

CURRICULUM CONNECTIONS

BRITISH COLUMBIA

Grade 2

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

It is expected students will:

LANGUAGE ARTS

- 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 cross-curricular units of study exploring children's rights topics.

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.

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 year
- 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

CONVENTION ARTICLES

LINKS TO SOCIAL RESPONSIBILITY

Contributing
to the
Classroom
and School
Community

Solving
Problems
in
Peaceful
Ways

Valuing
Diversity
and
Defending
Human
Rights

Exercising
Democratic
Rights and
Responsi-
bilities

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



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



12,13,
17,23,29



7,8,12,13,
15,23,29,
30



All articles



17

12,24,29



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

CONVENTION
ARTICLES

LINKS TO SOCIAL RESPONSIBILITY

Contributing to the Classroom and School Community	Solving Problems in Peaceful Ways	Valuing Diversity and Defending Human Rights	Exercising Democratic Rights and Responsibilities
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It is expected students will:

HEALTH AND CAREER EDUCATION

Goals and Decisions

- identify the steps needed to achieve a goal.
- identify opportunities to make decisions

Career Development

- describe ways of categorizing jobs
- identify effective work habits

Healthy Living

- describe practices that contribute to physical and emotional health
- identify healthy eating practices as described in Canada’s Food Guide to Healthy Eating
- describe practices that help to prevent the spread of communicable diseases

Healthy Relationships

- describe appropriate strategies for communicating effectively with others
- identify positive ways to initiate and maintain healthy friendships

Safety and Injury Prevention

- demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations
- 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

- describe the potential harm associated with various unsafe substances
- demonstrate ways of refusing or avoiding harmful or unknown substances

12,13,17,
19,23,26,
29,31,39



29,32



12,13,
16,17,24,
27,31,32,33,
34,36,37,39



12,13,15



11,16,19
34, 36, 39



33



SCIENCE

Processes of Science

- use their senses to interpret observations infer the probable outcome of an event or behaviour based on observations

Life Science

- describe some changes that affect animals
- 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

- describe physical properties of air, water, and soil
- distinguish ways in which air, water, and soil interact
- explain why air, water, and soil are important for living things

29

24,29,30



24,29

PHYSICAL EDUCATION

Active Living

- describe the importance of food, water, and sleep as fuel for physical activity
- identify physical attributes they would like to develop

Participation

- participate daily in moderate to vigorous physical activities

Safety, Fair Play, and Leadership

- demonstrate safe behaviours when participating in physical activity
- demonstrate respect for others during physical activity

17,19,
24,27,28,
29,31,39



28,29



19,39,17,
29,31



FINE ARTS

- Students may choose to express ideas or concerns about a human rights 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.

28,29

