

## Rights Respecting Schools and Alberta Policy Connections

UNICEF Canada's Rights Respecting Schools (RRS) initiative uses the United Nations Convention on the Rights of the Child as a basis for building an inclusive and respectful school culture. In these schools, children's rights are adopted as guiding principles that inform a common set of values shared by all members of the school community. These common values create a sense of community and become the lens through which students, teachers, school administrators and parents make decisions, choose behaviour, and participate at their school.

The RRS initiative is completely in line with Alberta's Social Policy, which strives for Albertans to be safe, healthy, secure and resilient, lifelong learners, included, active and engaged. The Social Policy principles of dignity, inclusion and accountability are particularly relevant to the RRS program where the school community works together to ensure that all students understand their rights and responsibilities and have an opportunity to share what matters most to them. In addition, much like the Social Policy Framework, the Alberta Children's Charter, which is in development, will strive to ensure that policies and programs in Alberta are interpreted through a "children's lens".

# CURRICULUM CONNECTIONS ALBERTA

Grade 8

## SELECTED SPECIFIC CURRICULUM CONNECTIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

### Links to Global Concepts

Interdependence  
Images and Perceptions  
Social Justice  
Conflict and Conflict Resolution  
Change and The Future  
Human Rights

### CONVENTION ARTICLES

#### English Language Arts

- revise understanding and expression of ideas by connecting new and prior knowledge and experiences
- acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives
- reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others
- expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view

12, 13, 17, 28, 29

#### Science

- identify questions to investigate, arising from practical problems and issues
- work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results
- appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds
- seek and apply evidence when evaluating alternative approaches to investigations, problems and issues
- work collaboratively in carrying out investigations and in generating and evaluating ideas
- demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment

12, 13, 17, 28, 29

#### Social Studies

- evaluate ideas, information and positions from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making
- consider the needs and perspectives of others
- develop a position that is supported by information gathered through research
- listen to others to understand their points of view

3, 12, 13, 28, 29,  
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#### Links to Global Concepts

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Images and Perceptions, Social Justice  
Conflict and Conflict Resolution  
Change and The Future, Human Rights

#### CONVENTION ARTICLES

#### Health and Physical Education

- examine the relationship between choices and resulting consequences
- analyze the impact of positive and changing choices on health throughout the life span
- evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home
- determine the signs, methods and consequences of various types of abuse
- identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk
- analyze the effects of self concept on personal communication
- develop strategies for maintaining healthy relationships
- describe and provide examples of ethical behaviour in relationships
- describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team
- monitor and analyze a personal nutrition plan that affects physical performance
- analyze the personal effects of exercise on the body systems before, during and after exercise
- monitor, analyze and assess fitness changes as a result of physical activity
- describe and perform appropriate physical activities for personal stress management and relaxation
- participate regularly in, and identify and describe the benefits of, an active lifestyle
- develop a personal plan that encourages participation and continued motivation

3, 19, 24, 26, 27,  
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