

#### 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*

- apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues
- identify a variety of symbolic representations
- gather information from a variety of sources
- create a presentation on a selected topic
- formulate a response to a relevant classroom, school, or community problem or issue

##### *Identity, Society, and Culture*

- describe the importance of communities
- identify cultural similarities and differences
- identify characteristics of Canadian society

##### *Governance*

- describe how an understanding of personal roles, rights, and responsibilities can affect the well-being of the school and community

##### *Economy and Technology*

- compare ways in which needs and wants are met in communities

##### *Human and Physical Environment*

- demonstrate a sense of responsibility for the local environment
- describe how the physical environment influenced early settlement in their local community or another community studied

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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12,13,15, 17,23,24, 28,29	✓	✓	✓	✓
12,13,15, 17,23,24, 28,29	✓	✓	✓	✓
12, 13, 17	✓			✓
29, 30				✓
All articles	✓	✓	✓	✓
27	✓			
29	✓		✓	

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

It is expected students will:

**HEALTH AND CAREER EDUCATION**

**Goals and Decisions**

- apply a goal setting model to a short-term goal
- identify sources of support for children in a variety of situations

**Career Development**

- describe the attributes of people they admire
- demonstrate an understanding of the benefits of developing effective work habits

**Healthy Living**

- describe practices that contribute to physical and emotional health
- describe the importance of healthy eating and regular physical activity for a healthy lifestyle
- describe practices that help to prevent the spread of communicable diseases

**Healthy Relationships**

- describe skills for building and maintaining positive relationships
- describe the nature and consequences of various forms of bullying

**Safety and Injury Prevention**

- demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations
- describe why it is important to recognize and avoid potentially hazardous 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

**SCIENCE**

**Processes of Science**

- ask questions that foster investigations and explorations relevant to the content

**Life Science**

- compare familiar plants according to similarities and differences in appearance and life cycles
- describe ways in which plants are important to other living things and the environment
- describe how plants are harvested and used throughout the seasons

**Earth and Space Science**

- demonstrate awareness of the special significance of celestial objects for Aboriginal peoples

**PHYSICAL EDUCATION**

**Active Living**

- describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones
- describe healthy nutritional choices for physical activity

**Participation**

- participate daily (e.g., five times a week) in moderate to vigorous physical activities

**Safety, Fair Play, and Leadership**

- demonstrate safe behaviours while participating in a variety of physical activities
- demonstrate respect and encouragement for others during a variety of types of physical activity

**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.

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

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				✓
12, 13, 17, 29,9		✓		✓
24,29			✓	
30			✓	
24,29,31,29,31,39	✓	✓		✓
12,29				
15,19,24	✓	✓	✓	✓
28,29	✓	✓	✓	✓