HUMAN RIGHTS EDUCATION IN BRITISH COLUMBIA

A report on the place of human rights education in British Columbia school curricula

by

J. M. Young
Research Associate
Centre for Education, Law and Society
Faculty of Education
Simon Fraser University
“The importance of the role of human rights education in the global context of the realization of human rights cannot be ignored. Universal and effective human rights protection can only be achieved through an informed and continued demand for human rights protection by the people; only through knowing the rights of all and the means to ensure their respect can we defend and ultimately realize them.”

Mary Robinson
United Nations High Commissioner for Human Rights
# HUMAN RIGHTS EDUCATION IN BRITISH COLUMBIA

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1 There is some confusion around the term “human rights” and to what it refers. There are the human rights outlined in the UN Declaration of Human Rights, the citizenship rights described in the Canadian Charter of rights and Freedoms and the BC Human Rights Code, and the rights which are still contested within Canadian society (environmental rights, group differentiated rights, economic rights). In the interests of clarity, this report will refer to rights and human rights in the broadest sense, what Kymlicka (2001) refers to as “the constellation of individual civil and political rights which are formulated in Western democratic constitutions, and which many advocates of human rights would like to see entrenched and enforced as transnational standards of human rights” (p.7). When specific types of rights are referred to, they will be identified as such.
INTRODUCTION

While there is an assumption that students will learn about human rights at some point in their schooling, there is no clear consensus regarding what exactly that entails. When should students learn about human rights? How should they be studied? The answer to these questions depends largely on two criteria: understandings of the definition of human rights, which includes beliefs about how and to what extent the struggle for human rights in our society and in the world should be explored by students in the K-12 system; and determinations as to where human rights education ‘fits’ in curricular content.

For the first, we can draw upon legal documents and the analyses and explorations of scholars who seek to further clarify those areas of human rights which have not been clearly defined or which are contested. There is a widespread agreement that human rights are based on “the concept of human beings as having universal rights, or status, regardless of legal jurisdiction or other localizing factors, such as ethnicity, nationality, and sex” (Wikipedia, 2006). They reflect a belief in an inherent human dignity and a requirement to treat all individuals as human beings.

Legal definitions are found in documents such as the United Nations Universal Declaration of Human Rights, the UN Convention on the Rights of the Child, the Canadian Charter of Rights and Freedoms and the BC Human Rights Code. The rights described in these documents include: rights to life, liberty, and security of person; freedom of thought, conscience and religion; freedom of opinion and expression; democratic rights; legal rights; and minority rights.

However, the extent of human rights and their interpretation are a continuing source of debate in philosophy and political science and in society. Some interpret the rights outlined in international covenants and national documents in their broadest sense – further, they argue that the provision of rights should be expanded and that the legal documents should reflect this. Some contested areas include minority rights, indigenous rights, economic rights and the rights of homosexuals and trans-gendered people. Others contend that such broad interpretations impinge upon national and cultural sovereignty.

Beliefs regarding rights issues such as these will determine, to some extent, the course of study that one might follow in human rights education. This is a discussion which is certainly worthwhile, and although not the focus of this report, it does inform the direction taken in the examination of curriculum documents. That is, this report is concerned with the second of the criteria to be used when determining the place of human rights study in the curriculum, but it is guided both by the legal documents which define human rights, and by the discussion and debates surrounding the more contentious understandings and interpretations of human rights.

The objective of this report is to determine the curricular connections to human rights education (HRE) within the British Columbia K-12 education system. The connections were identified through a search of curricular documents (Integrated Resource Packages...
and British Columbia Performance Standards) for key terms (rights, issues, global, conflict) and topics (rights, global issues, culture/multiculturalism, environment, jobs, freedoms, human needs). While this method does not provide a complete picture, it does identify areas of the curriculum related to HRE as well as opportunities for further development of these connections. The possible curricular connections were then divided into two broad categories: direct reference to teaching students about human rights or rights; and reference to issues or topics which directly impact human rights.

The report begins with an outline of the curricular areas with stated requirements to teach about or encourage awareness of human rights or rights. The next section identifies the many other curricular areas where rights, though not specified as a topic of study, are directly related to the topic in question.

**HUMAN RIGHTS IN THE BC CURRICULUM: DIRECT REFERENCES**

**Human Rights in the Social Studies**

The Rationale for the Social Studies (K-11) states that the goal is to prepare students for responsible and active citizenship. Further, it states that students are encouraged to “understand and prepare to exercise their roles, rights, and responsibilities within the family, the community, Canada, and the world”.

Most often, the topic of “human rights” is included in the Prescribed Learning Outcomes (PLO) Curriculum Organiser Politics and Law. From Kindergarten through Grade 3, the expectation is that students will be able to describe their roles, rights and responsibilities within the school and community. In Grades 5 and 6 there is a requirement for students to demonstrate an understanding of citizenship and have knowledge of the Canadian Charter of Rights and Freedoms, the BC Human Rights Code, the Ombudsman Act and UN human rights initiatives.

The word “rights” is not specifically mentioned again until Grade 11 Social Studies, when they are referred to in the PLOs of three of the Curriculum Organisers:

- **Politics and Government**: It is expected that students will describe major provisions of the Canadian constitution, including the Canadian Charter of Rights and Freedoms, and assess its impact on Canadian society.

- **Autonomy and International Involvement**: It is expected that students will assess Canada’s participation in world affairs with reference to: human rights, the United Nations.

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2 Prescribed Learning Outcomes (PLOs) are the required “product” of the curriculum: that is, they are the knowledge, skills and attitudes students are expected to acquire as they go through the curriculum. The PLOs are divided into categories called “Curriculum Organisers.”
➢ *Society and Identity:* It is expected that students will assess the development and impact of Canadian social policies and programs related to immigration, the welfare state and minority rights

Although not specifically stated, the language of two other PLOs clearly requires an examination of human rights:

➢ *Skills and Processes of Social Studies:* It is expected that students will demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity and collaboration

➢ *Society and Identity:* It is expected that students will describe the role of women in terms of social, political and economic change in Canada.

In terms of the study of human rights within the content of the *Social Studies* curriculum, the greatest focus is in **Grades 5, 6 and 11.**

There are also three social studies electives, each offered at the secondary level, which include content directly related to the examination of human rights.

**Civics 11** includes a focus on rights. Two of the Curriculum Organisers mention rights directly, while a third talks about preparation for citizenship, an area which closely relates to an understanding of human rights:

➢ *Informed Citizenship:* It is expected that students will
  • demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity, including: roles of individuals in society, governance, rights and responsibilities, culture, language, heritage, and community, environment and geography, international relations
  • describe the legal rights and responsibilities of individuals, groups, and organizations in Canadian society
  • compare human rights provisions in Canada and internationally with respect to: *Canadian Charter of Rights and Freedoms,* *BC Human Rights Code,* *UN Universal Declaration of Human Rights*

➢ *Civic Deliberation:* It is expected that students will
  • assess the application of fundamental principles of democracy (including equality, freedom, selection of decision makers, rule of law, and balancing the common good with the rights of individuals) with respect to selected 20th and 21st century cases in Canada
  • analyse the domestic and international effects of Canada’s record with respect to issues and events in one or more of the following categories: environment, trade, foreign aid, peace and security, human rights
Skills and Processes of Civic Studies: It is expected that students will demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity and collaboration.

The Rationale for History 12 refers to the goal of helping students “increase their understanding of their lives as Canadians and global citizens.” One Curriculum Organiser includes a PLO with a specific reference to understanding human rights. Another includes a focus on individual rights and freedoms in the suggested teaching strategy associated with that PLO.

Transformation and Tension: 1945-1963 (III): It is expected that students will demonstrate an understanding of the struggle for human rights, including the civil rights movement in the United States and the anti-apartheid movement in South Africa.

Turmoil and Tragedy: 1933-1945 (I): It is expected that students will compare the nature of democratic and totalitarian states and their impact on individuals.

Suggested Instructional Strategies:
- Ask students to use a matrix to compare the features of democratic and totalitarian governments. Matrix headings might include: Law (Making and Enforcing), Leadership, Individual Freedom, Religion, Education, and Personal Life.
- Provide students with a summary of the Canadian Charter of Rights and Freedoms. Ask them to examine and list the basic rights and freedoms contained in the Charter, then research and compare individual rights in totalitarian states, including Stalin’s USSR, Hitler’s Germany, and Mussolini’s Italy.

Naturally, Law 12 is concerned with legal rights and responsibilities. The Rationale states that “citizens should know their legal rights and responsibilities….Legally literate students are more likely to become active, informed, and productive citizens, and are better-equipped to participate effectively in a democratic society and recognize what conduct is regulated by law.”

Four of the Curriculum Organisers refer directly to the study of rights.

Foundations of Law (Principles, Concepts, and Sources of Law): It is expected that students will analyse the impact of the following on Canadian society:
- the constitution, in particular the Canadian Charter of Rights and Freedoms
- human rights legislation

Foundations of Law (Structures and Processes of the Legal System): It is expected that students will contrast the legal rights and responsibilities of individuals, groups, and organizations in Canadian society.
Criminal Law: It is expected that students will compare the rights of the accused and the state

Law and the Family: It is expected that students will
- explain the rights and responsibilities of parents and guardians
- analyse laws that protect the rights of children

Human Rights in Other Curricular Areas

Health and Career Education 9
One of the Curriculum Organisers in Health and Career Education 9 is concerned specifically with safety on the job. A suggested method of ensuring safety is through knowledge of individual rights.

Safety and Injury Prevention: It is expected that students will describe strategies to avoid unnecessary risks on the job.
- Suggested Achievement Indicators: based on class discussions and activities, list and describe ways of reducing risk and injury on the job (e.g., knowing and following established safety guidelines, knowing own abilities and limits, using safety and personal protective equipment, knowing own rights such as the right to adequate training and the right to refuse unsafe work, knowing where to go to address a problem, knowing how to access aid and other emergency assistance)

Dance 11-12
Students in Dance 11-12 are expected to demonstrate their knowledge of both individual and group rights through their work.

Dance and Society: It is expected that students will demonstrate the skills and attitudes necessary to participate as a dance performer within society: practicing individual and group rights and responsibilities in dance performance, respecting diversity

Human Rights in the British Columbia
Performance Standards for Social Responsibility

The BC Performance Standards for Social Responsibility are a set of standards and expectations for student development and behaviour designed to enhance social responsibility among students and to improve the social climate of their schools. Knowledge and practice of human rights is identified as a characteristic of socially responsible behaviour.

The criteria are divided into four categories, two of which directly address rights.

Category 3: Valuing Diversity and Defending Human rights: Students are expected to
- treat others fairly and respectfully, showing a sense of ethics
• recognise and defend human rights

➤ **Category 4: Exercising democratic rights and responsibilities:** Students are expected to
  • know and act on rights and responsibilities (local, national, global)
  • articulate and work toward a preferred future for the community, nation and planet – have a sense of idealism

A specific activity in Kindergarten through Grade 8 which is meant to enhance social responsibility is learning about the *UN Convention on the Rights of the Child*. From Grades 8 through 10 students are expected to analyse and respond to human rights issues (e.g. racism, sexism, capital punishment) and propose courses of action.

There are no performance standards for grades 11 and 12. Nor do there appear to be any requirements to know about or act in defense of rights in the Graduation Portfolio[^3] beyond the core requirements of participating in a service activity and performing 30 hours of work or volunteer experience. Rights knowledge and actions to defend rights may appear here, but are not required.

**HUMAN RIGHTS IN THE BC K-12 CURRICULUM:**
**REFERENCE TO ISSUES OR TOPICS ASSOCIATED WITH HUMAN RIGHTS**

Sometimes the IRPs specify a particular issue related to human rights while other times the more generic term “issues” is used and we can infer the types of issues which connect to human rights. I have divided these references according to specific issue addressed and include a more generic category (issues) for references which have wider applications. It is important to note that there is a great deal of overlap as the issues are so interrelated.

**Rights Associated with Personal Security**

Conflict analysis will often have connections to human rights, both in terms of conflicts between groups and between individuals. Both the *Universal Declaration of Human Rights* and the *Canadian Charter of Rights and Freedoms* provide protection to personal security and liberty, both of which can be threatened by conflict.

**English Language Arts 7 to 10**

➤ **Curriculum Organiser: Self and Society (Working Together)**
  It is expected that students will develop / make effective use of strategies for resolving conflict and solving problems and building consensus

[^3]: At the time of preparing this document, the requirement for students to complete the Graduation Portfolio had been deferred. Students in graduating in 2007 are not required to complete it.
**Health and Career Education 9**

- *Healthy Relationships:* It is expected that students will describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation (e.g., recognizing discrimination when it occurs, encouraging communication and empathy, promoting responsibility and accountability, speaking up on behalf of others, identifying support services)

**Personal Planning 10**

- *Curriculum Overview: Key Elements: Health*
  - *Healthy Relationships:* Students should develop relationship problem-solving strategies (e.g., assertiveness, negotiation, conflict resolution)

**Social Studies 9**

- *Politics and Law: Europe and North America from 1500 to 1815*
  - It is expected that students will analyse factors that contribute to revolution and conflict

**NOTE:** Other Social Studies topics deal with specific conflicts and wars which would also have human rights connections.

**Culture and Multiculturalism**

Culture and multiculturalism are connected to human rights. By learning about other cultures and encouraging respect for diversity, students develop positive attitudes towards others who are different from themselves. This strengthens the legal protections from discrimination and racism in Canadian society. These protections are articulated in the *Canadian Charter of Rights and Freedoms* and the *BC Human Rights Code*.

**Home Economics 12**

- *Family Studies 11 and 12: Families in Society*
  - It is expected that students will identify issues facing families in a multicultural and global society

**Communications 11**

- *Comprehend and Respond (Comprehension):* It is expected that students will demonstrate familiarity with literary works from a variety of genres and cultures

- *Self and Society (Building Community):* It is expected that students will demonstrate respect for the diversity of ideas, language, and culture in an inclusive community

**English Language Arts Grade 4 -7**

- *Self and Society (Building Community):* It is expected that students will demonstrate an awareness of and respect for the diverse languages, ideas, opinions, cultures, and contributions of their peers (and the wider community)
English Language Arts 8-10

- **Comprehend and Respond (Critical Analysis)**
  - Grade 8: It is expected that students will analyse stereotypes and other distortions of reality in music videos, song lyrics, prime-time TV serials, and other aspects of popular culture
  - Grade 9: It is expected that students will identify and investigate how different cultures and socio-economic groups are portrayed in the media
  - Grade 10: It is expected that students will evaluate how both genders and various cultures and socio-economic groups are portrayed in mass media

- **Self and Society (Building Community)**
  - Grade 8: It is expected that students will use language to demonstrate that they respect and value diversity
  - Grade 10: It is expected that students will demonstrate respect for cultural differences

English Language Arts 11-12

- **Comprehend and Respond (Engagement and Personal Response):** It is expected that students will display respect for the diverse languages and cultures of the communities represented in classroom, local, provincial, national, and international literary and mass media works

- **Self and Society (Building Community):** It is expected that students will value and respect the diversity of language and culture in Canadian society

Fine Arts 11

- **Personal, Social, Cultural, Historical Contexts:** It is expected that students will
  - create/perform a work of art that reflects an understanding of the impact of social/cultural/historical contexts
  - identify, describe, and analyse cultural or historical styles as represented in a variety of art works

The second way that culture and multiculturalism are addressed is in the more controversial notion of group-differentiated rights. Here, the idea is that ethnic and national minorities have rights based on group membership in addition to the individual rights their members have. The argument is that individual rights are insufficient to protect minority cultures from various forms of injustice, for example, internal migration/settlement policies, boundaries and powers of internal political units, and decisions about official languages (Kymlicka, 2001). The connections to both Quebecois and First Nations historical and current relationships to Canadian government and institutions are immediately evident. There are also impacts on other ethnic minorities in Canada.

Although the *Universal Declaration of Human Rights* does not deal with minority group rights, the *Canadian Charter of Rights and Freedoms* affords special protection to
Francophones and First Nations in Canada. The Official Multiculturalism Act provides special protections to other ethnic minorities in Canada, but these are not accorded the status of rights.

**BC First Nations Studies**

- **Contact, Colonialism, and Resistance II:** It is expected that students will
  - analyse land issues with reference to key events in First Nations resistance to land encroachment, locally, provincially, and nationally
  - analyse the division of powers in Canada and its historical and present-day impact on issues related to First Nations

- **Leadership and Self-Determination II:** It is expected that students will
  - identify and analyse contemporary legislation, policies, and events affecting the self-determination of Aboriginal peoples
  - explain the significance of Canadian Supreme Court decisions for Aboriginal peoples, with reference to key cases
  - explain the significance of cultural continuity for Aboriginal self-determination, with reference to education and language
  - demonstrate awareness of current issues related to the Métis people in Canada
  - explain contemporary economic development issues facing First Nations
  - demonstrate an understanding of contemporary negotiations and agreements pertaining to Aboriginal self-determination

**Social Studies 9**

- **Politics and Law: Europe and North America from 1500 to 1815**
  - It is expected that students will investigate the roots of Canada's political and legal systems, including the development of two legal systems from two cultures

**Social Studies 11**

- **Society and Identity:** It is expected that students will
  - assess the development and impact of Canadian social policies and programs related to immigration, the welfare state, and minority rights
  - assess the impact of the conscription crises, Quebec nationalism, bilingualism, and regionalism on Canadian unity
  - demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20th century and their responses, with reference to residential schools, reserves, self-government, treaty negotiations

**Economic Rights**

Economic rights are also a contentious area as they deal with how we define equality and how we rank different rights. Kymicka (2002) describes the disagreement between two prominent political philosophers, John Rawls and Robert Nozick. For Rawls, one of the most important rights is the right to a share of society’s resources. This is one of the ways we remove the inequalities which disadvantage some. Nozick argued, however, that since we “own” ourselves (as free individuals) then we also own our talents and the product of
those talents. For Rawls, individual rights are served by greater economic “justice” while for Nozick redistribution of wealth violates “self-ownership”.

While it could be argued that the *Universal Declaration of Human Rights* addresses economic rights in its requirements for “a standard of living adequate for the health and well-being of himself and his family” (UDHR, Article 25), this is not universally accepted as the interpretation. Canada does have a social welfare system, the social safety net, but such protection is not considered a right of citizenship.

In terms of curricular connections, it is certainly an interesting conversation to have. Opportunities for such a discussion appear in the following IRPs.

**Economics 12**
- *Foundations:* It is expected that students will evaluate an economic system's performance based on criteria including: freedom, environmental impact, international, standards of ethics, efficiency, equity, security, employment, stability, growth
- *Role of Government:* It is expected that students will:
  - outline and give examples of the various policies that a government can use to influence its economy
  - describe factors that can influence government policy decisions
  - explain the role of government in producing goods, delivering services, and regulating the economic endeavours of business

**Technology Education 9-10**
- *Self and Society:* It is expected that students will express personal thoughts and feelings about / describe how societal pressures may influence technological advancements and, conversely, how technological changes influence society and the environment

**BC First Nations Studies**
- *Leadership and Self-Determination II:* It is expected that students will
  - identify and analyse contemporary legislation, policies, and events affecting the self-determination of Aboriginal peoples
  - explain contemporary economic development issues facing First Nations

**Social Studies 11**
- *Human Geography:* It is expected that students will compare Canada’s standard of living with those of developing countries, with reference to poverty and key indicators of human development
- *Society and Identity:* It is expected that students will assess the development and impact of Canadian social policies and programs related to immigration, the welfare state, and minority rights
Environmental Rights

Environmental rights are not described as such within any of the legal documents concerned with rights. However, the fact that human impact on the environment has implications for human health, quality of life, and economic opportunity suggests that individual rights are at risk. Both the Universal Declaration of Human Rights and the Canadian Charter of Rights and Freedoms state that “everyone has the right to life, liberty and security of person” (Article 3 and Article 7 respectively). As well, First Nations rights in Canada include environmental connections protected by the Charter.


Economics 12
✓ Foundations: It is expected that students will evaluate an economic system’s performance based on criteria including: freedom, environmental impact, international, standards of ethics, efficiency, equity, security, employment, stability, growth

Home Economics 11-12
✓ Cafeteria Training 12: Food Service: It is expected that students will demonstrate an understanding of social, financial, and environmental issues related to the food-service industry

✓ Food Studies 11 and 12: Social and Economic Issues
  • Grade 11: It is expected that students will identify environmental and health issues related to the production and consumption of food
  • Grade 12: It is expected that students will critique global environmental and health issues related to the production and consumption of food

Technology Education 8-10
✓ Self and Society
  • Grade 8: It is expected that students will demonstrate a willingness to express thoughts and feelings about the effects of technology on their personal lives, society, and the environment
  • Grade 9: It is expected that students will express personal thoughts and feelings about how societal pressures may influence technological advancements and, inversely, how technological changes influence society and the environment

Science K-12
The Rationale for science education in British Columbia states that “school science programs that are planned to develop scientifically literate students provide experiences that encourage students to examine the impact of scientific knowledge on their lives, society, and the environment.”
Science 4
- *Life Science*: It is expected that students will determine how personal choices and actions have environmental consequences

Science 5
- *Earth and Space Science*: It is expected that students will describe potential environmental impacts of using BC’s living and non-living resources

Science 7
- *Life Science*: It is expected that students will
  - Assess survival needs and interactions between organisms and the environment
  - Assess requirements for sustaining healthy ecosystems
  - Evaluate human impacts on local ecosystems

Science 8
- *Life Science: (Social Issues)*: It is expected that students will compare and contrast the practical, ethical, and economic dimensions of population growth and polluted environments
- *Life Science: (Global Ecosystems)*: It is expected that students will evaluate how major natural events and human activity can affect local and global environments and climate change

Geography 12
- *The Nature of Geography (Systems)*: It is expected that students will identify the social, economic, cultural, and political components of human systems explain how physical and human systems interact within an ecosystem
- *Systems of the Earth (Climate)*: It is expected that students will evaluate how climate affects human activity evaluate how human activity affects climate, including ozone depletion, global warming, and acid rain
- *Resources of the Earth (Nature of Resources)*: It is expected that students will
  - Explain contemporary concepts of sustainability
  - explain how concepts of sustainability vary with time and place
  - assess the consequences of the uneven distribution of: fresh water, a non-renewable resource, a renewable resource other than fresh water
- *Resources of the Earth (Management of Resources)*: It is expected that students will:
  - contrast the different ethics related to resource management and use
  - explain how conditions within a biome can affect resource management
  - evaluate the interrelationships of the four spheres as they apply to a local and global resource-management issue
- *Resources of the Earth (Sustainability of Resources)*: It is expected that students will
• assess the compatibility of human activities and population growth with concepts of sustainability
• analyse factors that make proposed resource-management solutions challenging to implement
• develop and defend a thesis relating to the sustainability of a resource

Social Studies 11
➢ Human Geography: It is expected that students will assess environmental challenges facing Canadians including: global warming, ozone-layer depletion, and fresh water quality and supply

Issues
The word “issues” appears in the curricular documents of almost all subject areas, usually in phrases such as “issues associated with”, and may be considered an optional part of the curriculum (for example, if it is used in suggested instructional strategies) or a mandatory part (for example, if it is used in the PLOs).

It is in the area of “issues” that there are almost always connections to impact on human rights. Seven of the ten curriculum subject areas include either direct reference to issues with human rights connections or refer to topics which are associated with human rights issues. These references appear in either the Rationales, the subject PLOs, or the Curriculum Organisers.

Rather than list all of the statements which include the topic of “issues” or human rights related topics as part of a particular curricular focus, I will list the subject areas and the courses where the topic is mentioned and the type of issues identified. A host of possible human rights connections become apparent when issues associated with these subject areas are considered. These might include among others:

• rights associated with the Universal Declaration of Human Rights, the Canadian Charter of Rights and Freedoms and the BC Human Rights Code
• rights already outlined in this report (rights associated with personal security, cultural / multicultural rights, economic rights, environmental rights)
• rights associated with labour, health, quality of life, politics, ownership, poverty, international development

Although I have excluded many of the references already mentioned in this report, there is some repetition as the topics are so interrelated.

Applied Skills
♦ Economics 12 (PLOs): evaluating economic systems; trade policies
♦ Home Economics 8-10 (PLOs): family and professional care giving; implications of individual and family needs and wants
♦ Home Economics 11-12 (PLOs): employment issues; environmental issues; multicultural issues; global issues; social issues; health issues; economic issues
♦ Technology Education K-7 (PLOs): effects on lives, homes, classroom, society
♦ Technology Education K-7 (PLOs): effects on lives, homes, classroom, society, environment; changes in workplace, changing role of workers; gender and ethnic bias

**English Language Arts**
♦ English Language Arts 8-10 (PLOs) stereotyping and media portrayals of different cultural and socio-economic groups

**Fine Arts**
♦ Fine Arts 11 (PLOs): art in response to historical/contemporary issues
♦ Music 10 (PLOs): music related to social, historical, political issues
♦ Visual Arts 8, 9 and 10 (PLOs): images in response to historical and contemporary issues

**Health and Career Education**
♦ Personal Planning 5 (PLOs): Canadian health issues
♦ Personal Planning 6 (PLOs): global health issues
♦ Health and Career Education 9 (PLOs): speaking up on behalf of others

**Languages**
♦ Core French 12 (PLOs): contemporary issues in Francophone world
♦ German 12 (PLOs): contemporary issues in German speaking countries and in Canada
♦ Spanish 11 and 12 (PLOs): contemporary issues in the Hispanic world

**Sciences**
♦ Science Education in British Columbia (Rationale): personal and societal issues
♦ Applications of Physics (Rationale): effect on the way we think about universe, societies, interactions with the environment, ourselves; technological and social change
♦ Forests 12 (PLOs): land ownership and management; forest-related issues
♦ Science 7 (PLOs): human impacts on ecosystems
♦ Science 8 (Curriculum Organiser): social issues
♦ Science 9 (PLOs): socioscientific issues
♦ Science 10 (PLOs): science and beliefs and values of society; socioscientific issues
♦ Science and Technology 11(PLOs): social issues; global issues; values

**Social Studies**
♦ BC First Nations Studies (PLOs): land issues; historic and current issues
♦ Geography 12 (PLOs): interactions between human systems and ecosystems; distribution of resources; local and global resource management issues; population growth and sustainability
♦ Social Studies 11 (PLOs): poverty and international development
Other: The role of technology in human rights movements

Finally, one other connection between human rights and curriculum needs separate mention as it is somewhat different than the others: the role of modern technology in human rights movements throughout history and around the world. From the invention of the printing press to our current use of the internet and telecommunications, technology has had and continues to have a profound impact on the struggle for human rights all over the world. Curricular connections to this topic appear in Technology Education, Science and Technology and Social Studies.

Technology Education K-10

Self and Society: It is expected that students will identify / describe / analyse the effects of technology on their lives, at home, in the classroom, in the community, and in society and social influences on technological change

Science and Technology 11

Module 1: The Nature and Interaction of Science, Technology, and Society (core): It is expected that students will
- identify and analyse the interrelationships among science, technology, and society
- demonstrate an awareness that today's science and technology decisions will influence the future of society
- describe the major factors influencing society with respect to science and technology and describe their relative importance

Module 2: Computers and Information Technology (core): It is expected that students will
- describe the impact of networks on global issues and changes in worldwide communication
- analyse the impact of information technology on personal lifestyles and societal values

Social Studies 6

Politics and Law: It is expected that students will
- demonstrate understanding of global citizenship
- demonstrate awareness of United Nations' human rights initiatives

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Autonomy and International Involvement: It is expected that students will assess Canada’s participation in world affairs with reference to: human rights, the United Nations
CONCLUSION
This report cannot identify all of the connections that teachers, who interpret and apply the curriculum in classrooms, may make between curricular admonitions and human rights. Nor is it possible to determine the issues students may pursue as they explore the way the world works. However, it is hoped that the information provided here will be helpful to show some of the connections between the formal K-12 curriculum in British Columbia and the area of human rights. What this investigation has shown is that there are many opportunities to explore human rights issues in the world, past, present and future.
REFERENCES


Wikipedia Human Rights