



## Ontario eSecondary School Course Outline 2019-2020

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

## 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 (110 HOURS)

<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
<b>Total</b>	<b>*110 Hours</b>
	<b>*Plus 3-Hour exam</b>

### UNIT DESCRIPTIONS

TO DEVELOP AND UNDERSTANDING OF THE CANADIAN LEGAL SYSTEM, WE WILL EXPLORE LEGAL ISSUES WHICH DIRECTLY AFFECT OUR LIVES AS CANADIAN AND THE HISTORICAL ROOTS OF THE LAW AND THE ROLE OF 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

The students will experience a variety of activities:

### Whole-Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities.

These activities include the following:

**Class discussions** that are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

**Teacher demonstrations** (research skills, etc.) through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

**Video presentations** and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

**Diagnostic and review activities** (audio and video taping) can be student-led or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

**Brainstorming, charts and graphs** are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

### Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as to bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

These activities include the following:

**Paired or small group research activities** students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through online chat and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

**Comparison and evaluation of written work** is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer-correct and self-correct. Students are given a variety of texts to read through embedded links, to make comparisons with different texts, real life situations, and their own writing.

**Practical extension and application of knowledge** is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

**Oral presentations** in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

**Story boarding** an excellent way for students to present their findings, thoughts, and ideas. This allows another way for their work to be communicated and shared between the student and teacher, and student to student. This can be done through uploading on Moodle and video conferencing.

**Charts and graphs** are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures.

### **Individual Activities**

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

**Research** is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

**Individual assignments** are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

**Oral presentations** are facilitated through the use of video conferencing and video recording.

**Practical extension and application of knowledge** helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

**Ongoing project work** is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

**Reading** students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

**Written assignments** are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

**Journals** are used in which the student can self-reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

**Reflective/Comparative analysis** for students working in their portfolios, giving them an opportunity for self-reflection on their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences as well.

We grow up thinking of reading and writing as two of the classic 'three Rs', and once we learn how to do them well, many assume that there's no need to think more of them. However, there are nuances to both. This course explores what writers have known for centuries: there are many, many ways to write and read

## 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.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. 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, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: “What does the criteria look like for this particular task?” Or “What does limited effectiveness look like?” The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

## 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)

<b>WEIGHTINGS</b>	
<b>COURSE WORK</b>	<b>70</b>
<b>KNOWLEDGE/UNDERSTANDING</b>	<b>20</b>
<b>THINKING/INQUIRY</b>	<b>20</b>
<b>COMMUNICATION</b>	<b>15</b>
<b>APPLICATION</b>	<b>15</b>
<b>FINAL</b>	<b>30</b>
<b>CULMINATING ACTIVITY</b>	<b>15</b>
<b>FINAL EXAM</b>	<b>15</b>

### 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, I, 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, I, 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, I, 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, I, 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,I,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.	SUM	15
Final Exam	An exam to cover the major units studied through this course.	SUM	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.