Communication. The conveying of meaning through various forms, as follows:

- oral (e.g., story, role play, song, debate)
- written (e.g., report, letter, diary)
- visual (e.g., model, map, chart, movement, video, computer graphics)

Application. The use of knowledge and skills to make connections within and between various contexts. Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

Criteria. Within each category in the achievement chart, criteria are provided, which are subsets of the knowledge and skills that define each category. For example, in Knowledge and Understanding, the criteria are “knowledge of content (e.g., facts, terms, definitions)” and “understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)”. The criteria identify the aspects of student performance that are assessed and/or evaluated, and serve as guides to what to look for.

Descriptors. A “descriptor” indicates the characteristic of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. In the achievement chart, *effectiveness* is the descriptor used for each criterion in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion. For example, in the Thinking category, assessment of effectiveness might focus on the degree of relevance or depth apparent in an analysis; in the Communication category, on clarity of expression or logical organization of information and ideas; or in the Application category, on appropriateness or breadth in the making of connections. Similarly, in the Knowledge and Understanding category, assessment of knowledge might focus on accuracy, and assessment of understanding might focus on the depth of an explanation. Descriptors help teachers to focus their assessment and evaluation on specific knowledge and skills for each category and criterion, and help students to better understand exactly what is being assessed and evaluated.

Qualifiers. A specific “qualifier” is used to define each of the four levels of achievement – that is, *limited* for level 1, *some* for level 2, *considerable* for level 3, and *a high degree* or *thorough* for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. For example, the description of a student’s performance at level 3 with respect to the first criterion in the Thinking category would be: “the student uses planning skills with *considerable* effectiveness”.

The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills.

Achievement Chart – Canadian and World Studies, Grades 9–12

Category	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge and Understanding	<i>Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</i>			
	The student:			
Knowledge of content (e.g., facts, terms, definitions)	– demonstrates <i>limited</i> knowledge of content	– demonstrates <i>some</i> knowledge of content	– demonstrates <i>considerable</i> knowledge of content	– demonstrates <i>thorough</i> knowledge of content
Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	– demonstrates <i>limited</i> understanding of content	– demonstrates <i>some</i> understanding of content	– demonstrates <i>considerable</i> understanding of content	– demonstrates <i>thorough</i> understanding of content
Thinking	<i>The use of critical and creative thinking skills and/or processes</i>			
	The student:			
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	– uses planning skills with <i>limited</i> effectiveness	– uses planning skills with <i>some</i> effectiveness	– uses planning skills with <i>considerable</i> effectiveness	– uses planning skills with a <i>high degree</i> of effectiveness
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	– uses processing skills with <i>limited</i> effectiveness	– uses processing skills with <i>some</i> effectiveness	– uses processing skills with <i>considerable</i> effectiveness	– uses processing skills with a <i>high degree</i> of effectiveness
Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	– uses critical/creative thinking processes with <i>limited</i> effectiveness	– uses critical/creative thinking processes with <i>some</i> effectiveness	– uses critical/creative thinking processes with <i>considerable</i> effectiveness	– uses critical/creative thinking processes with a <i>high degree</i> of effectiveness
Communication	<i>The conveying of meaning through various forms</i>			
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, written, and visual forms	– expresses and organizes ideas and information with <i>limited</i> effectiveness	– expresses and organizes ideas and information with <i>some</i> effectiveness	– expresses and organizes ideas and information with <i>considerable</i> effectiveness	– expresses and organizes ideas and information with a <i>high degree</i> of effectiveness

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Category	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Communication (cont.)				
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, written, and visual forms	– communicates for different audiences and purposes with <i>limited</i> effectiveness	– communicates for different audiences and purposes with <i>some</i> effectiveness	– communicates for different audiences and purposes with <i>considerable</i> effectiveness	– communicates for different audiences and purposes with a <i>high degree</i> of effectiveness
Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, written, and visual forms	– uses conventions, vocabulary, and terminology of the discipline with <i>limited</i> effectiveness	– uses conventions, vocabulary, and terminology of the discipline with <i>some</i> effectiveness	– uses conventions, vocabulary, and terminology of the discipline with <i>considerable</i> effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a <i>high degree</i> of effectiveness
Application	<i>The use of knowledge and skills to make connections within and between various contexts</i>			
	The student:			
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	– applies knowledge and skills in familiar contexts with <i>limited</i> effectiveness	– applies knowledge and skills in familiar contexts with <i>some</i> effectiveness	– applies knowledge and skills in familiar contexts with <i>considerable</i> effectiveness	– applies knowledge and skills in familiar contexts with a <i>high degree</i> of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	– transfers knowledge and skills to new contexts with <i>limited</i> effectiveness	– transfers knowledge and skills to new contexts with <i>some</i> effectiveness	– transfers knowledge and skills to new contexts with <i>considerable</i> effectiveness	– transfers knowledge and skills to new contexts with a <i>high degree</i> of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	– makes connections within and between various contexts with <i>limited</i> effectiveness	– makes connections within and between various contexts with <i>some</i> effectiveness	– makes connections within and between various contexts with <i>considerable</i> effectiveness	– makes connections within and between various contexts with a <i>high degree</i> of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

Evaluation and Reporting of Student Achievement

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student’s grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Some Considerations for Program Planning in the LDCC History Course

Teachers who are planning a program for LDCC history must take into account considerations in a number of important areas. Information that pertains to the discipline is provided in *The Ontario Curriculum, Grades 9 to 12: Canadian and World Studies, 2005 (Revised)*. Information that pertains to the development of essential literacy skills is provided in *Think Literacy Success Grades 7–12: The Report of the Expert Panel on Students at Risk in Ontario, 2003*. Information that pertains to the development of essential mathematical literacy skills is provided in *Leading Math Success - Mathematical Literacy Grades 7–12: The Report of the Expert Panel on Student Success in Ontario, 2004*. These resources can be found on the Ministry of Education website at <http://www.edu.gov.on.ca>.

The Importance of the Study of Current Events

The study of current events forms an integral component of the Canadian and world studies curriculum, enhancing both the relevance and the immediacy of the program. Discussion of current events not only stimulates student interest and curiosity but also helps students to connect what they are learning in class with past and present-day world events or situations. The study of current events in this history course needs to be thought of not as a separate topic but as an integral extension of the expectations found in this course.

Antidiscrimination Education

The LDCC history course is designed to help students acquire the “habits of mind” essential in a complex democratic society characterized by rapid technological, economic, political, and social change.

Students are expected to demonstrate a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community, as well as respect and responsibility for the environment. These attitudes, including understanding the importance of protecting the rights of others, and taking a stand against racism and other expressions of hatred and discrimination, are modelled in the classroom and prepare students for their future roles at home, at work, and in the community.

The learning activities and materials used to teach the curriculum should be inclusive in nature, and should reflect various points of view and experiences, including the Aboriginal perspectives. This will enable all students to become more sensitive to the experiences and perceptions of others. Curriculum activities should also strengthen students' abilities to recognize bias and stereotypes in contemporary as well as in historical portrayals, viewpoints, representations, and images.

Education for Exceptional Students

In planning locally developed compulsory credit courses for exceptional students, teachers should begin by examining both the curriculum expectations for the course and the needs of the individual student to determine which of the following options is appropriate for the student:

- no accommodations * or modifications; or
- accommodations only; or
- modified expectations, with the possibility of accommodations.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). For a detailed discussion of the ministry's requirement for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). Detailed information about planning courses for exceptional students can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004*. (Both documents are available at <http://www.edu.gov.on.ca>.)

* "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment.

Students Requiring Accommodations Only

With the aid of accommodations alone, some exceptional students are able to participate in the course curriculum and to demonstrate learning independently. (Accommodations do not alter the curriculum expectations for the course.) The accommodations required to facilitate the student's learning must be identified in his or her IEP (see *IEP Standards, 2000*, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, courses.

There are three types of accommodations. *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting. *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 14 of *IEP Standards, 2000*, for more examples).

If a student requires "accommodations only," assessment and evaluation of his or her achievement will be based on the course curriculum expectations and the achievement levels outlined in this document.

Students Requiring Modified Expectations

Some exceptional students will require modified expectations, which differ from the LDCC course expectations. For most students, modified expectations will be based on the course curriculum with changes to the number and/or complexity of the expectations. It is important to monitor, and to reflect clearly in the IEP, the *extent* to which expectations have been modified. As noted in Section 7.12 of the ministry's policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

When a student is expected to achieve most of the curriculum expectations for the course, the modified expectations should identify how they differ from the course expectations. When modifications are so extensive that achievement of the learning expectations is not likely to result in a credit, the expectations should specify the precise requirements or tasks on which the student's performance will be evaluated and which will be used to generate the course mark recorded on the Provincial Report Card. Modified expectations indicate the knowledge and/or skills the student is expected to demonstrate and have assessed in each reporting period (*IEP Standards*, 2000, pages 10 and 11). Modified expectations represent specific, realistic, observable, and measurable achievements and describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*IEP Standards*, 2000, page 11).

If a student requires modified expectations, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for this course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from the *Guide to the Provincial Report Card, Grade 9–12* (page 8) must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as about next steps for the student learning in the course.

English as a Second Language and English Literacy Development (ESL/ELD)

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. Some may have the experience of highly sophisticated educational systems while others may have had limited formal schooling. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development.

Teachers of history must incorporate appropriate strategies for instruction and assessment to facilitate the success of the ESL and ELD students in their classrooms. Teachers can:

- make modifications to some or all of the course expectations based on the student's level of English proficiency;
- use a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding, previewing textbooks, pre-teaching key vocabulary, peer tutoring, strategic use of students' first languages);
- use a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and culturally diverse materials);
- make accommodations for assessment (e.g., granting extra time, use of oral interviews and tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Students who are no longer taking ESL or ELD courses may still require program adaptations to be successful. When learning expectations in a course other than ESL and ELD are modified, or accommodations to the learning environment are made, this must be clearly indicated on the student's report card by checking the ESL or ELD box. (See *Guide to the Provincial Report Card, Grades 9–12*, 1999.)

For further information on supporting ESL and ELD students, refer to *The Ontario Curriculum, Grades 9 to 12, English As a Second Language and English Literacy Development*, 1999.

The Role of Technology in the Curriculum

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and students' learning. These tools include simulations, multimedia resources, databases, and computer-assisted learning modules. Teachers can use ICT tools and resources both for whole-class instruction and for the design of curriculum to meet diverse student needs.

Students should be encouraged to use ICT to support and communicate their learning. For example, ICT can be used to connect students to other schools, locally and abroad, and to bring the global community into the local classroom. Through Internet websites and CD-ROM technology, students can now access primary resources held in museums, libraries, archives, and public institutions across the country and around the world. ICT resources allow secondary students to conduct more far-ranging and authentic research than ever before.

Applications such as databases, spreadsheets, word processors, and presentations software can be used to support various methods of inquiry and communication. The technology also makes possible simulations of complex systems that are useful for problem-solving purposes or when field studies on a particular topic are not feasible.

Career Education

Expectations in the LDCC history course include many opportunities for students to apply their skills to work-related situations, to explore educational and career options, and to become self-directed learners. Literacy, mathematical literacy, and interpersonal skills are essential skills for the workplace and will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks. Small-group work and oral presentations help students to express themselves confidently and to work cooperatively with others.

Cooperative Education and Other Workplace Experiences

Experiential, community-based activities, such as job shadowing, work experience, and cooperative education, are fundamental to a student's understanding of the relationship between classroom learning and the world of work. Through these activities, students have the opportunity to practise, in an authentic environment, workplace skills such as literacy and numeracy, and interpersonal and personal management skills. The Ontario Curriculum, Guidance and Career Education Grade 10 course, *Discovering the Workplace*, will help students identify early in their secondary school career the Essential Skills and work habits required for success in the workplace, and will prepare them for work experiences in the community.

Health and Safety in Canadian and World Studies

Out-of-school fieldwork can provide an exciting and authentic dimension to students' learning experiences. It also takes the teacher and students out of the predictable classroom environment into unfamiliar settings. Teachers must preview and plan activities and expeditions carefully to protect students' health and safety.

Course Description

This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. Students prepare for the Grades 11 and 12 Workplace Preparation history courses through the development and extension of historical literacy and inquiry skills.

Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation.

Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of forms.

Prerequisite: None

Our Identity

Overall Expectations

By the end of this course, students will:

- IDV.01** • identify and describe the manner in which selected individuals, groups, and events have contributed to the emergence of Canadian identity;
- IDV.02** • make connections between a series and a variety of historic and contemporary individuals, issues, and events that have contributed to the emergence of Canadian identity;
- IDV.03** • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian identity and communicate their understanding in a variety of forms.

Specific Expectations

Examining Identity

By the end of this course, students will:

- ID1.01** – compare how a person’s sense of identity develops (e.g., through personal and family history, ethnocultural background, location in time and place, values, interests, and accomplishments) to the development of a nation’s identity (e.g., through history of events and peoples, values and policies, economic base, allies and trading partners, geography, and quality of life);
- ID1.02** – describe ways in which Aboriginal peoples’ roles and identities within Canada are defined (e.g., Nisga’a Treaty, Tommy Prince, Phil Fontaine, Georges Erasmus, Susan Aglukark, James Bartleman, formation of Nunavut, Buffy Ste. Marie, Chief Dan George, Mary Two-Axe Early, Drew Hayden Taylor);
- ID1.03** – describe ways in which French Canadians’ roles and identities within Canada are defined (e.g., la survivance, maître chez nous, je me souviens, Bloc Québécois, Franco-Ontarians, Regulation 17, Franco-Manitobans);
- ID1.04** – describe ways in which select groups promote and preserve Canadian identity (e.g., religious, ethnocultural, governmental, museums, foundations, publishers);
- ID1.05** – show significant steps in Canada’s evolving political identity to nationhood (e.g., Treaty of Versailles; Statute of Westminster; Canada Act, 1982);

- ID1.06** – illustrate significant periods and events in the ongoing development of Canada’s diversity (e.g., major periods and origins of immigration; the growth of Canada’s cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988).

Making Connections

By the end of this course, students will:

- ID2.01** – connect diverse individuals from Canada’s past to present day people who have contributed to Canada’s identity in selected fields (e.g., Frederick Banting to John Polanyi, Nellie McClung to Louise Arbour, Stephen Leacock to Michael Ondaatje, J.S. Woodsworth to David Suzuki, Wilfrid Laurier to Pierre Trudeau, Foster Hewitt to Don Cherry, Lionel Conacher to Wayne Gretzky, Emily Carr to Alex Colville, Mary Pickford to Shania Twain, Arthur Currie to Lewis Mackenzie);
- ID2.02** – identify how Aboriginal peoples contribute to Canada’s evolving identity;
- ID2.03** – identify how French Canadians contribute to Canada’s evolving identity;
- ID2.04** – assess American influence (e.g., consumerism, entertainment, sports, economy) on Canada and Canadians using a variety of selected sources (e.g., magazines, television, print media, movies).

Developing Skills in Historical Literacy

By the end of this course, students will:

ID3.01 – understand the concept of identity and those that influence an individual's and a nation's identity using a variety of modelled thinking strategies (e.g., context clues, concept maps, pictures, cartoons, personal experiences);

ID3.02 – analyse Aboriginal peoples' roles and identities in Canada using a variety of modelled reading and oral communication strategies (e.g., K-W-L [what I know, what I want to find out, what I learned], directed reading/thinking activity, graphic organizers, jigsaw, place mat, four corners);

ID3.03 – analyse French Canadians' roles and identities in Canada using a variety of modelled reading and oral communication strategies (e.g., anticipation guide, K-W-L, discussion webs, four corners, place mat);

ID3.04 – identify different perspectives, stereotypes, and explicit bias when comparing two or more perspectives of Canadian identity (e.g., from Aboriginal and non-Aboriginal, Laurier and Bourassa, Trudeau and Lévesque, Chrétien and Bouchard, from established and recent ethnocultural representatives, from different regions, from different age groups) using a variety of selected critical thinking skills and strategies (e.g., summarizing, comparing and contrasting, seeing causal connections, making inferences, drawing conclusions);

ID3.05 – identify periods and events in the ongoing development of Canada's diversity (e.g., major periods and origins of immigration; the growth of Canada's cultural mosaic; ongoing extension of citizenship rights; periods of legal discrimination against visible minorities; Charter of Rights and Freedoms, 1982; Multicultural Act, 1988) and the impact of selected groups on the sense of identity in Canada, using a variety of visual literacy strategies;

ID3.06 – investigate the relationship of political identity to nationhood by developing and/or using provided criteria and communicate the results of their inquiry (e.g., cause-and-conflict charts, flow charts, Venn diagrams, semantic webs);

ID3.07 – convey how diverse individuals have contributed to Canada's identity using a variety of communication strategies;

ID3.08 – assess American influences in Canada by developing and/or using provided criteria and communicate the results of their thinking (e.g., pro/con charts, data charts and graphs, plus/minus charts, flow charts, I read/I think/Therefore).

Our Relationships

Overall Expectations

By the end of this course, students will:

- REV.01** • describe selected events that characterize internal relationships between individual Canadians, groups of Canadians, the provinces, and the federal government;
- REV.02** • make connections among selected historical examples of Canada’s past, contemporary global relationships, and their everyday lives;
- REV.03** • apply guided historical inquiry, critical thinking, and literacy skills to explore Canadian relationships and communicate their understanding in a variety of forms.

Specific Expectations

Examining Relationships

By the end of this course, students will:

- RE1.01** – explain, using examples from their own lives and from Canadian history, the concept of relationship (e.g., interdependence, independence, dependency, cooperation, conflict, consensus);
- RE1.02** – summarize key events in the evolving relationship between Quebec and the rest of Canada (e.g., Quiet Revolution, 1960-1966; FLQ Crisis; Parti Québécois election victory, 1976; two sovereignty referendums, 1980 and 1995);
- RE1.03** – summarize key events that characterize the evolving relationship between Canada and the United States (e.g., World War II; Pearson’s response to American bombing of North Vietnam; Acid Rain; foreign ownership; The Auto Pact; North American Free Trade Agreement [NAFTA]; World Cup of Hockey; Gulf War, 1990-1991; September 11, 2001 [9/11]; war in Iraq; war on terror; softwood lumber disputes; BSE/Mad Cow Disease);
- RE1.04** – analyse and communicate the impact selected events and agreements have had on internal relationships in Canada, both past and present, that involved conflict and cooperation (e.g., World War I, World War II, War Measures Act, conscription, Winnipeg General Strike, internment of Japanese Canadians, Suffragette movement, Home Children, The Persons Case, October Crisis, Oka, Aboriginal Land Claims, residential schools, cruise missile testing, Trans-Canada Pipeline, St. Lawrence Seaway Project, Olympics, formation of Nunavut, Aboriginal self-government, policies of bilingualism and biculturalism, regional economic disparity,

National Energy Policy [NEP], the flag debate, Meech Lake and Charlottetown Accords, Expo ’67);

- RE1.05** – analyse and communicate the impact selected events and agreements have had on Canadian global relationships, both past and present, that involved conflict and cooperation (e.g., League of Nations, Lend-Lease Agreement, Hyde Park Declaration, Korean War, international peacekeeping, North American Free Trade Agreement [NAFTA], Multilateral Agreement on Investment [MAI], Summit of the Americas, General Agreement on Tariffs and Trades [GATT] and anti-globalization protests, la Francophonie, Commonwealth of Nations, North Atlantic Treaty Organization [NATO], North American Air Defense Command [NORAD], international disaster relief, Canadian Refugee Policy, World Trade Organization [WTO]).

Making Connections

By the end of this course, students will:

- RE2.01** – assess Canada’s response to persecution at home (e.g., residential schools, Japanese Canadian internment) and abroad (e.g., Sudan, the Holocaust, Bosnia, Rwanda);
- RE2.02** – identify and assess how historical events relate to their lives (e.g., international conflicts and immigration, women’s rights, workers’ rights, Canadian Radio and Television Commission [CRTC] and Canadian content);
- RE2.03** – show how Canada’s international position on an issue (e.g., peace and security, environment, human rights, Land Mine Treaty) has influenced an international policy.

Developing Skills in Historical Literacy

By the end of this course, students will:

- RE3.01** – understand the concept and characteristics of relationships using modelled thinking strategies (e.g., mind maps, concept maps, semantic webs, Venn diagrams, verbal and visual word associations);
- RE3.02** – summarize key events in the evolving relationship between Quebec and the rest of Canada using a variety of modelled reading and viewing strategies (e.g., directed reading/thinking activity, note making, story mapping, group summarizing, think-aloud, questioning);
- RE3.03** – categorize the evolving relationship between Canada and the United States using a variety of visual literacy strategies (e.g., graphs and charts, illustrations and photographs, attribute webs, semantic maps, diagrams);
- RE3.04** – analyse selected internal relationships, both past and present, that involved conflict and cooperation using a guided historical inquiry process (e.g., questioning, focusing, conventional and technological research, recording, analysis, evaluation, transcription);
- RE3.05** – assess Canada’s response to persecution by developing and/or using provided criteria and communicate the results of their thinking (e.g., pro/con charts, plus/minus charts, I read/ I think/Therefore, Both Sides Now);
- RE3.06** – make connections between historical events and their lives using modelled critical thinking strategies (e.g., find causal relationships, make inferences, connect text to personal experiences);
- RE3.07** – convey how Canada’s international position has influenced an international policy using a variety of written, visual, and oral strategies (e.g., supported opinion pieces, summary paragraphs, mind maps, flow charts, discussion webs, role playing).

How Change Affects Us

Overall Expectations

By the end of this course, students will:

CHV.01 • explain how and why selected economic, political, and technological changes have affected Canadians;

CHV.02 • connect learning about significant change throughout Canadian history to current changes in Canadian society;

CHV.03 • apply guided historical inquiry, critical thinking, and literacy skills to explore change in Canadian society and communicate their understanding in a variety of forms.

Specific Expectations

Examining Change

By the end of this course, students will:

CH1.01 – explain using examples from their own lives and from Canadian history, the concept and characteristics of change (e.g., difference over time, gradual and/or sudden, cause and effect, challenge to tradition);

CH1.02 – categorize major changes in Canadian history as social, economic, and/or political change;

CH1.03 – connect examples of scientific and technological advancements in Canada to social and economic change (e.g., transportation, workplace, energy production, health care, media, telecommunications, robotics/automation, information technology, leisure and recreation);

CH1.04 – compare economic conditions at different times in Canadian history (e.g., The Great Depression; the post-war years; the 1980s) and their impact on the workplace, political movements, and the daily lives of Canadians (e.g., statistical representations for unemployment, rise of unions, use of credit, cost of living).

Making Connections

By the end of this course, students will:

CH2.01 – explain the significance, to their lives and the lives of Canadians, of selected Canadian innovators (e.g., Frederick Banting and Charles Best – insulin, Armand Bombardier – snowmobiles, George de Mestral – Velcro, Jacques Plante – fibreglass goalie mask, Guy Laliberté – Cirque du Soleil, Julia Levy – photodynamic therapy, Frank Toskan and Frank Angelo – MAC Cosmetics, James Goslin – Java Script, Rachel

Zimmerman – Blissymbolic software, Aboriginal Peoples Television Network [APTN] – broadcasting);

CH2.02 – assess how a major political change (e.g., repatriation of the Constitution; founding and growth of the Bloc Québécois; Indian Act Amendments – Bill C-31, 1985; The First Nations Governance Act, 2002) affected diverse groups in Canada;

CH2.03 – identify connections between selected current events and the characteristics of change;

CH2.04 – predict a probable change that could alter the lives of Canadians (e.g., Quebec separation, increased Americanization of the economy, further peacekeeping missions) and list the resulting social, economic, and/or political change that might result.

Developing Skills in Historical Literacy

By the end of this course, students will:

CH3.01 – understand the concept and characteristics of change using modelled thinking strategies (e.g., timelines, cause-and-effect charts, concept maps, webbing, fishbone maps);

CH3.02 – categorize change in Canadian history as social, economic, and/or political, using a variety of visual literacy strategies (e.g., graphs, charts, tables, Venn diagrams, illustrations and photographs, posters, collages);

CH3.03 – analyse the impact of technological advancements on social and economic change in Canada using a variety of thinking strategies (e.g., establish chronology, find causal relationships, make inferences, connect text to personal experiences);

CH3.04 – interpret data and assess economic conditions at different times by developing and/or using provided criteria and communicate the impact of these economic conditions on Canadians (e.g., data charts, tables, letter-in-role, opinion pieces, role playing, discussion webs);

CH3.05 – investigate and communicate the impact that Canadian innovators have had on their lives and the lives of Canadians using a variety of forms (e.g., discussions, supported opinion, news reports, posters, visual essays, audio-visual presentations, role plays, interviews);

CH3.06 – assess the effects of political change on diverse groups in Canada and communicate their thinking using provided structures or by developing their own (e.g., compare and contrast, cause-and-effect charts, pro/con charts, plus/minus charts);

CH3.07 – predict changes using a variety of critical-thinking skills (e.g., see causal connections, make inferences, draw conclusions) and communicate the consequences of these changes using a variety of written, oral, and visual forms.