



Kindergarten Template

Ladybug Foundation Education Program Template: English Quebec

Overview

- *Students will become aware of how people live in order to meet their basic needs.*
- *Students are encouraged to express interest in the experiences of others and discover their connections to the people around them.*

Enduring Understanding

In your community, there are people who do not have their basic needs met.

GENERAL OBJECTIVE OF THE SOCIAL SCIENCES

To construct his/her social awareness in order to act as a responsible, informed citizen

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 ISSUER

- *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.

An Inquiry Into:
Everybody has needs.