



## Ontario eSecondary School Course Outline 2020-2021

<b>Ministry of Education Course Title:</b> Canadian and International Law	
<b>Ministry Course Code:</b> CLN4U	
<b>Course Type:</b> University Preparation	
<b>Grade:</b> 12	
<b>Credit Value:</b> 1.0	
<b>Prerequisite(s):</b> Any university or university/college course in Canadian and World Studies, English, or social sciences and humanities	
<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
<p>This course has been developed based on the following Ministry documents:</p> <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 a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolutions, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

## **OVERALL CURRICULUM EXPECTATIONS**

### ***The Inquiry Process and Skill Development in Legal Studies:***

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 current legal issues;
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. Purpose and Processes of Law: explain purposes of law, legal structures and processes, and fundamental principles of justice in Canada
2. Development of Law: explain how governments and societal attitudes and values have influenced the development of law in Canada
3. Law and Diversity: analyse the ability of Canadian law to uphold the rights and accommodate the needs of diverse individuals and groups

### ***Rights and Freedoms:***

By the end of this course, students will:

1. Fundamentals of Human Rights Law in Canada: explain the legal importance of human rights law in Canada, with particular reference to the Canadian Charter of Rights and Freedoms
2. Rights and Responsibilities: analyse from a legal perspective how the rights and responsibilities of individuals, groups, and governments are connected
3. Influences on Human Rights Issues: analyse from a legal perspective the role of forces such as globalization, technological change, media influence, and evolving societal attitudes in strengthening or weakening protections for human rights in Canada and abroad

### ***Foundations of International Law and Dispute Resolution:***

By the end of this course, students will:

1. Law and Society: analyse the role of law in contemporary society
2. Legal Structures and Processes: describe laws and processes for dealing with different types of legal offences and disputes in Canada
3. Emerging Legal Issues: explain the legal implications of a variety of current issues, both in Canada and internationally

### ***International Legal Issues:***

By the end of this course, students will:

1. Law and Careers: describe the educational, training, certification, and other professional requirements for various careers where an understanding of law is important
2. Roles and Responsibilities in the Workplace: analyse the roles and responsibilities of employees, managers, employers, corporations, and governments in the workplace
3. Legal Issues in the Workplace: analyse legal issues related to the influence of new technologies, environmental concerns, and national and international events on the workplace

## COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Legal Foundations	20 hours
Unit 2: Rights and Freedoms	28 hours, 30 min
Unit 3: Foundations of International Law and Dispute Resolution	31 hours, 30 min
Unit 4: International Legal Issues	20 hours
Unit 5: Culminating Essay	10 hours
Final Exam	3 hours
<b>Total</b>	<b>*110 Hours</b>
	<b>*Plus 3-Hour exam</b>

### UNIT DESCRIPTIONS

To develop an understanding of Canadian and international legal systems, we will explore legal issues in both Canadian and global contexts. We will look at the historical foundations of contemporary law and the role of national and international bodies in legislation, administering justice, and settling conflicts. 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:

In this unit, students will learn about the key influences on Canadian law and the beliefs which affect the legislative process. They will look at these differences between domestic and international law and the different types of law that affect their everyday lives.

#### UNIT 2:

In this unit, students will consider the national and international understanding of human rights and how the law is applied in protecting these rights. They will analyse the Canadian Charter of Rights and Freedoms and different international conventions used in responding to human rights abuses. Students will also look at the history of human rights and how they have developed throughout time.

#### UNIT 3:

In this unit, students will look at international agreements and the role of the United Nations in regulating international conflicts. They will also consider Canada's place in the international community and the implementation of international protocols and enforcement.

#### UNIT 4:

In this unit, students will learn about the functions of the International Criminal Court and significant international issues. They will take a look at environmental and labour law roots and issues and consider how international and national laws apply to those areas.

#### UNIT 5:

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-lead 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.

The small group 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: Theorist Infographic	Through research and course learning, students will create an infographic about an important legal theorists, accompanied by a written component and meeting with their instructor.	K, I, C, A	15

Unit 2: Rights and Freedoms Essay	Students will conduct research to add to their acquired course knowledge and write a 500 word essay answering a specific question. They will meet with their instructor for feedback and reflection.	K, I, C, A	15
Unit 3: International Law and Conflict Essay	Students will conduct research to add to their acquired course knowledge and write a 750 word essay answering a specific question. They will meet with their instructor for feedback and reflection.	K, I, C, A	15
Unit 4: International Issues Informational Package	Students will create an informational package which uses multiple mediums (news report and pamphlet) along with a written reflection to communicate their understanding of an international issue. They will meet with their instructor to reflect on their work.	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: Legal Foundations - 20 hours

AAL	AFL	AOL
Forum Discussion: Law in Everyday Life	Formative Assessment: Trick or Treaty Questions	Unit 1 Summative: Theorist Infographic
Unit 1 Diagnostic Assessment: Case Brief	Formative Assessment: Theories and Theorists chart	
Forum Discussion: Should Canadian family law change?	Formative Assessment: Greatest Canadian	

#### Unit 2: Rights and Freedoms - 28.5 hours

AAL	AFL	AOL
Diagnostic Assessment: The Story of Human Rights questions	Formative Assessment In Brief- Canadian Constitution questions	Unit 2 Summative Essay
Forum Discussion: The Importance of Human Rights	Formative Assessment: Applying the Code case studies	



Forum Discussion: Road to Patriation	Formative Assessment: Radek v. Henderson Development case brief and news report	
Forum Discussion: Transgender rights in Canada	Formative Assessment: Charter case study	
Forum Discussion: Using the notwithstanding clause	Formative Assessment: Universal Declaration of Human Rights and Me	
Forum Discussion: Ishaq v Canada	Formative Assessment: “Years Ago..” questions	
Forum Discussion: Immigrants and their rights		
Forum Discussion: The UN and human rights		

**Unit 3: Foundations of International Law and Dispute Resolution - 31.5 hours**

<b>AAL</b>	<b>AFL</b>	<b>AOL</b>
Forum Discussion: Why is the UN important?	Formative Assessment: Meng Wanzhou Extradition case	Unit 3 Summative Assessment
Diagnostic Assessment: United Nations Map	Formative Assessment: International Treaties and Conventions essay	
Forum Discussion: Russian expulsion	Formative Assessment: International Criminal Tribunal for Rwanda questions	
Forum Discussion: International Law and the Turbot Wars	Forum Discussion: International Criminal Court	
Forum Discussion: Sierra Leone and conflict resolution	Formative Assessment: Resolving International Conflicts news article	
Forum Discussion: Canada as a peacekeeper	Formative Assessment: Canada as a Global Citizen pamphlet	

**Unit 4: International Legal Issues – 20 hours**

<b>AAL</b>	<b>AFL</b>	<b>AOL</b>
Forum Discussion: International Law in everyday life	Formative Assessment: Environmental Law Case Brief	Unit 4 Summative Assessment
Forum Discussion: Environmental threats and laws	Formative Assessment: International Criminal Court case study	
Forum Discussion: Working conditions in foreign factories		
Forum Discussion: Why we need international law		

**Finals**

<b>AOL</b>
Culminating Project
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.