

# CURRICULUM CONNECTIONS

## BRITISH COLUMBIA

### Grade 7

#### 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.

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



##### 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*

- apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- use various types of graphs, tables, timelines, and maps to obtain or communicate information
- compile a body of information from a range of sources
- defend a position on a contemporary or historical issue

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

- analyse the concept of civilization as it applies to selected ancient cultures
- analyse social roles within one or more ancient civilizations
- identify influences and contributions of ancient societies to present-day cultures

###### *Governance*

- describe the evolution and purpose of rules, laws, and government in ancient civilizations
- assess how ancient systems of laws and government have contributed to current Canadian political and legal systems

###### *Economy and Technology*

- describe various ways ancient peoples exchanged goods and services
- assess ways technological innovations enabled ancient peoples to adapt to and modify their environments, satisfy their needs and increase exploration and trade and develop their cultures

###### *Human and Physical Environment*

- assess how physical environments affected ancient civilizations
- identify the impact of human activity on physical environments in ancient civilizations

12,13,17



8, 30



All articles



27,30



29,30



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

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

It is expected students will:

HEALTH AND CAREER EDUCATION

Goals and Decisions

- design a plan to achieve a specific goal
- demonstrate an ability to apply a decision-making model to a specific situation

Career Development

- classify jobs according to career clusters (e.g., by type of industry, type of work, personal interests)
- identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)

Healthy Living

- analyse factors (including media and peer) that influence personal health decisions
- describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence
- demonstrate an ability to access community information and support services for a variety of health issues
- demonstrate an understanding of the life-threatening nature of HIV/AIDS (e.g., HIV/AIDS damages the immune system, there is currently no known cure for HIV/AIDS)

Healthy Relationships

- identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy)
- describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)
- demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying

Safety and Injury Prevention

- identify safety strategies that can be used to avoid potentially abusive or exploitative situations (e.g., personal safety rules and strategies for using the Internet, knowing and recognizing tricks and lures used by abusers, telling a trusted adult)
- propose strategies to avoid potentially unsafe situations on the road and in the community (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective equipment, get relevant training and education)

Substance Misuse Prevention

- analyse media and social influences related to substance misuse
- describe healthy alternatives to substance misuse (e.g., stress management, substance-free soci

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 THE CONVENTION ON THE RIGHTS OF A CHILD

It is expected students will:

## SCIENCE

## Life Science: Ecosystems

- analyse the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems
- assess survival needs and interactions between organisms and the environment
- assess the requirements for sustaining healthy local ecosystems
- evaluate human impacts on local ecosystems

## Earth and Space Science: Earth's Crust

- compare the characteristics of the Earth's core, mantle, and crust, and describe the formation of rocks
- analyse the dynamics of tectonic plate movement and landmass formation
- explain how the Earth's surface changes over time

## PHYSICAL EDUCATION

### Active Living: Knowledge

- relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)
- analyze the relationship between personal nutrition choices and participation in physical activity

### Active Living: Participation

- participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals

## Safety, Fair Play, and Leadership

- apply safe procedures for specific physical activities
- model fair play in all aspects of physical activity
- model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)

## 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

All articles

22,24

24

24,31

19,29

