

Catholic District School Board Writing Partnership

Canadian and World Studies

Course Profile

Canadian and International Law

Grade 12
University Preparation
CLN4U

• *for teachers by teachers*

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Acknowledgments

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Course Overview

Canadian and International Law, CLN4U, Grade 12, University Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000.*

Prerequisite: Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Course Description

This course explores elements of Canadian Law and the role of law in social, political, and global contexts. Students will learn about the connections between the historical and philosophical sources of law and the issues in contemporary society. They will also learn to analyse legal issues, conduct independent research, and communicate the results of their inquiries in a variety of ways.

How This Course Supports the Catholic School Graduate Expectations

Canadian and International Law provides Catholic students with the opportunity to examine, from a legal perspective, some of the major themes of Catholic social teaching. In the first unit entitled, Heritage, students are asked to interpret legal concepts such as “justice.” This interpretation should also include an understanding that, “In a world marked by poverty, oppression and war, we are commanded to work for justice and peace” (Ontario Conference of Catholic Bishops, 1989). When students study the rights and freedoms we enjoy as Canadians, they also need to examine the Church’s teachings on human rights and responsibilities in order that they may act to promote social responsibility, human solidarity, and the common good, and to consider how many core values Catholicism has in common with the values inherent in Canadian human rights law. When students examine Canadian labour laws, they learn to appreciate the dignity of work and the belief that people have a right to decent and productive work, fair wages, private property, and economic initiative. The study of environmental laws invites our students to examine Church teachings on stewardship – providing them with a unique perspective for evaluating domestic and international protection provisions. Finally, the study of international law asks our students to move beyond the borders of Canada. An understanding of Church teachings in the area of human solidarity will help them to appreciate our responsibilities to each other across national, racial, economic, and ideological differences. We are called to work globally for justice.

Course Notes

This Course Profile explores elements of Canadian law and the role of law in social, political, and global contexts. In the Heritage unit, students examine the historical and philosophical origins of law and their connection and relevance to contemporary society. They are asked to evaluate different concepts, principles, philosophies, and theories of law, and to demonstrate an understanding of the relationship between law and societal values. An understanding of the historical development of both human rights legislation and constitutional law in Canada is developed in the unit entitled, “Rights and Freedoms.” Students also examine the Canadian Charter of Rights and Freedoms, in particular the role of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights. They also explore the meaning and application of such rights in contemporary Canadian society emphasizing the need to balance individual and collective rights. In the Criminal Law and Procedures unit, students examine theories about criminal conduct and the nature of criminal behaviour. They are also asked to analyse the Canadian criminal trial process and to demonstrate an understanding of the competing concepts of justice as they apply to the criminal justice system. In the International Law unit, students examine the principles of international law, and evaluate the effectiveness of international law, treaties, and agreements in resolving conflicts of a global nature. In the fifth unit, students examine both environmental and labour law developing an understanding of the role of governments, the courts, and individual and collective

action in protecting the environment, and of the legal process and sanctions used to protect the rights of the employer and the employee in the workplace. The final unit for this course is the course culminating activity. Throughout this course, students also learn to analyse legal issues, conduct independent research and communicate the results of their inquiries in a variety of ways.

The study of the Canadian legal system is an essential part of Canadian studies. An understanding of the legal system is a vital part of the operation of a democratic and orderly society and of a student's education. Students who understand the role and impact of the law in our society are much more likely to be effective members of Canadian society. They are also better equipped to understand and appreciate the dynamic nature of the law in response to social change as well as the traditional values the law seeks to uphold.

Students gain an understanding of the historical and philosophical origins of law; the historical development of human rights legislation in Canada; the competing concepts of justice as they apply to criminal law; and the concepts, purposes, and principles of international, environmental, and labour law. At every opportunity, students learn the origins of processes and concepts, how they apply today, and some of the current issues that surround them. They are then able to see both the continuity of the legal tradition and the current challenges that may shape change in the law.

In this course it is appropriate to research legal cases and social issues that surround the law. By framing inquiry skills within a legal context, students can be taught to appreciate the demands of critical thinking and rigorous approaches to research as they develop skills in their senior years in high school. The research and analytic skills necessary for the investigation of these subjects should be dealt with over the entire course. The teaching of skills over the entirety of the course allows students more time to investigate and examine topics of interest and to develop research skills.

Teachers of this course should be sensitive to the controversial nature of some topics and be careful to manage debate so that students learn to be respectful of the opinions of others.

As much as possible, students should be given opportunities to use technology to conduct their research. Through using technologies, students become familiar with the wide range of their potential use for future study and for the working world. Increasingly, statistical information, case reports, legislation, and professional journals in the field of Canadian law are becoming available in electronic format.

This course should equip students with the knowledge and skills necessary for entrance to specific university and college programs. Teaching and learning techniques emphasize the development of independent learning and research skills that students are required to demonstrate.

Units: Titles and Time

* Unit 1	Heritage	20 hours
Unit 2	Rights and Freedoms	20 hours
Unit 3	Criminal Law and Procedures	20 hours
Unit 4	International Law	25 hours
Unit 5	Labour and Environmental Law	15 hours
Unit 6	Methods of Legal Inquiry – Course Culminating Activity	10 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Heritage

Time: 20 hours

Unit Description

Students demonstrate their understanding of the historical and philosophical origins of law. As well, they demonstrate an understanding of the connection and relevance of the historical and philosophical origins of law to contemporary society. Different concepts, principles, philosophers, and theories of law are evaluated. Students demonstrate their understanding of the relationship between law and societal values. Finally, the influence of individual and collective action on the evolution of the law is assessed. Students are also asked to examine the views of the Catholic Church on such legal concepts as justice, equity, and equality.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	HTV.02, LIV.03, HT2.01, HT2.02, HT2.03, HT2.04, HT2.05, LI1.03, LI1.04, LI3.03, LI3.05 CGE 1d, 2a, 2b, 3c	Knowledge/Understanding Thinking/Inquiry Communication Application	Legal Theories and Concepts
2	HTV.01, LIV.03, HT1.01, HT1.02, HT1.03, HT1.04, LI1.03, LI1.04, LI3.03 CGE 2b, 2d, 3b, 3c, 7g	Knowledge/Understanding Thinking/Inquiry Communication	Sources of Law
3	HTV.03, LIV.03, HT3.01, HT3.02, LI1.03, LI1.04, LI3.02, LI3.06 CGE 1d, 2b, 2d, 3f, 7a	Knowledge/Understanding Thinking/Inquiry Communication	The Interrelation of Law, Morality and Religion
4	HTV03, LIV.01, LIV.03, HT3.03, LI1.02, LI1.04, LI3.02, LI3.05 CGE 1d, 3c, 3f, 4g, 7c	Knowledge/Understanding Thinking/Inquiry Communication Application	Conflicts Between the Law and Societal Values
5	HTV.04, LIV.03, HT1.03, HT4.02, HT4.03, LI1.04, LI3.04 CGE 2a, 2b, 3b, 3d, 3f	Knowledge/Understanding Thinking/inquiry Communication	Individual and Collective Action in Changing the Law
6	HTV.04, LIV.01, LIV.03, HT4.01, LI1.02, LI3.05 CGE 1d, 2a, 2d, 3c, 4f	Knowledge/Understanding Thinking/Inquiry Communication Application	The Impact of Individual Citizens in Changing the Law

Unit Culminating Activity

Biography – Students research the influence of individual citizens who have fought to change the law. Examples of individuals who could be studied may include Dr. Henry Morgentaler, Nelson Mandela, Sue Rodriguez. Presentations of researched material could be a visual display or oral presentation.

Unit 2: Rights and Freedoms

Time: 20 hours

Unit Description

Students explain the development of Canadian constitutional law and to demonstrate an understanding of the historical development of human rights legislation in Canada. In their examination of the Canadian Charter of Rights and Freedoms, students develop an understanding of the rights and responsibilities of individuals. They are also asked to explain the role of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in Canada. Finally, students are asked to analyse the conflicts between rights and freedoms and between minority and majority rights in a democratic society and to describe the methods available to resolve these conflicts. Throughout this unit, Catholic students develop an understanding of the Church's views on human rights standards. All persons are sacred, made in the image and likeness of God. People do not lose this dignity because of disability, poverty, age, or any other factor.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	RFV.01, RFV1.05, LIV.03, RF1.01, RF1.02, RF1.03, LI1.03, LI1.04 CGE 2b, 2d, 7g	Knowledge/Understanding Thinking/Inquiry Communication	Human Rights in Canada
2	RFV.02, LIV.03, RF2.01, RF2.02, RF2.03, RF2.04, LI1.03, LI1.04 CGE 2d, 3b, 4f, 7h	Knowledge/Understanding Thinking/Inquiry Communication	Canadian Constitutional Law
3	RFV.03, RFV.05, LIV.03, RF3.01, RF3.02, RF3.03, RF3.04, LI1.03, LI1.04, LI3.03 CGE 1d, 2c, 2d, 4a, 7h	Knowledge/Understanding Thinking/Inquiry Communication Application	The Canadian Charter of Rights and Freedoms
4	RFV.04, LIV.01, LIV.03, RF4.01, RF4.02, RF4.03, LI1.02, LI1.04, LI3.01 CGE 1d, 2d, 5g, 7e	Knowledge/Understanding Thinking/Inquiry Communication Application	The Legislature and the Judiciary
5	RFV05, LIV.03, RF5.01, RF5.02, RF5.03, LI1.04, LI3.03, LI3.06 CGE 2d, 3d, 3f, 7c	Knowledge/Understanding Thinking/Inquiry Communication Application	Minority and Majority Rights

Unit Culminating Activity - Suggestions

Supreme Court Presentation – Students prepare a brief written argument of the type that might be presented to the Supreme Court of Canada involving rights and freedoms under the Charter.

Human Rights Tribunal – Students prepare and present a submission to the Human Rights Tribunal.

Unit 3: Criminal Law and Procedures

Time: 20 hours

Unit Description

Students analyse theories about criminal conduct and the nature of criminal behaviour. They are also asked to explain what constitutes a crime in Canada. Further, students are asked to analyse the Canadian criminal trial procedure. In their examination of the criminal trial process, students study pre-trial procedures, the key features of the trial process, legally acceptable defences to criminal conduct, and the types and purposes of sentencing. Finally, students are asked to demonstrate an understanding of competing concepts of justice as they apply to the criminal justice system. In their examination of these concepts of justice, students are asked to analyse a legal case in which the principles of justice have been violated. This final activity is important for Catholic students. They need to understand the principles of justice to assist them as they witness Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	CLV.01, LIV.03, CL1.01, CL1.02, LI1.03, LI1.04, LI3.03 CGE 1d, 3b, 7a	Knowledge/Understanding Thinking/Inquiry Communication	Theories of Crime
2	CLV.01, LIV.03, CL1.03, CL1.04, CL1.05, LI1.03, LI1.04, LI3.03 CGE 2a, 2b, 2d, 3b	Knowledge/Understanding Communication	Purpose of Criminal Law
3	CLV.02, LIV.03, CL2.01, CL2.02, LI1.03, LI1.04, LI3.03 CGE 2b, 2d, 3b, 4f	Knowledge/Understanding Thinking/Inquiry Communication	Police Investigation and Pre-Trial Process
4	CLV.02, LIV.03, CL2.03, CL2.04, CL2.05, LI1.03, LI1.04, LI3.03 CGE 1d, 2a, 2d, 3c, 7d	Knowledge/Understanding Thinking/Inquiry Communication Application	Criminal Trial Process, Legal Defences and Sentencing
5	CLV.03, LIV.03, CL2.01, CL2.02, LI1.03, LI1.04, LI3.01, LI3.03 CGE 1d, 2b, 2d, 7a, 7e	Knowledge/Understanding Thinking/Inquiry Communication Application	Concepts and Principles of Justice
6	CLV.03, LIV1.01, LIV.03, CL3.03, LI1.02, LI3.02, LI3.05 CGE 1d, 2b, 2d, 7a, 7e	Knowledge/Understanding Thinking/Inquiry Communication Application	Legal Cases and the Principles of Justice

Unit Culminating Activity - Suggestions

Legal Case – Students prepare a report, written or oral, in which they have analysed a case in which one or more of the principles of justice have been violated. Some possible suggestions for cases to be examined could include the cases of Steven Truscott, Donald Marshall, David Milgaard, and Guy Paul Morin.

Defence Handbook – Students could create a handbook which explains in written and graphic format legally acceptable defences.

Unit 4: International Law

Time: 25 hours

Unit Description

Students look at the main concepts and principles of international law. They use this as a basis for investigating the global issues in international law as well as the agencies that currently enforce this law. Students assess the role of treaties and agreements in resolving international problems, and use current events as a means of analysing the complexity of world problems. Finally, they apply their learning to the analysis of the use of international law in one particular case study. This unit affords our students the opportunity to move beyond the borders of Canada. For Catholic students this is crucial if they are to understand the Church's views on human solidarity. The Catholic Catechism teaches us that solidarity "presupposes the effort for a more just social order where tensions are better able to be reduced and conflicts more readily settled by negotiation" (1940). By studying international law, students can begin to discover how it may be used to create a just world based on the teachings of social justice.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	RDV.03, LIV.03, RD3.01, RD3.02, RD5.03, LI3.01, LI3.02 CGE 2c, 2d, 7f, 7g	Knowledge/Understanding Thinking/Inquiry Communication	Principles of International Law
2	RDV.04, LIV.03, RD3.03, RD3.04, LI2.01, LI3.01, LI3.06 CGE 2c, 2d, 3c, 7f, 7g	Knowledge/Understanding Thinking/Inquiry Communication Application	Global Concerns and Agencies
3	RDV.04, LIV.02, RD4.01, RD4.02, RD4.04, RD4.05, LIV.03, LI1.04, LI2.02, LI3.01, LI3.05 CGE 1d, 2b, 3c, 7f, 7g, 7i	Knowledge/Understanding Thinking/Inquiry Communication Application	Treaties and Agreements
4	RDV.04, LIV.01, LIV.02, LIV.03, RD4.05, RD5.02, LI1.01, LI1.02, LI1.03, LI2.01, LI2.02, LI2.03, LI2.04, LI3.02 CGE 1d, 2b, 3c, 7e, 7g	Knowledge/Understanding Thinking/Inquiry Communication Application	Peaceful Resolution of Conflict
5	RDV.05, LIV.01, LIV.02, LIV.03, RD5.01, RD5.04, RD5.05, LI1.02, LI1.04, LI2.01, LI2.02, LI2.04, LI3.01, LI3.02, LI3.03 CGE 1d, 2b, 2d, 3c, 7e, 7g	Knowledge/Understanding Thinking/Inquiry Communication Application	Use of Force and International Intervention

Unit Culminating Activity

Students in groups produce a bulletin board or computer display evaluating the application of peaceful means and/or military intervention in a case study, e.g., Rwandan military intervention, trade sanctions, war crimes, trade treaties, arms limitation, space and sea treaties.

Unit 5: Labour and Environmental Law

Time: 15 hours

Unit Description

Students explore the role of government and citizens in two important areas of public law: the environment and the workplace. Students analyse legislation that affects both areas and develop an understanding of how citizens can have an impact as well. Finally, students present a bill creating a new law, or an amendment to an existing law, to a legislative committee to deal with a problem or new development in one of the two areas of law. In their study of both environmental and labour laws, Catholic students are asked to gain in their understandings of Church teachings. When our students examine labour laws they need to remember that people have a right to decent and productive work, fair wages, private property and economic initiative. In the same way, when they examine environmental laws they must remember that God's creation is a sacred gift entrusted into our care.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	RDV.01, LIV.03, RD1.01, RD1.02, RD1.03, LI3.03, LI3.04 CGE 1d, 2b, 2d, 3f, 7i	Knowledge/Understanding Thinking/Inquiry Communication Application	Citizens, the Government and the Environment
2	RDV.02, LIV.01, RD2.01, RD2.02, LI1.01, LI1.02 CGE 2b, 2d, 5g, 7h	Knowledge/Understanding Thinking/Inquiry Communication Application	The Government and the Workplace
3	RDV.02, LIV.03, RD2.03, RD2.04, RD2.05, LI3.04 CGE 1d, 2b, 2d, 3c	Knowledge/Understanding Thinking/Inquiry Communication Application	Organizing the Work Force
4	RDV.02, LIV.02, LIV.03, RD2.06, LI2.02, LI3.06 CGE 2b, 2d, 3f, 5b, 5d, 7e	Knowledge/Understanding Thinking/Inquiry Communication Application	The Changing Workplace

Unit Culminating Activity

Students, working in groups, research, develop and present a bill or proposed amendment to existing law(s) in one of the two areas of public law.

Unit 6: Methods of Legal Inquiry

Time: 10 hours

Unit Description

It is expected that students would conduct research and write essays throughout the course. To assist students with the writing of their paper, teachers should use a process that has students submit different components of the paper such as the selection of a topic, resource list, introduction, and outline. The assessment for these components could be formative in nature, while the final paper would be evaluated summatively. It is also suggested that teachers spend some time in class teaching students how to locate, utilize, and evaluate Internet sources. The essay should be handed in towards the end of the course for evaluation.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LIV.01, LI1.01, CGE 2b, 2d, 3b, 4e	Knowledge/Understanding Thinking/Inquiry	Selection of a topic
2	LIV.01, LIV.02, LI1.02, LI1.04, LI2.03, LI2.04 CGE 2b, 3b, 4b, 4f	Knowledge/Understanding Thinking/Inquiry	Conducting Research
3	LIV.03, LI3.02, LI3.05 CGE 2b, 3c, 4f	Knowledge/Understanding Thinking/Inquiry Communication	Writing a Research Paper
4	LIV.01, LIV.02, LIV.03, LI2.04, LI3.02, LI3.05 CGE 2d, 5g	Knowledge/Understanding Thinking/Inquiry Communication Application	The Final Product

Teaching/Learning Strategies

This course provides students an opportunity to explore, analyse, and reflect on the law and its study through diverse teaching and learning strategies. Students have multiple opportunities to hone their skills in communication through formal presentations, role playing, writing in role, and persuasive writing. Critical thinking skills such as formulating a thesis, identifying bias and viewpoint, debating, analysing primary sources, and problem solving are a focus of many activities. Focused inquiry, data analysis, note taking and guided Internet searches are examples of the research skills that students practise. Cooperative group learning is another important active learning strategy fundamental to many activities in this Course Profile. Tasks are designed to develop skills and concepts through a range of student learning styles. Each unit overview states specific teaching/learning strategies as well as the skills development and assessment/evaluation.

The Teaching/Learning Strategies employed in the Grade 12 University Law course should:

- encourage maximum student engagement in the learning activity;
- encourage student choice regarding the processes and products of learning in the Law classroom;
- include whole class, small group, and individual instruction;
- use electronic technology as appropriate;
- address a variety of learning styles;
- provide opportunities for genuine inquiry – to generate questions, apply a variety of investigative approaches and communicate learning in a variety of ways;
- encourage students in self and peer evaluation;
- use formative assessment to provide opportunities for practice and consolidation;
- make authentic connections between the classroom, the school, and the local community;
- respect the cultural diversity of Ontario classrooms.

The subject discipline of Law has its own particular ways in which language is used to express concepts. In order to help all students, but especially ESL/ELD students, teaching and learning strategies should show formative attention to the following aspects of language in written and oral forms:

- specialized vocabulary/idioms
- use of a wide range of tenses, and of active and passive voice
- words, phrases, and clausal structures that indicate:
 - sequence/chronology
 - cause/effect relationships
 - contrast/comparatives/superlatives
- statements of opinion, interpretation, inference
- statements of speculation/hypothesis/prediction
- statements of belief, intent, necessity, persuasion, evaluation, definition
- explanations of reason
- formation of questions for formal and informal circumstances, oral or written
- active listening skills, e.g., phrases and syntax that express encouragement, requests for repetition, clarification, and restatement
- activities such as reading/listening tasks (case-study/video-viewing) that need a specific and concrete product expected of students
- completion of a graphic organizer/re-enactment or structured oral response
- note-taking/summarizing
- non-verbal communication skills, of particular importance to presentation tasks

Language development and the expression of concepts taught are greatly facilitated if written tasks are reinforced by oral tasks, and vice versa. All learners with difficulties benefit greatly if models or scaffolds for oral and written expressive communicative functions are initially provided for them by their teachers.

Assessment & Evaluation of Student Achievement

The Achievement Chart, which is the basis for assessment and evaluation in this course, is found on pages 246 and 247 of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000*. The chart identifies four major categories of knowledge and skills: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass the curriculum expectations in all courses in Canadian and World Studies. When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instructions and that the achievement of the expectations is assessed within the appropriate categories. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. The descriptions at Level 3 represent the provincial standard for student achievement.

The primary purpose of assessment and evaluation is to improve student learning. *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000* outlines the philosophy and guiding principles concerning assessment and evaluation for Ontario teachers. Activities in this Course Profile suggest formative assessment, including diagnostic, and summative evaluation strategies and tools. Sample rubrics are provided for some of the major activities and for the unit culminating activity. The course culminating activity is designed to be a work-in-progress for all students. At the beginning of the course, the teacher should examine Unit 6 to become familiar with the suggested course culminating activity.

The activities and performance tasks in this Course Profile are examples of some strategies teachers may use with their classes. The following are some generic suggestions for assessment and evaluation techniques in Law courses:

- Provide opportunities for student learning to improve by using formative assessment tools in each unit, e.g., visual organizers, practice quiz, self and peer editing of written work, teacher feedback.
- Model the skill the students are to master, e.g., formulating a thesis, note taking, report writing.
- Share with students clearly-developed criteria for their assessment and evaluation, e.g., checklists, rubrics. (Developing these tools with students helps to clarify how and why they are being assessed or evaluated.)
- Accommodate special needs through the adaptations suggested in the activities and suggestions for how they may improve their performance.
- Use assessment tools that are appropriate for the expectations being addressed and that relate to the categories on the achievement charts.
- Ensure that criteria used for assessment match expectations in culminating activities that involve performance assessment.
- In performance tasks involving group work, ensure that these tasks build in positive interdependence and individual accountability.
- Match the assessment/evaluation strategy to the teaching/learning strategy.

Students should become competent researchers and writers through the activities suggested in this Course Profile. They will also practise and demonstrate a variety of written and verbal communication skills. Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation.

Final Course Summative Evaluation

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment states that thirty percent of the grade is based on a final evaluation in the form of an examination, a performance, an essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. Decisions about how the thirty percent will be allocated are ultimately up to individual teachers, schools, or boards. However, it is recommended that the thirty percent should be divided between at least two activities.

Accommodations

Every effort is made to assist students in achieving success in their Law course. Specific adaptations and accommodations are recommended with each activity. Teachers should realize that if expectations are modified extensively, then granting of the credit can be affected. The teacher must become familiar with the Individual Education Plans (IEPs) for exceptional students to learn the specific learning strategies that work best with each student. As well, the proficiency levels outlined in *The Ontario Curriculum, Grades 9 to 12, English As a Second Language and English Literacy Development, 1999*, provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom.

There are a variety of strategies that can be used for students with special needs. Students with specific learning difficulties require specific adaptations to meet their particular needs in terms of learning, communication, and expression strengths and weaknesses. Students with attention deficit and behavioural challenges need to have opportunities for active learning and interaction within a controlled environment. The variety of learning strategies and student performance tasks provide teachers with some guidance, but each exceptional student's program will require appropriate adaptations based on the assessment and suggestions included in the Individual Education Plan (IEP).

Technology can also be important in modifying activities and accommodating for special needs. For example, prior bookmarking of key Internet sites will help to maximize on-line time. There are many enrichment opportunities for gifted students who may explore the issues and personalities in greater depth or from different perspectives.

When planning adaptation(s) of the Canadian and International Law, Grade 12, University course for ESL students, teachers should recognize and reflect on all aspects of language development. The academic needs of the newly arrived student to Ontario who is an English-language learner can be met with a program and activities that encourage cognitive skill development through language skills development.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Print

Any current approved Canadian Law textbook.

A Case for Canada, Vol. I Rights and Freedoms (ISBN 0-7730-5008-6); *Vol. II. Minority Rights* (ISBN 0-7730-5010-8); *Vol. III Social Justice* (ISBN 0-7730-50124), Toronto: Copp, Clark, Pittman, 1991.

Pocket Criminal Code 2001. Scarborough: Carswell Publications, 2000.

Human Rights in Employment Law. Scarborough: Carswell Publications, 1995.

Wrongful Dismissal Handbook. Scarborough: Carswell Publications.

Annotated Canadian Charter of Rights and Freedoms. Correctional Services Canada, Ottawa. (publications and videos on variety of topics related to corrections)

Teaching Youth Justice: A Teacher's Manual for the Young Offenders Act. Public Legal Education, 1996.

Bendickson, J. *Environmental Law*. Concord, Ontario: Irwin Law, 1997.

Dickinson, Liepner, Talos, and Buckingham. *Understanding the Law*. 2nd ed. McGraw-Hill Ryerson Ltd. 1996.

Dukelow, D.A. and B. Nurse. *The Dictionary of Canadian Law*, 2nd ed. Scarborough: Carswell, 1995.

Pink, J. and D. Perrier. *From Crime to Punishment*, 2nd ed. Scarborough: Carswell, 1992.

Roach, Kent. *Criminal Law*. Concord, Ontario: Irwin Law, 1996.

Internet Resources

The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

General Legal Sites

Laws of Canada – http://canada.justice.gc.ca/Loireg/index_en.html

Ontario Statutes and Regulations – <http://www.e-laws.gov.on.ca>

Access to Justice Network – www.acjnet.org

Judgments from the Supreme Court, 1985-2000 – <http://www.lexum.umontreal.ca/csc-ssc/>
Site for Canadian Law and resource materials – <http://www.acjnet.org/acjeng.html>
The Law Room – <http://www.uottawa.ca/hrrec/lawroom/lawroom.html>
Junior High Justice – <http://edm.johnhoward.org/education/graphics.html>
Canadian Legal Resources on the Net – http://www.nbnet.mb.ca/~psim_law.html
Guide to Ontario Courts – <http://www.ontariocourts.on.ca/english.htm>
Law Related Internet Resources – <http://infolibrary.yorke.ca/depts/law/links.htm>
Law Commission of Canada – <http://www.lc.gc.ca/>
Jurist Canada – Legal Education Network – <http://jurist.law.utoronto.ca/>
Canadian Bar Association - contests and mock trial information – <http://www.cba.ca>
Supreme Court Reports – http://www.droit.umontreal.ca/e_index
Legal Line – <http://www.legalline.ca>
Canadian Law – <http://www.CanLaw.com>
Best Guide to Canadian Legal Research – <http://legalresearch.org/>
Canadian Encyclopedia World Edition. McClelland and Stewart, 1999: MacLean's updates. (Morin and Latimer cases; conflict-resolution mechanisms: courts, mediation, arbitration) – <http://CBC.ca/cgi-bin/templates/view.cgi> (Milgaard compensation) – http://www.canada.gc.ca/howgoc/govorg_e.html (Government Organizational Chart: Judiciary) – <http://www.fcnetwork.org/4thnorth/joyceand.html> (Joyce and David Milgaard presentation)
Department of Justice: Law – http://canada.justice.gc.ca/Loireg/index_en.html
Sources of Canadian Federal and Provincial Legislation: LIS2133: Legal Literature – <http://www.fis.utoronto.ca/courses/LIS/2133/legisour.htm>
Local or national newspapers, magazines, indexes, databases, and full text periodicals at BCIT Libraries – <http://www.lib.bcit.bc.ca/le.htm>
Newspapers and Magazines and Editorials – <http://www.webwombat.com.au/intercom/newsrs/index.htm>
– <http://www.fact.com/eof.htm>

Heritage Sites

The Jurists – <http://www.blupete.com/Literature/Biographies/Law/Jurists.htm>
The Internet Encyclopedia of Philosophy – <http://www.utm.edu/research/iep/>
Natural Law – <http://www.newadvent.org/cathen/090769.htm>
Philosophers – <http://www.wabashcenter.wabash.edu/Internet/philos.htm>

Rights and Freedoms Sites

Canadian Charter – <http://www.pch.gc.ca/ddp-hrd/ENGLISH/charter/contents.htm>
Charter Decisions Digest – <http://Canada.justice.gc.ca/en/dept/pub/ccrdd/cdtoc.htm>
Canadian Human Rights Tribunal – <http://www.chrt-tcdp.gc.ca/>
Ontario Human Rights Commission – <http://www.ohrc.on.ca/>
Canadian Resource Bank for Democracy and Human Rights – <http://www.front.web.net/canadem>
Human Rights in Action – <http://www.un.org/Pubs/CyberSchoolBus/humanrights/index/html>
World Alliance for Citizen Participation – <http://www.civicus.org>
United Nations Declaration of Human Rights – <http://www.un.org/>
A Technology of Citizenship: Learning Democracy
– <http://www.oise.utoronto.ca/CASAE/cnf99/eharris.htm>
Canada at the Polls, Elections Canada (613-993-2975) – <http://www.elections.ca>

Summary of Choosing a Government, Ontario Conference of Catholic Bishops, 1998.
(OCCB@OCCB.on.ca) – <http://www.OCCB.on.ca>

Criminal Law and Procedures Sites

Access to Justice Network - Overview of Criminal Justice System in Canada.

– <http://www.cjprimer.com/canada.htm#head4>.

JURIST Canada: The Legal education Network – <http://www.jurist.law.utoronto.ca>

Department of Justice Canada

– http://www.canada.justice.gc.ca/Publications/info_education/CCS/index_en.html

Ministry of the Attorney general of Ontario – <http://www.attorneygeneral.jus.gov.on.ca/>

Canada's School Net - A Welcome to the Law Room

– <http://uottawa.ca/hrrec/lawroom/lawroom.html>

Correctional Service of Canada – <http://www.csc-scc.gc.ca>

National Parole Board – http://www.npb-cnrc.gc.ca/org/org_e.htm

RCMP – <http://www.rcmp-grc.gc.ca/>

Canadian Bar Association – a mock trial competition guide – <http://www.cbao.org/pdf/mt-tour-guide.pdf>

Virtual Exhibition on Forensic Science – <http://www.virtualmuseum.ca/Exhibitions/myset/index.html>

Trial Procedures – <http://www.rcmp-learning.org/lim/ecdi0041.htm#step3>

The Crime Primer – <http://uottawa.ca/hrrec.lawroom/primer.html>

Courts – <http://canadajustice.gc.ca/en/index.htm>

International Law Sites

StudyWeb: Government and Politics: World Government and Canadian Government

– <http://www.studyweb.com/links907.htm>

International Court of Justice – <http://www.icj-cij.org/>

International Constitutional Law – http://www.uni_wuerzburg.de/law/index.html

International Trade Law Branch – http://untreaty.un.org/ola_internet/itlb.htm

International Law – <http://www.uncitral.org/>

Canadian International Development Agency – <http://www.acdi-cida.gc.ca/index.htm>

Department of Foreign Affairs and International Trade – <http://www.dfait-maeci.gc.ca/>

UN Treaty Collection – <http://untreaty.un.org/>

World Trade Organization – <http://www.wto.org/>

The International Law Institute – Links – <http://www.ili.org/omnibus.html>

Resources in Foreign and International Law – <http://www.willamette.edu/law/longlib/forint.htm>

UN Peacekeeping – http://www.un.org/Depts/dpko/dpko/home_bottom.htm

The Lester B. Pearson Canadian International Peacekeeping Training Centre – Other Links

– <http://www.cdnpeacekeeping.ns.ca/English/Links.htm>

Basel Convention on the Trans boundary Movements of Hazardous Waste and their Disposal

– <http://www.basel.int/>

International Centre for Human Rights and Democratic Development

– <http://www.ichrdd.ca/111/english/contentsEnglish.html>

International Monetary Fund – <http://www.imf.org/>

Interpol – <http://www.interpol.com/>

North American Aerospace Defence Command – <http://www.spacecom.af.mil/norad/>

North Atlantic Treaty Organization – <http://www.nato.int/>

Oceans and Law of the Sea – <http://www.un.org/Depts/los/index.htm>
Outer Space Treaty of 1967 – <http://www.oosa.unvienna.org/SpaceLaw/outerspt.htm>
United Nations Convention Against Transnational Organized Crime
– <http://www.odccp.org/palermo/convmain.html>
United Nations Office for Outer Space Affairs
– http://registry.oosa.unvienna.org/oosa/treaty_status/index.stm
U.S. State Department – Fact Sheet on Diplomatic Immunity
– http://www.state.gov/www/about_state/diplomatic_immunity.html
World Health Organization – <http://www.who.int/home-page/>

Labour and Environmental Law Sites

CERES Environmental Law, Regulation, and Police – http://ceres.ca.gov/env_law/federal.html
Canadian Environmental Law Association – <http://www.cela.ca/>
Canadian Institute for Environmental Law and Policy – <http://www.cielap.org>
Canadian Environmental Assessment Agency – http://www.ceaa-acee.gc.ca/index_e.htm
Environmental Treaties and Resource Indicators – <http://sedac.ciesin.org/pidb/pidb-home.html>
Federal Labour Legislation – <http://info.load-otea.hrhc-drhc.gc.ca/federal-legislation/home.htm>
Strategic Policy and International Labour Affairs
– http://labour-travail.hrhc-drhc.gc.ca/psait_spila/index.cfm?fuseaction=english#law
Guide to Labour Oriented Internet Resources – <http://www.lib.berkeley.edu/IRL/iirlnet.html>

Research Paper Sites

Constructing Your Research Paper – <http://bob.ucsc.edu/library/ref/instruction/research/libres.htm>
MLA Style – http://www.mla.org/www_mla_org/style/style_index.asp?mode=section
A Guide for Writing Research Papers – <http://webster.comnet.edu/mal.htm>
The Research Paper and the World Wide Net – <http://cwx.prenhall.com/bookbind/pubbooks/rodrigues/>
How to Evaluate Information on the Internet – <http://www.uscs.edu/~library/PsyTutorial/evaluating.htm>
Evaluating Web Pages – http://www.lib.duk.edu/libguide/evaluating_web.htm
Research Tool and Law Links – http://www.umanitoba.ca/faculties/law/Research/Research_index.htm
Best Guide to Canadian Legal Research – <http://legalresearch.org/>

Audio-Visual Resources

A Question of Justice, TV/Ontario, Ministry of the Attorney General – A series of 10 videos dealing with a variety of legal issues. Also includes a teacher's manual with each episode.

CBC News in Review – In particular the following episodes have relevant segments:

Sept. 1990 – Donald Marshall; Feb. 1991 – Canada's Anti- Hate Law: The Keegstra Case; Oct. 1991 – Canada's Rape Shield Law; Nov. 1991 – Capital Punishment in Canada; Feb. 1992 – Nancy B.: The Right to Decide; May 1992 – Freedom for David Milgaard; Mar. 1993 – The Trials of Guy Paul Morin; Oct. 1993 – Sue Rodriguez: Choosing Death; Feb. 1994 – Judges: The Use of Power; May 1994 – The New Criminals: Trigger Happy; Dec. 1994 – After the Crime: Is Justice Served?; Mar. 1995 – DNA Evidence: Science or Justice?; Apr. 1995 – Guns Control Law: To Stop The Killing, Cameras in Court: Justice Seen to be Done; Sept. 1995 – The Latimer Case: Mercy or Murder?; Oct. 1995 – The Bernardo Case: The Monster Among Us; Feb. 1998 – The Krever Inquiry: Assigning Blame; Apr. 1998 – Marijuana: Taking Another Look; Mar. 2000 – Private Prisons: The Profit Motive; May 2000 – Reena Virk: A Senseless Death, Conditional Sentencing: Effective or Not?

Freedom Had A Price, NFB, (C9194 043/EC009)
Twice Condemned, NFB, (117C 0193 095)
Human Rights in Canada, NFB, (111 C0189 059)
You're Under Arrest, NFB, (106C 0179 088)
Government in Canada: Citizenship in Action, NFB (193C0190 124/EC009)
The Road to Patriation, NFB (106C 0184 013)
Justice Denied, NFB, (C9189 100/EC009)
High Risk Offender, NFB, (C9198 073/EC009)
When Women Kill, NFB, (C9194 002/EC009)
Post Mortem: A Look at Forensic Science. CBC
Journey to Justice, NFB, (113C9100077)
Chronicle of a Genocide Foretold – The Rwanda Series (3 parts), NFB, (113C9196159)
For Man Must Work or the End of Work – Changing Face of the World of Work, NFB, (143C100009)
A Right to Refuse – Worker's Right to Refuse Dangerous Work, NFB, (113C0181066)
Children for Hire, NFB, (113C9194047)
Protection Force – Canadian International Peacekeeping, NFB, (113C9195103)
Canada's Army Abroad, NFB, (113B0160025)
Worst Case Scenario – Environment, NFB, (113C91017)
Turbulences – Global Market, NFB, (113C9197161)

Human Resources

Library Staff/Resource teacher

Priest or Chaplain

This list will vary based on locality, but could include:

- lawyer
- judge
- court clerk, court reporter
- police officer – municipal, provincial, federal
- probation officer
- member of parliament
- member of provincial parliament
- member of the Canadian Civil Liberties Association
- member of either the John Howard or Elizabeth Frye Society

Catholic Resources

Books

(Note: These books are mainly for teacher reference but some may be adapted for student use.)

Christian Justice. Minnesota: St. Mary's Press, 1995.

Dreams, Dilemmas and Decisions. Manitoba: Friesen Press, 1994.

Gaudium et Spes. Second Vatican Council document.

Love Kindness. Jesuit Centre for Social Justice.

On Choosing a Government. Ontario Bishops, 1998. Pastoral Letter.

Rerum Novarum. Papal Encyclical.

Sollicitudo Rei Sociali. Papal Encyclical, 1986.

Summa Theologica. St. Thomas Aquinas.

Proclaiming Justice & Peace, Documents from John XXIII- John Paul II, Edited by Michael Walsh and Brian Davies, Twenty-Third Publications, Connecticut, 1984.

Stoutzenberge, Joseph. *Morality: Christian Vision in Practice*. U.S.A.: Brown Roa, 1992.

Stoutzenberger, Joseph. *The Christian Call to Justice & Peace*. U.S.A.: St. Mary's Press, 1987.

Roberto John and Tom Bright, ed. *Human Rights, Do It Justice!*, Center for Ministry Development (203)723-1622

Ryan, Father Michael. *Solidarity - Christian Social Teaching in Canadian Society*. Guided Study Programs in the Catholic Faith, Canada, 1990.

Bright Tom and John Robert, ed. *Access Guides to Youth Ministry: Justice*, Center for Ministry Development (203) 723-1622

Internet Sites

The Vatican: Catechism of the Catholic Church – http://www.vatican.va/archive/catechism/ccc_toc.htm

Canadian Conference of Catholic Bishops – <http://www.cccb.ca/>

The Council of Canadians – <http://www.canadians.org/index.html>

The National Conference of Catholic Bishops – <http://www.nccbuscc.org>

Canadian Ecumenical Jubilee Initiative – <http://www.web.net/~jubilee>

Church Documents – <http://www.newadvent.org>

Catholic Resource Centre for Teachers – <http://catholiceducation.org>

Catholic Resources – <http://www.christusrex.org>

Oklahoma Catholic Worker Organization – <http://www.justpeace.org>

The Church's Relation to the Government – <http://www.mennolink.org/doc/cof/art.23.html>

A Woodstock Theological Centre – <http://www.mennolink.org/doc/cof/art.23.html>

Social Teachings of the Catholic Church – <http://www.monks-of-adoration.org/cathsoct.html>

Unit 1: Heritage

The Catholic Catechism #1950-1986, 1897-1927, 2234-2246

Unit 2: Rights and Freedoms

The Catholic Catechism # 369-370, 2419-2425, 2401-2414, 1928-1948, (specific to freedoms 1730-1749), 2108-2109

Background on Catholic perspective on “human rights.” – <http://www.tasc.ac.uk/cc/resource/hr01/> and
– <http://www.nccbuscc.org/sdwp/international/univdecl.htm>

Rights Issues and the Catholic Church – <http://www.monks-of-adoration.org/rightstx.html>

Amnesty International – <http://www.amnesty.org/>

Office of the High Commissioner for Human Rights – <http://www.unhcr.ch/>

Unit 3: Criminal Law and Procedures

The Catholic Catechism #2265-67

Background on Catholic perspective – <http://www.newadvent.org/cathen/09073a.htm>

Unit 4: International Law

The Catholic Catechism #2437-2442

You may want to consider using the “Development & Peace” Campaign on “Biopatenting a threat to the common good” as an example. See their webpage – <http://www.devp.org/testA/current.htm>

International News Relating to the Catholic Church – <http://www.zenit.org>

Oxfam International – <http://www.oxfam.org/>
Development and Peace – <http://ww.devp.org/>
Doctors Without Borders – <http://www.msf.ca/>
Drop the Debt Campaign – <http://www.dropthedebt.org>
Catholic Relief Services – <http://www.catholicrelief.org/>
Oneworld Online – <http://www.oneworld.org/>

Unit 5: Labour and Environmental Law

The Catholic Catechism - on Labour #2426-2436; - on Environment #299, 341, 337-349, 373
Concerning Labour Laws in other countries. See recent letter from CCCB (Canadian Conference of Catholic Bishops. Web page connection: http://www.cccb.ca/english/default_e.htm

Catholic perspective on labour. Encyclical by Pope John Paul II, “Laborem Exercens”
http://www.vatican.va/holy_father/john_paul_ii/encyclicals/documents/hf_jp_ii_enc_14091981_laborem-exercens_en.html

Catholic perspective on labour. Encyclical by Pope Lee XXIII, “Rerum Novarum”
– http://www.vatican.va/holy_father/leo_xiii/encyclicals/documents/hf_l-xiii_enc_15051891_rerum-novarum_en.html

Catholic perspective on the environment – <http://catholiceducation.org/articles/environment/en0002.html>

Catholic perspectives on “labour unions” – <http://www.newadvent.org/cathen/08724a.htm>

Theology Library on the Environment – <http://www.mcgill.pvt.k12.al.us/jerryd/cm/environ.htm>

Environmental issues and the Catholic Church – <http://www.monksofadoration.org/environm.html>

Labour issues and the Catholic Church – <http://www.monksofadoration.org/labortxt.html>

Catholic Stewardship – <http://www.catholicstewardship.com/>

Friends of the Earth – <http://www.foei.org/>

OSS Considerations

This Law course provides students with the opportunity to acquire the skills and knowledge they need in order to pursue education and career goals and carry out social responsibility. This course provides students with learning experiences that are consistent with program goals outlined in *Choices into Action, Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*. Students can relate what they are learning in this course to personal aspirations and interests and to possible work and life roles. To attain this objective, teachers should offer a range of career exploration activities, e.g., guest speakers. In some situations students may benefit from co-operative education and work experience, if teachers choose to add this component to the course. Examples of ways of providing these opportunities for students are suggested in Ontario Schools, Grade 9 to Grade 12, Program and Diploma Requirements, 1999, section 7.5, Co-operative Education and Work Experience (pp. 52-54).

This course also gives consideration to integrating technology across the curriculum, i.e., use of the Internet in research, students with special needs (modifications when necessary), using the community as a resource (visits to law courts), and using the library/resource centre. Teachers should also integrate the values of anti-discrimination, respect, and violence prevention into the course of study. When this course is taught in an adult setting more emphasis can be placed on the students’ own personal experience with legal issues.

Students taking this course may earn either an optional credit or an additional compulsory credit for diploma requirements.

Coded Expectations, Canadian and International Law, Grade 12, University Preparation, CLN4U

Heritage

Overall Expectations

- HTV.01** · demonstrate an understanding of the historical and philosophical origins of law and their connection and relevance to contemporary society;
- HTV.02** · evaluate different concepts, principles, philosophies, and theories of law;
- HTV.03** · demonstrate an understanding of the relationship between law and societal values;
- HTV.04** · assess the influence of individual and collective action on the evolution of law.

Specific Expectations

Sources of Law

- HT1.01** – trace the development of law from its primary sources in religion, customs, and social and political philosophy;
- HT1.02** – distinguish between primary and secondary sources of law (e.g., constitutions, statutes, court decisions; legal writings);
- HT1.03** – explain the distinction between common and civil law, substantive and procedural law, domestic and international law, and private and public law;
- HT1.04** – compare various historical methods and systems of adjudication (e.g., trial by ordeal, trial by combat, adversarial versus inquisitorial systems).

Theories and Concepts

- HT2.01** – interpret legal concepts such as democracy, justice, equity, equality, and sovereignty;
- HT2.02** – analyse the views of historical and contemporary philosophers of law (e.g., Socrates, Aristotle, John Locke, Jeremy Bentham, Thomas Hobbes, R.M. Dworkin, H.L.A. Hart);
- HT2.03** – evaluate the strengths and weaknesses of different theories of law (e.g., natural and positive law, legal realism, feminist law);
- HT2.04** – explain the concept of justice as defined by philosophers and legal scholars;
- HT2.05** – analyse contemporary legal situations that raise the question of the conflict between what may be legally correct but is generally viewed as unjust.

Law and Society

- HT3.01** – explain the interrelation of law, morality, and religion;
- HT3.02** – analyse how society uses law to express its values;
- HT3.03** – identify and analyse contemporary events and issues that demonstrate a possible conflict between the law and societal values.

Law Reform

- HT4.01** – evaluate the influence of individual citizens who have fought to change the law (e.g., Dr. Henry Morgentaler, Nelson Mandela, Sue Rodriguez);
- HT4.02** – assess the role of collective action in changing the law in democracies (e.g., lobby and pressure groups, voting at the polls, citizen petitions);
- HT4.03** – assess the power of the individual citizen to change or modify our laws and determine under what circumstances individuals have a responsibility to seek legal reform (e.g., civil rights violations, police brutality, privacy issues).

Rights and Freedoms

Overall Expectations

RFV.01 · demonstrate an understanding of the historical development of human rights legislation in Canada;

RFV.02 · explain the development of constitutional law in Canada;

RFV.03 · demonstrate an understanding of the rights and responsibilities of individuals under the Canadian Charter of Rights and Freedoms;

RFV.04 · explain the role of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in Canada;

RFV.05 · analyse the conflicts between rights and freedoms and between minority and majority rights in a democratic society and describe the methods available to resolve these conflicts.

Specific Expectations

Human Rights in Canada

RF1.01 – explain the evolution of Canadian human rights legislation from English common law to the Canadian Bill of Rights and then the Canadian Charter of Rights and Freedoms;

RF1.02 – evaluate the protections provided by federal and provincial human rights legislation;

RF1.03 – identify historical and contemporary barriers to the equal enjoyment of human rights faced by individuals and groups in Canada and analyse their effects.

Canadian Constitutional Law

RF2.01 – explain what a constitution is and why it is necessary;

RF2.02 – distinguish between the law-making powers of the federal, provincial, and municipal governments;

RF2.03 – explain the role of the courts in determining law-making jurisdiction;

RF2.04 – demonstrate an understanding of key events in Canadian constitutional history (e.g., the British North America Act, 1867; the Constitution Act, 1982; the Meech Lake Accord; the Charlottetown Accord).

The Canadian Charter of Rights and Freedoms

RF3.01 – explain what is meant by entrenching rights in a written constitution;

RF3.02 – explain the definitions of legal rights, fundamental freedoms, and democratic, language, equality, and mobility rights under the Charter;

RF3.03 – explain how rights included in the Charter are accompanied by corresponding responsibilities or obligations;

RF3.04 – explain how citizens can exercise their rights under the Charter (e.g., by initiating Charter challenges in the courts to legislation or government action; by raising the Charter as a defence when charged with an offence).

The Legislature and the Judiciary

RF4.01 – explain how rights may be limited or overruled according to the Charter (e.g., section 1, section 33);

RF4.02 – evaluate the role of the courts and tribunals and, in particular, the Supreme Court of Canada in interpreting Charter rights;

RF4.03 – describe how Charter rights are enforced.

Minority and Majority Rights

RF5.01 – assess historical and contemporary examples of conflicts between minority and majority rights (e.g., the Quebec sovereignty debate; Aboriginal land claims; affirmative action programs);

RF5.02 – demonstrate an understanding of the difficulty of balancing rights in a democracy;

RF5.03 – evaluate the political and legal avenues available for resolving conflicts (e.g., the courts, tribunals, referendums).

Criminal Law and Procedures

Overall Expectations

- CLV.01** · analyse theories about criminal conduct and the nature of criminal behaviour and explain what constitutes a crime in Canadian law;
- CLV.02** · analyse the Canadian criminal trial process;
- CLV.03** · demonstrate an understanding of the competing concepts of justice as they apply to the criminal justice system.

Specific Expectations

Theories of Crime

- CL1.01** – demonstrate an understanding of the main theories that philosophers, psychologists, sociologists, and criminologists use to explain deviant behaviour;
- CL1.02** – outline the relationship between criminal law and morality and explain what is meant by criminal conduct;
- CL1.03** – explain the legal definition of a crime and the concepts of *mens rea*, *actus reus*, and strict and absolute liability;
- CL1.04** – explain the purpose of criminal law;
- CL1.05** – explain the terms that relate to selected criminal offences.

The Criminal Trial Process

- CL2.01** – explain the processes of police investigation, arrest, search, and interrogation of suspects;
- CL2.02** – explain pre-trial procedures, including plea bargaining and release procedures;
- CL2.03** – explain the purpose of key features of the criminal trial process (e.g., burden of proof, admissibility of evidence, the role of the judge and courtroom personnel, jury selection and the role of the jury);
- CL2.04** – outline legally acceptable defences to criminal conduct and evaluate some of the more controversial defences (e.g., the “battered spouse syndrome” defence; the defence of diminished responsibility as a result of drunkenness);
- CL2.05** – describe and evaluate the types and purposes of different sentences imposed in criminal law.

Concepts of Justice

- CL3.01** – explain the concepts and principles of justice as they apply to criminal law;
- CL3.02** – analyse situations in Canadian law in which principles of justice conflict (e.g., victims’ rights versus the rights of the accused);
- CL3.03** – analyse cases in which the principles of justice have been violated (e.g., the cases of Donald Marshall, David Milgaard, and Guy Paul Morin).

Regulation and Dispute Resolution

Overall Expectations

- RDV.01** · demonstrate an understanding of the role of governments, the courts, and individual and collective action in protecting the environment;
- RDV.02** · demonstrate an understanding of the legal process, of legal systems, and of sanctions used to protect the rights of the employer and the employee in the workplace;
- RDV.03** · demonstrate an understanding of the major concepts, principles, and purposes of international law;

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- RDV.04** · evaluate the effectiveness of international law, treaties, and agreements in resolving conflicts of a global nature;
- RDV.05** · demonstrate an understanding of the complexity of making, interpreting, and enforcing law on a global scale.

Specific Expectations

Environmental Law

- RD1.01** – explain the role of government and the courts in developing and enforcing laws relating to the environment;
- RD1.02** – evaluate the role of individuals or organizations in lobbying for laws to protect the environment;
- RD1.03** – analyse the effectiveness of the major environmental statutes in Ontario and Canada (e.g., the Environmental Protection Act, the Environmental Assessment Act).

Labour Law

- RD2.01** – explain the role of the federal and provincial governments in developing laws relating to labour and the workplace;
- RD2.02** – explain the intent of key components of federal and provincial labour legislation (e.g., the Canadian Labour Code, the Trade Unions Act, the Labour Relations Act, the Employment Standards Act);
- RD2.03** – investigate the major differences in employer/employee situations in non-unionized and unionized environments (e.g., with respect to the negotiation of contracts, severance, security);
- RD2.04** – explain why unions were formed;
- RD2.05** – assess the utility of the collective bargaining process;
- RD2.06** – analyse the impact of developments such as free trade, globalization, and changing technology on the future of collective bargaining and regulation of the workplace.

Principles of International Law

- RD3.01** – explain the major concepts (e.g., extradition, customary law, diplomatic immunity) and principles (e.g., general principles, treaties and customs) of international law;
- RD3.02** – demonstrate an understanding of the sovereignty of nation-states as an overriding principle of international law;
- RD3.03** – identify global issues that may be governed by international law (e.g., human rights, jurisdictional disputes, refugees and asylum, collective security, trade agreements);
- RD3.04** – explain the role and jurisdiction of the agencies responsible for defining, regulating, and enforcing international law (e.g., the United Nations, the World Health Organization, war crimes tribunals, the International Monetary Fund, Interpol).

International Treaties and Agreements

- RD4.01** – explain the impact of international trade agreements on sovereignty by examining selected trade agreements (e.g., NAFTA);
- RD4.02** – evaluate the effectiveness of international treaties for the protection of the environment;
- RD4.03** – explain the purpose of international jurisdictional and boundary treaties (e.g., the United Nations Convention on the Law of the Sea, the 1967 Outer Space Treaty);
- RD4.04** – evaluate the effectiveness of international treaties for the protection of human rights (e.g., the Universal Declaration of Human Rights, the Declaration of the Rights of the Child);
- RD4.05** – explain the role of the International Court of Justice in the Hague in resolving issues between nations.

Global Conflicts and Resolution

- RD5.01** – explain how and why the use of force to resolve conflicts is limited in international law;
- RD5.02** – compare methods of resolving conflicts by peaceful means (e.g., international diplomacy, sanctions, arbitration, mediation);
- RD5.03** – identify domestic laws (e.g., the Nuremberg Laws, laws on apartheid) that conflict with the principles of international law and explain how they violate those principles;
- RD5.04** – evaluate the difficulties and effectiveness of international intervention in conflicts between nations;
- RD5.05** – evaluate Canada’s role as a member of NATO and NORAD and its role in international peacekeeping.

Methods of Legal Inquiry

Overall Expectations

- LIV.01** · use research methods appropriately to gather, organize, and synthesize information;
- LIV.02** · evaluate the credibility of sources;
- LIV.03** · explain, discuss, and interpret legal issues orally and in writing.

Specific Expectations

Research

- LI1.01** – formulate meaningful questions that lead to a deeper understanding of a legal issue;
- LI1.02** – effectively conduct legal research, using traditional and non-traditional sources of information (e.g., law-related websites, primary source documents, legal advisers);
- LI1.03** – classify and clarify information, using timelines, organizers, graphs, charts, and diagrams;
- LI1.04** – compile summary notes in a variety of forms and for a variety of purposes, including research and preparation for debates, oral presentations, mock trials, tests, and examinations.

Evaluation of Sources

- LI2.01** – distinguish among opinions, facts, and arguments in sources;
- LI2.02** – identify the frame of reference and purpose of data;
- LI2.03** – evaluate the credibility of sources and information by checking for logical errors, accuracy, and underlying assumptions, including prejudices and biases;
- LI2.04** – evaluate the credibility of published and Internet sources by analysing the quantity and quality of evidence presented, as well as the methods used by authors to support their claims (e.g., use of footnotes).

Communication

- LI3.01** – effectively present ideas, opinions, and arguments orally (e.g., in role plays, case studies, interviews, simulations, debates, group presentations, seminars);
- LI3.02** – justify and support opinions, using proper legal terminology and informed research;
- LI3.03** – use legal terms accurately and appropriately for a variety of purposes and audiences;
- LI3.04** – create graphs, charts, organizers, images, and illustrations to support oral and written presentations;
- LI3.05** – write clear, coherent, and logically organized reports, papers, and essays, observing the rules for ethical use of research material and following an accepted format for documenting sources;
- LI3.06** – demonstrate respect for the opinions and perspectives of others in discussing legal issues.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 1: Heritage

Time: 20 hours

Unit Description

Students demonstrate their understanding of the historical and philosophical origins of law. As well, they demonstrate an understanding of the connection and relevance of the historical and philosophical origins of law to contemporary society. Different concepts, principles, philosophers, and theories of law are evaluated. Students demonstrate their understanding of the relationship between law and societal values. Finally, the influence of individual and collective action on the evolution of the law is assessed. Students are also asked to examine the views of the Catholic Church on such legal concepts as justice, equity, and equality.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1. Legal Theories and Concepts	6.25 hours	HTV.02, LIV.03, HT2.01, HT2.02, HT2.03, HT2.04, LI1.03, LI1.04, LI3.03, LI3.05 CGE 1d, 2a, 2b, 3c	Knowledge/ Understanding Thinking/Inquiry Communication	Research two philosophers - one natural law and one positive. Present research to class
2. Sources of Law	2.5 hours	HTV.01, LIV.03, HT1.01, HT1.02, HT1.03, HT1.04, LI1.03, LI1.04, LI3.03 CGE 2b, 2d, 3b, 3c, 7g	Knowledge/ Understanding	Distinguish between primary and secondary sources of law. Define different types of law. Quiz on legal terminology
3. The Interrelation of Law, Morality and Religion	2.5 hours	HTV.03, LIV.03, HT3.01, HT3.02, LI1.03, LI1.04, LI3.02, LI3.06 CGE 1d, 2b, 2d, 3f, 7a	Knowledge/ Understanding Thinking/Inquiry Communication	Examine a variety of positions on laws designed to address issues of social morality
4. Conflicts Between the Law and Societal Values	2.5 hours	HTV.03, LIV.03, HT3.03, LI1.02, LI1.04, LI3.02, LI3.05 CGE 1d, 3c, 3f, 4g, 7c	Knowledge/ Understanding Thinking/Inquiry Communication Application	Write a 500- to 800-word essay supporting or opposing a change to a specific law
5. Individual and Collective Action in Changing the Law	2.5 hours	HTV.04, LIV.03, HT4.02, HT4.03, LI1.04, LI3.04 CGE 2a, 2b, 3b, 3d, 3f	Knowledge/ Understanding Thinking/Inquiry Application	Examine and evaluate individual and collective methods for changing laws. Examine Church's views on how we should react to laws which violate our rights
6. Culminating Activity – People for Change	3.75 hours	HTV.04, LIV.01, LIV.03, HT4.01, LI1.02, LI3.05 CGE 1d, 2a, 2d, 3c, 4f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Evaluate the influence of individual citizens in changing the law through a written report or oral presentation

Activity 1.1: The Need for Law

Time: 6.25 hours

Description

This activity introduces students to a broad description of the philosophical underpinnings of our legal system. They are given the opportunity to study the thoughts of Plato, Aristotle, Cicero, and St. Thomas Aquinas. The ideas of Thomas Hobbes, John Locke, John Austin, and Jeremy Bentham are also introduced. As well, the contributions of the modern philosophers Ronald Dworkin and H.L.A. Hart are studied. As a part of this activity, these philosophers and their beliefs are put into the general categories of positive and natural law; categories that will provide the definition of the two primary interpretations of legal thought. (Positive law is sometimes referred to as legal positivism.) Students become familiar with the Church and natural law by examining relevant sections from the Catechism of the Catholic Church.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE 2a - listens actively and critically to understand and learn in light of gospel values;

CGE 2b - reads, understands, and uses written materials effectively;

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

Strand(s): Heritage, Methods of Legal Inquiry

Overall Expectations

HTV.02 - evaluate different concepts, principles, philosophies, and theories of law;

LIV.03 - explain, discuss, and interpret legal issues orally and in writing.

Specific Expectations

HT2.01 - interpret legal concepts such as democracy, justice, equity, equality, and sovereignty;

HT2.02 - analyse the views of historical and contemporary philosophers of law;

HT2.03 - evaluate the strength and weaknesses of different theories of law;

HT2.04 - explain the concept of justice as defined by philosophers and legal scholars;

HT2.05 - analyse contemporary legal situations that raise the question of the conflict between what may be legally correct but what is generally viewed as unjust;

LI1.03 - classify and clarify information, using timelines, organizers, graphs, charts and diagrams;

LI1.04 - compile summary notes in a variety of forms and for a variety of purposes, including research and preparation for debates, oral presentations, mock trials, tests and summaries;

LI3.05 - write clear, coherent, and logically organized reports, papers, and essays, observing the rules for ethical use of research material and following an accepted format for documenting sources.

Prior Knowledge & Skills

It is likely that the students will have little or no background in philosophy. The idea that previous civilizations have had an impact on the development of our legal system will not be new, however. This reality is part of Grade 11 Law as well as the Grade 10 Civics course. The students should be reminded of these connections at the beginning of the unit. Particular emphasis should be made on the Western philosophical and legal tradition, i.e., Greek, Roman, and English.

Planning Notes

- The teacher reviews the philosophies that are to be studied. There are many sources that teachers can access including the text, *Understanding the Law*, 2nd edition, and possibly a first year university philosophy text. Books, encyclopedias and, of course, the Internet can provide the teacher with summaries, as well as the original texts, of many of the works and issues being studied. Please see Resources for some possibilities.
- The teacher also reviews the application of the theories of natural and positive law to legal issues. Knowledge of pertinent issues, historical and current, is necessary. They must especially pay close attention to the role law plays in the different legal traditions and where the legitimacy of the law is derived.
- The teacher should book the library and possibly a computer lab if the students are to conduct research on their chosen philosophers outside of the classroom. The teacher should also review with the students the school/board policy on ethical and safe usage of the Internet.
- The assessment and evaluation tools which have been provided with this Course Profile are provided as samples only of how the teacher may wish to assess/evaluate the students' work. The best assessment/evaluation tools are those created by the teacher and students collaboratively. Rubrics should be designed for specific tasks.
- For further Internet sites for political philosophers, the teacher should consult with the Grade 11 Course Profile – Unit 1, Heritage, Activity 1.2, pp.6-7.

Teaching/Learning Strategies

1. The teacher asks the students if they can think of an act that is always wrong or illegal. (This distinction will become more difficult for the students to make later on) Their responses may include such acts as murder, theft, sexual assault, or even incest. The teacher writes these on the board and asks students why they believe these acts are wrong. Students' reasons are recorded. Students are asked if they believe such acts are wrong today in every context, were considered wrong in the past in every human culture, and if they will always be wrong in the future, in every possible human civilization. Problems should arise when the students offer examples such as the possibility of stealing food for starving children or killing in self-defence. Suggest class discussion about what these seeming contradictions mean. Some students may reply that it means that nothing is ever "wrong" all the time. Therefore, all restrictions on human activity are culturally defined. Others may say that the acts are wrong, were wrong, will be wrong and these cultures just had not "developed" sufficiently to realize it. For example, self-defence is just that and it is an error to call it murder. Of course, it is possible that the students may not respond with these examples. If that is the case, the teacher must lead the discussion
2. The students are informed that these two generally different views of where the ideas of right and wrong come from are reflected in our legal system today. The definitions should contain something similar to the following and should be recorded by the students:
 - Right and wrong are what we as a group, culture, nation, or civilization decide they are. The only way to define what is just or right or wrong is to look at what the law says. This is called positive law or legal positivism. (How these laws are written and on what grounds groups decide who will write the law comprise a different issue. This will become apparent as the positive law philosophers are studied.)
 - Right and wrong are concepts that are independent of human experience. Therefore, the laws proclaimed by humans who happen to be in control may not always command obedience. The explanations of how humans perceive these never changing concepts depend on the philosopher that is being studied. This is called natural law.

3. The problems with these definitions are obvious. They are very general and students need to be warned about the dangers of over-generalizing and simplifying very complex issues. They do not cover every eventuality. However, they are extremely useful in organizing the philosophical views the students will be introduced to. They are also used in many student texts. (Note that the extremes of these views present problems. The followers of natural law theory have a problem explaining how different people or groups can proclaim directly opposing philosophies as natural law. Positive law believers have difficulty demonstrating how it can be right or legal for a country to pass into law such things as slavery or racial or sexual discrimination.)
4. The students provide examples of both traditions. Any religious heritage is an example of what is perceived as natural law. The teacher may receive examples from the Ten Commandments to the Bhagavad Gita. These will be discussed at length in the next activity. Positive law models are even easier to discover. Use any statute passed by any level of government. It would probably be useful to point out a law that has changed over time as proof of the positive law principle, that is, law is what we say it is and what is legal is what is right.
5. To help students appreciate the Church and natural law, it is suggested that the teacher select passages from the Catechism of the Catholic Church (the following sections are relevant: 1954 – 1960). Through a class discussion, students determine what the beliefs of the Church are with respect to natural law.
6. The students research the thoughts of two of the following philosophers, one from each of the positive and natural law categories. (Every philosopher in the list should be covered.) These notes must be summarized into a brief synopsis which is evaluated by the teacher and presented to the class. The significance of the beliefs of these thinkers to the debate about positive and natural law should be noted.

Natural Law Philosophers:

Plato
Aristotle
Cicero
Aquinas
Locke
Dworkin

Positive Law Philosophers:

Hobbes
Bentham
Austin
Hart

7. Once selected, students present their findings to the class; it is the teacher's role to put the findings into context. Students are also responsible for recording information about each of the philosophers. It is important to note the gradual movement of positive law philosophy toward the ideal of having the majority of the people decide what is legal and thus legal legitimacy will emanate from the idea of democracy. As well, the teacher should note that natural law concepts, like the right to life (which is after all a belief), and human dignity, which the Supreme Court has said is the centerpiece of equality rights, continue to exist in documents like the Charter of Rights and Freedoms enshrined in the Canadian Constitution.

Assessment & Evaluation of Student Learning

- Roving conferences are held by the teacher to ensure that students understand the assignment and stay on task. The teacher may also wish to use this opportunity to observe students' learning skills while they are researching their philosopher, in particular: Works Independently, Organization, and Initiative. A sample Learning Skills Checklist has been provided (Appendix 1.1.1).
- Formative assessment of the student's research on two philosophers by the teacher for completeness and accuracy.
- Formative assessment of the notes composed by the students during the brief presentations.

Accommodations

- Review IEPs to determine the needs of exceptional students; consider the needs of students who may require extra assistance.
- Arrange for individual assistance for students who need help understanding the differences between natural and positive laws.
- Make teacher/peer tutor assistance available in note taking.

Resources

Print

Student text

Any first year university philosophy text

Text for Grade 11 Open Philosophy Course: The Big Questions (HZB30)

Text for Grade 12 University/College Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)

Catechism of the Catholic Church. New York: Doubleday, 1995.

Internet

Catechism of the Catholic Church – http://www.vatican.va/archive/catechism/ccc_toc.htm

Internet Encyclopedia of Philosophy - good summaries of some of the philosophers studied in this unit – <http://www.utm.edu/research/iep/>

Internet History Source Books Project - excellent source for historical and philosophical readings as well as notes on the eras they were produced in – <http://www.fordham.edu/halsall/>

Introduction to Political Philosophy and Ideologies – <http://polisci.nelson.com/ideologies.html>

Political Philosophers – <http://www.wheaton.edu/polisci/woodowoss/Philosophers.html>

Biographies - The Jurists – <http://www.blupete.com/Literature/Biographies/Law/Jurists.htm>

Appendices

Appendix 1.1.1 – Learning Skills Checklist

Activity 1.2: Sources of Law

Time: 2.5 hours

Description

Students develop knowledge and understanding of both primary and secondary sources of law and the differences that exist within each of these major sources. Examples of primary sources include religion, customs and conventions as well as social and political philosophy, while constitutions, statutes and regulations and court decisions are included in the secondary sources. Finally, the students appreciate the variety of activities associated with the study of law by exploring its many classifications. They extend their understanding of the ways in which law may be sorted by examining the Catholic Church's classifications of law.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively;

CGE 2d - writes and speaks one or both of Canada's official languages;

CGE 3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE 7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Heritage, Methods of Legal Inquiry

Overall Expectations

HTV.01 - demonstrate an understanding of the historical and philosophical origins of law and their connection and relevance to contemporary society;

LIV.03 - explain, discuss, and interpret legal issues orally and in writing.

Specific Expectations

HT1.01 - trace the development of law from its primary sources in religion, customs, and social and political philosophy;

HT1.02 - distinguish between primary and secondary sources of law;

HT1.03 - distinguish between common and civil law, substantive, and procedural law, domestic and international law, public and private law;

LI1.03 - classify and clarify information, using timelines, organizers, graphs, charts and diagrams;

LI1.04 - compile summary notes in a variety of forms and for a variety of purposes, including research and preparation for debates, oral presentations, mock trials, tests and summaries;

LI3.03 - use legal terms accurately and appropriately for a variety of purposes and audiences.

Prior Knowledge & Skills

- From their History classes, students should be familiar with the concepts of primary and secondary sources.
- Students have been introduced to the subject matter of this activity initially in the Grade 10 Civics course. They have some understanding of the judicial system and should be familiar with the different types of laws which exist in Canada, i.e. public/private law.
- Students who have completed the Grade 11 Law course have studied the historical roots of law, criminal law and procedures, and regulation and dispute resolution.

Planning Notes

The teacher prepares materials on primary and secondary sources of Law and on the different types of laws.

Teaching/Learning Strategies

1. To introduce the students to the concepts of primary and secondary sources, they brainstorm examples of what would be considered primary and secondary sources in history. The teacher introduces the idea that law also has primary and secondary sources.
2. Using their texts or teacher provided sources, students compose notes for the following:
 - Primary Sources: Religion, Customs and Conventions, and Social and Political Philosophy.
 - Secondary Sources: The Constitution, Statutes, and Court Decisions.The students' notes should define each of the above and provide an example for each one.
3. To help students understand the many types of law that are to be studied, it is necessary that they become familiar with a number of terms. It would be helpful if the students were to create a definition page in their notes where they could record new information. Most texts provide a chart which details how the different types of law are connected.
4. Students need to become familiar with the following types of law: Common and Civil Laws; Substantive and Procedural Laws; Domestic and International Laws; Private Laws including Contract, Property, Tort, Family and Corporate; Public Laws including Constitutional, Criminal, and Administrative. Using their texts or teacher - provided material, students define each of the previous types of laws in their notes.

-
5. The Church also identifies different types of laws: eternal, natural, revealed, and civil and ecclesiastical. Students are asked to explain what they believe each type of law is and to provide an example of each one. The teacher may wish to consult Section 1952 of the Catechism of the Catholic Church for background information.

Assessment & Evaluation of Student Learning

- Roving conference by the teacher to ensure that students understand the assignment and stay on task. (The teacher may also wish to use this as an opportunity to observe students' learning skills while they are researching their definitions, in particular: Works Independently, Organization, and Initiative. A sample Learning Skills Checklist has been provided Appendix 1.1.1.)
- Formative assessment of the students' definitions for completeness and accuracy.
- Summative evaluation of the students' understanding of legal terminology through a quiz.

Accommodations

- Vary length of written work or provide alternate methods of recording to be provided (scribing or audio taping).
- IEPs may provide specific direction for accommodations with respect to written work.
- Make teacher/peer assistance available for note taking.
- Test or quiz must adhere to an accommodation stated in an exceptional student's IEP, i.e., extra time, computers, and assistance with scribing.
- Individuals may require extra help to prepare for the test through study notes, review, etc.

Resources

Print

Student text.

Catechism of the Catholic Church. New York: Doubleday, 1995.

Appendices

Appendix 1.1.1 – Learning Skills Checklist

Activity 1.3: The Interrelation between Law, Morality and Religion

Time: 2.5 hours

Description

This activity furthers the student's understanding of the connection between our ideas of morality and the reality of what is legal. The activity forces the students to examine the assumptions behind the many laws we have that restrict human activity. These could include the examination of laws developed to enforce a level of morality in social behaviour. The potential for conflict between natural and positive law concepts that arise as attitudes towards these activities change is also explored.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE 2b - reads, understands, and uses written materials effectively;

CGE 2d - writes and speaks one or both of Canada's official languages;

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society;

CGE 7a - acts morally, and legally as a person formed in Catholic traditions.

Strand(s): Heritage, Methods of Legal Inquiry

Overall Expectations

HTV.03 - demonstrate an understanding of the relationship between law and societal values;

LIV.03 - explain, discuss, and interpret legal issues orally and in writing.

Specific Expectations

HT3.01 - explain the interrelation of law, morality, and religion;

HT3.02 - analyse how society uses law to express its values;

LI1.03 - classify and clarify information, using timelines, organizers, graphs, charts and diagrams;

LI1.04 - compile summary notes in a variety of forms and for a variety of purposes, including research and preparation for debates, oral presentations, mock trials, tests and summaries;

LI3.02 - justify and support opinions, using proper legal terminology and informed research

LI3.06 - demonstrate respect for the opinions and perspectives of others in discussing legal issues.

Prior Knowledge & Skills

- Students may have studied these issues in religion or Man in Society courses. The Grade 11 Law course introduced some of these legal problems as well.
- The philosophical underpinnings of what is legal and what is illegal will probably be new to the students. However, the method of study should not be. The students will be reading about these questions, discussing them with their classmates, and writing personal opinions on particular issues.

Planning Notes

This is a sensitive area. Teachers will need to prepare to model for students, a mature approach to the discussion of contentious issues on which individuals hold strong opinions.

Teaching/Learning Strategies

1. The students should be asked if they can think of any human activity that was once illegal that no longer is, or that used to be impossible and no longer is. (The teacher should mention the era of prohibition.) The students speculate why the laws regarding these activities changed. Their responses will vary but they should be led to the idea that people's attitudes towards these acts changed so the law changed as well. Further discussion could include topics such as genetic engineering or human cloning. On what grounds, legal or moral, can lawmakers limit or even control these types of activities?
2. The next question that should be asked of the students is whether or not they think there should be a limit on what the law should concern itself with.
3. The teacher introduces excerpts from a variety of documents that address these issues. The students read the excerpts provided. As individuals or in groups, the students record what they believe to be the most important concepts that each of the writers have noted. They should provide specific examples of human activity that may be seen in different ways from different perspectives. The students are also asked to consider the reasons that each of the writers would give for allowing laws to limit human behaviour in some way.
4. The student's responses to the readings are taken up. The teacher may wish to have them hand in or present their findings. The most important issues that this report raises are the distinctions between public (governmental or societal) and private morality, and that the law should reflect the right of individuals to live their lives as they wish, with the general admonition to have laws that would prevent harm to those who cannot protect themselves. The teacher should make it clear that there is no "right" side to this debate.

Assessment & Evaluation of Student Achievement

- Formative assessment of the groups' efforts by the teacher through a checklist (See Appendix 1.3.1 or assessment of individual efforts by a learning skills checklist Appendix 1.1.1.)
- Formative assessment of the student's written response.

Accommodations

- IEPs may provide specific direction for accommodations with respect to written work.
- If the assignment is to be completed in groups, ensure a balance and appropriate mix of students.
- Where necessary, provide copies of teacher board notes/overhead notes to students.
- Allow additional time and assistance for students who have difficulties writing their responses to the materials examined.

Resources

Print

Student text

newspapers

news magazines

Internet Sources

Essay on Mill and the idea of liberty, harm and the greater good written by Devlin
– http://www.uwichill.edu.bb/bnccde/_e&ae/devlin.html

An essay by Maureen McTeer on the role of morality in making law. A special emphasis is on reproductive technology – <http://journal.law.mcgill.ca/abs/404mctee.htm>

Appendices

Appendix 1.1.1 – Learning Skills Checklist

Appendix 1.3.1 – Observational Checklist for Observing Group Discussions

Activity 1.4: Conflicts Between the Law and Societal Values

Time: 2.5 hours

Description

This activity allows the students the opportunity to explore the relationship between societal values, and law by either supporting or opposing a change to an existing law. It helps the students to understand how values sometimes conflict with and sometimes underpin our laws. The choice of which law to study is the student's, but each of the options present a series of questions about the role of morality in the formation of the law that the students have to answer. Basic assumptions about the role of the law and the rights of the citizen and the community are to be investigated.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society;

CGE 4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE 7c - seeks and grants forgiveness.

Strand(s): Heritage, Methods of Legal Inquiry

Overall Expectations

HTV.03 - demonstrate an understanding of the relationship between law and societal values;

LIV.03 - explain, discuss, and interpret legal issues orally and in writing.

Specific Expectations

HT3.03 - identify and analyse contemporary events and issues that raise a possible conflict between what may be legally correct but is generally viewed as unjust;

LI1.02 - effectively conduct legal research, using traditional and non-traditional sources of information;

LI1.04 - compile summary notes in a variety of forms and for a variety of purposes, including research and preparation for debates, oral presentations, mock trials, tests and summaries;

LI3.02 - justify and support opinions, using proper legal terminology and informed research;

LI3.05 - write clear, coherent, and logically organized reports, papers, and essays, observing the rules for ethical use of research material and following an accepted format for documenting sources.

Prior Knowledge & Skills

- Most of the issues that are to be studied should be familiar to the students.
- They should also be familiar with the idea of writing or proposing a new law. The difference in this undertaking is that the emphasis on the theoretical instead of the prescriptive. (The why as opposed to the what.)

Planning Notes

The teacher needs to be familiar with divisive societal issues and the laws that pertain to them. The text will have some examples, but further research is necessary. As was stated in the previous activity, the teacher must be aware not only of the disputes but also of the alternative viewpoints. There are several high profile examples. These could include: the legalization of certain, illegal drugs, the legalization of surrogate motherhood for financial gain, human cloning, genetic manipulation, and euthanasia. The teacher could decide to have the entire class study the same issue, using the same resources. This is likely when the teacher discovers a particularly concise description of the alternatives available to a society concerning one of the situations listed above. This would allow the teacher to prepare his/her rubrics and intensify his/her knowledge of a particular legal and moral dilemma.

Teaching/Learning Strategies

1. Students should, with the help of the teacher, review the principles expressed in the previous activity. They should understand the reasoning behind the existing laws. The teacher should remind them of the distinct purposes law serves for natural and positive law thinkers. These purposes should have been noted when the students studied the views of the philosophers in the first activity. They should be reviewed and are as follows:

Natural law philosophers believe that law should reflect unchanging moral certainties. They believe that law should promote the “good.” They believe that law serves as a guide and a target to help citizens be better people and strive towards an ideal. So, for example, laws against drug use are supported because drug use defeats the aim of being as fully human as is possible. As well, the idea of addiction and its subsequent dependence on a substance foreign to the body is a “bad” one.

Positive law thinkers believe that the law should reflect the beliefs and promote the interests of the majority of the population in a democratic model – otherwise the views/values of the political sovereign. As far as ideals, there is only the general prescription to avoid harm and protect those who cannot protect themselves. They may believe that law cannot be any more than that, because the differing ideas of what is “wrong” preclude any certainty.

-
2. With these concepts in mind, the students write a 500-to 800-word essay supporting or opposing a change to a specific law. In the case of an issue such as human cloning, where in Canada law has yet to be written, have the students express an opinion on whether there should be a law or not. The students should be encouraged to enlist the thoughts of one or more of the philosophers studied in the first activity along with the information they are able to gather in their research, or possibly from the material provided by the teacher.

Assessment & Evaluation of Student Achievement

- Roving conference by the teacher to ensure that students understand the assignment and stay on task. The teacher may also wish to use this as an opportunity to observe students learning skills while they are researching their topic, in particular: Works Independently, Organization and Initiative. A sample Learning Skills Checklist has been provided. (Appendix 1.1.1)
- Summative evaluation by the teacher of the students' arguments supporting or opposing changes to a law by a rubric such as Appendix 1.4.1. The rubric provided with this Course Profile is intended as a sample only. The best possible rubric is one that the teacher develops with the students. For samples of rubrics to assess written assignments, the teacher could examine profiles from other subjects in the Social Sciences. The English Course Profiles also have rubrics for assessing this type of work - in particular the Grade 10 Public Advanced Course Profile.

Accommodations

- Refer to the Planning Notes section in Activity 1.1, for background on the Church's views on accommodations and their importance to our students.
- Make teacher/peer assistance available for note taking.
- Alter text/readings/Internet sources to accommodate student needs.
- Provide time and opportunity for writing and editing in class.
- Permit use of computer technology to practise writing and editing.

Resources

Print

Student text

News magazines (*The Economist* is a consistent exponent of drug legalization)

Newspapers

Internet Sources

Drugs – <http://www.drugwarfacts.org/>

Discussion of the drug legalization argument – <http://www.cato.org/pubs/pas/pa121.html>

Discussion of the reasons for continued criminal sanction for drug possession, sale and/or use – <http://www.usdoj.gov/dea/demand/druglegal/>

This is an online book, about the issues raised by drug legalization – <http://www.druglibrary.org/special/goode/bpr.htm>

An argument against human cloning – <http://stacks.msnbc.com/news/520624.asp?cp1=1>

Information about the human cloning debate and bioethics in general – <http://ajobonline.com/cloning.php>

Appendices

Appendix 1.1.1 – Learning Skills Checklist

Appendix 1.4.1 – Written Report Rubric

Activity 1.5: Individual and Collective Action in Changing the Law

Time: 2.5 hours

Description

Students examine the role of collective action and the power of the individual in changing the law in democracies. They are asked to assess a variety of methods which may be employed such as lobby and pressure groups, voting at the polls, and citizen petitions. In determining the circumstances under which individuals have a responsibility to seek legal reforms, students examine the Church's teachings, in particular those dealing with conscience and the role of civil authorities.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values;

CGE 2b - reads, understands, and uses written materials effectively;

CGE 3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE 3d - makes decisions in light of gospel values with an informed moral conscience;

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society.

Strand(s): Heritage, Methods of Legal Inquiry

Overall Expectations

HTV.04 - assess the influence of individual and collective action on the evolution of law;

LIV.03 - explain, discuss, and interpret legal issues orally and in writing.

Specific Expectations

HT4.02 - assess the role of collective action in changing the law in democracies;

HT4.03 - assess the power of the individual citizen to change or modify our laws and determine under what circumstances individuals have a responsibility to seek legal reforms;

LI1.04 - compile summary notes in a variety of forms and for a variety of purposes, including research and preparation for debates, oral presentations, mock trials, tests, and summaries;

LI3.04 - create graphs, charts, organizers, images, and illustrations to support oral and written presentations.

Prior Knowledge & Skills

- In the Grade 10 Civics course students examined democratic decision making, the rights and responsibilities of citizenship, and the impact of non-violent citizen participation in resolving public issues in Canada. They were also asked to participate in a civil action.
- Students who have completed the Grade 11 Law course were asked to analyse situations in which rights and freedoms may conflict. They are aware of initiatives that individuals and lobby groups may use to introduce new laws or change existing laws.

Planning Notes

The teacher should become familiar with the materials from the Catechism of the Catholic Church (Appendix 1.5.1). Other support documents for teachers are *Gaudium et spes*, a Second Vatican document, and *On Choosing a Government* by the Ontario Bishops. Websites for both of these documents may be found in the Resources.

Teaching/Learning Strategies

1. The teacher presents the following scenario to the students:

The government changed the law having to do with the rights of young offenders. The new law lowers the maximum age of a young offender to sixteen. This means that young people above this age will now be automatically tried as adults. As a result, they will receive the same penalties as

adults, have a criminal record and could possibly have their names published in the media. You strongly object to these changes because you believe that sometimes young people do make poor choices and should have an opportunity to learn from their mistakes. What actions could you take as an individual or as a group to change this law? Students offer possible actions that could be taken. The teacher records these on the board. Some possible suggestions could include: petitions, letters to members of the government, letters to the editor, lobbying, use of pressure groups, voting at the polls, peaceful demonstrations, court challenges, etc. The teacher may add other methods to the list.

2. In small groups, students examine each of the possible methods for bringing about change. They are to decide how effective each method would be and in which situation it would best be used. Students should record their findings in a chart or an organizer.
3. Groups report to the class their assessments of the various methods.
4. The teacher asks students for examples of situations in which they have a responsibility to seek legal reform. Some examples could include: civil rights violations, police brutality, privacy issues.
5. The teacher selects one or two issues and asks students to offer suggestions of what they would do to bring about legal reform. These issues should be recorded on the board. In groups, students are asked to examine the Church's views on how we should react to laws which violate our rights. They are given Appendix 1.5.1 and asked to consider the following: What role does your conscience play in deciding what actions to take? In what situations are you encouraged to disobey civil authorities? How will you decide if you should disobey? Describe two situations where you feel you would follow the Church's teachings on civil disobedience. Each member of the group should record his/her responses.
6. Suggest class discussion on the findings of the groups. As a result of these discussions, students should be more aware of the role their conscience plays in making moral decisions and what courses of action they may take if there is a conflict between the views of the civil authorities and their conscience.

Assessment & Evaluation of Student Achievement

- Roving conference by the teacher to ensure that students understand the assignment and stay on task. (The teacher may wish to assess group discussions. See Appendix 1.3.1)
- Formative assessment by the teacher of the students' presentations on methods to bring about change. (See Appendix 1.5.2. Students may also be asked to assess their work in their groups through a checklist. See Appendix 1.5.3.)

Accommodations

- Refer to the Planning Notes section in Activity 1.1, for background on the Church's views on accommodations and their importance to our students.
- Peer tutor provides support by scribing notes/discussions for future reference.
- The teacher may review cooperative group skills and dynamics, as well as individual responsibilities and ensure that a balance within group structures reflects varied strengths, abilities, and needs.

Resources

Print

Student text

Christian Justice. Minnesota: St Mary's Press, 1995.

Do Justice! CCB (Toronto, 1987).

Dreams, Dilemmas and Decisions. Manitoba: Friesen Press, 1994.

Internet

Gaudium et Spes – <http://www.cin.org/v2modwor.html>

On Choosing a Government – <http://www.occb.on.ca/>

Appendices

Appendix 1.1.1 – Learning Skills Checklist

Appendix 1.3.1 – Observational Checklist for Observing Group Discussions

Appendix 1.5.2 – Checklist for Assessment of Oral Presentation

Appendix 1.5.3 – Peer/Self-Assessment Observation Checklist

Activity 1.6: Culminating Activity – People for Change

Time: 3.75 hours

Description

Students are asked to evaluate the influence of individual citizens who have struggled to change the law. They are asked to include in their evaluation: the laws the individual attempted to change; the methods they used; how effective they were; and which natural or positive philosophers they may have been influenced by.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE 2a - listens actively and critically to understand and learn in light of gospel values;

CGE 2d - writes and speaks one or both of Canada's official languages;

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE 4f - applies effective communication, decision-making, problem-solving, time, and resource management skills.

Strand(s): Heritage, Methods of Legal Inquiry

Overall Expectations

HTV.04 - assess the influence of individual and collective action on the evolution of law;

LIV.01 - use research methods appropriately to gather, organize, and synthesize information;

LIV.03 - explain, discuss, and interpret legal issues orally and in writing.

Specific Expectations

HT4.01 - evaluate the influence of individual citizens who have fought to change the law;

LI1.02 - effectively conduct legal research, using traditional and non-traditional sources of information;

LI3.05 - write clear, coherent, and logically organized reports, papers, and essays, observing the rules for ethical use of research material and following an accepted format for documenting sources.

Prior Knowledge & Skills

- In the Grade 10 Civics course, students studied individual citizens who have made a difference. Some of these same people may be examined again but from a different perspective.
- Students who completed the Grade 11 Law course evaluated the contributions of individual citizens and organizations in developing and increasing awareness of human rights issues.
- In previous activities students have studied natural and positive philosophers. As well, they have examined methods that may be used by individuals or groups to bring about change to laws.

Planning Notes

- The teacher should generate a list of individuals who can be studied. Some possibilities are offered in Strategy 1.
- Depending on both time and available resources, the teacher may have to provide some resources to the students. This could include both print material and Internet sites.

Teaching/Learning Strategies

For this activity, several possible suggestions are offered.

1. Individuals who could be examined include: Sue Rodriguez, Nelson Mandela, Martin Luther King, Rosa Parks, Mahatma Gandhi, Elijah Harper, Tommy Douglas, David Suzuki, Nelly McClung, Emily Murphy, Pierre E. Trudeau, Craig Keilburger, John F. Kennedy, Robert Kennedy. This list includes possible suggestions only.
2. Students are asked to research and submit a 500- to 750-word paper on an individual. They should examine and report on the following: what the legal issues were that the individual believed needed change; what actions he/she undertook to bring about the change; how successful he/she was; which legal tradition (positive or natural) was he/she influenced by; and, if possible, which philosopher would have exerted an influence; and finally, whether the student would have proceeded differently – if yes then why and how, if no then why not.
3. In this suggestion, the students work in a jigsaw. The teacher would pre-select several individuals as topics for research. Each group would be assigned a person. The group would use texts and teacher provided resources to complete their research. They would answer the same questions as in Strategy 2. When students return to their home groups they would present their findings. At the end of the presentations, students are asked to prepare a one-page submission which could include the following: the person they believe was the most successful in bringing about change and an examination of the reasons for his/her success.
4. Students in groups could research an individual by again answering the questions posed in the A scenario. Each group would share their findings in a brief oral presentation to the class. Each student would be responsible for submitting a one-page summary of the group's research.

Assessment & Evaluation of Student Achievement

- Roving conferences by the teacher to ensure that students are on task, and to help the students with any concerns they have
- Formative teacher assessment of group discussions through a checklist while students are working in their groups. (Appendix 1.3.1)
- Formative peer or self-assessment of group work, using a checklist. (Appendix 1.5.3)
- Scenarios A, B and C - Summative teacher evaluation of the written response, using rubric. (Appendix 1.6.1)
- Scenario B - Summative teacher evaluation, using an oral presentation checklist. (Appendix 1.5.2) (The evaluation of individual work should be made by the teacher.)

Accommodations

- The teacher creates a balance within the group structures to reflect the varied strengths, abilities, and needs of the group. Cooperative group skills and the responsibilities of individuals to be reviewed.
- Offer assistance in helping prepare both oral and written reports.
- Alter length or format for students with writing difficulties.
- Written materials may be altered for students with reading difficulties. Scribing or audio taping could be used.
- Provide opportunity and time for peer editing.
- Alternate evaluation/assessment strategies may be adapted as outlined in the IEP to more accurately reflect student participation and effort.

Resources

Print Sources

Student text

Grade 10 Civics texts provide information on many of the individuals mentioned.

Grade 10 History texts provide information on many of the individuals mentioned.

Teacher-provided print information

Internet Sources

Nelson Mandela – <http://www.anc.org.za/people/mandela.html>

– <http://www.pbs.org/wgbh/pages/frontline/show/mandela/>

– <http://www.mandela-tribute.com>

Martin Luther King – <http://seattletimes.nwsourc.com/mlk>

– <http://www.thekingcenter.com/>

– <http://wwwlib.Isu.edu/hum/mlk/>

Rosa Parks – <http://www.holidays.net/mlk/rosa.htm>

– <http://www.grandtimes.com/rosa.html>

– <http://www.leap.yale.edu/lclc/town/stand/rosa.html>

Mahatma Gandhi – <http://www.pathfinder.com/time/time100/pic/runnerup2.html>

– <http://www.mkgandhi.org>

– <http://www.nuus.com/ashram>

Elijah Harper – <http://www.turtleisland.org/news/news-elijah.htm>

Tommy Douglas – <http://www.weyburnreview.com>

– <http://www.sfn.saskatoon.sk.ca>

David Suzuki – <http://www.davidsuzuki.org/>

– http://collections.ic.gc.ca/heirloom_series/volume6/224-225.htm

Emily Murphy – <http://www.southam.com/nmc/ohcanada/snapshots/murphy.html>

– <http://www.rockyview.ab.ca/bpeak/students/canada/mmtri3.html>

Nelly McClung – <http://www.swc-cfc.gc.ca/persons/case-e.htm>

– http://www.archives.ca/04/042412_e.html

Pierre E. Trudeau – <http://collections.ic.gc.ca/canspeak/english/pet/>

Craig Keilburger – <http://www.telefilm.gc.ca/en/prod/tv/tv98/055.htm>

John F. Kennedy – <http://gi.grolier.com/presidents/ea/bios/35pkenn.html>

Robert Kennedy – <http://www.rfkennedymemorial.org/>

Appendices

Appendix 1.3.1 – Observational Checklist for Assessing Group Discussions

Appendix 1.5.2 – Checklist for Assessment of Oral Presentations

Appendix 1.5.3 – Peer/Self-Assessment Observation Checklist

Appendix 1.6.1 – Written Report Rubric

Appendix 1.1.1

Learning Skills Checklist

Activity:

Date:

Key: E – Excellent G – Good S – Satisfactory NI – Needs Improvement

Student	Works Independently (regularly completes assignments on time with care)	Teamwork (works willingly and cooperatively with others)	Organization (ability to organize and manage time and information)	Work Habits/ Homework (puts forth a consistent effort and completes assignments on time)	Initiative (seeks out new opportunities for learning)

Appendix 1.3.1

Observational Checklist for Assessing Group Discussions

Date: _____ Time: _____ Student Names:	Listens to others' views without interrupting	Contributes information or ideas when called upon	Modifies views when faced with new or conflicting evidence	Shows respect for ideas of others	Stays focused on the task at hand	Accepts an equal share of the workload	Can be counted on to complete the work assigned by the group

Adapted from Making The Grade, O.S.S.T.F., 1987.

Appendix 1.4.1

Written Report Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Understanding of contemporary events and issues that demonstrate a possible conflict between the law and societal values	- demonstrates a limited understanding of contemporary events and issues that demonstrate a possible conflict between the law and societal values	- demonstrates some understanding of contemporary events and issues that demonstrate a possible conflict between the law and societal values	- demonstrates a considerable understanding of contemporary events and issues that demonstrate a possible conflict between the law and societal values	- demonstrates a thorough understanding of contemporary events and issues that demonstrate a possible conflict between the law and societal values
Thinking/Inquiry Use of inquiry skills (interpreting and evaluating information; drawing conclusions)	- applies few of the skills involved in an inquiry process	- applies some of the skills involved in an inquiry process	- applies most of the skills involved in an inquiry process	- applies all of the skills involved in an inquiry process
Communication The degree to which the writer's response: a) demonstrates an awareness of audience and task b) communicates information and ideas	- demonstrates a limited awareness of audience and task - demonstrates limited clarity of information and ideas	- demonstrates some awareness of audience and task - demonstrates some clarity of ideas and information	- demonstrates a clear understanding of audience and task - demonstrates considerable clarity of ideas and information	- demonstrates a clear understanding of audience and task - demonstrates a high degree of clarity of ideas and information
Communication Structure and grammar: the degree to which the writer's response exhibits correct usage, structure, and grammar	- demonstrates limited usage, structure, and grammar	- demonstrates moderate usage, structure, and grammar	- demonstrates considerable usage, structure, and grammar	- demonstrates thorough usage, structure, and grammar
Application Planning a course of action in changing a law	- plans course of action with limited effectiveness	- plans course of action with moderate effectiveness	- plans course of action with considerable effectiveness	- plans course of action with a high degree of effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Student Name: _____

Overall Level:

Comments:

Strengths:

Next Steps:

Appendix 1.5.1

Catechism of the Catholic Church

1778 Conscience is a judgment of reason whereby the human person recognizes the moral quality of a concrete act that he is going to perform, is in the process of performing, or has already completed. In all he says and does, man is obliged to follow faithfully what he knows to be just and right. It is by the judgment of his conscience that man perceives and recognizes the prescriptions of the divine law:

Conscience is a law of the mind; yet [Christians] would not grant that it is nothing more; I mean that it was not a dictate, nor conveyed the notion of responsibility, of duty, of a threat and a promise.

[Conscience] is a messenger of him, who, both in nature and in grace, speaks to us behind a veil, and teaches and rules us by his representatives. Conscience is the aboriginal Vicar of Christ.

1779 It is important for every person to be sufficiently present to himself in order to hear and follow the voice of his conscience. This requirement of *interiority* is all the more necessary as life often distracts us from any reflection, self-examination or introspection:

Return to your conscience, question it... Turn inward, brethren, and in everything you do, see God as your witness.

1780 The dignity of the human person implies and requires *uprightness of moral conscience*. Conscience includes the perception of the principles of morality (synderesis); their application in the given circumstances by practical discernment of reasons and goods; and finally judgment about concrete acts yet to be performed or already performed. The truth about the moral good, stated in the law of reason, is recognized practically and concretely by the prudent judgment of conscience. We call that man prudent who chooses in conformity with this judgment.

1781 Conscience enables one to assume *responsibility* for the acts performed. If man commits evil, the just judgment of conscience can remain within him as the witness to the universal truth of the good, at the same time as the evil of his particular choice. The verdict of the judgment of conscience remains a pledge of hope and mercy. In attesting to the fault committed, it calls to mind the forgiveness that must be asked, the good that must still be practiced, and the virtue that must be constantly cultivated with the grace of God:

We shall... reassure our hearts before him whenever our hearts condemn us; for God is greater than our hearts, and he knows everything.

1782 Man has the right to act in conscience and in freedom so as personally to make moral decisions. “He must not be forced to act contrary to his conscience. Nor must he be prevented from acting according to his conscience, especially in religious matters.”

1783 Conscience must be informed and moral judgment enlightened. A well-formed conscience is upright and truthful. It formulates its judgments according to reason, in conformity with the true good willed by the wisdom of the Creator. The education of conscience is indispensable for human beings who are subjected to negative influences and tempted by sin to prefer their own judgment and to reject authoritative teachings.

1784 The education of the conscience is a lifelong task. From the earliest years, it awakens the child to the knowledge and practice of the interior law recognized by conscience. Prudent education teaches virtue; it prevents or cures fear, selfishness and pride, resentment arising from guilt, and feelings of complacency, born of human weakness and faults. The education of the conscience guarantees freedom and engenders peace of heart.

1785 In the formation of conscience the Word of God is the light for our path, we must assimilate it in faith and prayer and put it into practice. We must also examine our conscience before the Lord’s Cross. We are assisted by the gifts of the Holy Spirit, aided by the witness or advice of others and guided by the authoritative teaching of the Church.

Appendix 1.5.1 (Continued)

1786 Faced with a moral choice, conscience can make either a right judgment in accordance with reason and the divine law or, on the contrary, an erroneous judgment that departs from them.

1787 Man is sometimes confronted by situations that make moral judgments less assured and decision difficult. But he must always seriously seek what is right and good and discern the will of God expressed in divine law.

1788 To this purpose, man strives to interpret the data of experience and the signs of the times assisted by the virtue of prudence, by the advice of competent people, and by the help of the Holy Spirit and his gifts.

1789 Some rules apply in every case:

- One may never do evil so that good may result from it;
- the Golden Rule: “Whatever you wish that men would do to you, do so to them.”
- charity always proceeds by way of respect for one’s neighbour and his conscience:

“Thus sinning against your brethren and wounding their conscience... you sin against Christ.”

Therefore, “it is right not to... do anything that makes your brother stumble.”

1790 A human being must always obey the certain judgment of his conscience. If he were deliberately to act against it, he would condemn himself. Yet it can happen that moral conscience remains in ignorance and makes erroneous judgments about acts to be performed or already committed.

1794 A good and pure conscience is enlightened by true faith, for charity proceeds at the same time “from a pure heart and a good conscience and sincere faith.”

The more a correct conscience prevails, the more do persons, and groups turn aside from blind choice and try to be guided by objective standards of moral conduct.

1795 “Conscience is man’s most secret core, and his sanctuary. There he is alone with God whose voice echoes in his depths” (GS 16).

1796 Conscience is a judgment of reason by which the human person recognizes the moral quality of a concrete act.

2311 Public authorities should make equitable provision for those who for reasons of conscience refuse to bear arms; these are nonetheless obliged to serve the human community in some other way.

2498 “Civil authorities have particular responsibilities in this field because of the common good. ... It is for the civil authority . . . to defend and safeguard a true and just freedom of information.” By promulgating laws and overseeing their application, public authorities should ensure that “public morality and social progress are not gravely endangered” through misuse of the media. Civil authorities should punish any violation of the rights of individuals to their reputation and privacy. They should give timely and reliable reports concerning the general good or respond to the well-founded concerns of the people. Nothing can justify recourse to disinformation for manipulating public opinion through the media. Interventions by public authority should avoid injuring the freedom of individuals or groups.

2256 Citizens are obliged in conscience not to follow the directives of civil authorities when they are contrary to the demands of the moral order. “We must obey God rather than men” (Acts 5:29).

Appendix 1.5.2

Checklist for Assessment of Oral Presentation

Names of Group Members	Preparation	Presentation	Application	Speech

The following are possible suggestions of what the teacher/peer may assess.

Preparation - research, organization

Presentation - vocal quality, confidence, gestures, effectiveness

Application of Knowledge - points made, fielding of questions, justification of arguments

Speech - organization, logical sequence, understandable, main issues addressed

CODE: 4 - Always; 3 - Most times; 2 - Sometimes; 1 - Rarely

Appendix 1.5.3

Peer/Self-Assessment Observation Checklist

Group Work

Student Name:

Group Name:

Date:

	Rarely 1	Sometimes 2	Most Times 3	Always 4
Was willing to have ideas questioned				
Showed respect for the ideas of others				
Stayed focused on the task at hand				
Participated in planning by volunteering information or ideas				
Accepted an equal share of the workload				
Could be counted upon to complete the task assigned by the group				
Modified views when faced with new ideas, information, or evidence				

Appendix 1.6.1

Written Report Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Understanding the influence of individual citizens who have fought to change the law	- demonstrates limited understanding of the influence of an individual in changing the law	- demonstrates some understanding of the influence of an individual in changing the law	- demonstrates considerable understanding of the influence of an individual in changing the law	- demonstrates thorough understanding of the influence of an individuals in changing the law
Thinking/Inquiry Use of inquiry skills (interpreting, evaluating information; drawing conclusions)	- applies few of the skills involved in an inquiry process	- applies some of the skills involved in an inquiry process	- applies most of the skills involved in an inquiry process	- applies all or most of the skills involved in an inquiry process
Communication The degree to which the writer’s response: a) demonstrates an awareness of audience and task b) communication of information and ideas	- demonstrates a limited awareness of audience and task - demonstrates limited clarity of information and ideas	- demonstrates some awareness of audience and task - demonstrates some clarity of ideas and information	- demonstrates a clear understanding of audience and task - demonstrates considerable clarity of ideas and information	- demonstrates a clear understanding of audience and task - demonstrates a high degree of clarity of ideas and information
Communication The degree to which the writer’s response exhibits correct usage, structure, and grammar	- demonstrates limited correct usage, structure, and grammar	- demonstrates moderately correct usage, structure, and grammar	- demonstrates considerably correct usage, structure, and grammar	- demonstrates thoroughly correct usage, structure, and grammar
Application Making logical conclusions about the influence of an individual in changing the law	- makes limited logical conclusions about the influence of an individual in changing the law	- makes some logical conclusions about the influence of an individual in changing the law	- usually makes logical conclusions about the influence of an individual in changing the law	- always or almost always makes logical conclusions about the influence of an individual in changing the law

Note: A student whose achievement level is below Level 1 (50%) has not met the expectations for this assignment or activity.