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| **Grade 3** | | | | | | | | | | | | | | |
| **Curricular Competencies (Do)**  Curricular competencies are the skills, strategies, and processes that students develop over time. While curricular competencies are more subject- specific they are connected to the core competencies. | | **Big Ideas (Understand)** | | | | | | | | | | | | |
| Confidence develops through the process of self-discovery. | Learning is a lifelong enterprise. | Effective collaboration relies on clear, respectful communication. | | | Everything we learn helps up to develop skills. | Strong communities are the result of being connected to family and community and working together toward common goals. | | | Communities include many different roles requiring many different skills. | | | |
| **Content (Know)** | | | | | | | | | | | | |
| Personal Development | | | | | | Connections to Community | | | | | |
| Goal setting strategies | | | Risk taking and its role in self-exploration | | | Cultural and social awareness | | Roles and Responsibilities at home, at school, and in the local community | | | Jobs in the local community. |
| **Thinking** | I can recognize the importance of positive relationship in my life. |  | | | |  | |  |  | | |  | |
| I can recognize the importance of learning in my life and for my future careers. |  | | | |  | |  | |  | | |  |
| I can recognize the basic skills required in a variety of jobs in my community. |  | | | |  | |  | |  | | |  |
| **Personal and Social** | I can identify and appreciate my personal attributes, skills, interests, and accomplishments |  | | | |  | |  |  | | | |  | |
| I can set and achieve realistic learning goals. |  | | | |  | |  |  | | | |  | |
| I can demonstrate effective work habits and organizational skills appropriate to my level of development. |  | | | |  | |  |  | | | |  | |
| I can identify and appreciate the roles and responsibilities of people in my school, families, and communities. |  | | | |  | |  |  | | | |  | |
| **Communicating** | I can share ideas, information, personal feelings, and knowledge with others. |  | | | |  | |  |  | | | |  | |