

#### 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
- identify alternative perspective on a selected event or issue
- formulate strategies to address problems or issues

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

- distinguish characteristics of various Aboriginal cultures in BC and Canada
- identify effects of early contact between Aboriginal societies and European explorers and settlers

##### *Governance*

- compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada
- identify the impact of Canadian governance on Aboriginal people’s rights

##### *Economy and Technology*

- describe technologies used by Aboriginal people in BC and Canada
- describe technologies used in exploration, including
  - transportation
  - navigation
  - food preservation
- describe economic and technological exchanges between explorers and Aboriginal People

##### *Human and Physical Environment*

- use maps and globe to locate
  - the world’s hemispheres
  - the world’s continents and oceans
  - Aboriginal groups studied
- identify the significance of selected place names in BC and Canada
- describe Aboriginal peoples’ relationship with the land and natural resources

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

✓	✓	✓	✓
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12,13,15, 17,23,24, 28,29

✓	✓	✓	✓
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12,13,

7,8,14,18, 29, 30,36

12,15,30, 40,42

29,30

7,13,17

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

It is expected students will:

**HEALTH AND CAREER EDUCATION**

**Goals and Decisions**

- identify the steps in a decision- making

**Career Development**

- create an inventory of their own attributes, including skills, interests, and accomplishments
- demonstrate an understanding of the importance of developing effective work habits

**Healthy Living**

- describe the choices an individual can make to attain and maintain physical and emotional health
- describe choices they can make for healthy eating, based on Canada’s Food Guide to Healthy Eating

**Healthy Relationships**

- describe interpersonal skills necessary to build positive relationships
- demonstrate appropriate strategies for responding to bullying behaviour

**Safety and Injury Prevention**

- identify common lures or tricks used by potential abusers
- identify strategies for avoiding abusive or potentially abusive relationships
- describe possible negative effects of substance misuse with various unsafe substances

**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**

- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

**Life Science**

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyze simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

**Earth Science and Space Science: Weather**

- analyze impacts of weather on living and non-living things

**PHYSICAL EDUCATION**

**Active Living**

- describe physical and emotional health benefits of regular participation in physical activity
- describe the relationship between nutrition and physical activity
- identify opportunities for physical activity in a variety of settings

**Participation**

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

**Safety, Fair Play, and Leadership**

- describe fair play principles for participating in physical activity (e.g., respectful of differences, cooperative, accepting)
- demonstrate leadership in selected physical activities

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



4,28,29,32



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



12,13,15



11,16,19,34



33



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13,24,27,29,30

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28,29

