

Public District School Board Writing Partnership

Canadian and World Studies

Course Profile

Canadian and International Law

Grade 12
University Preparation
CLN4U

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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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 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.

Course Profile Design

In the Heritage unit, students examine the historical and philosophical origins of law and their connection and relevance to contemporary society. They evaluate different concepts, principles, philosophies, and theories of law and demonstrate an understanding of the relationship between law and societal values. An understanding of both the historical development of human rights legislation and constitutional law in Canada is developed in Unit 2: Rights and Freedoms. Students also examine the Canadian Charter of Rights and Freedoms, in particular the roles of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights. In Unit 3: Criminal Law and Procedures, students analyse theories about criminal conduct and the nature of criminal behaviour. They analyse the Canadian criminal trial process and demonstrate an understanding of the competing concepts of justice as they apply to the criminal justice system. In Unit 4: International Law, 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 Unit 5, students examine both environmental and labour law. Their understanding of the roles of government, the courts, 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 are developed. Unit 6 is the course culminating activity; students demonstrate their learning in a research paper.

Course Notes

The study of the Canadian legal system is an essential part of Canadian studies. An understanding of the process 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 processes of the law in our society are more likely to be effective members of Canadian society. They are 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. Students learn the origins of the processes and concepts, how they apply today, and some of the current issues that surround them. Students are then able to see both the continuity of the legal tradition and the current challenges that may shape change in the law.

The course content allows for students to research into legal cases and social issues that surround the law. By framing inquiry skills within a legal context, students can appreciate the demands of critical thinking and rigorous approaches to research as they develop skills in their senior years in secondary school. The research and analytical skills necessary for the investigation of the subjects should be dealt with over the entire course. The teaching of skills over the length of the course allows students more time to investigate and examine topics of interest and to develop research skills.

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

This University Preparation course equips students with the knowledge and skills necessary for entrance to specific university and college programs. Teaching and learning strategies emphasize the development of independent learning and research skills.

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	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. They also 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. They assess the influence of individual and collective actions on the evolution of the law.

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	Knowledge/Understanding Thinking/Inquiry Communication Application	Sources of Law
2	HTV.01, LIV.03, HT1.01, HT1.02, HT1.03, HT1.04, LI1.03, LI1.04, LI3.03	Knowledge/Understanding Thinking/Inquiry Communication	Theories and Concepts of Law
3	HTV.03, LIV.03, HT3.01, HT3.02, LI1.03, LI1.04, LI3.02, LI3.06	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	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	Knowledge/Understanding Thinking/Inquiry Communication	Individual and Collective Actions in Changing the Law

Cluster	Learning Expectations	Assessment Categories	Focus
6	HTV.04, LIV.01, LIV.03, HT4.01, LI1.02, LI3.05	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 could include Dr. Henry Morgentaler, Nelson Mandela, and Sue Rodrigues. Students present their research material in a visual display or oral presentation.

Unit 2: Rights and Freedoms

Time: 20 hours

Unit Description

Students demonstrate an understanding of the historical development of human rights legislation in Canada and explain the development of Canadian constitutional law. In their examination of the Canadian Charter of Rights and Freedoms, students develop an understanding of the rights and responsibilities of individuals. They explain the roles of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in Canada. Finally, students analyse the conflicts between rights and freedoms and between minority and majority rights in a democratic society and they describe the methods available to resolve these conflicts.

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	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	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	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	Knowledge/Understanding Thinking/Inquiry Communication Application	The Legislature and the Judiciary
5	RFV.05, LIV.03, RF5.01, RF5.02, RF5.03, LI1.04, LI3.03, LI3.06	Knowledge/Understanding Thinking/Inquiry Communication Application	Minority and Majority Rights

Unit Culminating Activity

Supreme Court Presentation – Students prepare a brief involving rights and freedoms under the Charter and present it to the Supreme Court of Canada.

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

Human Rights Panel – Students participate in a panel discussion in which they present a viewpoint concerning “Civil and Human Rights in Canada: The Future.”

Unit 3: Criminal Law and Procedures

Time: 20 hours

Unit Description

Students analyse theories about criminal conduct and the nature of criminal behaviour. They explain what constitutes a crime in Canada and analyse Canadian criminal trial procedure. In their examination, students examine 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 demonstrate an understanding of the competing concepts of justice as they apply to the criminal justice system. In the examination of the concepts, students analyse a legal case in which the principles of justice have been violated.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	CLV.01, LIV.03, CL1.01, CL1.02, LI1.03, LI1.04, LI3.03	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	Knowledge/Understanding Communication	Purpose of Criminal Law
3	CLV.02, LIV.03, CL2.01, CL2.02, LI1.03, LI1.04, LI3.03	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	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	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	Knowledge/Understanding Thinking/Inquiry Communication Application	Legal Cases and the Principles of Justice

Unit Culminating Activity

Legal Case – Students prepare a report, written or oral, analysing a case in which the principles of justice have been violated. Suggestions include the cases of Donald Marshall, David Milgaard, and Guy Paul Morin.

Defence Handbook – Students create a handbook to explain legally acceptable defences in written and graphic format.

Mock Trial – Students role-play to illustrate the process of a criminal trial, either recreating a pivotal moment in a real trial or developing the process of a fictional trial.

Unit 4: International Law

Time: 25 hours

Unit Description

Students look at the main concepts and principles of international law. Students use the concepts as a basis for investigating 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. Students apply their learning to an analysis of the use of international law in a particular case study.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	RDV.03, RDV.05, RD3.01, RD3.02, RD5.03, LIV.03, LI3.01, LI3.02	Knowledge/Understanding Thinking/Inquiry Communication	Principles of International Law
2	RDV.03, RD3.03, RD3.04, LIV.01, LIV.03, LI 1.04, LI2.01, LI3.01, LI3.03, LI3.06	Knowledge/Understanding Thinking/Inquiry Communication Application	Global Concerns and Agencies
3	RDV.04, RD4.01, RD4.02, RD4.03, RD4.04, LIV.02, LIV.03, LI1.04, LI2.02, LI3.01, LI3.05	Knowledge/Understanding Thinking/Inquiry Communication Application	International Treaties and Agreements
4	RDV.04, RD4.05, RD5.02, LIV.01, LIV.02, LIV.03, LI1.01, LI1.02, LI1.03, LI2.01, LI2.02, LI2.03, LI2.04, LI3.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Global Conflict and Resolution
5	RDV.05, RD5.01, RD5.01, RD5.04, RD5.05, LIV.01, LIV.02, LIV.03, LI1.02, LI1.02, LI1.04, LI2.01, LI2.02, LI2.04, LI3.01, LI3.01, LI3.02, LI3.03	Knowledge/Understanding Thinking/Inquiry Communication Application	International Intervention
6	RDV.03, RDV.04, RDV.05, LIV.01, LIV.03, RD3.01, RD3.02, RD3.03, RD3.04, RD4.01, RD5.01, RD5.02, RD5.03, RD5.04, LI1.01, LI1.02, LI1.03, LI1.04, LI2.01, LI2.04, LI3.01, LI3.02, LI3.03, LI3.04, LI3.05, LI3.06	Knowledge/Understanding Thinking/Inquiry Communication Application	International Law in Action – Global Issue Conference

Unit Culminating Activity

In groups, students 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 roles 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. Students present a proposed bill or amendment to existing laws in front of a legislative Cabinet to deal with a problem or new development in one of the two areas.

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
1	RDV.01, RD1.01, RD1.02, RD1.03, LIV.03, LI3.03, LI3.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Citizens, the Government, and the Environment
2	RDV.02, RD2.01, RD2.02, LIV.01, LI1.01, LI1.02	Knowledge/Understanding Thinking/Inquiry Communication Application	The Government and the Workplace
3	RDV.02, RD2.03, RD2.04, RD2.05, LIV.03, LI3.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Organizing the Workforce
4	RDV.02, RD2.06, LIV.02, LI2.02, LIV.03, LI3.06	Knowledge/Understanding Thinking/Inquiry Communication Application	The Changing Workplace

Unit Culminating Activity

Working in groups, students research, develop, and present a bill or proposed amendment to existing law(s) concerning either the environment or the workplace.

Unit 6: Methods of Legal Inquiry

Time: 10 hours

Unit Description

An examination of the course, Canadian and International Law, reveals several expectations that would be best accommodated through a research paper. Students conduct research and write their essays throughout the course. To assist students with the writing of their papers, teachers use a process that has students submit different components of the paper, such as the selection of a topic, resource list, introduction, and outline throughout the course. The assessment for these components could be formative in nature, while the final paper is evaluated summatively. Teachers spend time in class teaching students how to evaluate Internet sources. The essay is handed in towards the end of the course for evaluation.

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
1	LIV.01, LI1.01	Knowledge/Understanding Thinking/Inquiry	Selection of a Topic
2	LIV.01, LIV.02, LI1.02, LI1.04, LI2.03, LI2.04	Knowledge/Understanding Thinking/Inquiry	Conducting Research
3	LIV.03, LI3.02, LI3.05	Knowledge/Understanding Thinking/Inquiry Communication	Writing a Research Paper
4	LIV.01, LIV.02, LIV.03, LI2.04, LI3.02, LI3.05	Knowledge/Understanding Thinking/Inquiry Communication Application	The Final Product

Teaching/Learning Strategies

This course provides students with opportunities to explore, analyse, and reflect on the study of law through diverse teaching and learning strategies. Students 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. Students practise research skills, such as focused inquiry, data analysis, note taking, and guided Internet searches. Co-operative group learning is another important active learning strategy fundamental to many activities. Tasks are designed to develop skills and concepts through a range of student learning styles.

The strategies employed in the course:

- encourage maximum student engagement in the learning activity;
- encourage student choice regarding the processes and products of learning in the 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 – students generate questions, apply a variety of investigative approaches, and communicate learning in a variety of ways;
- encourage students in self- and peer assessment;
- use formative assessment to provide opportunities for practice and consolidation;
- make authentic connections with the classroom, the school, and the local community;
- respect the cultural diversity of Ontario classrooms.

The subject discipline of Law uses its own language to express concepts. To help students, especially ESL/ELD students, teaching and learning strategies should show particular 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;

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- 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 that need a specific and concrete product expected of students, such as reading/listening tasks (case-study/video-viewing);
 - 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/evaluation, teachers should review the required curriculum expectations and link them to the categories. Teachers ensure that all the expectations are accounted for in instructions and that the achievement of expectations is assessed within the appropriate categories. Students should be given numerous and varied opportunities to demonstrate their achievement. The descriptions of achievement 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. Diagnostic and formative assessment, and summative evaluation are used, where appropriate for the activity. Sample rubrics are provided for some activities and for the unit culminating activity. At the beginning of the course, the teacher should examine Unit 6 to be familiar with the course culminating activity. The course culminating activity is designed to be a work-in-progress for all students.

The activities and assessment strategies in this profile are examples teachers may use with their classes. The following are generic suggestions for assessment and evaluation.

- Provide opportunities for student learning to improve by using formative assessment, e.g., visual organizers, practice quiz, self- and peer editing of written work, teacher feedback.
- Share clearly-developed criteria for assessment and evaluation and develop the tools, e.g., checklists, rubrics, with students to clarify how and why they are being assessed or evaluated.
- Accommodate a variety of learning styles and special needs through the modifications suggested in the activities and suggestions for how students may improve their performance.
- Use assessment tools that are appropriate for the expectations being addressed and that relate to the categories on the Achievement Chart.

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- Ensure that criteria used for assessment match expectations upon which activity was based.
 - In performance tasks involving group work, ensure that the tasks build on positive interdependence and individual accountability.
 - Match the assessment/evaluation technique to the teaching/learning strategy, as illustrated in the developed unit. (In Assessment and Evaluation of Student Achievement in each activity, the numbers indicate the corresponding Teaching/Learning Strategies.)

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 in the form of an examination, performance, essay, and/or other method of evaluation.

Accommodations

Effort is made to assist all students in achieving success in the course. Specific adaptations and accommodations are recommended with each activity. Teachers should realize that if expectations are modified extensively, the nature of the credit can be affected. Teachers must become familiar with the Individual Education Plans (IEPs) for exceptional students and other students who have IEPs, and learn the specific learning and assessment strategies that work best with these students. 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.

Technology can play an important role in accommodation e.g., bookmarks of key Internet sites may help to maximize online time. For enrichment, students may explore the issues and personalities in greater depth or from different perspectives.

When planning adaptations of the 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 skills development through language skills development. Teachers unite the expectations of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies* with those of the English as a Second Language/English Literacy Development curriculum policy document.

Teachers should use a wide variety of print and illustrative materials that relate to the ESL/ELD curriculum strands of Reading, Writing, Oral and Visual Communication, and Social and Cultural Competence. ESL/ELD students should be encouraged to use bilingual dictionaries, if necessary, and to use their first language to plan, organize, and write a first draft of either the written or performance product.

Like all learners, ESL/ELD learners have different learning styles. Therefore, a variety of teaching/learning strategies and assessment/evaluation techniques should be used. Many assessment tools for ESL/ELD students are formative, both in the assessment of understanding of concepts and the acquisition and practice of the specifically identified language forms necessary to express those concepts. The ESL/ELD learners' self-esteem and motivation to learn benefits greatly when courses allow for the expression of their individual skills, interests, and varied life experiences in their families, communities, and countries of origin. Teachers should display sensitivity to the diversity of cultural, ethnic, and religious beliefs and customs, socio-economic levels, and family structures of newcomers. Subject content should be presented in ways that focus on its relevance to ESL/ELD students needs, be they communicative/language, acculturation, day-to-day survival, social, physical, emotional, or cognitive.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with 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. The teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

Print

Any current approved Canadian law textbook.

Publications from Correctional Services Canada, Ottawa (publications and videos on variety of legal issues related to corrections).

Annotated Canadian Charter of Rights and Freedoms.

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

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.

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

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

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

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

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

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

Wrongful Dismissal Handbook. Scarborough: Carswell Publications.

Internet Resources

The URLs for the websites were verified by the writers 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

Best Guide to Canadian Legal Research – <http://legalresearch.org/>

Canadian Bar Association: contests and mock trial information – www.cba.ca

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); – www.canada.gc.ca/howgoc/govorg_e.html (Government Organizational Chart: Judiciary); – www.fcnetwork.org/4thnorth/joyceand.html (Joyce and David Milgaard presentation)

Canadian Federal and Provincial Legislation: Legal Literature
– www.fis.utoronto.ca/courses/LIS/2133/legisour.htm

Canadian Law – www.CanLaw.com

Canadian Law Resource Materials – www/acjnet.org/acjeng.html

Canadian Legal Resources on the Net – www.nbnet.mb.ca/~psim_law.html

Department of Justice: Law – http://canada.justice.gc.ca/Loireg/index_en.html

Guide to Ontario Courts – www.ontariocourts.on.ca/english.htm
Judgements from the Supreme Court, 1985-2000 – www.lexum.umontreal.ca/csc-scc/
Junior High Justice – <http://edm.johnhoward.org/education/graphics.html>
Jurist Canada B Legal Education Network – <http://jurist.law.utoronto.ca/>
Law Commission of Canada – www.lc.gc.ca
Law Related Internet Resources – <http://infolibrary.yorke.ca/depts/law/links.htm>
The Law Room – www.uottawa.ca/hrrec/lawroom/lawroom.html
Laws of Canada – http://canada.justice.gc.ca/Loireg/index_en.html
Legal Line – www.legalline.ca
Local or national newspapers, magazines, indexes, databases, and full-text periodicals at BCIT Libraries
– www.lib.bcit.bc.ca/le.htm
Newspapers and Magazines and Editorials – www.webwombat.com.au/intercom/newsrs/index.htm
and – www.fact.com/eof.htm
Supreme Court Reports – www.droit.umontreal.ca/e_index

Heritage

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

Rights and Freedoms

Canada at the Polls, Elections Canada (613-993-2975) – www.elections.ca
Canadian Charter – www.pch.gc.ca/ddp-hrd/ENGLISH/charter/contents.htm
Canadian Human Rights Tribunal – www.chrt-tcdp.gc.ca/
Canadian Resource Bank for Democracy and Human Rights – www.front.web.net/canadem
Human Rights in Action – www.un.org/Pubs/CyerSchoolBus/humanrights/index/html
Ontario Human Rights Commission – www.ohrc.on.ca/
Summary of Choosing a Government, Ontario Conference of Catholic Bishops, 1998.
– www.OCCB.on.ca
A Technology of Citizenship: Learning Democracy – www.oise.utoronto.ca/CASAE/cnf99/eharris.htm
United Nations Declaration of Human Rights – www.un.org
World Alliance for Citizen Participation – www.civicus.org

Criminal Law and Procedures

Access to Justice Network: Criminal Justice System in Canada – www.cjprimer.com/canada.htm#head4.
Canada's School Net: A Welcome to the Law Room – <http://uottawa.ca/hrrec/lawroom/lawroom.html>
Canadian Bar Association (mock trial competition guide) – www.cbao.org/pdf/mt-tour-guide.pdf
Correctional Service of Canada – www.csc-scc.gc.ca
Courts – <http://canadajustice.gc.ca/en/index.htm>
The Crime Primer – <http://uottawa.ca/hrrec.lawroom/primer.html>
Department of Justice Canada – www.canada.justice.gc.ca/Publications/info_education/CCS
JURIST Canada: The Legal Education Network – www.jurist.law.utoronto.ca
Ministry of the Attorney General of Ontario – www.attorneygeneral.jus.gov.on.ca
National Parole Board – www.npb-cnrc.gc.ca/org/org_e.htm

RCMP – www.rcmp-grc.gc.ca

Trial Procedures – www.rcmp-learning.org/lim/ecdi0041.htm#step3

Virtual Exhibition on Forensic Science – www.virtualmuseum.ca/Exhibitions/myset/index.html

International Law

Basel Convention on the Trans-boundary Movements of Hazardous Waste and their Disposal
– www.basel.int

Canadian International Development Agency – www.acdi-cida.gc.ca

Department of Foreign Affairs and International Trade – www.dfait-maeci.gc.ca

International Centre for Human Rights and Democratic Development
– www.ichrdd.ca/111/english/contentsEnglish.html

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

International Court of Justice – www.icj-cij.org

International Law – www.uncitral.org

The International Law Institute Links – www.ili.org/omnibus.html

International Monetary Fund – www.imf.org

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

Interpol – www.interpol.com

The Lester B. Pearson Canadian International Peacekeeping Training Centre – Other Links
– www.cdnpeacekeeping.ns.ca/English/Links.htm

North American Aerospace Defence Command – www.spacecom.af.mil/norad

North Atlantic Treaty Organization – www.nato.int

Oceans and Law of the Sea – www.un.org/Depts/los/index.htm

Outer Space Treaty of 1967 – www.oosa.unvienna.org/SpaceLaw/outerspt.htm

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

StudyWeb: Government & Politics: World Government and Canadian Government
– www.studyweb.com/links907.htm

US State Department: Fact Sheet on Diplomatic Immunity
– www.state.gov/www/about_state/diplomatic_immunity.html

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

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

United Nations Convention Against Transnational Organized Crime
– www.odccp.org/palermo/convmain.html

United Nations Office for Outer Space Affairs
– http://registry.oosa.unvienna.org/oosa/treaty_status/index.stm

World Health Organization – www.who.int/home-page/

World Trade Organization – www.wto.org

Labour and Environmental Law

CERES Environmental Law, Regulation, and Police – http://ceres.ca.gov/env_law/federal.html

Canadian Environmental Law Association – www.cela.ca

Canadian Institute for Environmental Law and Policy – www.cielap.org

Canadian Environmental Assessment Agency – 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.hrdc-drhc.gc.ca/federal-legislation/home.htm>

Strategic Policy and International Labour Affairs

– http://labour-travail.hrdc-drhc.gc.ca/psait_spila/index.cfm?fuseaction=english#law

Guide to Labour Oriented Internet Resources – www.lib.berkeley.edu/IRL/iirlnet.html

Research Paper

Best Guide to Canadian Legal Research – <http://legalresearch.org>

Constructing Your Research Paper – <http://bob.ucsc.edu/library/ref/instruction/research/libres.htm>

Evaluating Web Pages – www.lib.duk.edu/libguide/evaluating_web.htm

A Guide for Writing Research Papers – <http://webster.comnet.edu/mal.htm>

How to Evaluate Information on the Internet – www.uscs.edu/~library/PsyTutorial/evaluating.htm

MLA Style – www.mla.org

The Research Paper and the World Wide Net – <http://cwx.prenhall.com/bookbind/pubbooks/rodrigues>

Research Tool and Law Links – www.umanitoba.ca/faculties/law/Research

Audio-Visual Resources

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, “Gun Control Law: To Stop The Killing”, “Cameras in Court: Justice Seen to be Done”; Sept. 1995, “The Latimer Case: Mercy or Murder?”; 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?”

A Question of Justice. TV/Ontario, Ministry of the Attorney General. A series of ten videos dealing with a variety of legal issues. Includes a teacher’s manual with each episode.

Post Mortem: A Look at Forensic Science. CBC.

TVO Marketing. TV/Ontario.

National Film Board of Canada

Canada’s Army Abroad (113B0160025).

Children for Hire (113C9194047).

Chronicle of a Genocide Foretold – The Rwanda Series (three parts) (113C9196159).

For Man Must Work or the End of Work – Changing Face of the World of Work (143C100009).

Freedom Had A Price (C9194 043/EC009).

Government in Canada: Citizenship in Action (193C0190 124/EC009).

High Risk Offender (C9198 073/EC009).

Human Rights in Canada (111 C0189 059).

Journey to Justice (113C9100077).

Justice Denied (C9189 100/EC009).

Protection Force – Canadian International Peacekeeping (113C9195103).

A Right to Refuse – Worker’s Right to Refuse Dangerous Work (113C0181066).

The Road to Patriation (106C 0184 013).

Turbulences – Global Market (113C9197161).

Twice Condemned (117C 0193 095).

When Women Kill (C9194 002/EC009).
Worst Case Scenario – Environment (113C91017).
You're Under Arrest (106C 0179 088).

Human Resources

Library staff

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

- Lawyer, judge
- court clerk, court reporter
- police officer (municipal, provincial, or federal), probation officer
- priest or chaplain
- member of parliament, member of provincial parliament
- member of the Canadian Civil Liberties Association
- member of either the John Howard Society or Elizabeth Frye

OSS Considerations

The course provides students with the opportunity to acquire the skills and knowledge needed to pursue education and career goals and to 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 learn 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. Examples of ways to provide these opportunities for students are suggested in *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999*, section 7.5, Co-operative education and work experience (pp. 52-54).

This course also considers the integration of technology across the curriculum, e.g., use of the Internet in research, exceptional students (modifications when necessary), using the community as a resource (visits to law courts), and the use of the library/resource centre. Teachers should also integrate the values of anti-discrimination, respect, and violence prevention into the course of study.

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.

Unit 4: International Law

Time: 25 hours

Unit Description

Students look at the main concepts and principles of international law. Students use the concepts as a basis for investigating 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. Students apply their learning to the analysis of the use of international law in one particular case study.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
4.1 Principles of International Law	3 hours	RDV.03, RDV.05, RD3.01, RD3.02, LIV.03, LI3.01, LI3.02	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Students participate in a simulation involving the principles of international law.
4.2 Global Concerns and Agencies	3 hours	RDV.03, RD3.03, RD3.04, LIV.01, LIV.03, LI1.04, LI2.01, LI3.01, LI3.03, LI3.06	Knowledge/ Understanding Thinking/ Inquiry Communication	Students explore international systems for the protection of human rights and focus on a selected case.
4.3 International Treaties and Agreements	3 hours	RDV.04, RD4.01, RD4.02, RD4.03, RD4.04, LIV.01, LIV.02, LIV.03, LI1.04, LI2.02, LI3.01, LI3.05	Knowledge/ Understanding Thinking/ Inquiry Communication	Students analyse the concept of treaties and focus on a selected treaty for research and presentation.
4.4 Global Conflict and Resolution	6 hours	RDV.05, RD5.02, LIV.01, LIV.02, LIV.03, LI1.01, LI1.02, LI1.03, LI2.01, LI2.02, LI2.03, LI2.04, LI3.02	Knowledge/ Understanding Thinking/ Inquiry Communication	Students investigate the role and importance of the world court, as well as a case study on the resolution of an international conflict.
4.5 International Intervention	6 hours	RDV.05, RD5.01, RD5.01, RD5.04, RD5.05, LIV.01, LIV.02, LIV.03, LI1.02, LI1.02, LI1.04, LI2.01, LI2.02, LI2.04, LI3.01, LI3.02, LI3.03	Knowledge/ Understanding Thinking/ Inquiry Communication	Students investigate historical and current examples of international intervention.
4.6 International Law in Action – Global Issue Conference	4 hours	RDV.03, RDV.04, RDV.05, LIV.01, LIV.03, RD3.01, RD3.02, RD3.03, RD3.04, RD4.01, RD5.01, RD5.02, RD5.03, RD5.04, LI1.01, LI1.02, LI1.03, LI1.04, LI2.01, LI2.04, LI3.01, LI3.02, LI3.03, LI3.04, LI3.05, LI3.06	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Students role-play the delegates of a conference involving a global issue of concern.

Activity 4.1: Principles of International Law

Time: 3 hours

Description

Students participate in a simulation based on the need for international law. Students take the roles of representatives for different nations in the world and must arrive at solutions to disputes among/between them. Students are introduced to the major concepts and principles of international law. Students find the meaning of law-related terms, such as extradition, customary law, and diplomatic immunity, in the context of international relations.

Strand(s) & Learning Expectations

Strand(s): Regulation and Dispute Resolution, Methods of Legal Inquiry

Overall Expectations

RDV.03 - demonstrate an understanding of the major concepts, principles, and purposes of international law;

RDV.05 - demonstrate an understanding of the complexity of making, interpreting, and enforcing law on a global scale;

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

Specific Expectations

RD3.01 - explain the major concepts of international law;

RD3.02 - demonstrate an understanding of the sovereignty of nation-states as an overriding principle of international law;

LI3.01 - effectively present ideas, opinions, and arguments orally;

L13.02 - justify and support opinions, using proper legal terminology and informed research.

Prior Knowledge & Skills

Students have knowledge of the relative powers of nations after World War II from Grade 10 Canadian History in the 20th Century. Students have participated in simulations and cooperative learning experiences in previous courses.

Planning Notes

- This simulation highlights the types and nature of disputes among nations. Each student is a member of a government of a state involved in at least two international disputes. Disputes of any kind may affect a nation and thus are of concern to all. Each nation is scored on how “well” it does, according to the successful resolution of the disputes (scored with a plus/minus). Scoring is not intended as assessment.
- Decide on the membership of the nations: group A, Alpha; group B, Beta; group C, Ceta; group D, Delphi; group E, Epsilon; and group F, Fava. Alpha and Beta have the most students (five or more students each); Ceta and Delphi have three or four students each; Epsilon and Fava have two or three students each. The teacher may prepare the groupings beforehand, as well as problem/crisis cards as part of the process of the simulation. **Note:** This simulation requires a minimum of 20 students.
- Alpha and Beta are nuclear superpowers; Ceta and Delphi are middle powers; Epsilon and Fava are emerging world countries. The object of the game is to achieve all national objectives at the least possible cost to the nation.
- Write short profiles of the various nations to provide students with details about their roles.
- Provide envelopes and forms for nations to record their responses from one nation to another.
- Develop a list of rules for the simulation. Basic rules include those that apply to classroom conduct and those that apply to international law, e.g., open treaties, meaningful negotiations, etc.

Teaching/Learning Strategies

1. The teacher explains that this unit of study concerns international law and is introduced through a simulation (see Planning Notes). Students, in pairs, brainstorm the terms superpower, middle power, and developing power, and the power and influence each has in terms of international relations. Write selected ideas on the board. Once all students have been assigned a country, they can rearrange the desks to form nations with as much privacy as is possible. Each nation should select a leader and an advisor to deal with each problem. The remaining students assist in the process of decision-making. Groups are given time to develop a profile of their nation, e.g., population, industries, system of government, etc., and prepare their nation's goals in the international situation.
2. Assign students a list of key vocabulary to be defined and then used in the simulation, e.g., extradition, customary law, diplomatic immunity, etc. This list is collected at the end of the simulation.
3. The game is played in turns; each turn of 20 minutes represents a year. Signal a shift by holding up a sign or marking on the board, e.g., Year 2. Five or six years constitute a game unless nuclear war terminates the game. Review the rules for the game with students. (See Planning Notes.)
4. At the start of the simulation, students, as a nation, must initiate action or respond to problems that develop or are prompted by the teacher. Create problems that simulate real situations in international relations. Students try to resolve the problems. Examples of problems are:
 - Alpha has a dispute with Ceta over water;
 - Alpha has a dispute with Beta over peace, security, and freedom;
 - Epsilon has seized 100 members of Alpha's embassy;
 - Beta has a dispute with Fava over detained citizens;
 - Ceta has a dispute with Delphi over fishing rights;
 - Epsilon has a dispute with Fava over a disputed border;
 - Delphi and Beta have a trade dispute over Delphi's subsidized agriculture.
5. Students may select their actions from some of the following initiatives and responses:
 - request talks over matter of common concern;
 - strong protest and demand talks;
 - accept/refuse arbitration;
 - cut off all trade;
 - threaten war and attack (non-nuclear) or threaten nuclear war;
 - suggest an international committee or organization intervene in the dispute.To send an initiative or response, students fill out a form, place it in a labelled envelope, and give it to a member of their national group who delivers it to the other nation. This is the only official correspondence. When talks or arbitration have been agreed to, students of one nation go and meet with the other nation. All treaties or agreements must be written up and approved/signed by the leaders.
6. Assign points (plus/minus) based on the behaviour of the nations and each nation's respective goals. Review the completion of the vocabulary list with the class.
7. At the end of the simulation, debrief the participants to assess the game and its connection to international law. National groups should prepare for this debriefing by answering the questions:
 - How well did our nation do during this simulation?
 - How well did the world do during this simulation?
 - What were the goals of our nation? How well did we achieve the goals?
 - What factors affected the achievement of those goals?
 - What rules, if any, did we operate under?
 - How does this simulation relate to international law?
 - What concepts does it simulate well? How could it be improved?

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8. Students are introduced to the unit summative activity (see Activity 4.6) to begin preparation.
 9. Students write a response on the most important thing that they learned about the concepts of international law during the simulation.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies

2. Formative assessment of list of definitions
- 2-7. Formative assessment of work in groups and participation in the game (Appendix 4.1.1)
9. Formative assessment of reflective response.

Accommodations

- Ensure a balance and appropriate mix of students when establishing groups. Review the skills and responsibilities of individuals in cooperative groups.
- During the simulation, the reflective response could be a taped or oral analysis of learning.
- Provide a map of the world of the simulation to show geographical position and size of nations.

Resources

Print

Brownlie, Ian. *Principles of Public International Law*, 5th ed. Oxford University Press, 1998.
Dickinson, Gregory, et al. *Understanding the Law*. Newmarket, ON: McGraw-Hill Ryerson, 1995.
Marcotte, Carolyn, et al. *Learning About Law*. Newmarket, ON: McGraw-Hill Ryerson, 1997.
Von Glahn, Gerhard. *Law Among Nations: An Introduction to Public International Law*, 7th ed. Pearson Education Canada, 1996.

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International Law Dictionary and Directory – www.august1.com/pubs/dict/i.htm
International Law Study Centre, University of Tasmania – www.comlaw.utas.edu.au/law/intlaw
Newman, William H. “Active Engagement of the Intro IR Student: A Simulation Approach” – http://www.findarticles.com/cf_dls/m2139/4_33/69300245/p1/article.jhtml?term=%2BSimulation+%2Bgames+%2Bin+%2Beducation+%2BUsage

Appendices

- Appendix 4.1.1 – Simulation Participation Formative Self-Assessment
Appendix 4.1.2 – Simulation Scoring (not used for evaluation)

Activity 4.2: Global Concerns and Agencies

Time: 3 hours

Description

Students investigate the origins of the international framework for the protection of human rights, as well as some of the issues involved in international systems of human rights. They then use a series of important international cases to analyse the implementation of the principles of international law and some of the issues arising from the process. Finally, students use one case as the basis for a short summary and identify the significance of the case.

Strand(s) & Learning Expectations

Strand(s): Regulation and Dispute Resolution, Methods of Legal Inquiry

Overall Expectations

RDV.03 - demonstrate an understanding of the major concepts, principles, and purposes of international 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

RD3.03 - identify global issues that may be governed by international law;

RD3.04 - explain the role and jurisdiction of the agencies responsible for defining, regulating, and enforcing international law;

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;

LI3.01 - effectively present ideas, opinions, and arguments;

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

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

Prior Knowledge & Skills

Students have knowledge of the concept of human and civil rights as well as current events on the international scene. Students have studied aspects of human rights in their Grade 10 Civics course.

Planning Notes

- Develop and duplicate a handout on case studies relating to jurisdictional disputes, refugees/asylum, and trade agreements.
- In newspaper articles and on newspaper websites, locate a group of relevant, specific, and timely news items as examples of the protection of human rights in the world community.
- Book computer time for Internet research for the group activity.
- Make copies of the UN Charter.
- Prepare a list of websites for student research.

Teaching/Learning Strategies

1. Use a current events example or a hypothetical case to introduce students to the key ideas of the protection of human rights and the development of the idea of international collective security to solve disputes in the world. Students think/pair/share their thoughts about how these ideas came about.
2. In small groups, students assess their prior knowledge and extend their knowledge using key questions:
 - a) Are the rights and freedoms that Canadians enjoy universally acknowledged or equally applied throughout the international community? Why or why not?
 - b) What types of international standards must be adopted to protect rights worldwide?
 - c) Why are human rights difficult to protect at the international level?
 - d) What are some governmental and non-governmental organizations that are important in dealing with human rights violations?
 - e) What does the term international collective security mean?
 - f) What factors contributed to the establishment of the League of Nations after World War I and the United Nations after World War II?
 - g) What are the primary objectives of the United Nations as stated in its Charter?

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- h) Is the UN Charter a “constitution” for all nation states? Why or why not?
 - i) Why is the UN not considered a world government?
 - j) Do you believe a world government is possible or desirable? Why?

Students use the classroom text and other selected sources for information. Students present their ideas in class discussion or in representative groups. Highlight the themes and issues involved in the discussion, e.g., the problem of one standard for human rights that is world wide, as a debriefing.

3. Students look at specific cases that highlight issues and problems in international law. Model an example of finding main ideas in a case study, e.g., the main question in the case, the sides in the case, the ideas presented by both sides, and the outcome of the case. Organize students in expert groups of four or five. Each expert group explores a case study dealing with a jurisdictional dispute, a refugee/asylum issue, or a trade agreement.

Jurisdictional Disputes

- *Coumas v. Superior Court* (1948)
- *Kwakita v. United States* (1952)
- *The S.S. Lotus, France v. Turkey* (1935)
- *The Harvard Research in International Law. Jurisdiction with respect to Crime* (1935)
- *Attorney General v. Eichmann* (1961)
- *Regina v. Anderson* (1868)
- *Regina v. Leslie* (1860)
- *UN v. Flores* (1933)
- *UK v. Norway Fisheries case* (1951)

Refugees and Asylum

- *Filartiga v. Pena Irala* (1980)
- *The Manuel Noriega case* (1990)
- *Colombia v. Peru* (1950)

Trade Agreements

- *Re Maple Lodge Farms Ltd and the Government of Canada, et al* (1980)

4. Group members read their individual cases and summarize the main points in the case study. They may also use the Internet to find other information concerning the case. Students share their ideas and reach agreement on a list of common points for their article or case study. After each group completes a list, students form mixed groups of experts from the various case studies. Each group member summarizes his/her case orally while the other group members listen and make notes. In a large class, the teacher may use double groups of four to five case studies.
5. As a whole class, students discuss what they learned from the group work and questions they have about the issues raised in the discussion.
6. Students continue with preparation for the summative unit activity.
7. Students write a short “This Day in Legal History” paragraph, summarizing the importance of one of the other cases they listened to in their groups. Review the assessment rubric with the class when assigning the paragraph.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies

- 1, 3. Roving conferences by the teacher to ensure that students are on task and to help students with any concerns.
- 1, 3. Using a checklist, formative teacher assessment of group discussions while students are working in their groups. (Appendix 4.2.1)
4. Formative teacher assessment of the notes taken in the group work.
5. Summative evaluation of written summary of the importance of a case. (Appendix 4.2.2)

Accommodations

- Provide a template for note taking from the presentations.
- Use one-on-one teacher assistance to review note taking.

Resources

Print

Brownlie, Ian. *Principles of Public International Law*, 5th ed. Oxford University Press, 1998.

Byers, Michael. *Custom, Power and the Power of Rules: International Relations and Customary International Law*. Cambridge University Press, 1998.

Dickinson, Gregory, et al. *Understanding the Law*. Newmarket, ON: McGraw-Hill Ryerson, 1995.

Kittichaisaree, Kriangsak. *International Criminal Law*. Oxford University Press, 2001.

Websites

Amnesty International – www.amnesty.org

CBC News in Review, “The UN: Struggling at 50” September 1995. Producer CBC, Distributed by CBC, – <http://cbc.ca/insidecbc/newsinreview/> (Video plus resource guide, various topics)

Gaubatz, K. “The Eichmann Case” – www.his.com/~clight/eichmann.htm

Gaubatz, K and K. Lane. “The Lotus” – www.gwu.edu/~jaysmith/Lotus.html

Gaubatz, K and J. Smith. “Noriega” – www.gwu.edu/~jaysmith/Noriega.html

Kwakita v. United States (1952) – <http://laws.findlaw.com/us/343/717.html>

Mildon, Marsha. “Law for A Broken World” – www.extension.ualberta.ca/lawnow/26-3sch.htm (found in *Law Now*. Published by the Legal Studies Program, Faculty of Extension, University of Alberta)

United Nations Charter – www.un.org/aboutun/charter

United Nations – www.un.org

Appendices

Appendix 4.2.1 – Observational Checklist for Assessing Group Discussions

Appendix 4.2.2 – Evaluation of This Day in Legal History Paragraph

Activity 4.3: International Treaties and Agreements

Time: 3 hours

Description

Students identify treaties with which they are familiar and brainstorm some of the concepts associated with treaties and agreements. Students develop definitions for key terms in the study of treaties and analyse the Vienna Convention on the Law of Treaties to identify key aspects of treaty formation. They then research existing treaties for a short class presentation.

Strand(s) & Learning Expectations

Strand(s): Regulation and Dispute Resolution, Methods of Legal Inquiry

Overall Expectations

RDV.04 - evaluate the effectiveness of international law, treaties, and agreements in resolving conflicts of a global nature;

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

RD4.01 - explain the impact of international trade agreements on sovereignty by examining selected trade agreements;

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;

RD4.04 - evaluate the effectiveness of international treaties for the protection of human rights;

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;

LI2.02 - identify the frame of reference and purpose of data.

Prior Knowledge & Skills

Students may have knowledge of the Canadian private law system and contract law from Grade 11 Law.

Planning Notes

- Prepare a list of terms and copies of the *Vienna Convention on the Law of Treaties* or book a computer lab for students to complete online research of the document
- Prepare a guide to the various sections of the *Vienna Convention on the Law of Treaties*
- Have a law dictionary or several law dictionaries in the classroom

Teaching/Learning Strategies

1. Students think about treaties that they are familiar with and list some of these ideas on the board, e.g., NAFTA. Students think/pair/share by first thinking about the word treaty, then pairing up to share main ideas, create definitions, and arrive at a consensus. Students share the main ideas that emerged from their discussion. List these points on the board or on an overhead.
2. Students compare their definitions with a variety of established definitions from law dictionaries, textbooks, etc., to determine the degree of consistency with legal definitions. The board list may be edited or added to on the basis of new or inconsistent ideas.
3. Students, in small groups, compare the ideas associated with a treaty to ideas associated with a domestic contract, using a small comparison organizer. Students orally identify points of similarity and difference.
4. Introduce students to the *Vienna Convention on the Law of Treaties* (May 23, 1969), which establishes the rules for making treaties (Articles 2, 46, 47, 51, and 52). In small groups, students use a copy of the Vienna Convention or a relevant website to find answers to the questions:
 - How is the Convention organized?
 - What is the importance of the various sections of the document?
 - What are the rules for making treaties according to the Vienna Convention?
 - What are the principles for interpreting the treaties should disagreements arise?
 - Why is the Vienna Convention a binding document?
 - When do treaties cease to be binding?
 - What impact does this convention have on Canada?Establish complete answers to these questions through representative reports and class discussion.
5. Students use the text or a legal dictionary to find the meaning and importance of terms that treaties use, e.g., lawmaking treaties, conventions, alliance, pact, covenant, charter, protocol, declaration, compromise, act, statute, as well as the differences between bilateral and multilateral treaties, e.g., the Canada-US Free Trade Agreement and the North American Free Trade Agreement among Canada, the US, and Mexico. Review key vocabulary with the class.

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6. Students, in groups of three or four, use the library/resource centre to research and report on a chosen historical or existing treaty. Model skim reading for analysing long documents, such as treaties. Students use the following as key sub-topics in their reports:
- the nations involved in the treaty;
 - the treaty's function;
 - the treaty's classification as political, social, or economic;
 - the treaty's general or specific concerns;
 - key terms used in the treaty;
 - the treaty's bilateral or multilateral nature.
- Examples of treaties are:
- The North American Free Trade Agreement (NAFTA);
 - The United Nations Charter;
 - The Convention on Narcotic Drugs;
 - North Atlantic Treaty Organization (NATO);
 - Convention for the Protection of the Ozone Layer;
 - Vienna Convention on Diplomatic Relations and Optional Protocols;
 - 1992 Chemical Weapons Convention.
7. Students then present a short group report of their findings to the class, using a handout to summarize the main ideas. The class takes additional notes on the presentations.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies

6. Formative assessment of group presentations
7. Formative assessment of each student's notes taken during the presentations
5. Summative quiz on terms and concepts

Accommodations

- Prepare a template for the organization of the report.
- Support new vocabulary development through mini-dictionaries and a reference law dictionary.
- Handouts of charts may be helpful to students with visual and spatial difficulties.
- Provide an abridged version of the *Vienna Convention on the Law of Treaties* (May 23, 1969).

Resources

Print

Dickinson, Gregory, et al. *Understanding the Law*. Newmarket, ON: McGraw-Hill Ryerson, 1995.
Malanczuk, Peter, et al. *Akehurst's Modern Introduction to International Law*, 7th ed. Routledge, 1997.

Websites

Chemical Weapons Convention – www.opcw.nl/cwc/cwc-eng.htm
Department of Foreign Affairs and International Trade – www.dfait-maeci.gc.ca
Department of Foreign Affairs and International Trade: Legal and Regulatory Information – www.voyage.gc.ca/Consular-e/Legal/legal_menu-e.htm
International Humanitarian Law: International Committee of the Red Cross – www.icrc.org/eng/ihl
North Atlantic Treaty Organization – www.nato.int/home.htm
North American Free Trade Agreement – www.nafta-sec-alena.org/english/index.htm
United Nations Conventions on Drugs – www.incb.org/e/conv
United Nations Charter – www.un.org/aboutun/charter/index.html

Vienna Convention for the Protection of the Ozone Layer – www.unep.org/ozone/vienna.shtml

Vienna Convention on Diplomatic Relations and Optional Protocols
– www.tufts.edu/departments/fletcher/multi/texts/BH408.txt

Vienna Convention on the Law of Treaties – www.greenpeace.org/~intl/vien-tr.html

World Trade Organization – www.wto.org

Activity 4.4: Global Conflict and Resolution

Time: 6 hours

Description

Students are introduced to ideas of how nations settle disputes and the differences between judicial and non-judicial means of settlement. After investigating the origins and organization of the International Court of Justice, students evaluate sources of information, research, and present a case study where international conflict was peacefully settled.

Strand(s) & Learning Expectations

Strand(s): Regulation and Dispute Resolution, Methods of Legal Inquiry

Overall Expectations

RDV.05 - demonstrate an understanding of the complexity of making, interpreting, and enforcing law on a global scale;

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

RD5.02 - compare methods of resolving conflicts by peaceful means;

RD5.03 - identify domestic laws that conflict with the principles of international law and explain how they violate those principles;

RD4.05 - explain the role of the International Court of Justice in the Hague in resolving issues between nations;

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;

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;

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.

Prior Knowledge & Skills

Students have an introductory understanding of the Canadian Court system and the United Nations from Grade 10 Civics. Students have learned the differences between national and international law.

Planning Notes

- Prepare library research assignment sheets. Book the library/resource centre and computers to facilitate Internet research for student projects.
- Locate examples of court cases at the International Court of Justice (see Resources).
- Prepare a rubric to evaluate student research and presentations.

Teaching/Learning Strategies

1. Students brainstorm situations where two or more nation states must resolve a mutual problem, e.g., the problem of acid rain, the question of extraction, the use of waterways that pass through two or more countries, etc., as well as possible solutions. Write selected answers on the board. Distinguish between different kinds of settlement, e.g., judicial and non-judicial.
2. Explain to students that they will be looking at the role of the International Court of Justice as a means of settling international disputes. Students use their texts and/or other resources to answer the questions:
 - How can nations settle their disputes judicially? non-judicially?
 - When was the World Court established?
 - What is the purpose of the court?
 - How is the court organized?
 - Over whom does the court have jurisdiction?
 - What procedures must the court follow?
 - Must all members of the UN automatically accept the decisions of the court? Why or why not?
 - How does the court deal with conflicts with domestic laws?
3. Students discuss the answers in small groups. Students compare and contrast judicial and non-judicial methods of resolving international disputes using an organizer.
4. Set up students in groups of three. Students choose and investigate how the International Court in The Hague has operated to resolve a conflict between two or more countries, e.g., Legrand case – Germany v. USA, 2001. Students research the cases using the guiding questions:
 - Who were the parties in the dispute?
 - What were the origins of the conflict?
 - What was the legal issue?
 - What was the process for solving the dispute?
 - What were some problems involved in settling the dispute (e.g., domestic laws)?
 - What was the decision and the rationale for the decision of the court?
 - What is (are) a useful source(s) for this case? What is a questionable source?Examples of case studies include the United States hostage crisis in Iran (1980) and the military and paramilitary activities in and against Nicaragua (1986).
5. Students present their research in the form of a report to the class, using a one-page handout to list important topics and key terms, as well as useful sources. Students take additional notes during the presentations.
6. Students list some of the successes and failures of the International Court of Justice, as well as how it could be improved, and discuss them with the class.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies

2,3. Formative assessment of assignments and reports (Appendix 4.4.1)

4,5. Summative evaluation of group reports using a rubric (Appendix 4.4.2)

Accommodations

- Provide a template and sentence stems for analysing the individual case.
- The teacher may need to pre-select and pre-edit the material for the case studies.

Resources

Print

Dickinson, Gregory, et al. *Understanding the Law*. Newmarket, ON: McGraw-Hill Ryerson, 1995.

Forsythe, David P., et al. *The United Nations and Changing World Politics*. Westview Press, 2000.

International Court of Justice: Questions and Answers About the Principal Judicial Organ of the United Nations. International Court of Justice, 2000.

Mingst, Karen A. and Margaret P. Karns. *The United Nations in the Post-Cold War Era (Dilemmas in World Politics)*. Westview Press, 2000.

Shaw, Malcolm N. *International Law*, 4th ed. Cambridge University Press, 1997.

Websites

Amnesty International – www.amnesty.org

Canada Department of Justice: International Law Chronicle
– www.canada.justice.gc.ca/en/justice2000/libint.html

International Court of Justice – www.icj-cij.org

International Court of Justice (contentious cases)
– www.icj-cij.org/icjwww/idecisions/icasobycountry.htm

United Nations-International Law – <http://www.un.org/law/>

World Court Digest – www.virtual-institute.de/en/wcd/wcd.cfm

Yale Library: International Court of Justice – www.library.yale.edu/un/un3a5.htm

Appendices

Appendix 4.4.1 – Judicial and Non-Judicial Means of Settling International Disputes

Appendix 4.4.2 – Evaluation of Individual Participation in Group Oral Presentations

Activity 4.5: International Intervention

Time: 6 hours

Description

Students investigate historical and current examples of international intervention to gain a better understanding of the complexities of this method of international law. Working individually, in pairs, and in small groups, students investigate the background of 20th-century international intervention in conflicts between nations. Students then use one recent example of international intervention as the basis for a simulated news program in which they analyse and evaluate the use of the intervention.

Strand(s) & Learning Expectations

Strand(s): Regulation and Dispute Resolution, Methods of Legal Inquiry

Overall Expectations

RDV.05 - demonstrate an understanding of the complexity of making, interpreting, and enforcing law on a global scale;

LIV.02 - evaluate the credibility of sources;

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

Specific Expectations

RD5.01 - explain how and why the use of force to resolve conflicts is limited in international law;

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;

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

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

L12.01 - distinguish among opinions, facts, and arguments in sources;

L12.02 - identify the frame of reference and purpose of data;

L12.04 - 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;

L13.01 - effectively present ideas, opinions, and arguments orally;

L13.02 - justify and support opinions, using proper legal terminology and informed research;

L13.03 - use legal terms accurately and appropriately for a variety of purposes and audiences.

Prior Knowledge & Skills

Students have learned about the many needs for and purposes of international law. From the previous activities in this unit and the Grade 10 Canadian History in the Twentieth Century course, students are familiar with Canadian international roles and responsibilities. Students have developed an understanding of group dynamics and elements of proper presentations. Students have practiced giving short oral reports. Students should be familiar with the use of the Internet and with critical evaluation of websites.

Planning Notes

- Prepare an organizer for students to use in researching the historical examples of intervention.
- Reserve computer time and consult with the library staff to identify a list of suitable sources.
- Obtain the use of a school video camera for students who wish to use it in the news program.
- Check student knowledge of the Internet and review school and/or board Internet policy on ethical and safe use.
- Research the historical examples to be used.

Teaching/Learning Strategies

1. Students think about situations in which Canada has actively intervened in another country's affairs and why this happened, e.g., Korea, World War I, Bosnia, Rwanda, etc. List the examples on the board, e.g., Korean War – as part of the United Nations, as an initial timeline format. Students identify some of the differences that existed in these interventions, e.g., as a colony of Britain, as a more independent nation, as a member of the UN, etc.
2. Review the history of international intervention in the 20th century on the board or develop a more elaborate timeline organizer. Students research these topics from text or selected sources:
 - the causes of the World Wars;
 - the failure of the League of Nations;
 - the formation of the United Nations;
 - the development of intervention in Korea;
 - the development of NATO and NORAD.
3. Students contribute ideas from their groups to establish a class timeline and identify some of the trends in Canadian intervention that have appeared since 1945.

-
4. Introduce the topic of peacekeeping by using a KWL chart (what I Know, what I Want to know, what I Learned). Students share their prior knowledge with the rest of the class.
 5. Use the following news item for students to read on the board or on overhead:
“On December 10, 1988, UN Secretary-General, Javier Perez de Cuellar, accepted the Nobel Peace Prize on behalf of the 10,500 UN Peacekeeping forces from 30 nations, including Canada, on active duty around the world. The citation from the Nobel Peace committee stated that the United Nations force ‘made a decisive contribution toward the initiation of actual peace negotiations.’”
Students think about Canada’s role as a peacekeeper, its significance to our position in the world, and some of the advantages and disadvantages of being a peacekeeper. Students share their ideas in class discussion.
 6. Students use their text or other sources to find information on the development and use of the UNEF I and II (United Nations Emergency Force) since 1956, including the role of Lester Pearson, the considerations in using peacekeeping forces, the places where peacekeeping forces have been used, and some of the controversies concerning the effectiveness of peacekeeping in maintaining peace.
 7. In groups of three to four, students research and write an International News in Review report, analysing a case of international intervention. Examples of topics are: the Gulf War (Jan. 16-Feb. 28, 1991); Somalia; Rwanda; the Balkans; Afghanistan, etc. Students research:
 - the problem;
 - the groups who intervened and the degree of intervention;
 - the Canadian role;
 - the impact, effectiveness, and limitations of the intervention;
 - the source material for the case.

This report should include an outline script for the class, key terms for understanding the case, and a list of sources consulted in the process of developing the report. The report should also include a map of the area, a timeline of events, and a recreated interview with one of the participants.
 8. Students present their reports to the class. Students take additional notes during the presentation.
 9. Students complete the KWL chart.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies

2. Formative assessment of students’ group work using a checklist (see Appendix 4.2.1).
9. Formative assessment of KWL chart.
- 7,8. Summative assessment of the student’s oral and written report, using a rubric.

Accommodations

- Provide sample report structure and/or planner for the assignment.
- Allow and encourage students to use notes and visual aids in their presentations.
- Allow students to use scripts and videotape their presentations.
- Preview an example of a current events and news program with the class.

Resources

Print

Christopher, Paul. *Ethics of War and Peace: An Introduction to Legal and Moral Issues*, 2nd ed. Pearson Education Canada, 1999.

Dickinson, Gregory, et al. *Understanding the Law*. Newmarket, ON: McGraw-Hill Ryerson, 1995.

Diehl, Paul F. *International Peacekeeping: With a New Epilogue on Somalia, Bosnia and Cambodia Perspectives on Security*. John Hopkins University Press, 1995.

Duignan, Peter. *NATO: Its Past, Present and Future*. Sanford University: Hoover Institution Press, 2001.

Jett, Dennis C. *Why Peacekeeping Fails*. Palgrave, 2000.

Kuperman, Alan J. *Limits of Humanitarian Intervention: Genocide in Rwanda*. Washington: Brookings Institution Press, 2001.

Wippman, David. *International Law & Ethnic Conflict*. Cornell University Press, 1998.

Audio-Visual

Canadians in the Global Community, “Unit 4: War, Peace and Security.” Produced by Pearson Education Canada.

CBC News-in-Review, “The Gulf War: Canada’s Military Role (Jan., Feb. 1992); “Bosnia: A Peacekeeper’s Nightmare” (Sept. 1992); “Somalia: War and Starvation” (Oct. 1992); “Somalia: Help Arrives” (Feb. 1993); “Bosnia: A Year of War” (May 1993); “Death in Somalia: Rules of Engagement” (Dec. 1993); “Rwanda: The Crisis and the Challenge (Sept. 1994).

Forsaken Cries: The Story of Rwanda. Produced by McNabb & Connolly, distributed by Amnesty International USA, 1997.

Triumph of Evil. Produced by WGBH Educational Foundation, distributed by Visual Education Centre Limited, 1999.

Websites

Humanitarian Intervention and Somalia – <http://newarkwww.rutgers.edu/guides/glo-som.html>

Lester B. Pearson Canadian International Peacekeeping Training Centre (links page)

– www.cdnpeacekeeping.ns.ca/English/Links.htm

North American Aerospace Command – www.spacecom.af.mil/norad/index.htmwww.dnd.ca

North Atlantic Treaty Organization – www.nato.int

United Nations – www.un.org

United Nations Peacekeeping – www.un.org/Depts/dpko/dpko/home_bottom.htm

Appendices

Appendix 4.5.1 – Evaluation of News Report

Activity 4.6: International Law in Action – Global Issue Conference

Time: 4 hours

Description

Students role-play the delegates to a conference involving a global issue of concern to a variety of national and international interest groups. Students review a general proposal to react to the issue and they evaluate the proposal in an international conference format, stating viewpoints and proposals to generate consensus. Students research their group’s viewpoint on the issue, prepare a brief to the conference, debate the various views, and develop and vote on the various clauses of the resolution. They also analyse the outcomes and implications of those decisions. At the end of the simulation, students review their learning from the unit and write a report to their respective government or administrative group concerning the conference.

Strand(s) & Learning Expectations

Strand(s): Principles of International Law, International Treaties and Agreements, Global Conflicts and Resolution, Methods of Legal Inquiry

Overall Expectations

RDV.03 - demonstrate an understanding of the major concepts, principles, and purposes of international law;

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;

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

RD3.01 - explain the major concepts 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;

RD3.04 - explain the role and jurisdiction of the agencies responsible for defining, regulating, and enforcing international law;

RD4.01 - explain the impact of international trade agreements on sovereignty by examining selected trade agreements;

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;

RD5.03 - identify domestic laws 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;

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;

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;

LI2.01 - distinguish among opinions, facts, and arguments in sources;

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;

LI3.01 - effectively present ideas, opinions, and arguments;

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.

Prior Knowledge & Skills

Students participated in a simulation at the start of the unit. Students should be familiar with the concepts and application of international law from the previous activities.

Planning Notes

- Plan the simulation topic of discussion in accordance with student interests and current events. Develop a resolution for the conference to work with, such as: “Be it resolved that all countries in the world should endorse and adopt a policy of sustainable growth in energy resources and economic production over the next century.”
- Gather newspaper articles and compile a list of websites for students to use in the introduction to the issue. Book the library/resource centre to allow students to do research for their brief using the Internet and other resources.
- Similar topics might also be developed around the following themes: the protection of the environment, global security and terrorism, population growth and food supply, and the arms race. The teacher may include more than one issue in the resolution.

Teaching/Learning Strategies

1. The culminating activity should be assigned in the first few classes of the unit.
2. Explain that the purpose of the simulation is to apply the learning from the unit to a global issue, issues, or crisis in which international law could be applied. Students brainstorm some issues in the news that could be part of this activity as well as the concerns that some nations and international groups might bring to the meeting. Students can formulate a sample resolution or the teacher may wish to develop one for the class. (See Planning Notes.)
3. Assign students, or have them choose from, the following roles:
 - a. industrialized countries (two to three students for each of four countries);
 - b. industrializing countries (two to three students for each of four countries);
 - c. non-industrialized countries (two to three students for each of four countries);
 - d. international organizations and alliances (two to three students for UN, NATO, EEU, etc.);
 - e. experts in the field(s) under consideration (two for economic, scientific, technological, etc.);
 - f. chair of the meeting (the teacher).

Each group prepares a brief concerning the relevant background information on the issue, the areas of concern or principles for that nation or group, and its ideas regarding the resolution. Make copies of the brief for all members of the group. Groups use their brief as the basis of their opening address.

4. Each nation or group should prepare an opening address to the assembly of nations. Students can then submit proposals to the assembly for acceptance or amendments to the resolution. These amendments must be explained, debated, and voted on. Each nation is allowed to submit one amendment. International organizations and experts can submit a commentary or questions but do not vote in the end.
5. When the final version of the resolution is read to the assembled nations, all nations and groups have the chance to make one final statement. The resolution is then voted on and accepted or rejected. Student representatives sign the formal agreement or they may decline to sign.
6. Students, in small groups, debrief the simulation by listing the ways in which the simulation connected with the learning of the unit. They might also consider the impact of the following on the decisions that were reached in the conference:
 - why the interests of all nations and groups were not served;
 - the ability of nations and groups to influence the outcome of the conference;
 - the disproportionate influence of some nations (i.e., industrialized) over others;
 - the impact of a nation’s economic power or military strength on the results of the conference.Students reflect on how it may be possible to create a more equitable power base during future simulations and real-life negotiations.
7. Students write a brief summary of their participation and viewpoint on the proceedings of the conference for the government or an organization to which they belong.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies

- 2,3. Formative assessment of work in groups
3. Formative assessment of brief from groups (Appendix 4.6.1)
7. Summative evaluation of summary (Appendix 4.6.2)
7. Summative unit test

Accommodations

- Group students according to a mix of abilities and interests.
- Provide examples of planners and sentence scaffolds for the brief.
- Provide an organizational framework for the summary.
- Provide video footage of an actual international conference to set the stage.

Resources

Print

Art, Robert J. and Robert Jervis. *International Politics: Enduring Concepts and Contemporary Issues*, 5th ed. Pearson Education Canada, 2000.

Dickinson, Gregory, et al. *Understanding the Law*. Newmarket, ON: McGraw-Hill Ryerson, 1995.

Websites

Amnesty International – www.amnesty.org

Canada Department of Justice: International Law Chronicle

– www.canada.justice.gc.ca/en/justice2000/libint.html

Department of Foreign Affairs and International Trade – www.dfait-maeci.gc.ca

International Committee of the Red Cross, International Humanitarian Law – www.icrc.org/eng/ihl

International Law, Social Science Information Gateway

– www.sosig.ac.uk/roads/subject-listing/World/intlaw.html

International Organizations, Lexum, Law Library, University of Montreal, Faculty of Law

– <http://www2.lexum.umontreal.ca/bv/sansclassification.cfm?categorie=66&classement=0&lan=EN>

Juris International, International Trade Centre and Lexum Partnership

– www.jurisint.org/pub/page00_en.htm (database on international trade law)

Law, Canadian Information by Subject, National Library of Canada

– www.nlc-bnc.ca/caninfo/ep034.htm

(organized by Dewey decimal number; section 341 for international law)

Lester B. Pearson Canadian International Peacekeeping Training Centre

– www.cdnpeacekeeping.ns.ca/English/Links.htm (links page)

Lexum, University of Montreal, Faculty of Law – www.lexum.umontreal.ca/index_en.html

(includes a section on International Law Resources)

University of Montreal, Faculty of Law: International Law Resources, Lexum

– www2.lexum.umontreal.ca/loisint/index_en.html

University of Southern California: International Legal Resources

– www.usc.edu/dept/law-lib/legal/intlaw.html

World Trade Organization – www.wto.org

Appendices

Appendix 4.6.1 – Assessment of Brief from Groups

Appendix 4.6.2 – Evaluation of Summary

Appendix 4.1.1

Simulation Participation Formative Self-Assessment

Circle the sentence which best describes your level of participation.

Name: _____

Level	Description of Actions in Simulation
1	I rarely stayed in role in the simulation. I rarely showed interest in the simulation. I took little active part on behalf of my nation or in discussion. I was rarely focused on the events of the simulation.
2	I sometimes stayed in role in the simulation. I sometimes showed interest in the simulation. I took some active part on behalf of my nation or in discussion. I was sometimes focused on the events of the simulation.
3	I usually stayed in role in the simulation. I usually showed interest in the simulation. I took considerable active part on behalf of my nation or in discussion. I was usually focused on the events of the simulation.
4	I consistently stayed in role in the simulation. I consistently showed interest in the simulation. I took an active part on behalf of my nation or in discussion. I was consistently focused on the events of the simulation.

Student Comment: _____

Appendix 4.1.2

Simulation Scoring

(not used for evaluation)

Nation: _____

Representatives: _____

Scoring Criteria	-2	-1	+1	+2
Pays consistent attention to national goals in the simulation	Rarely/Not at all	Sometimes	Usually	Consistently
Attempts to resolve conflicts peacefully, where possible	Rarely/Not at all	Sometimes	Usually	Consistently
Uses problem solving and negotiation in conflict situations	Rarely/Not at all	Sometimes	Usually	Consistently
Respects the members of other countries in negotiations	Rarely/Not at all	Sometimes	Usually	Consistently
Understands and appreciates the goals of other nations in the simulation	Rarely/Not at all	Sometimes	Usually	Consistently

Overall Score: _____

Teacher Comment: _____

Appendix 4.2.1

Observational Checklist for Assessing Group Discussions

Date:	Listens to others' views without interrupting	Contributes information or ideas when called upon	Shows respect for ideas of others	Stays focused on the task at hand	Accepts an equal share of the workload	Completes the work assigned by the group
Time:						
Names:						

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

Appendix 4.2.2

Evaluation of This Day in Legal History Paragraph

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding Demonstrates knowledge of the key points of the case	- demonstrates limited knowledge	- demonstrates some knowledge	- demonstrates considerable knowledge	- demonstrates thorough knowledge
Thinking/Inquiry Shows depth of thought in considering the significance of this case	- demonstrates limited depth of thought	- demonstrates some depth of thought	- demonstrates considerable depth of thought	- demonstrates thorough and insightful depth of thought
Communication Organizes writing and communicates clear ideas about the case	- demonstrates limited organization and/or clarity in the majority of the writing	- demonstrates some organization and clarity	- demonstrates considerable organization and clarity	- demonstrates masterful organization and clarity
Communication Uses conventions of written English (spelling and grammar) in paragraph	- uses writing conventions with limited effectiveness	- uses writing conventions with some effectiveness	- uses writing conventions with considerable effectiveness	- uses writing conventions 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.

Appendix 4.4.1

Judicial and Non-Judicial Means of Settling International Disputes

Category	Judicial	Non-Judicial
Principles or Beliefs		
Means Used to Settle Disputes		
Agents		
Possible Results		

Appendix 4.4.2

Evaluation of Individual Participation in Group Oral Presentations

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding Demonstrates knowledge of the key points of the case study	- demonstrates limited knowledge	- demonstrates some knowledge	- demonstrates considerable knowledge	- demonstrates thorough knowledge
Thinking/Inquiry Shows evidence of investigation and research into case through source material	- demonstrates limited investigation and research	- demonstrates some investigation and research	- demonstrates considerable investigation and research	- demonstrates thorough and insightful investigation and research
Communication Organizes clear ideas about the case in oral presentation and class handout	- demonstrates organization of ideas in the oral report and the handout with limited effectiveness	- demonstrates evidence of organization of ideas in the oral report and the handout with some effectiveness	- demonstrates organization and/or clarity in the oral report and the handout with considerable effectiveness	- demonstrates organization and/or clarity in the oral report and the handout with thorough effectiveness
Communication Effectively communicates ideas orally through the use of clear voice, eye contact, use of emphasis in speech, etc.	- communicates ideas with limited effectiveness	- communicates ideas with some effectiveness	- communicates ideas with considerable effectiveness	- communicates ideas 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.

Appendix 4.5.1

Evaluation of News Report

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding Demonstrates knowledge of the event	- demonstrates limited knowledge of event	- demonstrates some knowledge of event	- demonstrates considerable knowledge of event	- demonstrates thorough knowledge of event
Thinking/Inquiry Shows evidence of investigation of and research into event through source material and recreated interview	- shows limited evidence of research and investigation	- shows some evidence of research and investigation	- shows considerable evidence of research and investigation	- shows thorough evidence of insightful research and investigation
Application Applies conventions of a news program (e.g., introduction, visual use, transition, conclusion)	- uses conventions of a news program with limited effectiveness	- uses conventions of a news program with some effectiveness	- uses conventions of a news program with considerable effectiveness	- uses conventions of a news program with a high degree of effectiveness
Communication Organizes clear ideas about the event in news report in a logical sequence	- shows limited organization and/or clarity in the oral report and script	- shows some evidence of organization and/or clarity in the oral report and script	- shows considerable organization and/or clarity in the oral report and script	- shows masterful organization and/or clarity in the oral report and script
Communication Effectively communicates ideas orally through the use of clear voice, eye contact, use of emphasis in speech, etc.	- communicates ideas orally with limited effectiveness	- communicates ideas orally with moderate effectiveness	- communicates ideas orally with considerable effectiveness	- communicates ideas orally with masterful effectiveness
Communication Effectively uses illustrations such as maps and timeline to support oral information	- uses illustrations to support information with limited effectiveness	- uses illustrations to support information with some effectiveness	- uses illustrations to support information with considerable effectiveness	- uses illustrations to support information 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.

Appendix 4.6.1 – Assessment of Brief from Groups

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding Demonstrates familiarity with national/group view	- demonstrates limited familiarity	- demonstrates some familiarity	- demonstrates considerable familiarity	- demonstrates thorough familiarity
Thinking/Inquiry Shows evidence of research into the viewpoint of the nation/group	- shows limited evidence of research	- shows some evidence of research	- shows considerable evidence of research	- shows thorough evidence of insightful research
Application Applies group/national concerns and/or goals to the planning for the conference	- applies concerns in a limited way	- sometimes applies concerns and/or goals	- applies concerns and/or goals	- consistently applies concerns and/or goals
Communication Organizes clear ideas about the viewpoint	- shows limited organization and/or clarity	- shows some evidence of organization and/or clarity	- shows considerable organization and/or clarity	- shows masterful organization and/or clarity

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

Appendix 4.6.2 – Evaluation of Summary

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding Shows understanding of the process of the conference	- demonstrates limited understanding	- demonstrates some understanding	- demonstrates considerable understanding	- demonstrates thorough understanding
Thinking/Inquiry Reflects on the process and outcomes of the conference	- reflects on the process in a limited way	- shows some reflections on the process	- shows considerable reflection	- shows thorough reflection
Application Compares goals of the group or nation with the process and outcomes of the conference	- compares goals of the group or nation with the process and outcomes of the conference with limited effectiveness	- compares goals of the group or nation with the process and outcomes of the conference with moderate effectiveness	- compares goals of the group or nation with the process and outcomes of the conference with considerable effectiveness	- compares goals of the group or nation with the process and outcomes of the conference with a high degree of effectiveness
Communication Expresses ideas consistent with the viewpoint of the group or nation	- expresses ideas with limited effectiveness	- expresses ideas with moderate effectiveness	- expresses ideas with considerable effectiveness	- expresses ideas with thorough effectiveness

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