

### 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*

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

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

- explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members
- identify a variety of social structures in which they live, learn, work, and play together

##### *Governance*

- describe their roles, rights, and responsibilities at home and at school
- explain the purpose of classroom and school expectations

##### *Economy and Technology*

- describe basic human needs

##### *Human and Physical Environment*

- identify characteristics of different environments
- demonstrate responsible behaviour in caring for their immediate and school environments

### CONVENTION ARTICLES

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

	Contributing to the Classroom and School Community	Solving Problems in Peaceful Ways	Valuing Diversity and Defending Human Rights	Exercising Democratic Rights and Responsibilities
LANGUAGE ARTS	✓	✓	✓	✓
MATHEMATICS	✓	✓	✓	✓
SOCIAL STUDIES	✓		✓	
	✓	✓	✓	✓
			✓	
	✓			

**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 reasons for setting goals
- identify sources of support for children while at school and in the community

**Career Development**

- describe their personal skills and interests
- describe a variety of jobs and responsibilities they have at home and at school

**Healthy Living**

- identify practices that contribute to health,
- identify practices that help prevent the spread of communicable diseases and conditions

**Healthy Relationships**

- identify ways families provide support and nurturing for growth and development
- demonstrate an understanding of appropriate and inappropriate ways to express feelings
- differentiate between positive and negative behaviours in friendships
- describe strategies for dealing with common interpersonal conflicts

**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
- describe guidelines for safety in the home, at school, on the road, and in the community
- demonstrate an ability to access emergency services, including calling 911 and giving relevant information

**Substance Misuse Prevention**

- demonstrate an understanding of the concept of unsafe substances

**SCIENCE**

**Processes of Science**

- communicate their observations, experiences, and thinking in a variety of ways
- classify objects, events, and organisms

**Life Science**

- classify living and non-living things
- describe the basic needs of local plants and animals
- describe how the basic needs of plants and animals are met in their environment

**Earth and Space Science**

- describe changes that occur in daily and seasonal cycles and their effects on living things
- describe activities of Aboriginal peoples in BC in each seasonal cycle

**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		✓	✓	✓
16,19,34,35, 36			✓	
33				

12, 13, 17, 29	✓			
24,29				✓
24,27,29,30			✓	