CURRICULUM CONNECTIONS BRITISH COLUMBIA Grade 2



SELECTED PLOS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

LINKS TO SOCIAL RESPONSIBILITY Contributing Solving Valuing to the Classroom in

and School

Community

It is expected students will:

LANGUAGE	ARTS
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- All Language Arts PLOs, being process oriented, implicitly address article 12 in the Convention on the Rights of a Child: A child has the right to form his or her own views and to express those views freely.
- The PLOs can be readily set in the context of children's rights, notably through problem solving and other really world applications. The four categories of Social Responsibility can be integrated into any Language Art lesson with a direct link to children's rights. The inclusion of the Convention in teaching practice is a logical extension that will allow students to make real world connections to the Social Responsibility performance standards. Language PLOs can be integrated into crosscurricular units of study exploring children's rights topics.

12,13,15,	
17,23,24,	
28,29	

Problems	Diversity
in	and
Peaceful	Defending
Ways	Human `
<i>'</i>	Rights

Exercising Democratic Rights and Responsibilities

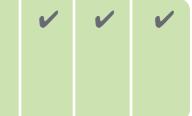
12, 13, 15,
17,23,24,
28,29
20,23

CONVENTION

MATHEMATICS

• Mathematics PLOs, whether process or content oriented, can be readily set in the context of human rights, notably through problem solving and other real world applications for each area: Number, Pattern and relationships, Shape and Space and Statistics and Probability. Math PLOs can also be integrated into the cross-curricular units of study exploring human rights issues and global education topics and concepts.

12,13,15,	
17,23,24,	
28,29	



SOCIAL STUDIES

Skills and Processes of Social Studies

- gather information from a variety of sources for presentation
- present information using oral, written or visual representation
- select a solution to a classroom or school problem

Identity, Society, and Culture

- identify changes that occur in the school and community throughout the
- describe ways individuals contribute to a community
- identify factors that influence who they are
- identify significant language and cultural characteristics of a Canadian society

Governance

- distinguish their roles, rights and responsibilities within the classroom and school
- describe how decisions are made in groups the classroom and school

Economy and Technology

• describe how technology affects individual and schools

Human and Physical Environment

- describe their responsibility to the local environment
- describe how the physical environment influences human activities

7,8,12,13, 15,23,29,

All articles

12,13, 17,23,29







17

12.24.29



SELECTED PLOS RELATED TO	NO	LINKS TO SOCIAL RESPONSIBILITY			
THE CONVENTION ON THE RIGHTS OF A CHILD	CONVENTION ARTICLES	Contributing to the Classroom and School Community	Solving Problems in Peaceful Ways	Valuing Diversity and Defending Human	Exercising Democratic Rights and Responsi- bilities
It is expected students will:	ŏ ₹			Rights	
HEALTH AND CAREER EDUCATION					
Goals and Decisions • identify the steps needed to achieve a goal.	12,13,17, 19,23,26,	V	/		/
identify opportunities to make decisions	29,31,39				
Career Development	29,32	V			
describe ways of categorizing jobs					
 identify effective work habits Healthy Living 	10.10				
 describe practices that contribute to physical and emotional health identify healthy eating practices as described in Canada's Food Guide to Healthy Eating 	12,13, 16,17,24, 27,31,32,33, 34,36,37,39				
 describe practices that help to prevent the spread of communicable diseases Healthy Relationships 	10 10 15				
describe appropriate strategies for communicating effectively with others	12,13,15	V	•	•	
 identify positive ways to initiate and maintain healthy friendships Safety and Injury Prevention 	11 10 10		./	./	
 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations 	11,16,19 34, 36, 39		•		
 describe appropriate ways to avoid or respond to hazardous and high-risk 					
situations in the home, at school, on the road and in the community					
Substance Misuse Prevention	33				
 describe the potential harm associated with various unsafe substances demonstrate ways of refusing or avoiding harmful or unknown substances 					
definitional actions and a relating of avoiding flammar of anknown substances					
SCIENCE					
Processes of Science	29				
 use their senses to interpret observations infer the probable outcome of an event or behaviour based on observations 					
Life Science	24,29,30				
describe some changes that affect animals	24,29,30				
describe how animals are important in the lives Aboriginal peoples in BC					
 describe ways in which animals are important to other living things and the environment 					
Earth and Space Science	24,29				
describe physical properties of air, water, and soil	24,20				
distinguish ways in which air, water, and soil interact					
explain why air, water, and soil are important for living things					
PHYSICAL EDUCATION					
Active Living	17,19,				
describe the importance of food, water, and sleep as fuel for physical	24,27,28,				
activity • identify physical attributes they would like to develop	29,31,39				
Participation	20.20				
participate daily in moderate to vigorous physical activities	28,29				
Safety, Fair Play, and Leadership	19,39,17,				
demonstrate safe behaviours when participating in physical activity	29,31				
demonstrate respect for others during physical activity					
FINE ARTS	28,29			4	
Students may choose to express ideas or concerns about a human rights issue in the development of their own music, dramatic works or artworks:					

issue in the development of their own music, dramatic works or artworks; students may respond to ideas or concerns about an environmental issue as viewed in artworks of others. These issues or concerns may also be the impetus for the creation of musical works, dramatic works or artwork.