

The logo for Harbord Collegiate Institute is an orange rectangular banner with the school's name in black serif font, centered over a background image of a library aisle with bookshelves.

Harbord Collegiate Institute

Course Outline – Understanding Canadian Law, Grade 11, Academic (CLU3M) ONE FULL CREDIT, PREREQUISITE CHC2D Academic or Applied

Social and Global Studies Department, 2018/19 (revised Sept 2018)

Harbord Collegiate Institute, Toronto District School Board

COURSE DESCRIPTION:

This course explores Canadian law with a focus on criminal legal issues that are relevant to the everyday. Students will investigate fundamental legal concepts, cases and processes to gain a practical understanding of Canada's legal system and the core areas of law, including criminal law, intellectual property law, contract law and torts. Students will use critical-thinking, inquiry, and application skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, written legal opinions, legal research projects, negotiation competitions, mock trials and debates.

TEACHING STRATEGIES:

Students will work individually and in groups through a series of critical thinking challenges, activities, projects, reading assignments, lectures, films, multi-media clips, on-line research activities, presentations, simulations, writing projects and briefs, and seminars designed to stimulate and teach critical and legal thinking.

Students will use critical thinking skills to develop foundational knowledge, use criteria for judgment, build and use a critical thinking vocabulary, implement critical thinking strategies and develop critical habits of mind.

Critical thinking skills and strategies will involve reasonableness, establishing and examining legal significance (e.g. use of precedence and case ratios), using evidence to make legal arguments, identifying continuity and change in the legal system, analyzing interrelationships, developing understanding of legal perspective and understanding the ethical dimension of legal interpretations (applying and making ethical and moral judgments in legal issues).

TEXT(s):

Blair, Annice. *Law in Action: Understanding Canadian Law*. Toronto: Pearson, 2003. Replacement cost to student \$89.95*.

Bauer, Mark B. *Social & Global Studies*. Mark B. Bauer. Web. <www.socialglobalstudies.com>.

*A student who has signed a book out will be responsible for returning the book in good condition with normal wear and tear from academic use. The student must replace damaged or lost textbooks.

INSTRUCTOR(s):

Mr. M. Bauer and Mr. A. Magney can be reached in the Social and Global Studies Office at 416-393-1650 x 20085 or by email at Mark.Bauer@tdsb.on.ca or Aaron.Magney@tdsb.on.ca respectively.

Social & Global Studies Department Assistant Curriculum Leader: Mr. A. Magney

UNIT DESCRIPTION AND EVALUATION:

COURSE WORK (Units 1-4) is worth 70% of your final mark.

THE COURSE CULMINATING ACTIVITY (Unit 5) is worth 30% of your final mark.

UNIT DESCRIPTION AND EVALUATION:

All course evaluations are equally weighted and designed to allow students the opportunity to exhibit learning across the four categories of the *Achievement Chart for Canadian and World Studies* (Knowledge & Understanding, Thinking, Communication, Application). Culminating activities are also equally weighted across the four categories. The Achievement Chart is published in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*.

UNIT: TITLE	EVALUATION Assignment Name, Weighting (Assessment categories)
<p>Unit 1: Criminal Law and Legal Thinking <i>Thinking about crime, punishment and Law</i></p>	<p>Case/Charter/Human Rights Opinion (K/U: /10, T: /10, COM: /10, APP: /10)</p> <p>Case Ratios (K/U: /10, T: /10, COM: /10, APP: /10)</p> <p>Criminal Defences Teachback (K/U: /10, T: /10, COM: /10, APP: /10)</p> <p>Expert Witness in Forensics (K/U: /10, T: /10, COM: /10, APP: /10)</p> <p>Sentencing Scenarios (K/U: /10, T: /10, COM: /10, APP: /10)</p> <p>Criminal Mock Trial (K/U: /10, T: /10, COM: /10, APP: /10)</p>
<p>UNIT 2. Law and Society <i>Examining the Charter, Police Powers, Indigenous Rights and the Indian Act</i></p>	<p>Police Powers Reflection (K/U: /10, T: /10, COM: /10, APP: /10)</p> <p>Counter Terrorism Charter Case Analysis (K/U: /10, T: /10, COM: /10, APP: /10)</p> <p>Indigenous Rights Handbook (K/U: /10, T: /10, COM: /10, APP: /10)</p>
<p>Unit 2: Private Law (Civil Law) Contract Law, Torts, Labour Law <i>Thinking about deals, damages, societal values and workplace circumstances.</i></p>	<p>Contract Dispute Negotiation (K/U: /10, T: /10, COM: /10, APP: /10)</p> <p>Legal Opinion (K/U: /10, T: /10, COM: /10, APP: /10)</p>
<p>Unit 5: Course Culminating</p>	<p>PART A – Leading Case Symposium (Oral/Visual) 15% of final mark (K/U: /10, T: /10, COM: /10, APP: /10)</p> <p>PART C – Case Brief (Written) 15% of final mark (K/U: /10, T: /10, COM: /10, APP: /10)</p>

NOTE: Evaluation other than the culminating activity is subject to change based on informed professional judgment of the instructor, other teachers delivering the course, other teachers in the Social & Global Studies Department, and the ACL of Social & Global Studies (department curriculum leader).

This course incorporates considerations for program planning that align with ministry and board policy and initiatives (e.g., planning related to students with special education needs, English language learners, equity and inclusive education, financial literacy education, the Ontario First Nation, Métis, and Inuit education policy framework, the role of information and communications technology, and cooperative education).

Every effort is made to maximize student learning and success within the guidelines, policies and procedures specified by *Growing Success, Assessment, Evaluation and Reporting in Ontario Schools* and the Toronto District School Board.

CLU3M is based on *The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2015 and 2018 Revised*. Students will be expected to demonstrate the following ministry curriculum overall expectations:

Strand A

A. The Inquiry Process and Skill Development in Legal Studies

Overall 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

Strands B-E

Overall Expectations and Related Concepts of Legal Thinking	Big Ideas*	Framing Questions*
B. Legal Foundations		
B1. Legal Principles: explain the role and importance of law and the fundamental principles of justice in Canada (FOCUS ON: <i>Legal Significance</i>)	Law is based on principles derived from society's beliefs about what is fair and just.	<p>What is just? What is fair?</p> <p>How does the judiciary hold the legislative and executive branches constitutionally accountable for their actions?</p> <p>How has the law changed and how has it stayed the same?</p>
B2. Legal Heritage: demonstrate an understanding of early laws and legal systems and their relationship to the Canadian legal system (FOCUS ON: <i>Interrelationships</i>)	Legal systems of the past have influenced the Canadian legal system.	
B3. Legal Roles and Responsibilities: analyse the role and function of individuals, groups, and governments in Canadian law (FOCUS ON: <i>Legal Significance; Interrelationships; Legal Perspective</i>)	Canadian law is administered by individuals and groups working together within the justice system.	
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 (FOCUS ON: <i>Legal Significance; Continuity and Change</i>)	Law changes over time in response to a variety of factors, including what society values and believes in, technological advances, and political trends.	
C. Rights and Freedoms		
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, and the Canadian Human Rights Act (FOCUS ON: <i>Legal Significance</i>)	The Canadian Bill of Rights, the Ontario Human Rights Code, the Canadian Human Rights Act, and the Canadian Charter of Rights and Freedoms represent Canadian beliefs about what constitutes a human right.	<p>Why are human rights laws important?</p> <p>How do diversity and changing beliefs about gender equality, freedom of expression, and freedom of religion influence Canadian law?</p> <p>Does Canadian law provide adequate protection of human rights?</p> <p>What happens legally when different rights compete with each other?</p>
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 (FOCUS ON: <i>Continuity and Change</i>)	Canadian human rights laws and their interpretation by the courts are influenced by changing societal values, technological developments, and political trends.	
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 (FOCUS ON: <i>Legal Significance; Interrelationships; Legal Perspective</i>)	Balancing minority and majority rights is a principle in Canadian human rights legislation.	
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 (FOCUS ON: <i>Legal Significance; Legal Perspective</i>)	Canadian law attempts to achieve a balance between the good of society as a whole and the rights and freedoms of individuals.	
D. Civil Law		
Overall Expectations and Related Concepts of Legal Thinking		
D. Civil Law		

<p>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 (FOCUS ON: <i>Legal Significance</i>)</p>	<p>Tort law provides compensation for people who have been injured by the wrongdoing of those who had a duty of care.</p>	<p>Why is civil law necessary? Why is a greater degree of proof of guilt required in a criminal case than in a civil case?</p>
<p>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 (FOCUS ON: <i>Legal Significance; Continuity and Change</i>)</p>	<p>Family law exists to protect all members in domestic relationships, even when the relationships end.</p>	<p>How does family law reflect societal values, beliefs, and norms? Does the law adequately protect workers?</p>
<p>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 (FOCUS ON: <i>Interrelationships; Legal Perspective</i>)</p>	<p>Employment law attempts to balance the rights of business owners and workers.</p>	<p>How do labour laws reflect the influence of unions?</p>
<p>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 (FOCUS ON: <i>Legal Significance; Continuity and Change; Legal Perspective</i>)</p>	<p>Contract law outlines voluntary legal obligations between two people or two groups.</p>	<p>What criteria should you use when deciding whether to sign a contract?</p>
<p>E. Criminal Law</p>		
<p>E1. Foundations of Criminal Law: explain the foundational concepts of criminal law and their legal significance (FOCUS ON: <i>Legal Significance</i>)</p>	<p>Criminal law is based on the principle that all members of society deserve to be protected from wrongdoing.</p>	<p>Is the Youth Criminal Justice Act a “good” law? What criteria can we use to judge whether a law is “good”?</p>
<p>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 (FOCUS ON: <i>Interrelationships</i>)</p>	<p>The rules governing the criminal trial process represent an attempt to balance the rights of the accused and the rights of the victim and society.</p>	<p>How are the rights of the accused protected during a trial?</p>
<p>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 (FOCUS ON: <i>Legal Perspective</i>)</p>	<p>There are different perspectives on how effectively the Canadian criminal justice system achieves a balance between crime control and prevention on the one hand and the principles of justice, fairness, and the protection of individual rights on the other.</p>	<p>Do punishments fit the crime? Should a prisoner have rights? How do the media influence perceptions and expectations related to a criminal trial and legal procedures?</p>
<p>E4. Development of Criminal Law: analyse how various factors have influenced the development of Canadian criminal law (FOCUS ON: <i>Legal Significance; Continuity and Change</i>)</p>	<p>Precedent-setting legal cases, scientific advances, and societal trends have led to changes in Canadian criminal law and the criminal justice system.</p>	<p>What are some changes that have occurred in ideas about criminal justice in Canada? What are the reasons for the changes?</p>

