



Ontario eSecondary School Course Outline 2023-2024

Ministry of Education Course Title: Understanding Canadian Law	
Ministry Course Code: CLU3M	
Course Type: University/College Preparation	
Grade: 11	
Credit Value: 1.0	
Prerequisite(s): Canadian History since World War I, Grade 10, Academic or Applied	
Department: Canadian and World Studies	
Course developed by: Raven Allen	Date: April 8th, 2019
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none">1. <i>Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015, (revised)</i>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i>3. <i>Learning for All (2013)</i>	

COURSE DESCRIPTION/RATIONALE

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

OVERALL CURRICULUM EXPECTATIONS

The Inquiry Process and Skill Development in Legal Studies (ongoing throughout course)

By the end of this course, students will:

1. The Inquiry Process in Legal Studies: use the legal studies inquiry process and the concepts of legal thinking when investigating law and legal issues in Canada.
2. Developing Transferable Skills: apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset.

Legal Foundations:

By the end of this course, students will:

1. Legal Principles: explain the role and importance of law and the fundamental principles of justice in Canada.
2. Legal Heritage: demonstrate an understanding of early laws and legal systems and their relationship to the Canadian legal system.
3. Legal Roles and Responsibilities: analyse the role and function of individuals, groups, and governments in Canadian law.
4. Development of Law: analyse and describe how various social, scientific, and technological factors have influenced and continue to influence the development of Canadian law.

Rights and Freedoms:

By the end of this course, students will:

1. Human rights: explain the legal significance of the Canadian Bill of Rights, the Ontario Human Rights Code, The Canadian Charter of Rights and Freedoms (the Charter), and the Canadian Human Rights Act.
2. Development of Human Rights Law: analyse how various factors have influenced and continue to influence the development of human rights law in Ontario and Canada.
3. Protecting Rights and Freedoms: analyse situations in which it may be appropriate to limit rights and freedoms, and explain the arguments for and against such limitations.

Criminal Law:

By the end of this course, students will:

1. Foundations of Criminal Law: explain the foundational concepts of criminal law and their legal significance.
2. Legal Processes and Procedures: describe the structures and key roles and processes of the Canadian criminal justice system and explain key interrelationships among them.
3. Criminal Justice System: assess the ability of the Canadian criminal justice system to provide appropriate and even-handed justice to people living in Canada.
4. Development of Criminal Law: analyse how various factors have influenced the development of Canadian criminal law.

Civil Law:

By the end of this course, students will:

1. Introduction to Tort Law: analyse the legal foundations of tort law; the factors influencing its developments; and the role of individuals, groups, and courts in its processes.

2. Introduction to Family Law: analyse the legal foundations of family law; the factors influencing its development; and the role of individuals, governments, and courts in its processes.
3. Introduction to Employment Law: analyse the legal foundations of employment laws; the factors influencing its developments; and the role of employers, employees, and the courts in its processes.
4. Introduction to Contract Law: analyse the legal foundations of contract law; the factors influencing its developments; and the role of individuals, groups, and the courts in its processes.

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Legal Foundations	17 hours
Unit 2: Rights and Freedoms	24 hours, 15 min
Unit 3: Criminal Law	29 hours
Unit 4: Civil Law	25 hours, 45 min
Unit 5: Culminating Essay	14 hours
Final Exam	3 hours
Total	*110 Hours
	*Plus 3-Hour exam

UNIT DESCRIPTIONS

To develop an understanding of the Canadian legal system, we will explore legal issues which directly affect our lives as Canadians and the historical roots of the law and the role of the government in administering the law. We will have the opportunity to develop informed opinions on legal issues and to support them with legal knowledge in a variety of mediums.

UNIT 1: LEGAL FOUNDATIONS

In this unit, students will think about why society requires laws, the different divisions of law within our legal system, and how law has developed through Canadian history, and the various changes that have resulted from social and cultural factors.

UNIT 2: RIGHTS AND FREEDOMS

In this unit, students will learn about the legal definition of human rights and how this definition has changed and developed throughout history. Students will also learn about the protections and limitations provided under Canadian law and develop informed opinions about their own rights.

UNIT 3: CRIMINAL LAW

In this unit, students will learn about criminal law and its significance in Canadian law and society as a whole. They will learn about the processes of the criminal justice system and think critically about the punishments handed down by the court system. They will think critically and develop opinions about justice and Canadian criminal law.

UNIT 4: CIVIL LAW

In this unit, students will learn about civil law and the factors that differentiate it from criminal law. They will learn about the functions and processes of family, labour, and contract law, and how the Canadian legal system regulates the law in more personal cases.

UNIT 5: CULMINATING ESSAY

The overall goal of this unit is for students to bring together their skills and knowledge learned throughout this course to write a well-argued, MLA-style, academic essay on an individually-selected topic through independent research. Students will choose their own topic and form their thesis and form their arguments

based on the content of this course. They are encouraged to consider the historical, cultural, political, and sociological contexts of their issue while maintaining a legal perspective.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also

provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Reflective/comparative analysis and evaluation of written work is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Discussion Forums
- ☐ Diagnostic tests and writing tasks
- ☐ Free-writing journals/blogs
- ☐ Outlining and planning sheets
- ☐ Completed Templates & Graphic Organizers
- ☐ Editing Checklists
- ☐ Reflections
- ☐ Oral presentations & Active Listening

- ☐ Creative Writing & Story Development
- ☐ Tests & Exam
- ☐ Essay Writing
- ☐ Evaluations

EVALUATION

The final grade will be determined as follows:

- ☐ Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ☐ Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

WEIGHTINGS	
COURSE WORK	70
KNOWLEDGE/UNDERSTANDING (K)	20
THINKING/INQUIRY (T)	20
COMMUNICATION (C)	15
APPLICATION (A)	15
FINAL	30
CULMINATING ACTIVITY (3.2K, 3.9T, 4.7C, 3.2A)	15
FINAL EXAM (3K, 3T, 6C, 3A)	15

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Process Assignments	These assignments will be based on units of study to be determined by the teacher (i.e. case studies, readings and questions, etc.)	K, T, C, A	10
Unit 1: News Report	After researching a current legal event through news articles, students will create a video report on the story, accompanied by a written summary and instructor discussion.	K, T, C, A	15
Unit 2: Human Rights Timeline	Students will use what they learned throughout the unit and independent research to create a timeline on the legal development of human rights in Canada.	K, T, C, A	15
Unit 3: Criminal Justice Booklet	Students will demonstrate their understanding of the criminal arrest and court procedures in Canada by telling a story through a booklet which combines both written and visual elements.	K, T, C, A	15
Unit 4: Civil Law Pamphlet	Students will select a topic of civil law and create a pamphlet that uses both course learning and independent research to communicate their understanding.	K, T, C, A	15

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Culminating Essay & Reflection	Students will write an argumentative, MLA-format essay on a selected topic of law, following several steps to develop their thesis and arguments. This will be followed with a meeting with their instructor to reflect on their topic and their skills and strengths.	K, T, C, A	15
Final Exam	An exam to cover the major units studied through this course.	K, T, C, A	15

AFL/AAL/AOL TRACKING SHEET**Unit 1: Foundations of Law**

AAL	AFL	AOL
Quiz: "What do you know about Canadian law?"	Foundations and Concepts of Law Questions	News Report
Video Analysis "A Vision of Crimes in the Future"	"How Laws are Made and Changed"	Instructor Discussion
Forum Discussion		

Unit 2:

AAL	AFL	AOL
“In Search of a Perfect World” questions	“Human Rights Cases in Canada” Case Studies and Video	Human Rights Timeline
Forum Discussion	“Cases that have changed Canadian society” questions	Instructor Discussion
“The Indian Act Explained” KWL Chart	“A Commission on the Status of Women” assignment	
	Discrimination Case Studies	
	“The Indian Act Explained” KWL Chart	
	Video Reflection	

Unit 3:

AAL	AFL	AOL
Forum Discussions	“Elements of Crime” Case Studies	Criminal Justice Booklet
	“The Role of Courts in Our Justice System” questions	Instructor Discussion
	“What are my rights if I’m detained or arrested?” questions	
	“Researching a Role” worksheet and video	
	“Criminal offences, Defences, and Sentences” assignment	
	“Investigating a Crime” Worksheet	

Unit 4:

AAL	AFL	AOL
“Civil Law vs. Criminal Law” chart	“Civil Law Case Studies”	Civil Law Pamphlet
Forum Discussions	“The Paisley Snail” questions	Instructor Discussion
	“Family Law Case Studies”	
	“Property Division, Support, and Custody Case Studies”	
	“In Brief: Contract Law” questions	
	16x9 Video Response	

Finals

AOL
Culminating Project: Argumentative Essay
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Environmental accommodations:** such as preferential seating or special lighting.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Record key words on the board or overhead when students are expected to make their own notes.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.