

## BUR OAK SECONDARY SCHOOL

Department of History & Humanities

### UNDERSTANDING CANADIAN LAW

Course Outline: CLU3M Credit Value: 1.0

**Textbook:** Blair, Annice. *Law in Action: Understanding Canadian Law*. 2nd ed. Toronto: Nelson, 2017. Print.

**Curriculum Policy:** The Ontario Curriculum Grades 11 to 12 *Canadian and World Studies*, 2015.  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>

**Prerequisite:** Canadian History since World War I, Grade 10, Academic or Applied

#### **COURSE DESCRIPTION:**

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.

#### **UNITS OF STUDY:**

##### **Unit 1 : Legal Foundations**

- Where do the principles of law and justice come from?
- How have Canada's legal systems changed and developed over time?
- Who is responsible for the administration of justice?

##### **Unit 2: Rights and Freedoms**

- What constitutes a human right?
- How do our beliefs about human rights change?
- How do we balance the rights of an individual and the good of society as a whole?

##### **Unit 3: Criminal Law**

- Do all members of society have equal protection from wrongdoing?
- How do we balance between the rights of the accused and the rights of victims and society?
- Does the criminal justice system adequately control and prevent crime?
- Are changes in the criminal justice system always positive?

##### **Unit 4: Civil Law**

- What is tort law and how might it protect me?
- What is the purpose of family law?
- How do we balance the rights of business owners and workers?
- How does contract law affect our interactions with others?

**Course Culminating Activities:** Case Analysis- 15% and Final Exam -15%

## OVERALL CURRICULUM EXPECTATIONS

**A1. 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;

**A2. 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.

**B1. Legal Principles:** explain the role and importance of law and the fundamental principles of justice in Canada

**B2. Legal Heritage:** demonstrate an understanding of early laws and legal systems and their relationship to the Canadian legal system

**B3. Legal Roles and Responsibilities:** analyse the role and function of individuals, groups, and governments in Canadian law

**B4. Development of Law:** analyse and describe how various social, scientific, and technological factors have influenced and continue to influence the development of Canadian law

**C1. 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

**C2. 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

**C3. Protecting Rights and Freedoms:** analyse the relationship between the formal, legal recognition of rights and freedoms in Canada and how those rights are interpreted and protected in practice

**C4. Legal Limitations of Human Rights:** analyse situations in which it may be appropriate to limit rights and freedoms, and explain the arguments for and against such limitations

**D1. Introduction to Tort Law:** analyse the legal foundations of tort law; the factors influencing its development; and the role of individuals, groups, and courts in its processes

**D2. 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

**D3. Introduction to Employment Law:** analyse the legal foundations of employment law; the factors influencing its development; and the role of employers, employees, and the courts in its processes

**D4. Introduction to Contract Law:** analyse the legal foundations of contract law; the factors influencing its development; and the role of individuals, groups, and the courts in its processes

**E1. Foundations of Criminal Law:** explain the foundational concepts of criminal law and their legal significance

**E2. Legal Processes and Procedures:** describe the structures and key roles and processes of the Canadian criminal justice system and explain key interrelationships among them

**E3. Criminal Justice System:** assess the ability of the Canadian criminal justice system to provide appropriate and even-handed justice to people living in Canada

**E4. Development of Criminal Law:** analyse how various factors have influenced the development of Canadian criminal law

### Instructional Approaches

Effective instruction motivates students and instills positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. In this class, we will use a variety of approaches designed to support your learning. You will be given opportunities to engage in inquiry-based learning so that you can examine multiple perspectives and resources designed to help you construct your understanding and develop your own position on many issues, both historical and current.

### **Program Planning Considerations**

Assessment, instructional and environmental accommodations are provided to individual students as per their IEP. Similarly, adaptations for ELLs are provided based upon the student's level of language development, strengths and needs.

### **Learning Environment**

This course provides students with a variety of opportunities to learn about diversity and diverse perspectives. In an inclusive learning environment, all students see themselves reflected in the curriculum so that they can be engaged and empowered through their learning experiences. The learning environment will foster a sense of community where all students feel included and appreciated.

### **ASSESSMENT, EVALUATION AND COMMUNICATION OF STUDENT ACHIEVEMENT**

The primary purpose of assessment and evaluation is to improve student learning. **The Achievement Chart** for Canadian and World Studies will guide all assessments and evaluations.

The **final grade** will be determined as follows:

- **70%** based on Assessment OF Learning (**including conversations, observations and products**) conducted throughout the course.
- **30%** based on the course culminating activities administered at or towards the end of the course.

Assessment and evaluation are divided into two important parts. The **grade** the student receives on a midterm or final report indicates achievement/ proficiency in Curriculum Expectations. A **level of competence** (*Needs Improvement, Satisfactory, Good or Excellent*) will be assessed and reported in the area of **Learning Skills and Work Habits:** Independent Work, Collaboration, Responsibility, Initiative and Self-Regulation. Throughout the course, the teacher will provide opportunities for students to receive formative feedback and to ensure students are on track to meet deadlines.<sup>1</sup>

Tasks will be evaluated according to each of the following areas of achievement based on the assigned category weights:

<b>Achievement Chart Category</b>	<b>Weight</b>
<b>Knowledge and Understanding:</b> Facts and terms and understanding of concepts and theories	<b>15%</b>
<b>Application:</b> Ability to transfer ideas, draw conclusions, make predictions and connections	<b>20%</b>
<b>Thinking:</b> Critical and creative thinking and inquiry skills	<b>15%</b>
<b>Communication:</b> Ability to communicate information and ideas in a variety of ways	<b>20%</b>
<b>Final Evaluations:</b> Case Analysis - 15% and Final Exam -15%	<b>30%</b>
<b>Total</b>	<b>100%</b>

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<sup>1</sup> Please refer to the [Bur Oak Secondary Assessment, Evaluation and Communication Policy](#) for information on mark reporting, timely submission of assignments and academic honesty.