



## Grade 3 Template

### Ladybug Foundation Education Program Template: English Quebec

#### Overview

- Students will learn about the rights and responsibilities of Canadian citizens and explore their connections to other communities.
- Students will explore common concerns and connections between world communities.
- Students will examine human rights, the role of community service and the effects of personal decision.

### Moral Education Curricular Connections

#### COMPETENCY 1

##### TO UNDERSTAND LIFE SITUATIONS WITH A VIEW TO CONSTRUCTING A MORAL FRAME OF REFERENCE

- To analyze, in own environment, life situations and related guidelines for action
- To clarify own definition of values on the basis of personal experience
- To justify the guidelines for action that will be applied to own life

#### COMPETENCY 2

##### TO TAKE AN ENLIGHTENED POSITION ON SITUATIONS INVOLVING A MORAL ISSUE

- To explain the moral problem.
- To analyze the situation from different viewpoints.
- To envisage possible choices and their consequences.
- To justify the choice in terms of a better individual and collective way of living.

#### COMPETENCY 3

##### TO ENGAGE IN A MORAL DIALOGUE

- To show consideration for others.
- To construct with others responses to moral questions.
- To describe how personal viewpoint is confirmed or modified by the dialogue.
- To recognize personal ideas and convictions.



## Cross-Curricular Competencies

### COMPETENCY 1

#### TO USE INFORMATION

- To gather information.
- To select appropriate information sources.
- To compare information from different sources.
- To make connections between what they already know and new information.
- To put information to use.
- To imagine possible uses.
- To formulate questions.
- To answer his/her questions using the information gathered.
- To use the information in new contexts.

### COMPETENCY 2

#### TO SOLVE PROBLEMS

- To analyze the components of a situational problem.
- To identify the context and the main elements of the situational problem and to make connections among them.
- Formulate possible solutions.
- To list and classify possible solutions.
- To consider the appropriateness of each solution.
- To consider its requirements and consequences.
- To imagine the situational problem solved.
- To test a solution.
- To choose a possible solution, apply it and evaluate its effectiveness.
- To choose and test another possible solution if necessary.
- To evaluate the procedure used.
- To review the steps taken.
- To identify successful strategies and analyze the difficulties encountered.

### COMPETENCY 3 TO EXERCISE CRITICAL JUDGMENT

- To form an opinion.
- To define the question under consideration.
- To express his/her judgment.
- To articulate and communicate his/her viewpoint.
- To justify his/her position with reasons and arguments.
- To qualify his/her judgment.
- To compare his/her opinion with those of others.
- To reconsider his/her position.
- To evaluate the respective influence of reason and emotion on his/her approach.
- To recognize his/her biases.

### COMPETENCY 4 TO USE CREATIVITY

- To begin the procedure.
- To become actively involved in the process.
- To accept risks and unknowns.
- To persevere in exploring.
- To recognize possible or partial solutions.
- To be receptive to new ideas and ways of doing things.

### COMPETENCY 5 TO ADOPT EFFECTIVE WORK METHODS

- To analyze the task to be performed.
- To understand the instructions.
- To begin the process.
- To reflect, before and during the action, on the best way to attain the objective.
- To adapt his/her work method to the task and the context.
- To anticipate the requirements of the method chosen and the resources that will be needed.
- To use his/her imagination.
- To perform the task.
- To make use of the appropriate resources: people, materials, etc.
- To manage his/her materials and time and to adjust his/her actions as required.



- To complete the task.
- To discover the pleasure and satisfaction of work completed and well done.
- To analyze his/her procedure.
- To examine the procedure used throughout the task.
- To understand what was effective and what worked less well.
- To draw conclusions.

## COMPETENCY 6

### TO USE INFORMATION AND COMMUNICATIONS TECHNOLOGIES (ICT)

- To use information and communications technologies to carry out a task.
- To explore the potential of ICT for a given task.
- To choose software programs and functions appropriate for the task.

## COMPETENCY 7

### TO CONSTRUCT HIS/HER IDENTITY

- To be open to his/her surroundings.
- To react to facts, situations or events.
- To identify his/her perceptions, feelings, and thoughts concerning these phenomena.
- To realize that other people's opinion influence his/her reactions.
- To expand his/her cultural horizons by means of discussions, reading and exposure to a variety of media works.
- To be receptive to the moral and spiritual frame of reference of his/her community.
- To become aware of his/her place among others.
- To recognize his/her values and goals.
- To have confidence in himself/herself.
- To define his/her opinions and choices.
- To recognize that he/she is part of a community.
- To be open to cultural and ethnic diversity.
- To make good use of his/her personal resources.
- To use his/her strengths and overcome his/her limitations.
- To assess the quality and appropriateness of his/her choices of actions.
- To display increasing autonomy and independence.

## COMPETENCY 8 TO COOPERATE WITH OTHERS

- To interact with an open mind in various contexts.
- To accept others as they are.
- To be responsive to others and recognize their interests and needs.
- To exchange points of view with others, to listen and be open to differences.
- To adapt his/her behaviour.
- To contribute to team efforts.
- To participate actively in classroom and school activities with a cooperative attitude.
- To plan and carry out a task with others.
- To carry out the task according to the procedure agreed on by the team.
- To use teamwork effectively.
- To recognize which tasks can be done more effectively by means of teamwork.
- To assess his/her participation and that of peers in the team's work.
- To identify factors that facilitated or hindered cooperation.
- To identify desirable improvements or his/her participation in the next shared task.

### **Broader Area of Learning: Citizenship and Community Life**

- Awareness of the importance of rules of social conduct and democratic institutions:
- Involvement in action in a spirit of cooperation and solidarity.

### **Enduring Understanding**

Human rights around the world are not common. We can develop an awareness of what is an essential human right, and identify and work with organizations that help people acquire their human rights.

### **An Inquiry Into:**

**World Citizens Need to Work Together.**