

#### 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 comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- interpret graphs, tables, aerial photos, and various types of maps
- evaluate the credibility and reliability of selected sources
- implement a plan of action to address a selected local or global problem or issue

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

- assess diverse concepts of Canadian identity
- compare Canadian society with the society of another country
- relate a society’s artistic expression to its culture

##### *Governance*

- compare the federal government in Canada with national governments of other countries
- describe key characteristics of the justice system in Canada
- assess equality and fairness in Canada with reference to the Canadian Charter of Rights and Freedoms
- compare individual and collective rights and responsibilities in Canada with those in other countries
- describe the role of Canada in the world

##### *Economy and Technology*

- evaluate effects of technology on lifestyles and environments
- compare Canada’s economy, technology, and quality of life with those in one or more selected countries

##### *Human and Physical Environment*

- assess the relationship between cultures and their environments
- describe factors that affect settlement patterns and population distribution in selected countries

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, 17

✓	✓		✓
		✓	✓
	✓	✓	✓
		✓	
	✓	✓	✓

7,8,30

All articles

29,30

29,30

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

It is expected students will:

**HEALTH AND CAREER EDUCATION**

**Goals and Decisions**

- describe planning techniques that can help to support goal attainment (e.g. time management, setting priorities, considering costs and resources)
- identify influences on goal setting and decision making, including family, peer, and media influences

**Career Development**

- relate personal attributes to various types of work
- describe transferable skills that are developed through school and recreational activities (e.g. teamwork, organization, creativity)

**Healthy Living**

- describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of: being physically active, healthy eating practices and an emotionally healthy lifestyle
- describe the human reproductive system
- demonstrate an understanding of the importance of respecting own and others' development rates during puberty and adolescence
- identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C

**Healthy Relationships**

- assess the influence that peers have on individuals' attitudes and behaviour
- demonstrate an understanding of the harmful effects of stereotyping and discrimination
- identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying
- apply appropriate strategies for responding to discrimination, stereotyping, and bullying

**Safety and Injury Prevention**

- identify sources of support for people in abusive or exploitative situations (e.g., trusted adult, school and community services)
- identify personal safety strategies to avoid abusive or exploitative situations on the Internet
- describe responsible safety behaviours on the road and in the community
- identify basic principles for responding to emergencies (e.g., following safety guidelines, having an emergency response plan, knowing how to get help)

**Substance Misuse Prevention**

- demonstrate appropriate skills related to the prevention of the use of tobacco, alcohol, or other drugs (e.g., assertiveness, refusal skills, avoidance, choosing healthy alternatives)
- describe the potential consequence for themselves and others if they use tobacco, alcohol, or other drugs (e.g., altered judgment and decision making, addiction, potential harm to fetus)

**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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12,13,19,23,26,29,39	✓	✓	✓
29,32	✓		✓
12,13,16,17,24,27,31,32,33,34,36,37,39	✓	✓	✓
5,15,19		✓	✓
16,19,34,36,37,39		✓	
33			

**SELECTED PLOS RELATED TO  
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It is expected students will:

**SCIENCE**

**Life Science: Diversity of Life**

- demonstrate the appropriate use of tools to examine living things that cannot be seen with the naked eye
- analyse how different organisms adapt to their environments distinguish between life forms as single or multi-celled organisms and belonging to one of five kingdoms

**Earth and Space Science: Exploration of Extreme Environments**

- explain obstacles unique to exploration of a specific extreme environment
- assess technologies used for extreme environments
- describe contributions of Canadians to exploration technologies

**PHYSICAL EDUCATION**

**Active Living: Knowledge**

- relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)
- analyze nutritional considerations for physical activity
- set personal goals for attaining and maintaining a physically active lifestyle

**Active Living: Participation**

- participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

**Safety, Fair Play, and Leadership**

- demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warm-up and cool-down appropriate to the activity)
- model fair play when participating in physical activity
- demonstrate leadership in respecting individual differences and abilities during 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

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24,27,31	✓			✓
19,27	✓		✓	✓
29	✓	✓		

	✓	✓	✓	✓
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