



Crocus Plains Regional Secondary School Course Outline and Assessment Guide

Course Name: Grade 12 Law (LAW40S)

Teacher's Name : Mr. Rowe

Contact Information: rowe.justin@bsd.ca

Course Description:

The course includes a survey/overview of law in general and of specific aspects of the Canadian legal system. The focus is on basic principles of law in the various areas, and on the structures and processes of the legal judicial system. The aim of the course is to familiarize students with the basic elements of law as they apply to the society in which students live.

Textbook: All About Law (6th Edition)

Unit Title:	Learning Outcomes:	Assessment Plan	Proposed Time
Unit 1: <i>Foundations of Law</i>	<ul style="list-style-type: none">Define law and its purpose in society by exploring its history and evolution, including the Code of Hammurabi, the Napoleonic Code, and other historical roots of law.Differentiate and develop an understanding of the various classifications of law.Distinguish between law and social mores, and explore questions regarding issues such as inherent versus conferred rights and the Doctrine of Discovery/terra nullius.Explore First Nations, Métis, and Inuit practices related to law and the evolving legal relationship between First Nations, Métis, and Inuit peoples and non-Indigenous Canadians, including the treaty relationship.Describe how and why laws change and the consequences of such changes on society.Demonstrate an understanding of how Canada's legal system has been created, including the influences provided by British Common Law and the French Civil Code.Demonstrate an understanding of the jurisdiction and powers of each level of government pertaining to law, as well as the hierarchy of the courts.	<p>Formative Assessments may include:</p> <p>Class Discussion Simulations Debates Observations</p> <p>Summative Assessments may include:</p> <p>Tests "Teach the class" Projects Case Study</p>	4 weeks

	<ul style="list-style-type: none"> Explore and compare the roles and responsibilities of key individuals in the judiciary system, such as judges, lawyers, and clerks. Build knowledge and understanding of key law concepts and terminology, such as case law, habeas corpus, and Rule of Law. 		
Unit 2: <i>Canadian Charter of Rights and Freedoms</i>	<ul style="list-style-type: none"> Outline the history and evolution of rights in Canada leading to the creation of the Canadian Charter of Rights and Freedoms, such as the “Persons Case” (Edwards v. A.G. of Canada, 1930) and the Canadian Bill of Rights (1960). Describe and assess each section of the Charter, its jurisdiction and enforcement, as well as its general impact on Canadian society. Examine the ongoing debate around limitations to our rights and freedoms, as outlined in the reasonable limits clause and the notwithstanding clause, as well as the role of the Supreme Court as the “guardian of the Constitution.” Explore the impact of the Charter and other documents, such as the Royal Proclamation of 1763, land claim agreements, treaties, and the Indian Act, on Aboriginal rights. Analyze to what extent the democratic and mobility rights of Canadians are guaranteed and protected under the Charter. Outline how the Charter protects your legal and procedural rights and establishes limits on representatives of the criminal justice system, such as the police and the Crown. Compare and contrast the concepts of equality and equity in relation to Section 15 of the Charter. Describe how minority language rights are protected in the Charter. Examine how issues such as women’s rights, gender identity, medically assisted death, and other current events have had an impact on current interpretations of the Charter, making the Charter a living document. 	Formative Assessments may include: Class Discussion Simulations Debates Observations Summative Assessments may include: Tests “Teach the class” Projects Case Study	4 weeks

<p><i>Unit 3: Criminal Law</i></p>	<ul style="list-style-type: none"> • Define the purpose and characteristics of criminal law in Canadian society, including the Youth Criminal Justice Act, and explore the challenge of finding balance between retribution and rehabilitation that recognizes the legal rights of both the offender and the victim. • Demonstrate an understanding of the elements of a criminal offence, such as actus reus, mens rea, and absolute liability. • Describe and analyze criminal offences that involve people, such as homicide, assault, and sexual assault. • Describe and analyze criminal offences that involve property, such as theft, robbery, and breaking and entering, as well as other criminal offences, such as drug trafficking and possession, identity theft, and fraud. • Develop an understanding of how persons other than a principal offender can be charged and convicted of a criminal act, such as with charges of conspiracy, attempt, or aiding and abetting. • Describe the major steps involved in investigation and arrest, including the collection and analysis of evidence, detention, and pretrial release. • Identify and describe defences for the accused, such as mental state, self-defense, and duress. • Describe the structure of the Canadian criminal court system and the roles of participants, such as the judge, witnesses, jury, Crown counsel, defence counsel, and other court personnel. • Describe the steps of a criminal trial, including preliminary inquiry, plea negotiations, opening statement, examination, verdict, and appeal. • Discuss the various goals of sentencing, such as protection of the public, deterrence, and restitution, as well as the advantages and disadvantages of different types of sentences, such as probation, conditional sentences, and incarceration. 	<p>Formative Assessments may include:</p> <p>Class Discussion Simulations Debates Observations</p> <p>Summative Assessments may include:</p> <p>Tests “Teach the class” Projects Case Study</p>	<p>4 weeks</p>
--	--	---	----------------

<p><i>Unit 4: Civil Law</i></p>	<ul style="list-style-type: none"> • Define civil law and how it differentiates from criminal law, particularly in terms of purpose, structure, procedure, and resolution. • Assess the various elements involved in civil procedures, including parties involved in civil actions, stages in a civil action, class action lawsuits, and civil courts. • Describe various types of compensation, such as damages and injunctions, as well as alternative dispute resolution methods, such as negotiation, mediation, and arbitration. • Examine Indigenous practices and case law regarding rights on reserves, land titles, and treaty lands, as well as property rights on reserves and civil actions against government, such as residential school compensation and treaty and land rights. • Analyze elements, examples, and defences of intentional and non-intentional torts, such as negligence, invasion of privacy, and defamation of character. • Explain the main elements of contracts, including the factors that can invalidate them, and the different types of contracts available, such as cell phone contracts, parking agreements, purchases, rent, warranties, and mortgages. 	<p>Formative Assessments may include:</p> <p>Class Discussion Simulations Debates Observations</p> <p>Summative Assessments may include:</p> <p>Tests “Teach the class” Projects Case Study</p>	<p>4 weeks</p>
<p><i>Unit 5: Family Law</i></p>	<ul style="list-style-type: none"> • Explore the definition of a family in legal terms in Canada, and describe what constitutes family law, including marriage, child protection, and family assets. • Describe and understand the legal requirements of marriage and common law relationships, including same-sex partnerships, and limitations, such as age, polygamy, and consent. • Examine the legal requirements and procedures of separation and divorce, including mediation, spousal support, and division of property, as well as protection for individuals in abusive relationships. • Describe the rights and responsibilities of parents and guardians and how family law protects the rights of children, including topics such as safety, custody and support, adoption, and the role of Child and Family Services. • Explore issues related to custody of children, such as types of custody, access for non-custodial parents, and child support. • Analyze issues related to family law, such as cultural expectations, economic factors, and the effects of reproductive technology on families (e.g., surrogate motherhood and in-vitro fertilization). 	<p>Formative Assessments may include:</p> <p>Class Discussion Simulations Debates Observations</p> <p>Summative Assessments may include:</p> <p>Tests “Teach the class” Projects Case Study</p>	<p>3 weeks</p>

Assessment Guidelines:

There are various purposes of assessment:

- Assessment **for** learning (**formative assessment**): where assessment helps teacher gain insight into what students understand in order to plan and guide instruction, as well as provide helpful feedback to students.
- Assessment **of** learning (**summative assessment**): where assessment informs students, teachers, and parents of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Academic Achievement:

Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.

Course Evaluation Structure:

Note: Grading will be conducted using a weighted grading system. This means that some assessments will be weighted stronger than others. The weight of any given assignment is directly related to the number of curricular outcomes it is assessing. Some summative assessments and weighting allotments may change throughout the course if needed.

Term Work (Assignments, Presentations, Tests, Projects, etc.) **75%**

Final Exam/Project/Assessment **25%**

Learning Behaviors:

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric

Academic Dishonesty:

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Wherever in this Policy an offence is described as depending on "knowingly", the offence is deemed to have been committed if the person ought reasonably to have known.

Plagiarism:

Representation of another person's thoughts, writing/creative work, etc. as one's own. In the School community, plagiarism includes, but is not limited to the following:

- Work which is submitted or presented in partial fulfilment of course requirements as one's own work that was completed, in whole or in part, by another individual
- Portions of the work extracted from another source without proper and full credit to the original author (e.g. concepts, sentences, graphics, data, ideas presented through paraphrase)
- The entirety of a work copied from another source

Plagiarism can also include re-using one's own work without permission, such as submitting work in one course that has been or is simultaneously being submitted for credit in another course without the expressed written permission of all teachers involved. In such cases, the entirety of the work may originate with the student; nevertheless, plagiarism has occurred.

Any unauthorized use of ChatGPT (or other AI tools) on assessments is a breach of academic honesty.

- Here are some guiding principles for maintaining academic honesty in relation to artificial intelligence...
- AI does not replace your own thinking, analysis, or judgment. Using AI inappropriately doesn't demonstrate your understanding of a topic and it doesn't help you learn the skills that are expected of you both within the classroom and in the workplace.
- Whether or not AI use is appropriate depends on your teacher. Unless you are asked to use AI on a course assignment, assume you are not allowed to use it.
- AI can be detected. There are tools that can detect AI produced content. Your teachers will assess your work based on their expertise, the learning objectives of the course and comparisons to your previous work.

- If you have used AI without your instructor's permission, you are at risk of facing an allegation of academic dishonesty. A finding of academic dishonesty has academic and personal consequences, including lowering your grades, delaying your graduation and possibly failing the course. If in doubt whether AI is permitted – remember IF YOU NEED TO KNOW, ASK.
- AI-generated content can be redundant, inaccurate and repetitive at best, and offensive or biased at worst. Remember that whatever you submit for a course assignment is your full and ultimate responsibility.
- If you are permitted to use AI, you must cite it.

Breaches of Academic Honesty:

Breaches of the academic honesty policy will result in work being taken as incomplete. Assignments/Assessments that are found to breach the academic honesty policy will be returned to the student to be revised/repeated to meet the standards of academic honesty. A mark of INCO (Incomplete Zero) will be entered into PowerSchool until the assignment has been completed to standard.

Repeated breaches of the academic honesty policy will result in a referral to administration for further review. The consequences of such may be decided in collaboration between parent/guardian, administration and the classroom teacher.

GIVE RESPECT, GET RESPECT