



Ladybug Senior Years Units of Study – Québec English Program

Due to the cross-curricular nature of the Québec curriculum, the secondary units of study provide the opportunity for teachers to make connections within the Québec Education Program in the following subjects:

- English Language Arts
- Personal Development: Moral Education
- Social Sciences: History and Citizenship Education

The three units of study are:

1. A Place on the Streets: Homelessness - Secondary ELA
2. My Place in the World: Global Issues - Personal Development – Cycle 1
3. My Place in Canada: Citizenship - Social Sciences – Cycle 2

Cross-Curricular Competencies

“These cross-curricular competencies, which represent goals common to the whole curriculum, constitute the different types of tools that schools believe students need in order to adapt to a variety of situations and continue to learn throughout their lives. They are mutually complementary, since all complex situations necessarily call for more than one cross-curricular competency at a time.

The cross-curricular competencies apply to all the broad areas of learning and are also closely linked to the subject-specific competencies, which draw on them to varying degrees, thus contributing to their development. Cross-curricular competencies are developed both at school and elsewhere through a gradual process that begins at the elementary level and continues well beyond the secondary level. They epitomize the principle of integrated learning, insofar as they apply to all areas of learning (horizontal integration) and all the years of schooling (vertical integration).



The Québec Education Program contains nine cross-curricular competencies grouped in four categories:

- intellectual: Uses information, Solves problems;
Exercises critical judgment; Uses creativity
 - methodological: Adopts effective work methods;
Uses information and communications technologies
 - personal and social: Achieves his/her potential;
Cooperates with others
 - communication-related: Communicates appropriately”
- Québec Education Program: Secondary School Education (p. 33)

A Place in the Streets: Homelessness

Secondary ELA – Québec

Theme – A Place in the Streets

Students will explore the issues of homelessness and poverty from the perspective of people living on the streets.

An Inquiry Into:

An issue that has engaged the interest of the reader arising from the study of a fiction or non-fiction text.

Overarching Understanding

I can experience personally and critically the issues of poverty and homelessness through the stories of others.

Overview

- provides students with an effective environment in which to construct their own identity, an opportunity to develop an appreciation for the richness of culture and a vehicle to become responsible citizens.
- contributes to the affirmation and development of the students' personal, social and cultural identity.
- helps students to organize their thoughts and express their ideas, perceptions and feelings.
- helps them to build as well as to share their own world-view.

Competencies

Uses language/talk to communicate and to learn

- Plans and carries out independent units of study
- Conducts exploratory ethnographic research

Reads and listens to written, spoken and media texts

- Deepens own meaning(s) of a text in discussions with other readers
- Situates meanings within own experiences and the world of the text, in order to transform initial readings into more conscious interpretations
- Considers possible reasons for own responses and the responses of others to clarify and reshape the relationship between self as reader and the text

Produces texts for personal and social purposes

- Develops standards for using language responsibly to represent people, events and ideas



My Place in the World: Global Issues

Personal Development – Cycle 1 – Québec

Theme - My Place in the World

Students will develop informed opinions on world issues related to quality of life in various parts of the world.

An Inquiry Into:

Exploration into a particular issue related to poverty and/or homelessness from both an historical and geographic perspective.

Overarching Understanding

It is my responsibility as a citizen of the global community to develop informed opinions on world issues and to become part of the solution.

Overview

- plays a particularly important role in the construction of the students' identity and in the development of their world-view.
- empowers students in various contexts and makes them more aware of the unique role they have to play in building a healthy, just and democratic society.

Competencies

Takes a reflective position on ethical issues

- Identifies the ethical issues of a situation
- Translates his/her choices into action
- Analyzes the tensions that exist among different viewpoints, opinions, vision of human beings, values and social precepts
- Imagines possible options and their consequences

My Place in Canada: Citizenship

Social Sciences: History and Citizenship Education – Cycle 2 – Québec

Theme - My Place in Canada

Students will investigate the issues of homelessness and poverty within their own community.

An Inquiry Into:

Who are the homeless in my community and what can I do about it?

Overarching Understanding

It is my responsibility as an individual citizen to make a positive contribution to my society. I must be an informed citizen to effectively contribute to improving the state of poverty and homelessness in my community.

Overview

- develops an understanding of social issues.
- allows students to perceive their membership in a community based on shared values, particularly those associated with democracy.
- helps students to develop their world-view by furnishing opportunities to grasp the complexity of the phenomena pertaining to human societies.
- enables students to take into account their own opinions and values, to question them and to see them in perspective.
- prepares students to play an active role in a democratic society.
- helps students to develop their own values and attitudes by relating them to the values and principles on which Québec society is based.
- prepares students to exercise their role as citizens, in their immediate surroundings—the school—and within the broader community.

Competencies

Strengthens his/her exercise of citizenship through the study of history

- Establishes the bases of social participation
- Establishes the contribution of social phenomena to democratic life
- Discusses social issues



***Note:** The core program is based on Winnipeg as an example of a local community. Local Québec resources could include:

- Dans la Rue
<http://www.danslarue.org/>
- Old Brewery Mission
<http://www.oldbrewerymission.ca/home.html>
- Montreal Homeless Marathon | PovNet
<http://www.povnet.org/node/2615>
- Mission of the Great Shephard
<http://www.missiongrandberger.com/en/index.htm>