



TFS High School
 5635 Yong St. Suite 204,
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COURSE OUTLINE
Canadian and International Law
CLN4U (University)

Department	Canadian and World Studies
Instructor	Saren Saunders
Course Development Date	February 2018
Ministry Course Code	CLN4U
Credit Value	1.00
Ministry Curriculum Document	Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015 (revised) http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
Prerequisites	Any university or university/ college preparation course in Canadian and world studies, English, or social sciences and humanities
Course Revision Date (TFS)	September 2020

Course Description:

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 Expectations –CLN4U

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.
B. LEGAL FOUNDATIONS	
B1	Principles of Law: identify foundational concepts and principles relating to law and explain their significance (FOCUS ON: Legal Significance)
B2	Legal Theory and Procedures: analyse how and to what extent various legal theories and procedures have influenced the Canadian and international legal systems (FOCUS ON: Interrelationships; Legal Perspective)
B3	Development of Law: explain various influences, including those of individuals and groups, on the development of Canadian and international law (FOCUS ON: Continuity and Change)
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 (FOCUS ON: Legal Significance)
C2	Development of Human Rights Law: analyse issues associated with the development of human rights law, in Canada and internationally (FOCUS ON: Continuity and Change)
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 (FOCUS ON: Legal Significance; Interrelationships; Legal Perspective)
C4	Contemporary Issues: analyse various contemporary issues in relation to their impact or potential impact on human rights law (FOCUS ON: Legal Perspective)
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 (FOCUS ON: Legal

	Significance)
D2	Development of International Law: analyse how various factors have influenced the development of international law (FOCUS ON: Legal Significance; Continuity and Change)
D3	Conflict and Cooperation: analyse how various agreements, treaties, and conventions in international law influence international conflict and cooperation (FOCUS ON: Legal Significance; Interrelationships; Legal Perspective)

Units of Study

Unit Titles and Descriptions	Time and Sequence
<p>Unit 1: The Foundations of Law</p> <p>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. Students are introduced to criminal theories of what constitutes a criminal act (Actus Reus and Mens Reas) 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.</p>	30 hours
<p>Unit 2: Human Rights in Canada</p> <p>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.</p>	16 hours
<p>Unit 3: The Canadian Criminal Justice System</p> <p>Students explain the process of the criminal justice system and compare it to another system. Students examine defences 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.</p>	16 hours
<p>Unit 4: Foundations of International Law</p> <p>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.</p>	16 hours

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, and the environment.	29 hours
Final Assessment	
Presentation and Essay.	3 hours
Total	110 hours

Teaching & Learning Strategies:

Teacher is using a Differentiated Approach to Teaching and Learning an understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help the teacher to plan effective instruction and assessment. Teacher continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teacher develop and deepen her understanding of individual students, She can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, **even adjusting the learning environment**, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning. Unless students have an Individual Education Plan with modified curriculum expectations, what they learn continues to be guided by the curriculum expectations and remains the same for all students. Teacher uses resources that help students to learn better. (Taking them to court trips, using unique cases and cold case videos, using current cases before the court, if possible even taking them to real trials).

Teacher uses effective lesson designs involving several important elements. Teacher engage students in a lesson by activating their prior learning and experiences (ex. Students interactions with police, issues of carding) , clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teacher select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, she considers when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teacher provides multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., “Minds On, Action, and Consolidation”) is often used to structure these elements.

Assessment and Evaluation and Reporting Strategies of Student Performance:

Our theory of assessment and evaluation follows the Ministry of Education's *Growing Success* document, and it is our firm belief that doing so is in the best interests of students. We seek to design assessment in such a way as to make it possible to gather and show evidence of learning in a variety of ways to gradually release responsibility to the students, and to give multiple and varied opportunities to reflect on learning and receive detailed feedback.

Growing Success articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation,

- 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.

For a full explanation, please refer to [Growing Success](#).

The Final Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on final evaluations administered at the end of the course. The final assessment may be a combination of a final exam, a final presentation.

For a full explanation, please refer to Success. Term work: 70%	<p>25 % Knowledge & Understanding: subject-specific content acquired (knowledge), and the comprehension of its meaning and significance (understanding).</p> <p>25 % Application: the use of knowledge and skills to make connections within and between various contexts.</p> <p>25 % Thinking: the use of critical and creative thinking skills and/or processes.</p> <p>25 % Communication: the conveying of meaning through various forms (oral, visual, and/or written).</p>
Final Exam: 30%	<p>30 % Exam (3 hours exam) (out of 100%) - consisting of a variety of question types (e.g. Case analysis, long answer, Presentation.); completed during exam time period.</p>
Your final grade will be calculated by combining your Term (70%) grade and Final Exam (30%).	

THE ACHIEVEMENT CHART: CANADIAN AND WORLD STUDIES, GRADES 9–12

Categories	(Level 1)	(Level 2)	(Level 3)	(Level 4)
Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	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, interrelationships, procedures, processes, methodologies, spatial technologies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough and insightful understanding of content
Thinking - The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)	uses planning skills with limited effectiveness	uses planning skills with moderate effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)	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., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)	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 - The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	expresses and organizes mathematical thinking with limited effectiveness	expresses and organizes mathematical thinking with some effectiveness	expresses and organizes mathematical thinking with considerable effectiveness	expresses and organizes mathematical thinking with a high degree of effectiveness
Communication for different audiences (e.g., peers, adults)	communicates for different audiences	communicates for different audiences	communicates for different audiences	communicates for different audiences

and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	and purposes with limited effectiveness	and purposes with some effectiveness	and purposes with considerable effectiveness	and purposes with a high degree of effectiveness
Use of conventions (e.g., mapping and graphing conventions, communication 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 - The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, 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 of thinking, procedures, spatial skills, 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., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions)	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

Potential Resources:

Dimensions of Law: Canadian and International Law in the 21st Century. Authors: George Alexandrowicz, Marion Austin, Rosemary Carns-way, Allan Haux, Murray Locke, George Mavaraganis. Maureen Holloway, Garth Holloway and Jane Witte; McGraw-Hill Ryerson 2010

Canadian Legal Information Institute <http://canlii.org> History of Law <http://www.historyoflaw.info/>

Information Exchange Network for Mutual Assistance in criminal Matters and Extradition <http://www.oas.org/juridico/mla/en/index.html>

The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2015, (Revised) Retrieved from <https://www.edu.gov.on.ca/eng/curriculum/secondary/canworld.html>

Timeline of World Legal History <http://www.duhaime.org/LawMuseum/LawArticle44/Duhaimes-Timetable-of-World-Legal-History.aspx>

Learning Skills:

Learning Skills are skills and habits essential to success in school and in the workplace. Teachers report achievement on the six Learning Skills in the table below using letter codes:

E = Excellent

G = Good

S = Satisfactory

N = Needs Improvement.

Learning Skills	Sample Behaviors
Responsibility	The student fulfills responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behavior.
Organization	The student devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.
Collaboration	The student accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.
Self-Regulation	The student sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges.

ETHICS IN THE CANADIAN AND WORLD STUDIES PROGRAM:

Teacher provides support and supervision to students throughout the inquiry process, ensuring that students engaged in an inquiry are aware of potential ethical concerns and address them in acceptable ways. If students are conducting surveys and/or interviews, teacher must supervise their activities to ensure that they respect the dignity, privacy, and confidentiality of their participants. Teacher ensures that she thoroughly address the issue of plagiarism with students. In a digital world in which we have easy access to abundant information, it is very easy to copy the words of others and present them as one's own. Students need to be reminded, even at the secondary level, of the ethical issues surrounding plagiarism, and the consequences of plagiarism should be clearly discussed before students engage in an inquiry. It is important to discuss not only the more "blatant" forms of plagiarism, but also more nuanced instances that can occur. Students often struggle to find a balance between writing in their own voice and acknowledging the work of others in the field. Merely telling students not to plagiarize, and admonishing those who do, is not enough. The skill of writing in one's own voice, while appropriately acknowledging the work of others, must be explicitly taught to all students in Canadian and world studies classes. Using accepted forms of documentation to acknowledge sources is a specific expectation within the inquiry and skill development strand for each course in the Canadian and world studies curriculum.

Program Planning Considerations:

Teacher supports students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self directed planners. The teacher uses the curriculum expectations in Canadian and world studies in order to provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.