



The Bishop Strachan School
Department Name: Canadian, Business and World Studies

Course Title: Canadian and International Law

Grade Level: 12

Ministry Course Code: CLN4U

Teacher's Name: Megan Parry

Developed by: Rita Gravina

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Developed from: Canadian and World Studies Ontario Curriculum 2005

Text: Blair, Annice and Kathleen Ryan Elliott. Canadian and International Law. Oxford University Press, 2004. ISBN: / 0-19-542047-0

Prerequisite: Any University or University/college preparation course in Canadian & World Studies, English, Social Science and humanities

Credits: 1.0

Length: 110 Hours

Course Description/Rationale

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

Overall Curriculum Expectations

Heritage

1. explain the historical and philosophical origins of law and their connection and relevance to contemporary society;
2. evaluate different concepts, principles, philosophies, and theories of law;
3. describe the relationship between law and societal values;
4. assess the influence of individual and collective action on the evolution of law.

Rights and Freedoms

5. describe the historical development of human rights legislation in Canada;
6. explain the development of constitutional law in Canada;
7. explain the rights and responsibilities of individuals under the Canadian Charter of Rights and Freedoms;
8. explain the roles of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in Canada;
9. analyse the conflicts between minority and majority rights and responsibilities in a democratic society, and examine the methods available to resolve these conflicts.

Criminal Law and Procedures

10. analyse theories about criminal conduct and the nature of criminal behaviour, and explain what constitutes a crime in Canadian law;
11. analyse the Canadian criminal trial process;
12. compare the competing concepts of justice as they apply to the criminal justice system.

Regulation and Dispute Resolution

13. evaluate the effectiveness of governments, courts, and individual and collective action in protecting the environment;
14. analyse the legal process, legal systems, and sanctions used to protect the rights of the employer and the employee in the workplace;
15. explain the major concepts, principles, and purposes of international law;
16. evaluate the effectiveness of international laws, treaties, and agreements in resolving conflicts of a global nature;
17. explain the factors that make framing, interpreting, and enforcing law on a global scale a complex and difficult process.

Methods of Legal Inquiry and Communication

18. use appropriate research methods to gather, organize, evaluate, and synthesize information;
19. apply the steps in the process of legal interpretation and analysis;
20. explain, discuss, and interpret legal issues using a variety of formats and forms of communication.

Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/ Student Teacher Conference	Total
1. Canada's Legal Heritage	30			2 included	30
2. Human Rights and Freedoms	39			3 included	39
3. Regulation and Dispute Resolution	10			1 included	10
4. Criminal Law in Canada	10	9			19
5. Summative Note: Expectations in the Methods of Legal Inquiry Unit will be covered throughout the course	9		3		12
Total	98	9	3	6	110

Unit Descriptions

Unit 1 – Canada's Legal Heritage

- Introduction to Law
- What is Law?
- The Need for Laws
- Perceptions and Misperceptions of Justice and Equality
- The Philosophies of Law and Law and Morality
- Classifications of Law
- Primary and Secondary Sources of Law
- Conflict between Law and Societal Values
- Individuals Demanding Legal Change

Unit 2 – Human Rights and Freedoms

- Introduction to Civil and Human Rights
- Introduction to the Bill of Rights, the Constitution and the Charter of Rights and Freedoms
- Division of power: levels of government and between the Legislators, Executive, and Judiciary
- Historical and Contemporary Barriers to the Enjoyment of Human Rights (Individuals and Groups in Canada)

- The Need for the Charter of Rights and Freedoms: Entrenchment and Balancing Rights
- Exploring certain rights:
 - Freedom of Conscience and Religion
 - Freedom of Expression—Hate and Obscenity
 - Freedom of Assembly and Association and Democratic Rights
 - Voting Rights
 - Abortion and Euthanasia
 - Equality
- Library Research and work periods (4) for Charter Assignment
- Position Paper

Unit 3 – Regulation and Dispute Resolution

- Environmental Law
- Employment Law
- Lobbying for Change
- Ontario Human Rights Code
- Class Seminar “Sexual Harassment in the Workplace”
- Introduction to International Law
- History and Concepts of International Law
- Collective Security and State Sovereignty
- International Law Case Studies
- United Nations
- Resolution of Conflict
- Human Rights— Rwanda, Algeria, Tibetan Refugees, Zimbabwe, AIDS in Africa, Child soldiers, Child Labour, Labour rights—Maquiladors in Mexico
- Self-Determination—East Timor
- War Crimes and International Criminal Court—Chile and Pinochet’s rule, Kosovo and Milosevic’s Rule, Cambodia and the Khmer Rouge
- Nuclear Arms—North Korea
- Peacekeeping and Non-governmental organizations
- Terrorism

Unit 4 – Criminal Law

- Intro to Criminal Law
- Causes of Crime
- The Criminal Code and Types of Offences
- Legal Elements of Crime—Actus Reus and Mens Rea
- Incomplete Crimes
- Defences
- Criminal Procedures
- Sentencing and Sentencing Alternatives
- Parole
- Principles of Justice—Wrongful Convictions, Victims’ Rights vs Rights of the Accused

- Court Field Trip
- Mock Trial (8) - Summative

Teaching/Learning Strategies

<input type="checkbox"/> Lecture	<input type="checkbox"/> Group work	<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Committee	<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Reading	<input type="checkbox"/> Debate	<input type="checkbox"/> Independent Study
<input type="checkbox"/> Structured discussion	<input type="checkbox"/> Panel	<input type="checkbox"/>
<input type="checkbox"/> Practical exercise	<input type="checkbox"/> Seminar	<input type="checkbox"/>
<input type="checkbox"/> Guest Speakers	<input type="checkbox"/> On-line discussions	<input type="checkbox"/>
<input type="checkbox"/> Case study	<input type="checkbox"/> Research project	
<input type="checkbox"/> Role play	<input type="checkbox"/> Group critique	
<input type="checkbox"/> Field Trip	<input type="checkbox"/> Videotape Critique	
<input type="checkbox"/> Discovery	<input type="checkbox"/> Mindmapping	
<input type="checkbox"/> Conference	<input type="checkbox"/> Self analysis	
<input type="checkbox"/> Brainstorming		

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Conferences	Teacher anecdotal records
Work sheets	Mock Trial	Classroom Discussion	Teacher log
Examinations	Seminar	Seminar	Checklists
Legal case analysis	Presentation	Self evaluation	Rubrics
Reading Assessments	Role playing	Peer evaluation	
	Essays		

Assessment/Evaluation

Seventy per cent (70%) of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations	Assessment Strategies
70%	1. Canada's Legal Heritage	1, 2, 3, 4, 9, 18	People Demand Change Essay
			People Demand Change Presentation
			Intro to Legal Reasoning Test
			Personal Reflection
	2. Human Rights and Freedoms	3, 4, 5, 6, 7, 8, 18, 19, 20	Position Paper
			Types of Law Presentation
			Legal Reasoning Test
	3. Regulation and Dispute Resolution	3, 9, 13, 14, 15, 16, 17, 18, 19, 20	Seminar Presentation
			On-Line Discussions
	4. Criminal Law	2, 3, 10, 11, 12, 18, 19, 20	Test
Field Trip Assignment			
30%	Summative	Final Assessment	Mock Trial Role Play Examination
			Total

Course Resources

Canadian and International Law
 CBC Archives and News in Review
 Legal Cases
 Law Now Magazine
 The Globe and Globe and Mail archives

BSS Library Catalogue of Canadian, American and International Legal journals
 Selected websites, videos, newspaper articles
 Guest Speakers

Achievement Chart – Canadian and World Studies, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., facts, terms, definitions)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness