

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 hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
- use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada
- gather a body of information from a variety of primary and secondary sources
- implement a plan of action to address a selected school, community, or national problem or issue

Identity, Society, and Culture

- describe the significance of key events and factors in the development of BC and Canada, including:
 - the fur trade
 - the railroad
 - the Fraser/Cariboo gold rush
- assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada

Governance

- demonstrate knowledge of how Confederation formed Canada as a nation
- describe levels, responsibilities, and the election of government in Canada
- identify the distinct governance structures of First Nations in Canada

Economy and Technology

- analyse the relationship between the economic development of communities and their available resources
- analyse the development of transportation systems in BC and Canada

Human and Physical Environment

- describe the major physical regions of Canada
- describe the location of natural resources within BC and Canada, including:
 - fish and marine resources
 - minerals
 - forests
 - energy resources
- explain why sustainability is important
- analyse environmental effects of settlement in early BC and Canada

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



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



13,17,29



7,8,9,10,17,
18,24,27,
28,29,31



12,13,14,
15,26,30,
40,41,42



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29



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

HEALTH AND CAREER EDUCATION

Goals and Decisions

- describe how various factors
- demonstrate an understanding of the benefits of personal support networks

Career Development

- identify types of work that interest them
- relate work habits to transferable skills

Healthy Living

- identify factors that influence attitudes and decisions regarding healthy lifestyles
- describe strategies for contributing to a healthy, balanced lifestyle
- describe practices that help to prevent communicable diseases and non-communicable diseases

Healthy Relationships

- describe safety guidelines to protect themselves and others from abuse and exploitation
- describe how to remove or reduce hazards and risks for injury in a variety of settings, including on the road

Safety and Injury Prevention

- describe safety guidelines to protect themselves and others from abuse and exploitation
- describe how to remove or reduce hazards and risks for injury in a variety of settings
- demonstrate strategies for responding to social pressures that can contribute to risk taking

Substance Misuse Prevention

- analyze factors that contribute to the use of alcohol, tobacco, and other drugs

SCIENCE

Life Science: Human Body

- describe the basic structure and functions of the human respiratory, digestive, circulatory, skeletal, muscular, and nervous systems
- explain how the different body systems are interconnected

Earth and Space Science: Renewable and Non-Renewable Resources

- analyze how BC's living and non-living resources are used
- identify methods of extracting or harvesting and processing BC's resources
- analyze how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources
- describe potential environmental impacts of using BC's living and non-living resources

PHYSICAL EDUCATION

Active Living: Knowledge

- Describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)
- define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility
- analyse the relationship between nutrition and physical activity
- set a personal goal for physical activity

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 use of equipment and facilities to avoid putting self and others at risk
- demonstrate fair play in physical activity
- demonstrate leadership in 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.

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17,23,29

24,27,28



9,10,12,13,15,18



11,16,17,19,32,33,34,35,36,37



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12,13,17,24,30



24, 29, 31



12, 29

15,19, 24



28,29

