

## Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL  
Department Name: Canadian and World Studies

Ministry of Education Course Title: Canadian and International Law

Grade Level: 12

Ministry Course Code: CLN4U

Teacher's Name: Melissa Black

Developed by: Melissa Black

Date: September 2015

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Developed from:

Ontario Ministry of Education. (2015). *The Ontario curriculum, grades 11 and 12: Canadian and World Studies*. Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: Any university of university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 19, 2022

## ***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 resolution, 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 Action**

- The Inquiry Process in Legal Studies: use the legal studies inquiry process and the concepts of legal thinking when investigating legal issues in Canada and around the world, and issues relating to international law
- 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**

- Principles of Law: identify foundational concepts and principles relating to law and explain their significance
- Legal Theory and Procedures: analyse how and to what extent various legal theories and procedures have influenced the Canadian and international legal system
- Development of Law: explain various influences, including those of individuals and groups, on the development of Canadian and international law

### **Rights and Freedoms**

- Legal Principles of Human Rights Law: explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally
- Development of Human Rights Law: analyse issues associated with the development of human rights law, in Canada and internationally
- Protection of Human Rights and Freedoms: compare the roles of the legislative and judicial branches of government in protecting human rights and freedoms, with a particular emphasis on Canada
- Contemporary Issues: analyse various contemporary issues in relation to their impact or potential impact on human rights law

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

- Fundamentals of International Law: explain the legal importance of various key principles and issues in international law
- Development of International Law: analyse how various factors have influenced the development of international law
- Conflict and Cooperation: analyse how various agreements, treaties, and conventions in international law influence international conflict and cooperation

### **International Legal Issues**

- Criminal Law: analyse various key concepts, legal systems, and issues in criminal law, in Canada and internationally
- Environmental Protection: analyse factors that influence the effectiveness of domestic and international environmental legislation
- Workplace Legal Issues: analyse legal principles, systems, and processes used to protect various parties' interests in the workplace, in Canada and internationally
- Emerging Legal Issues: analyse emerging global issues and their implications for international law

## ***Course Content***

Unit	Length
<b>1. The Foundations of Law in Canada</b>	31 hours
<b>2. Human Rights in Canada</b>	16 hours
<b>3. The Canadian Criminal Justice System</b>	16 hours
<b>4. Foundations of International Law</b>	16 hours
<b>5. International Law</b>	31 hours
<b>Total</b>	110 hours

## ***Unit Descriptions***

### **Unit 1 – Foundations of Law**

Students demonstrate their understanding of the historical and philosophical origins of law and legal ways of thinking: legal significance, interrelationships, continuity and change, and legal perspective. They also demonstrate an understanding of the connection and relevance of the historical and philosophical origins of law to contemporary Canadian society. Different concepts, principles, philosophers, and theories of law are evaluated. Students demonstrate their understanding of the relationship between law and societal values. They assess the influence of individual and collective actions on the evolution of the law. Students learn how modern history has influenced and shaped the law makers in Canada. Students demonstrate an understanding of the legal structure in present day Canada and its roots in British common law and French Napoleonic code. Additionally, there is acknowledgement of Indigenous law existing prior to European contact. Students are introduced to criminal theories of what constitutes a criminal act (actus reus and mens rea) in Canada historically as well as in the present. Students prepare a fictional account detailing criminal justice procedure from criminal act to release from jail including arrest and trial procedures.

### **Unit 2 – Human Rights in Canada**

Students demonstrate an understanding of the historical development of human rights legislation in Canada and explain the development of Canadian constitutional law. In their examination of the Canadian Charter of Rights and Freedoms, students develop an understanding of the rights and responsibilities of individuals. They explain the roles of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in Canada. Finally, students analyse the conflicts between rights and freedoms and between minority and majority rights in a democratic society and they describe the methods available to resolve these conflicts. Miscarriages of justice are evaluated with special attention given to First Nations victims of injustice including an intense examination of Donald Marshall Jr.

### **Unit 3 – The Canadian Criminal Justice System**

Students explain the process of the criminal justice system and compare it to another system (Indonesia). Students examine defenses and sentencing in the Canadian Justice system. Students are asked to take a critical look at issues in the Justice system, specifically the higher than average incarceration of Indigenous people in the justice system throughout Canada.

### **Unit 4 – Foundations of International Law**

Students are introduced to the major concepts in International Law and an examination of the changes, roles, and challenges facing organizations. Students evaluate effectiveness of international law in resolving conflict, especially armed conflict.

### **Unit 5 – International Law**

Conflict and dispute regulation are introduced to students as they explore historical incidences in Canada and internationally relating specifically to the workforce. Modern challenges to dispute regulation within the workplace, but especially in regards to environmental protection and legal policies dealing with the environment are considered. This unit focuses particularly on International law as it regards human rights, trade, labour, Indigenous peoples, and the environment.

## Teaching/Learning Strategies

The teaching strategies used in this outline are designed to give students opportunities to develop language and communication skills that relate to their life beyond the classroom. The teacher facilitates learning by having students involved in a variety of whole class, small group and individual activities, as summarized below. The teacher also continually assists students to make the connections between what they do in the classroom and the world beyond the classroom.

The lessons are set up in a way to provide individual assignments that enable students to extend and consolidate the learning that takes place in the whole class and small group activities. Some instructional strategies include the teacher outlining student responsibilities for organization, note-taking, reflection, and self-assessment that follow from the whole class and small group activities, including the completion of tasks as homework. Learning goals are discussed at the start of each individual assignment and success criteria provided to students. These activities are directly related to skills and concepts required in the legal field and university setting. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to students, both written and oral. Students are encouraged to improve on all work by revising and editing completed assignments so they may earn higher marks.

Students complete critical-thinking skills to develop background knowledge, use criteria for judgment and building a legal vocabulary. Students are taught to not only think critically, but present their work in a fashion that stands up to the critical thinking of others. Assessment tools in this course are designed to meet the above goals including writing projects, reading assignments, lectures, on-line research activities, PowerPoint presentations, multi-media presentations.

Other strategies used to assist students in development of language and literacy include reading text and charts analytically and critically for information; using diagrams, charts and graphic organizers for communication, and preparing pamphlets, using the internet to develop research skills, specifically the selection of reputable and reliable legal sources.

Due to the Cree, Oji-Cree, and Ojibway demographic from which students are drawn, an emphasis is placed in this course on introducing material relevant to Nishnawbe-Aski-Nation territory such as NAN Restorative Justice as well as role models and issues from other First Nations such as Donald Marshall Jr. or an exploration into the higher incidences of First Nations in the penal population.

## Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent 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 should 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 (p. 41).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)
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Term Work (70%)	Knowledge/ Understanding	Fill in a chart showing historical methods and systems of adjudication. Give the full name and purpose of international organizations from their acronyms. Provide definitions of terminology specific to unions.	13
	Thinking	Prepare mind maps showing relationships within the primary and secondary law fields. Develop further potential areas of study to determine cause behind high rates of incarceration of First Nations peoples. Compare and contrast union and non-union workplaces.	19
	Communication	Create a legal vocabulary flash card set. Prepare a case brief. Create a presentation suitable for a grade 8 course.	19
	Application	Formulate an opinion and then explain if the presumption of innocence is a reality in Canada. Evaluate the effectiveness of international law to deal with legal issues.	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Exam (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
<b>TOTAL</b>			<b>100</b>

## ***Assessment/Evaluation Strategies***

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit. Specific assessment tasks incorporating written, oral, and performance activities in this course include multi-media presentations, research reports, case briefs, completion of forms, working from templates to produce products in unfamiliar formats, summary, flash cards, worksheets, charts/graphs, summary paragraphs, essays, persuasive paragraphs, posters, formal proposal writing. These assessment tasks are integrated with the learning strategies for each activity.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback on each assignment;
- Self-assessment (weekly self-assessment of learning);
- Mentor observations;
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work (e.g., evidence of meeting expectations for understanding of Labour Law through comparison of Bangladesh Garment Industry and Canadian Labour Laws)
- Summative activities;

- The culminating activity for the course builds on the concepts and skills developed in the individual units. There is an emphasis in this course on preparation for the academic world of University. Using exemplars, and scaffolded activities, students are guided towards completing a formal essay-style report in MLA format. This allows students the opportunity to demonstrate their understanding of the key elements of this course.
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

## Resources

Canadian Legal Information Institute. <https://www.canlii.org/en/>

Duhaime, L. (2014). *The timetable of world legal history*. duhaime.org.  
<https://www.duhaime.org/LawMuseum/ID/44/Duhaimes-Timetable-of-World-Legal-History>

Grimes, W. (2009, Aug 8). Donald Marshall, a symbol of miscarriage of justice; 55. The Boston Globe.  
[http://archive.boston.com/bostonglobe/obituaries/articles/2009/08/08/donald\\_marshall\\_a\\_symbol\\_of\\_miscarriage\\_of\\_justice\\_55/](http://archive.boston.com/bostonglobe/obituaries/articles/2009/08/08/donald_marshall_a_symbol_of_miscarriage_of_justice_55/)

Hemispheric Network for Legal Cooperation on Criminal Matters. (n.d.). Organization of American States. <http://web.oas.org/mla/en/Pages/default.aspx>

History of Law. <http://www.historyoflaw.info/>

Ontario Ministry of Education. (n.d.). *Indigenous education strategy*.  
<http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2015). *The Ontario curriculum, grades 11 and 12: Canadian and World Studies*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

## ***Program Planning***

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.