



**MISSISSAUGA SECONDARY SCHOOL – Canada and World Studies**  
**COURSE INFORMATION 2017-18**



**COURSE:** Canadian & International Law (CLN4U0) Gr.12 University Preparation  
 Ontario Ministry of Education curriculum document is available at:  
<https://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>  
**Text replacement cost:** Canadian and International Law (Blair et al) – \$100

**Course Description:**

This course examines a range of historic and contemporary legal issues of Canadian and international law, and how they are addressed in social, political, economic, and global contexts. Students will study and analyze a range of significant historical and philosophical sources of law, and develop an understanding of the key principles and practices of Canadian and international law regarding issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and labour law. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will use critical-thinking and communication skills to analyze legal issues, conduct independent research, and present the results of their inquiries in a variety of ways when investigating these and other issues in both Canadian and international contexts.

**Ministry Course Overall Expectations:**

By the end of the course, students will:

- evaluate different concepts, principles, philosophies, and theories of law
- describe the historical development of human rights legislation in Canada
- assess the influence of individual and collective action on the evolution of law
- analyze the conflicts between minority and majority rights and responsibilities in a democratic society, and examine the methods available to resolve these conflicts
- compare competing concepts of justice as applied to the criminal justice system
- analyze the legal process, legal systems, and sanctions used to protect the rights of employers and employees in Canadian and global workplaces
- use appropriate research methods to gather, organize, analyze, evaluate, and synthesize information
- apply the steps in the process of legal interpretation and analysis
- explain, discuss, and interpret legal issues using a variety of formats and forms of communication

**Course Units and Learning Goals**

**Unit 1 – Legal Foundations (Text Ch. 2 – 4, 9)**

- Describe the relationship between law and societal values
- Explain the main historical and philosophical origins of law systems and their connection, relevance, and application to contemporary society

Possible Tasks: Philosopher Seminar Assignment, Justice Essay

**Unit 2 – Rights and Freedoms (Text Ch. 5 – 8)**

- Explain the functions and development of the Constitution and Charter of Rights and Freedoms, and examine KEY foundations of the CCRF
- Explain the roles of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in Canada

Possible Tasks: Article Reviews, Landmark Case Assignment

**Unit 3 – International Law and Dispute Resolution (Text Ch. 14 – 15)**

- Explain the legal importance and application of various key concepts, principles, purposes, objectives, and issues in international law
- Analyze how various factors have influenced the development of international law, and how various agreements, treaties, and conventions in international law influence international conflict and cooperation
- Explain the factors that make framing, interpreting, and enforcing law on a global scale a complex and difficult process and evaluate the effectiveness of international laws, treaties, and agreements in resolving global conflicts

Possible Tasks: Topical debates, Critique of UN (or other international agencies)

**Unit 4 – International Legal Issues (Text Ch. 12, 13, 15)**

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

Possible Tasks: Comparison of legal systems, Environmental Law Essay, Topical Debates, Issue awareness campaign

**Students should expect that each unit will have a test and several quizzes.**

**Assessment and Evaluation - Key Terms and Definitions**

**Assessment for Learning:** The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there (e.g. portfolios, observations, conversation, non-graded quizzes, pre-tests, minute papers, exit tickets, written assignments, concept maps, interviews, progress monitoring, performance). The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

<b>Course Weighting</b> <b>Term</b> <b>70%</b> Knowledge                25 Thinking                    15 Application                15 Communication            15 <b>In-class Exam</b> <b>10%</b> <b>Final Exam</b> <b>20%</b>	<p><b>Assessment as Learning:</b> The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. learning logs, Metacognitive questions and self-assessment using Graphic Organizers, Interviews, Conferences); use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals (e.g. goal setting). Assessment as learning requires students to have a clear understanding of the learning goals and success criteria (e.g. co-constructing rubrics/check lists, self-assessment, peer assessment).</p> <p><b>Assessment of learning:</b> The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. (e.g. test, summative assignment) The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.</p>
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**STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS  
(Growing Success Policy 2010 and Peel Policy 14)**

Achievement Chart Category			
Knowledge	Thinking/Inquiry	Communication	Application
- Knowledge of content (e.g., definitions, facts, cases, terms,) standing of content (e.g., ideas, concepts, theories, procedures, processes)	- Use of planning skills(e.g., focusing research, gathering information,) -Use of processing skills (e.g., analyzing, generating, integrating, synthesizing) -Use of critical/creative thinking processes (e.g., inquiry process, problem-solving)	- Expression and organization of ideas and information (e.g., clear expression) - Communication for different audiences and purposes in oral, written, and visual forms -Use of conventions, vocabulary, and terminology of the discipline in oral, written, and visual forms	- Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts -Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts -Making connections within and between various contexts
TRIANGULATED EVIDENCE OF LEARNING			
OBSERVATIONS	CONVERSATIONS	PRODUCTS	
<ul style="list-style-type: none"> <li>• Individual Homework</li> <li>• Group Work</li> <li>• Presentations</li> <li>• Debates</li> <li>• Legal Dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Student-Teacher Conferences</li> <li>• Class Discussions</li> <li>• Debates</li> <li>• Group Work Records</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Text/Curricular Quizzes</li> <li>• Article reviews/Projects/Cases Portfolio</li> <li>• PowerPoint Seminars</li> <li>• Critical Reading Packages</li> </ul>	

**Success Criteria for completing this course:**

**Student Responsibilities:**

Students' responsibilities are a cornerstone of academic success and include: attendance, punctuality, timely completion of homework and assignments, and academic integrity. Students are responsible for: self-advocacy; completion of their own work; submission of required assignments on assigned due dates; striving for excellence; and completion of all course requirements.

**Learning Skills:**

Students are assessed on their Learning Skills as well as on their academic achievement. These skills include: **Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation**. Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

**Late and Missed Assignments**

*Please see the Policy on Absence of Evidence of Student Achievement as outlined in MSS guidelines*

**Plagiarism and Cheating**

*Please see the Policy on Plagiarism and Cheating as outlined in MSS guidelines*

**Homework, Assignments, and Effective Communication**

To earn a credit, students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## **Overarching Learning Goals for CLN4UO:**

### **A. The Inquiry Process and Skill Development in Legal Studies**

- A1. 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
- 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

## **Specific Learning Goals for the Inquiry Process & Skills Development in Legal Studies**

### ***Throughout this course, students will:***

- A1.1 Formulate different types of questions to guide investigations into legal issues in Canada and internationally
- A1.2 Select and organize relevant evidence/information from primary and secondary sources
- A1.3 Assess the credibility of sources relevant to their investigations
- A1.4 Interpret and analyze legal issues using evidence and information relevant to their investigations and a variety of tools and strategies while taking into account relevant legal theories and ethical and equity concerns
- A1.5 Use the concepts of legal thinking when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding legal issues in Canada and around the world, and issues relating to international law
- A1.6 Evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating
- A1.7 Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose
- A1.8 Use accepted forms of documentation to acknowledge different types of sources
- A1.9 Use terminology appropriate to the audience and purpose when communicating the results of their investigations
- A2.1 Describe ways in which investigations related to law can help them develop skills, including the essential skills in the Ontario Skills Passport that can be transferred to postsecondary opportunities, the world of work, and everyday life
- A2.2 Apply in everyday contexts skills and work habits developed through and relevant to the study of law
- A2.3 Use the concepts of legal thinking when analyzing current events related to legal issues in order to enhance their understanding of these events and their role as informed citizens
- A2.4 Identify careers in which a law background might be useful

## Overarching Learning Goals for Legal Foundations

### Strand B: Legal Foundations

B1. Principles of Law: Identify foundational concepts and principles relating to law and explain their significance

B2. Legal Theory and Procedures: Analyze how and to what extent various legal theories and procedures have influenced the Canadian and international legal systems

B3. Development of Law: Explain various influences, including those of individuals and groups, on the development of Canadian and international law

#### Big Ideas:

- Law is based on principles derived from beliefs about how a just society should function.
- Law changes over time in response to a variety of factors, including social values, technological advances, and political trends.
- Laws are socially constructed – that is, individuals, groups, and governments influence the development of law.

#### Important Questions to Consider:

- What are some key influences on the development of law?
- How do beliefs in Canadian society about the rule of law, democracy, and an independent judiciary influence the legislative process?
- What is the difference between domestic and international law?
- How do different types of law affect you in your everyday life?
- Who has the power to make and influence legal decisions?

## Specific Learning Goals for Legal Foundations

### ***By the end of this course, students will:***

B1.1 Explain the significance of various legal and political concepts and terms used in discussions of national and international affairs

B1.2 Explain how various non-legal influences have affected and/or continue to affect laws, legal thinking, and judgments

B1.3 Explain the distinctions between domestic and international law, substantive and procedural law, public and civil law, and various areas of law

B1.4 Explain how different types of law affect people's everyday lives

B2.1 Evaluate from a legal perspective the relative influence of various theories and perspectives on the interpretation and administration of laws and legal processes

B2.2 Explain from a legal perspective how various physiological, psychological, and sociological theories of criminal behaviour

B2.3 Explain various historical & contemporary methods & systems for adjudicating legal questions

B2.4 assess the relative effectiveness of various legal or political means used by individuals and groups to advocate for legal reform

B3.1 Identify some key issues and developments that have influenced legal change and explain how they promoted and/or prevented change

B3.2 Explain how evolving social attitudes, values, and historical circumstances have promoted or prevented changes in Canadian and international law over time, and might do so in the future

B3.3 Explain the reasons of various individuals and groups for seeking legal reform

## Overarching Learning Goals for Rights and Freedoms

### C. Rights and Freedoms

- C1. Legal Principles of Human Rights Law: Explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally
- C2. Development of Human Rights Law: Analyze issues associated with the development of human rights law, in Canada and internationally
- C3. 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
- C4. Contemporary Issues: Analyze various contemporary issues in relation to their impact or potential impact on human rights law

#### Big Ideas:

- The Canadian Charter of Rights and Freedoms reflects Canadian human rights principles.
- The belief in the protection and promotion of human rights in Canada and the world has developed gradually through the efforts of individuals and groups.
- Different branches of government work alongside each other in developing, interpreting, and enforcing human rights legislation.
- Human rights are sometimes limited and/or threatened in Canada and around the world.

#### Important Questions to Consider:

- What are human rights? Are they the same in all countries?
- How does the law balance competing human rights?
- What are some barriers to the achievement of human rights?
- Do the CCRF and international conventions effectively protect people's rights?
- How can we use the law to respond to rights abuses?

## Specific Learning Goals for Rights and Freedoms

#### ***By the end of this course, students will:***

- C1.1 Compare the Canadian Charter of Rights and Freedoms with the rights charters of other nations or international bodies in terms of their legal force and scope
- C1.2 Identify the rights and freedoms protected by the Canadian Charter of Rights and Freedoms, and their corresponding responsibilities or obligations, and explain the implications of these rights and responsibilities for various individuals and groups in Canadian society
- C1.3 Explain the legal implications of a country's signing of various internationally recognized treaties and conventions related to the protection of human rights
- C2.1 Analyze the impact, both positive and negative, of landmark legislation on the development of human rights law in Canada
- C2.2 Evaluate progress in removing historical and contemporary barriers to the enjoyment of equal rights by various individuals and groups, in Canada and internationally
- C2.3 Analyze various issues associated with addressing human rights violations, with reference to specific past and/or present examples of violations in Canada and around the world
- C2.4 Analyze the contributions of various individuals and groups to strengthening protection for human rights in Canada and internationally
- C3.1 Explain Parliament's role in creating the CCRF, and the role of the judiciary in interpreting and enforcing Charter provisions
- C3.2 Compare various ways in which people in Canada can protect their legal rights and explain from a legal perspective why it may or may not be justifiable to limit individual or collective rights and freedoms in some situations
- C3.3 Compare the roles of different branches of government in creating legislation that affects human rights and in interpreting and enforcing its provisions in various countries
- C4.1 Analyze from a legal perspective contemporary circumstances in which individual or group rights and freedoms are threatened or limited
- C4.2 Compare from a legal perspective the rights and protections for various kinds of workers in Canadian jurisdictions and jurisdictions outside Canada
- C4.3 Assess strengths & weaknesses of current laws protecting the rights of individuals and groups

## Overarching Learning Goals for International Law & Dispute Resolution

### D. Foundations of International Law and Dispute Resolution

D1. Fundamentals of International Law: Explain the legal importance of various key principles and issues in international law

D2. Development of International Law: Analyze how various factors have influenced the development of international law

D3. Conflict and Cooperation: Analyze how various agreements, treaties, and conventions in international law influence international conflict and cooperation

#### Big Ideas:

- Different legal principles are sometimes in competition in international law.
- Changes in international law reflect ideological and social shifts, historical events, political agendas, economic realities, and current priorities.
- International agreements can limit the freedom of action of states.
- Many international agreements are intended to promote stability in international relations.

#### Important Questions to Consider:

- What are some reasons that a nation might refuse to sign an international agreement?
- Can there ever be a good reason for nations to refuse to international agreements?
- What is the role of the United Nations in developing international cooperation?
- Is Canada a good global citizen in terms of international laws?
- Should international protocols be enforced? If so, how?

## Specific Learning Goals for International Law & Dispute Resolution

### ***By the end of this course, students will:***

D1.1 Explain the legal significance of various principles and key concepts in international law

D1.2 Describe various challenges that face sovereign states in creating, ratifying, and implementing international treaties

D1.3 Identify and define various types of international crimes

D2.1 Identify and describe agreements and organizations that have influenced the development of international law

D2.2 Explain, using historical and contemporary examples, the roles of various international organizations and courts

D3.1 Identify different types of international disputes and compare the strengths and weaknesses of peaceful and non-peaceful methods of resolving them

D3.2 Compare the legal mandate in the enforcement of international law of the International Court of Justice with the legal mandate of the International Criminal Court

D3.3 Compare Canadian and international perspectives on global issues that are addressed in various international treaties and agreements

D3.4 Analyze examples of domestic laws and practices that violate or have violated human rights protected under international law or conventions

## Overarching Learning Goals for International Legal Issues

### E. International Legal Issues

E1. Criminal Law: Analyze various concepts, legal systems, and issues in criminal law, in Canada and internationally

E2. Environmental Protection: Analyze factors that influence the effectiveness of domestic and international environmental legislation

E3. Workplace Legal Issues: Analyze legal principles, systems, and processes used to protect various parties' interests in the workplace, in Canada and internationally

E4. Emerging Legal Issues: Analyze emerging global issues and their implications for international law

#### Big Ideas:

- International criminal law is designed to prevent serious atrocities and to prosecute individuals who have committed such atrocities, including war crimes, genocide, and crimes against humanity.
- Influential states lobby for/against internat'l environmental legislation, depending on their beliefs and interests
- Employment law attempts to balance the rights of business owners and workers.
- There can be both advantages and disadvantages for nations participating in international agreements.

#### Important Questions to Consider:

- Is the International Criminal Court important? If so, why?
- How effective are international agreements and conventions?
- Do international laws effectively protect nature? If so, how?
- Do laws related to the workplace benefit workers, company owners, or both? If so, how?

## Specific Learning Goals for International Legal Issues

### *By the end of this course, from a legal perspective, students will:*

E1.1 Analyze the concept of morality and differing definitions of certain criminal offences in the domestic law of various nations

E1.2 Explain key steps in the legal process of bringing an accused to trial in Canada or in international contexts

E1.3 Assess strengths and weaknesses of arguments for and against interventions by the international community in instances of crimes against people of a particular region, nation, or ethnicity

E1.4 Compare the activities of domestic and international organizations that enforce law or that monitor justice systems, and identify circumstances in which the roles of international and domestic organizations might conflict with one another

E1.5 Describe ways in which nations exercise legal power outside their own borders and ways in which they cooperate or do not cooperate in the administration of criminal justice across borders

E1.6 Analyze the relationship between the principles and purposes of sentencing and the penalties imposed in the criminal justice systems of various nations

E2.1 Explain purposes of environmental laws and some considerations influencing how such laws are framed

E2.2 Describe the role of individuals and groups in developing and enforcing environmental protection laws

E2.3 Analyze strengths and weaknesses of international laws to protect key natural resources held in common around the world

E2.4 Assess the validity of reasons put forward by various stakeholders for supporting or opposing environmental protection agreements

E2.5 Describe the purpose and actual or potential effects of various single-nation and multilateral/international environmental protection agreements

E3.1 Explain the role of governments, in Canada and internationally, in developing laws relating to labour and the workplace, and identify key components of existing laws

E3.2 Analyze and describe the relationships between the key parties affected by laws regarding behaviour and standards in the workplace, in Canada and internationally

E3.3 Explain legal issues raised by various violations of Canadian and/or international workplace safety codes and labour laws

E4.1 Analyze how technological advances may challenge or support the administration of justice, in Canada and globally

E4.2 Analyze advantages and/or disadvantages of participation in international economic organizations and agreements

E4.3 Evaluate strengths and weaknesses of international agreements in protecting various rights and freedoms