

CURRICULUM CONNECTIONS

BRITISH COLUMBIA Kindergarten

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

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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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.

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17,23,24,
28,29

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SOCIAL STUDIES

Skills and Processes of Social Studies

- participate co-operatively in groups
- gather information from personal experiences, oral sources, and visual representations
- present information using oral or visual representations

Identity, Society, and Culture

- demonstrate an awareness of the concept of change
- identify groups and places that are part of their lives
- identify similarities and differences among families

Governance

- describe their roles and responsibilities as members of the classroom and school community
- identify the purpose of classroom and school expectations

Economy and Technology

- identify individual human needs
- identify work done in their community
- identify examples of technologies used in their lives

15,17

19

All articles

7,8,9

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✓	✓	✓	
✓		✓	✓

CONVENTION
ARTICLES

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THE CONVENTION ON THE RIGHTS OF A CHILD**

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**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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HEALTH AND CAREER EDUCATION

Goals and Decisions

- identify opportunities to make choices
- identify sources of support and assistance for children at school

Career Development

- identify their personal skill sand interests
- identify a variety of jobs and responsibilities they have at home and at school

Healthy Living

- identify practices that contribute to health

Healthy Relationships

- identify thoughtful, caring behaviours in families
- demonstrate an understanding of appropriate ways to express feelings
- differentiate between positive and negative behaviours in relationships

Safety and Injury Prevention

- differentiate between appropriate and inappropriate ways of being touched
- identify ways to respond to inappropriate touches and confusing or uncomfortable situations

Substance Misuse Prevention

- differentiate between safe and unsafe substances in terms of their potential to benefit or harm the body

12,13,19,23,29
29,32
12,13,16,17,24,27,31,32,33,34,36,37,39
5, 16,17,19, 34
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SCIENCE

Processes of Science

- use the five senses to make observations
- share with others information obtained by observing

Life Science

- describe features of local plants and animals
- compare local plants

Physical Science

- describe ways to rethink, refuse, reduce, reuse, and recycle

Earth and Space Science

- demonstrate the ability to observe their surroundings
- describe features of their immediate environment

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24,29
24,27,29
27,29

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PHYSICAL EDUCATION

Active Living

- identify benefits of regular participation in physical activity (e.g., it's fun, it helps them grow strong, it keeps the heart healthy)
- identify physical activities they enjoy doing
- identify the importance of food as fuel for physical activity

Participation

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

Safety, Fair Play, and Leadership

- identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision)
- follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity)
- work co-operatively with peers during physical activity (e.g., respecting others' personal space, not pushing or shoving)

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28,29

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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

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