



Course: Law Studies

Level: 12

Law Studies 12 introduces you to the legal rights and responsibilities, which allow citizens to participate more fully in society. Laws maintain the *status quo* and but they can also be a force for change. You will examine how laws have changed over time, and understand how Canada's laws and legal framework affect many aspects of your daily life.

Course Description: Students will know:

- the Constitution of Canada and the Canadian Charter of Rights and Freedoms
- structures and powers of the federal and provincial courts and administrative tribunals
- key areas of law such as criminal law, civil law, and family, children's, and youth law
- Canadian legislation concerning First Peoples
- indigenous legal orders and traditional laws in Canada and other global jurisdictions
- Canada's correctional system and principles of rehabilitation, punishment, and restoration
- structures and roles of global dispute resolution agencies and courts

Big Ideas:

- Understanding legal rights and responsibilities allows citizens to participate more fully in society.
- Laws can maintain the *status quo* and can also be a force for change.
- A society's laws and legal framework affect many aspects of people's daily lives.
- Laws are interpreted, and these interpretations may evolve over time as a society's values and worldviews change.

Curricular Competencies:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions
- Assess and compare the significance and impact of legal systems or codes (significance)
- Assess the justification for differing legal perspectives after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
- Analyze continuities and changes in legal systems or codes across jurisdictions (continuity and change)
- Assess the development and impact of legal systems or codes (cause and consequence)
- Explain and infer multiple perspectives on legal systems or codes (perspective)
- Make reasoned ethical judgments about legal systems or codes (ethical judgment)
- Make reasoned ethical judgments about controversial decisions, legislation, or policy (ethical judgment)



Core Competencies:

Communication

Students develop shared understandings of information, issues, situations, and problems in pursuit of common purposes and goals. They honour various group processes and proactively support movement forward, including refocusing on intended goals as needed. They revise plans according to mutual deliberations and strive for consensus.

Thinking

Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.

Personal & Social

Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. They are aware of the impact of their decisions, actions, and footprint. They advocate for and act to bring about positive change.

Resources: Textbook -- *Law in Action: Understanding Canadian Law, 2nd Edition*. Pearson
Video, websites, handouts, and news

Assessment:

Formative (30%)

Assignments

Quizzes

Academic journal

Participation

Summative: (70%)

Exams

Test

Projects

Presentations



Assessment for assignments will be marked using a 4-point scale.

Emerging (0-59%)	Developing (60-72%)	Proficient (73-85%)	Extending (86-100%)
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning

First Peoples Principles of Learning

With respects to the First People's Principles of Learning, students may be alternatively assessed in ways that people can display knowledge and subject mastery. The alternative assessment can be storytelling, art or other expressions of self, knowing and learning.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

General Expectations

Attendance and punctuality are mandatory. Your grade will be affected with frequent or random absence without reasons, habitual lateness, and lack of active participation in class. Students are expected to participate in class actively, namely playing an active role by discussing, asking questions, doing work, working with partners and groupmates, and taking notes. Exploring history and current affairs requires students to be open-minded and respectful to different viewpoint as some of the topics can be controversial and sensitive. Students are responsible for any missed assignments and lessons. Late assignments may be penalized.

Week	Topics Covered	Assignments
1-4	Unit 1: Foundations of Law <ul style="list-style-type: none"> • Law: Definition and Purposes • History, Evolution and Classification of Canadian Law 	Project 1: Comparative Legal Analysis <ul style="list-style-type: none"> • Briefly introduce your own country's legal system • Cite a specific law from your country and explain how it affects TWO aspects of people's daily lives



	<ul style="list-style-type: none"> The Canadian Court System and Alternative Canada and International Law <p>Unit Test</p>	<ul style="list-style-type: none"> Discuss whether there are any <i>similarities</i> and <i>differences</i> between your country’s legal system and the Canadian legal system in terms of their <i>impacts</i> on people’s daily lives. Must cite the specific laws involved and the exact wording of the law and explain with relevant legal concepts/terms One discussion question: Provide a reference page to show all your sources of information 7 minutes Oral Presentation
		<p>Project 2: Teaching the History of Law</p> <ul style="list-style-type: none"> Project learning objective: To trace the roots of our legal system and to analyze the changes and continuities in our legal systems or codes across jurisdictions (Curriculum Competencies)
5-7	<p>Unit 2: Criminal Law</p> <ul style="list-style-type: none"> Criminal Law Introduction to the Criminal Code of Canada Powers of Arrest and Arrest Procedures The Court in Action 	<p>Project 3: Criminal Codes in Canada</p> <p>Project learning objective:</p> <ul style="list-style-type: none"> choose a partner and form a group of 2. <ol style="list-style-type: none"> Choose a criminal case in Canada Describe the event Identify the participants, Criminal Codes Involved Identify the argument of the Case Identify the final verdict and the sentencing (if the defendant was convicted) Must apply relevant legal principle/concept (such as fairness, justice, equality, the presumption of innocence, and the rule of law etc.) <p>Product: A simple and easy to understand, but aesthetically pleasing and educational poster, lesson, short video, or</p>



		presentation (no more than 10 minutes long)
Week 6	Midterm Exam	
8-10	Unit 3: Civil Law <ul style="list-style-type: none">• Civil Law and the Civil Court System• Nature and the Purpose of Tort Law• The Elements of a Contract• Employment Relationships Civil Law and the Civil Court System	Project 4: Civil Law in Canada Project learning objective: <ul style="list-style-type: none">• choose a partner and form a group of 2. <ol style="list-style-type: none">1. Choose a civil case in Canada2. Describe the event3. Identify the participants,4. Civil Law Involved5. Identify the argument of the Case6. Identify the final verdict and the sentencing (if the defendant was convicted)7. Must apply relevant legal principle/concept (such as fairness, justice, equality, the presumption of innocence, and the rule of law etc.) Product: A simple and easy to understand, but aesthetically pleasing and educational poster, lesson, short video, or presentation (no more than 10 minutes long)
12	Final Exam	