

Public and Catholic District School Board Writing Partnerships

Course Profile

Understanding Canadian Law

Grade 11
Workplace Preparation
CLU3E

• *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

Public and Catholic District School Board Writing Teams – Understanding Canadian Law

Lead Public Board – Toronto District School Board

Project Leader – Allan Hux, Toronto District School Board

Public Board Lead Writer – Annice Blair, Durham District School Board

Course Profile Writing Team

Dalia Peddle, Durham District School Board

Barb Pankhurst, Durham District School Board

Internal Reviewers

Don Kendal, Toronto District School Board

John Myers, OISE/UT

Ava Szczurko, Toronto District School Board

Nancy Smith, Toronto District School Board

Bruce Bonaney, Community

Librarians

Esther Rosenfield, DWC, Library/Learning Resources, TDSB

Mark Kaminski, Library Consultant, TDSB

Linda McKee, Librarian, Albert Campbell, CI, TDSB

Associations

Ontario History and Social Studies Teacher Association (OHASSTA)

Ontario History Consultants Association (OHCA)

Lead Catholic Board – London Catholic District School Board

Project Manager – Mike Taylor, London Catholic District School Board

Lead Writer – Marion Austin, St. Thomas Aquinas

Writers

Peter Legge, St. Thomas Aquinas

Maureen Kerr, St. Thomas Aquinas

Reviewers

Internal – Richard Vendrig, Durham Catholic District School Board

Religion Advisor – Dan Keane, St. Thomas Aquinas

Destination/Community – R. Malpage, London Court House

Course Overview

Understanding Canadian Law, Grade 11, Workplace Preparation

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

Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

Course Description

This course explores elements of Canadian Law that are relevant to students as they prepare to enter the labour force. To develop an appreciation of the Canadian legal system, students examine the historical roots of Canadian law and expand on their understanding of the role of government in making laws. Students also become familiar with the rights and freedoms that all Canadians enjoy as a result of the Canadian Charter. Students acquire a practical knowledge of Canada's legal system, both criminal and civil, and learn how to analyse legal issues. They are given opportunities to develop informed opinions on legal issues and to defend those opinions and communicate legal knowledge in a variety of ways and settings, including mock trials and debates.

How This Course Supports the Catholic School Graduate Expectations

This course, *Understanding Canadian Law*, extends the development of attitudes and values based on Catholic social teachings in Ontario Catholic School Graduates. Opportunities are given to students to integrate their faith with civic duty and responsibility. Students become familiar with events that are a part of the Catholic Church's history, such as the development of Mosaic Law. When students examine the question of human rights, they appreciate the relevance of Catholic social justice teachings. This course involves activities that encourage students to act morally and legally as persons formed in Catholic traditions. Law course graduates will be effective communicators of the Good News of Jesus Christ in their attitudes and approaches to historical and contemporary issues involving the law.

Course Notes

Students are introduced to History and Canadian Studies as a formal discipline in Grades 7 and 8. In the compulsory Grade 10 Civics course and in Grade 10 Canadian History in the Twentieth Century, students are provided with an overview of the judicial system and are introduced to their rights and responsibilities as citizens in a democracy.

The inquiry process, research, and communication skills introduced in elementary school are reinforced in Grade 10 History and Civics courses. Students who elect to take the Workplace Law course use skills acquired in these subjects to develop informed opinion on legal issues.

The Workplace Law course provides students with the opportunity to gain a practical knowledge of the legal system before they enter the labour force. Students continue to develop and hone their reading and writing skills. They are provided with many opportunities to research, construct, model, display, explain, and apply the product of their investigation. Activities include role-play, mock trials, video presentations, and interviews with the legal community, case studies, and written and oral explanations of their work. Critical-thinking skills are developed by analysing cases, debating legal issues, and evaluating and applying their knowledge of legal concepts. The use of technology to research and make presentations should be encouraged. This is a course for students whose immediate destination after high school is the workplace. Many of the students taking this course demonstrate more skill in hands-on activities than in research and writing. With this in mind, the Workplace Law course focuses on the skills that assist this type of learner to be successful. The Workplace Law course also enables students to research and identify jobs in the community for which legal training or knowledge would be an asset.

Planning for the Workplace Law course should include making connections with members of the legal community. Teachers should be familiar with the legal resources available through the Internet, as well as more traditional sources such as government agencies, local libraries, and legal interest groups. The Workplace Law course is designed for students whose intention is postsecondary entry into the workplace. Students meet the expectations for this course through practical activities relevant to them as citizens as well as future members of the workforce. Knowledge, understanding, and communication expectations are designed to ensure that students have a working knowledge of the legal system and can access that knowledge to assist them with issues they may face in their own lives. Students receiving a credit in the Workplace Law course will be informed legal citizens who have a continued interest in our legal system.

Units: Titles and Times

Unit 1	Heritage	20 hours
* Unit 2	Rights and Freedoms	20 hours
Unit 3	Criminal Law and Procedures	35 hours
* Unit 4	Regulation and Dispute Resolution	35 hours

* These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: Heritage

Time: 20 hours

Unit Description

In this introductory unit, students develop an understanding of what law is and how it is different from a rule. They examine the connection between religion, morality, and law. A study of the historical roots of Canadian law assists students in developing their appreciation of the Canadian legal system. Students enhance their understanding of the role of government in the passing of new laws. They also become familiar with how individuals and groups have been able to influence Canadian law. Students in Catholic schools are provided with an opportunity to study the Church's legal traditions, in particular Mosaic Law. Catholic students enhance their understanding of the rights and responsibilities of Canadian citizenship.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1: Laws and Rules	HTV.01, LIV.01, HT1.01, LI1.01, LI1.02 CGE2a, 2b, 2d, 4a, 5e	Knowledge/ Understanding Communication	Examine different groups to determine types of rules. Explain the difference between rules and law.
2: The Need for Law	HTV.02, LIV.01, HT1.02, HT1.03, LI1.01, LI1.02 CGE1h, 2b, 2d, 4a, 7g	Knowledge/ Understanding Thinking/Inquiry Communication	Describe the connection between religion, morality, and law. Examine the purpose of law.
3: Historical Development of Canadian Law	HTV.01, LIV.01, HT2.01, HT2.02, LI1.01, LI1.02 CGE2b, 2d, 7g	Knowledge/ Understanding Communication	Summarize the historical sources of Canadian law. Explain the meaning of the term "rule of law".

4: Passing of New Laws	HTV.01, LIV.01, HT2.03, HT2.04, LI1.02, LI1.02, LI1.03 CGE2a, 2b, 2d, 4f, 7h	Knowledge/ Understanding Thinking/Inquiry Communication Application	Explain how statutes are developed and passed into law. Analyse the contributions of individuals or groups who have influenced the making or modification of laws.
5: Categories of Law	HTV.03, LIV.01, HT3.01, HT3.02, HT3.03, LI1.02, LI1.03 CGE2a, 2b, 2d, 5c	Knowledge/ Understanding Communication Application	Explain the difference between civil and criminal law. Compare common law and statute law. Identify the traditional categories of law.

Unit Culminating Activity Suggestions

Code of Behaviour – As a result of this unit, students have developed an awareness of the different kinds of laws that exist. In groups, they could create a code of behaviour for their classroom, the school, or their place of employment.

Hall of Fame – Students conduct research into either individuals or groups who have influenced the law, create a poster outlining their findings, and present it to the class.

Unit 2: Rights and Freedoms

Time: 20 hours

Unit Description

In this unit, students investigate the development of rights and freedoms in Canada. An appreciation of the contributions of individuals and groups to Canadian rights legislation is developed. Students also examine both the legal rights and fundamental freedoms outlined in the Charter of Rights and Freedoms and how they may be limited under the Charter. From a practical standpoint, students learn what remedies are available when rights have been violated under the Charter. Catholic students have the opportunity to examine the Church's views on the role of government in rights enforcement. They also compare Catholic rights and freedoms with those found in the Charter.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1: The Evolution of Canadian Rights and Freedoms	RFV.01, LIV.01, RF1.01, LI1.01, LI1.02 CGE2b, 2d, 7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	Develop an historical timeline depicting the evolution of Canadian rights and freedoms.
2: People and Our Rights	RFV.01, LIV.01, RF1.02, LI1.01, LI1.02 CGE2b, 7g	Knowledge/ Understanding Communication	Create a profile of individuals or groups who have contributed to the development of rights and freedoms in Canada.
3: The Charter of Rights and Freedoms	RFV.02, LIV.01, RF2.01, LI1.01, LI1.02 CGE2b, 2d, 7h	Knowledge/ Understanding Thinking/Inquiry Communication Application	Apply scenarios to the Charter. Compare rights and freedoms from the Charter to those under the Catholic Church.

4: Limitations on Our Rights and Freedoms	RFV.02, LIV.01, LIV.02, RF2.02, LI1.01, LI1.02, LI3.01 CGE2d, 3f, 7e	Thinking/Inquiry Communication Application	Create dramatic scenarios that demonstrate limitations where rights are limited. Write a diary entry of a person belonging to a minority group whose rights and freedoms are limited.
5: Dealing with Violations of Our Rights and Freedoms	RFV.02, LIV.01, RF2.04, RF2.05, LI1.01, LI1.02, LI1.04, LI3.01 CGE2b, 2d, 4a, 5c, 5e, 5f	Thinking/Inquiry Communication Application	Examine the process for making a submission to the Canadian Human Rights Tribunal Create a submission for a complaint concerning a violation of Charter rights.

Unit Culminating Activity Suggestions

Human Rights Violations - Students prepare a case dealing with human rights violations and present it to a board, such as the Ontario Human Rights Commission, the Board of Inquiry (Human Rights Code), and the Office of the Ombudsman.

Legal Report - Students research a legal case, in which there has been a violation of rights under the Canadian Charter of Rights and Freedoms, and present their findings in a written report. This would make a good Internet research activity.

Unit 3: Criminal Law and Procedures

Time: 35 hours

Description

Students study and evaluate the principles and procedures of the criminal justice system. In particular, students examine and assess how the justice system applies to young people.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1: Types of Offences	CLV.01, CL1.01, CL1.02 CGE2b, 2d, 3b, 7h	Knowledge/ Understanding Communication	Develop a definition for crime. Use examples to apply their understanding of the elements of a crime.
2: Before the Trial	CLV.02, LIV.01, LIV.02, CL2.01, CL2.03, LI1.01, LI1.02, LI2.01, LI2.03 CGE2b, 2d, 4f, 7h	Knowledge/ Understanding Communication Thinking/Inquiry	Research and present short role-plays about aspects of the arrest and pre-trial process.
3: The Trial	CLV.02, LIV.01, CL2.02, CL2.04, LI1.01, LI1.02 CGE2b, 2c, 5b, 5g, 7h	Knowledge/ Understanding Communication Thinking/Inquiry	Investigate Canadian trial procedure. Create a poster visually displaying the layout of the court.
4: Sentencing	CLV.03, LIV.01, LIV.03, CL3.01, CL3.02, CL3.03, LI1.01, LI1.02, LI2.01, LI2.03 CGE2b, 2d, 3c, 4f, 7h	Knowledge/ Understanding Communication Thinking/Inquiry	Brainstorm purposes of sentencing. Prepare short oral reports on various types of sentences and programs.

5: Young Offenders	CLV.04, LIV.01, CL4.01, CL4.02, CL4.03, CL4.04, LI1.01, LI1.02 CGE2b, 3c, 4f, 5e	Knowledge/ Understanding Communication Thinking/Inquiry	Prepare a set of rights for young people. Compare, in chart form, the Young Offenders Act and the proposed Youth Criminal Justice Act.
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Unit Culminating Activity Suggestions

Mock trial - Students research the various aspects of the court as well as various roles in the court system.

Criminal Trial - Students follow the process of a criminal trial, if possible, using various electronic media. Students could then summarize, analyse, and react to the process of this trial.

Unit 4: Regulation and Dispute Resolution

Time: 35 hours

Unit Description

The areas of civil law studied in this unit includes family, tort, contract, and employment law. Students investigate how legal disputes in these matters are settled in Canada. They also have the opportunity to examine and evaluate both traditional and alternative methods of regulating conduct and settling disputes.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1 and 2: Civil Court Procedures	RDV.01, RD1.01, RD1.02, RD1.03, RD1.04, LIV.01, LIV.03, LI1.01, LI1.02, LI1.03, LI3.03 CGE2b, 2d, 5g	Knowledge/ Understanding Communication Application	Explore civil procedures. Prepare a Small Claims Court simulation. Examine marriage case studies
3, 4, 5, and 6: Family Law	RDV.02, RD2.01, RD2.02, RD2.03, LIV.01, LIV.03, LI1.01, LI1.02, LI1.03, LI3.03 CGE1b, 1d, 1i, 2b, 2d, 3d, 6c, 7a	Knowledge/ Understanding Communication Thinking/Inquiry Application	Create a Family Law Booklet. Participate in a creative controversy. Prepare a will. Discuss and analyse divorce and custody.
7: Contract Law	RDV.03, RD3.01, RD3.02, RD3.03, LIV.01, LIV.03, LI1.01, LI1.02, LI1.03, LI3.03 CGE1d, 2b, 2c, 2d, 3d, 5a, 7a	Knowledge/ Understanding Communication Thinking/Inquiry Application	Check for elements of a contract. Prepare a legal contract.
8: Torts - negligence and Intentional Torts	RDV.04, RD4.01, RD4.02, LIV.01, LIV.03, LI1.01, LI1.02, LI1.03 CGE1d, 2a, 2c, 3b, 3d	Knowledge/ Understanding Communication Thinking/Inquiry Application	Intentional and Unintentional Torts - Perform a vignette.
9, 10, and 11: Law in the Workplace	RDV.05, RD5.01, RD5.02, RD5.03, RD5.04, LIV.01, LIV.03, LI1.01, LI1.02, LI1.03 CGE1g, 2b, 2c, 3b, 4e, 4g, 5b, 5c, 5d, 5h	Knowledge/ Understanding Communication Thinking/Inquiry Application	Explore federal and provincial legislation and types of bargaining. Participate in a job fair.

Unit Culminating Activity Suggestions

As this unit contains very separate areas of dispute resolution, the teacher may choose to have a culminating activity for each one and a final overall activity. Civil Procedures might culminate in a Small Claims Mock Trial or a visit to small claims court. In the family law activity, students could complete their own domestic contract, use the Family Law Act to determine division of assets for a fictional family, or create their own Family Law Booklet. The Tort law activity might involve students completing a newspaper search of various tort cases, watching a tort law video at home and doing a comparison organizer on the differences between ‘real’ and ‘Hollywood’ versions, or presenting Tort vignettes to the class. Law in the Workplace could culminate in a negotiation simulation. An overall culminating activity to tie the unit together might include an examination of alternative methods of resolving these types of disputes rather than the traditional methods.

Course Culminating Activity Suggestions

It is suggested that the culminating activity for this course consist of two parts. One activity, a job fair, provides students with the opportunity to apply the research and communication skills they have learned. The second activity may consist of a final content test that demonstrates the legal knowledge students have acquired.

Teaching/Learning Strategies

This course provides students with the opportunity to acquire a practical knowledge of law as it will affect them as citizens and members of the labour force. Critical-thinking skills, such as identifying bias, debating, analysing sources, and problem solving, are a focus of many activities. Focused inquiry, data analysis, note-taking, and guided Internet searches are examples of the research skills that students practise. Students hone their skills in communication through formal presentations, role-playing, writing in role, and persuasive writing. Cooperative 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. Each unit overview states specific Teaching/Learning Strategies, as well as skills development, assessment, and evaluation. Many important skills are developed in the activities.

The Teaching/Learning Strategies employed in the Grade 11 Workplace Law course should:

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

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

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

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

Assessment & Evaluation of Student Achievement

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

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment outlines the philosophy and guiding principles concerning assessment and evaluation for Ontario teachers.

Activities in this course profile suggest formative assessment, including diagnostic and summative evaluation strategies and tools. Sample rubrics are provided for some of the major activities and for the unit culminating activity. The Course Culminating Activity is designed to be a work in progress for all students of Workplace Law. The teacher should introduce the concept and topic of a culminating activity at the beginning of the course.

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

- Provide opportunities for students learning to improve by using formative assessment tools in each unit (e.g., visual organizers, practice quiz, self- and peer-editing of written work, teacher feedback).
- Model the skill that you want students to master (e.g., formulating a thesis, note-taking, report writing).
- Share with students clearly developed criteria for their assessment and evaluation (e.g., checklists, rubrics). Developing these tools with students will help 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 how they may improve their performance.
- Use assessment tools that are appropriate for the expectations being addressed and that relate to the categories of the Achievement Chart.
- Ensure that criteria used for assessment match expectations in culminating activities that involve performance assessment.
- Ensure that performance tasks involving group work build in positive interdependence and individual accountability.
- Rubrics should make clear to students why they scored as they did and what steps they need to take to improve.
- Match the Assessment/Evaluation Strategy to the Teaching/Learning Strategy.

Students should become competent researchers and writers through the activities. They also practise and demonstrate a variety of written and verbal communication tasks.

Final Course Summative Evaluation

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment requires that thirty per cent of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to course content and administered towards the end of the course.

Decisions regarding how the thirty-percent is allocated is, ultimately, up to individual teachers, schools, or boards. However, it is recommended that the thirty percent be divided between at least two activities. The cumulative activity job fair may be assigned fifteen percent of the overall mark and a content-based final test be assigned fifteen percent of the final evaluation. This division ensures that the skills and knowledge acquired in the course are properly measured.

Because students in this course will be entering the workforce in the near future, a number of the course expectations deal specifically with career opportunities including:

Overall Expectations

LIV.02 - identify career opportunities available in the legal field.

Specific Expectations

LI2.01 - identify post-secondary opportunities for legal education;

L12.02 - list possible careers in law and conduct research on those of interest;

L12.03 - identify jobs in the community for which legal training would be an asset.

It is recommended that the course culminating activity be connected to the area of career opportunities.

One possibility is a job fair. Students would be required to research information about legal careers, create displays, and present their findings to their classmates or to other classes. This project should take place throughout the entire course and may include guest speakers and job shadowing.

Accommodations

Every effort is made to assist all students in achieving success in the Workplace Law course. Specific adaptations and accommodations are recommended with each activity. Individual Education Plans (IEPs) for exceptional students provide teachers with specific learning strategies that work best with those individual students. As well, the proficiency levels, outlined in *The Ontario Curriculum, Grades 9 and 10, English As a Second Language and English Literacy Development*, provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom.

There are a variety of strategies that can be used for those students with special needs. Teachers are encouraged to work with the Special Education teacher to review students' IEPs and determine how to assist them in meeting the expectations of the Grade 11 Workplace Law course. Students with specific learning difficulties require modifications and accommodations to meet their particular needs in terms of learning, communicating, and developing an awareness of personal strengths and weaknesses. Students need to have opportunities for active learning and interaction within a controlled environment. The variety of learning strategies and student performance tasks provide teachers with some guidance, but each individual student's program requires appropriate modifications based on the assessment and suggestions included in the Individual Education Plan. There are many enrichment opportunities for exploring areas of interest in greater depth or from different perspectives.

When planning adaptation(s) of the Understanding Canadian Law, Grade 11, Workplace course for ESL students, teachers should recognize and reflect on all aspects of language development. The academic needs of the newly-arrived student to Ontario who is an English language learner can be met with a program and activities that encourage cognitive skill development through language skills development.

Adaptation of the course for ESL students should reflect the knowledge that although most immigrant students are proficient users of his or her own languages, many arrive in Ontario with little or no previous experience with English. Some have had limited access to schooling and may not have developed literacy skills in their first language. Students who arrive with little or no previous schooling need extra support to acquire basic literacy skills and academic concepts. In addition to ESL/ELD support, first-language assistance may also be provided, where resources are available, by teachers, trained and supervised tutors, or volunteers. In such situations, skills and knowledge acquired through the first language can be transferred into English and can promote the acquisition of English. ESL/ELD learners benefit greatly if models or scaffolds for oral, written, and expressive communicative functions are provided by their teacher. Teachers should select resources that relate to the ESL/ELD curriculum expectations: Reading, Writing, Oral and Visual Communication, and Social and Cultural Competence. Use a wide variety of print and illustrative materials. ESL/ELD students should be encouraged to use bilingual dictionaries, if necessary, and to use their first language to plan, organize, and write first drafts of written and performance products.

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 student's self-esteem and motivation to learn benefit greatly when courses allow expression of their individual skills, interests, and varied life experiences. Sensitivity to the diversity of cultural, ethnic, and religious beliefs and customs, socio-economic levels, and family structures of our newcomer students entails accommodations in the structuring of learning experiences and the provision of resources. Subject content should be introduced/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

Print

Any approved Canadian Law textbook

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

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

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

Wrongful Dismissal Handbook. Scarborough: Carswell Publications.

Ontario Family Law Statutes. Scarborough: Carswell Publications, 1996.

Annotated Canadian Charter of Rights and Freedoms.

Correctional Services Canada. Ottawa. (publications and videos on variety of topics related to corrections)

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

The Classroom Puzzler Educational Resource Package. Peach House Press, Inc.

Websites

Note: The URLs for the websites have been 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.

American Constitution – www.law.cornell.edu/constitution/constitution.overview
www.bershire.net/~ifas/documents/constitution.html

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

Canada At the Polls, Elections Canada (613-993-2975) www.elections.ca

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

Canadian Charter – <http://www.pch.gc.ca/ddp-hrd/ENGLISH/charter/contents.htm>

Canadian Constitutional Documents – <http://www.solon.org/constitutions/Canada/English/>
<http://www.ccu-cuc.ca/en/library/constitution.html>

Canadian Elections on the Internet – www.library.ubc.ca/poli/cpwebe.html

www.artsci.lsu.edu/poli/research.html

www.lsu.edu/guests/poli/public_html

Canadian Encyclopaedia World Edition. McClelland and Stewart, 1999: MacLean's updates. (Morin and Latimer cases; conflict-resolution mechanisms: courts, mediation, arbitration)

CBC.ca/cgi-bin/templates/view.cgi (Milgaard compensation)

http://www.canada.gc.ca/howgoc/govorg_e.html (Government Organizational Chart: Judiciary)

<http://www.fcnetwork.org/4thnorth/joyceand.html> (Joyce and David Milgaard presentation)

Canadian Human rights Tribunal – <http://www.chrt-tcdp.gc.ca/>

Canadian Law – www.CanLaw.com

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

Canadian Resource Bank for Democracy and Human Rights – <http://www.front.web.net/canadem>

Consumer Information – www.consumerinformation.ca

Department of Justice – Lawcanada.justice.gc.ca/Loireg/index_en.html

Guide to Ontario Courts – <http://www.ontariocourts.on.ca/english.htm>

Human Rights in Action – <http://www.un.org/Pubs/CyerSchoolBus/humanrights/index/html>

Judgements from the Supreme Court, 1985-2000 – <http://www.lexum.umontreal.ca/csc-ccc/>

Junior High Justice – <http://edm.johnhoward.org/education/graphics.html>
Jurist Canada: Legal Education Network – <http://jurist.law.utoronto.ca/>
Law Commission of Canada – <http://www.lc.gc.ca/>
Law-related Internet Resources – <http://infolibrary.yorke.ca/depts/law/links.htm>
The Law Room – <http://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 B Indexes, Databases & Full Text Periodicals at BCIT Libraries – www.lib.bcit.bc.ca/le.htm
The Mounties Finally Get Their Man – www.singh~songh.org
National Film Board of Canada – www.nfb.ca
Newspapers and Magazines and Editorials – <http://www.webwombat.com.au/intercom/newsrs/index.htm><http://www.fact.com/eof.htm>
Ontario Human Rights Commission – <http://www.ohrc.on.ca/>
RCMP – <http://www.rcmp-grc.gc.ca/>
Research Tool and Law Links – http://www.umanitoba.ca/faculties/law/Research/Research_index.html
Site for Canadian Law and resource materials – <http://www.acjnet.org/acjeng.html>
Sources of Canadian Federal and Provincial Legislation: LIS2133: Legal Literature – www.fis.utoronto.ca/courses/LIS/2133/legisour.htm
StudyWeb: Government & Politics: World Government and Canadian Government – www.studyweb.com/links907.htm
Summary of Choosing a Government, Ontario Conference of Catholic Bishops, 1998 (OCCB@OCCB.on.ca) – www.OCCB.on.ca (416-923-1423)
Supreme Court Reports – www.droit.umontreal.ca/e_index
A Technology of Citizenship: Learning Democracy – www.oise.utoronto.ca/CASAE/cnf99/eharris.htm
United Nations Charter - <http://www.un.org/aboutun/charter/index.html>
United Nations Declaration of Human Rights – <http://www.un.org/>
Vatican – www.vatican.org
World Alliance for Citizen Participation – <http://www.civicus.org>
Youth FAQ – <http://www.acjnet.org/youthfaq/index.html>
www.Canada.gc.ca

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 – Guns Control Law: To Stop The Killing, Cameras in Court: Justice Seen to be Done; Sept. 1995 – The Latimer Case: Mercy or Murder?; Oct. 1995 – The Bernardo Case: The Monster Among Us; Feb. 1998 – The Krever Inquiry: Assigning Blame; Apr. 1998 – Marijuana: Taking Another Look; Mar. 2000 – Private Prisons: The Profit Motive; May 2000 – Reena Virk: A Senseless Death, Conditional Sentencing: Effective or Not?

Evolution of the Canadian Constitution. School Services of Canada Ltd.
Freedom Had A Price. NFB (C9194 043/EC009)
Government in Canada: Citizenship in Action. NFB (193C0190 124/EC009)
High Risk Offender. NFB. (C9198 073/EC009)
Human Rights in Canada. NFB (111 C0189 059)
Justice Denied. NFB (C9189 100/EC009).
Post Mortem: A Look at Forensic Science. CBC
A Question of Justice. TV/Ontario, Ministry of the Attorney General. A series of ten videos dealing with a variety of legal issues. Also includes a teacher's manual with each episode.
The Road to Patriation. NFB (106C 0184 013)
TVO Marketing
Twice Condemned. NFB (117C 0193 095)
You're Under Arrest. NFB (106C 0179 088)

Human Resources

Teacher-librarian/Resource teacher

Priest or Chaplain

Human resources vary based on locality, but could include a lawyer, judge, court clerk, court reporter, police officer (municipal, provincial, federal), probation officer, member of parliament, member of provincial parliament, member of the Canadian Civil Liberties Association, and/or member of either the John Howard Society or Elizabeth Frye.

Catholic Resources

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

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

Do Justice! Toronto: CCB, 1987.

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

Gaudium et Spes. Second Vatican Council document.

Love Kindness. Jesuit Centre for Social Justice.

On Choosing a Government. Ontario Bishops 1998 Pastoral Letter

Rerum Novarum. Papal Encyclical.

Sollicitudo Rei Sociali. Papal Encyclical, 1986.

Summa Theological. St. Thomas Aquinas.

OSS Considerations

This course profile is designed to assist teachers in the implementation of Understanding Canadian Law, Grade 11, Workplace Preparation. This course is one of the law courses listed in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000*, pp. 211-217. Expectations for accommodations and modifications of regular programs for students with Special Education needs are summarized on p. 242 of *Canadian and World Studies, 2000*. The foundation for assessment, evaluation, and reporting practices is as outlined on pp. 13-16 of *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*.

Coded Expectations, Understanding Canadian Law, Grade 11, Workplace Preparation, CLU3E

Heritage

Overall Expectations

HTV.01 · explain why we need laws;

HTV.02 · describe the historical development of Canadian law;

HTV.03 · distinguish among the various types and categories of law.

Specific Expectations

The Need for Law

HT1.01 – explain the difference between laws and rules;

HT1.02 – describe the connection between religion, morality, and law;

HT1.03 – explain the purpose of law in our community.

The Development of Law

HT2.01 – summarize the sources of our body of law (e.g., the Code of Hammurabi, Mosaic law, Roman law, English common law);

HT2.02 – explain the meaning of the term *the rule of law*;

HT2.03 – explain how statutes are developed and passed into law;

HT2.04 – analyse the contributions of individuals and groups who have influenced the making of new laws or the modification of old laws by governments in democracies that change laws.

Categories of Law

HT3.01 – explain the difference between civil and criminal law;

HT3.02 – compare common law and statute law;

HT3.03 – identify the traditional categories of law (e.g., family, tort, contract, criminal).

Rights and Freedoms

Overall Expectations

RFV.01 · explain how rights and freedoms have developed in Canada;

RFV.02 · identify the rights and freedoms outlined in the Canadian Charter of Rights and Freedoms and explain how to exercise them.

Specific Expectations

Rights and Freedoms in Canada

RF1.01 – describe the development of rights legislation from the Canadian Bill of Rights to the Charter of Rights and Freedoms;

RF1.02 – identify groups and individuals who have contributed to the development of rights legislation in Canada (e.g., John Diefenbaker, Emily Murphy and the Famous Five/Persons Case, Pierre Elliott Trudeau, women’s groups, Aboriginal groups).

The Canadian Charter of Rights and Freedoms

RF2.01 – identify the legal rights and fundamental freedoms outlined in the Charter of Rights and Freedoms;

RF2.02 – explain how rights and freedoms may be limited under the Charter;

RF2.03 – explain the importance of acknowledging and respecting minority rights in a democratic society;

RF2.04 – describe how a citizen makes a complaint concerning a violation of Charter rights;

RF2.05 – describe the remedies available to citizens whose rights have been violated under the Charter.

Criminal Law and Procedures

Overall Expectations

CLV.01 · differentiate between criminal and regulatory offences;

CLV.02 · describe the criminal trial process;

CLV.03 · identify the sentencing options available to judges in a criminal trial or provincial prosecution;

CLV.04 · explain how criminal and provincial laws apply to young people.

Specific Expectations

Types of Offences

CL1.01 – describe the elements the Crown must prove for an action to be considered a crime;

CL1.02 – explain the key characteristics and main elements of selected offences under the Criminal Code and federal statutes (e.g., crimes against the person, property crimes, drug-related offences) and under the Provincial Offences Act (e.g., most motor vehicle offences).

Investigation and Trial

CL2.01 – describe the role of the police and of provincial and municipal officials (e.g., inspectors) in maintaining order and peace in our society;

CL2.02 – describe the criminal court structure and organization;

CL2.03 – describe the procedures that take an accused from being charged to trial (e.g., arrest and release procedures);

CL2.04 – explain the rules and procedures governing jury selection, admissible evidence, and an acceptable defence.

Sentencing

CL3.01 – describe the role of the probation officer in sentencing recommendations;

CL3.02 – identify some common and alternative sentencing options available to a judge in a criminal trial;

CL3.03 – explain the purpose and principles of sentencing.

Criminal Law and Young People

CL4.01 – describe the law as it relates to young people under the Young Offenders Act;

CL4.02 – identify controversial aspects of the Young Offenders Act and the proposed Youth Criminal Justice Act;

CL4.03 – describe areas of law, besides those covered in the Young Offenders Act, that apply to young people (e.g., drinking and driving laws; laws relating to violence and sexual assault; laws dealing with drugs, alcohol, and tobacco; child protection laws).

Regulation and Dispute Resolution

Overall Expectations

RDV.01 · describe the process for taking a civil case to trial and resolution;

RDV.02 · describe how the law applies to family matters;

RDV.03 · describe the role of law in everyday contractual matters;

RDV.04 · describe how the law may serve people who are intentionally or unintentionally injured or harmed by others;

RDV.05 · describe the role of law in the workplace.

Specific Expectations

Civil Litigation

RD1.01 – create a chart showing the courts that try civil actions;

RD1.02 – identify the types of cases tried in each kind of civil court (e.g., small claims court, family court);

RD1.03 – summarize the processes of taking a civil case to resolution (e.g., through Alternative Dispute Resolution, trial);

RD1.04 – describe the types of damages recognized in civil court (e.g., special, general, nominal).

Family Matters

RD2.01 – define what is meant by a legal marriage;

RD2.02 – explain the key areas of family law (e.g., property division upon separation or death, rights of common-law spouses, same-sex spousal rights, children’s rights, custody and support, wills and estates);

RD2.03 – describe the steps necessary to obtain a legal divorce.

Contractual Obligations

RD3.01 – explain what is meant by a contract in law and what happens when a contract is broken;

RD3.02 – explain the special protections afforded to young people in making contracts;

RD3.03 – explain how and when it may be necessary to use the law in a civil dispute (e.g., landlord-tenant disputes, mortgage or credit issues, consumer complaints).

Tort Law

RD4.01 – define a tort and the elements necessary to determine negligent or deliberately dangerous conduct;

RD4.02 – explain some defences to torts and possible remedies available to victims.

Law and the Workplace

RD5.01 – describe the protections afforded to workers by federal and provincial legislation, including those relating to injury and unemployment, and harassment and discrimination;

RD5.02 – 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);

RD5.03 – explain the principles of collective bargaining and the laws governing the bargaining process;

RD5.04 – describe the steps that can be taken (e.g., mediation, grievance, formal complaint to labour boards or other provincial agencies or tribunals) and the remedies provided (e.g., employer sanctions, compensation) if employee rights are violated.

Methods of Legal Inquiry

Overall Expectations

- LIV.01 · communicate legal knowledge effectively;
- LIV.02 · identify career opportunities available in the legal field;
- LIV.03 · evaluate the role of law in current controversies.

Specific Expectations

Communication

- LI1.01 – present information on legal issues, using a variety of traditional and electronic formats (e.g., mock trials, debates, reports, multimedia presentations);
- LI1.02 – demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology;
- LI1.03 – identify a variety of legal information services and use them effectively (e.g., Internet websites, legal help-lines, law libraries, community and government agencies).

Career Opportunities

- LI2.01 – identify postsecondary opportunities for legal education;
- LI2.02 – list possible careers in law and conduct research on those of interest;
- LI2.03 – identify jobs in the community for which legal training would be an asset.

Current Controversies

- LI3.01 – evaluate the role of law in protecting the rights of certain groups or individuals (e.g., women, children, Aboriginal people, minorities, victims of crime);
- LI3.02 – assess the legal implications of various technological developments (e.g., cloning, surrogate motherhood, Internet censorship);
- LI3.03 – describe the principles of Alternative Dispute Resolution and conflict resolution strategies.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

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

An Effective Communicator who

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

A Reflective and Creative Thinker who

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

A Self-Directed, Responsible, Life Long Learner who

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

A Collaborative Contributor who

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

A Caring Family Member who

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

A Responsible Citizen who

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

Unit 2: Rights and Freedoms

Time: 20 hours

Unit Description

In this unit, students investigate the development of rights and freedoms in Canada. An appreciation of the contributions of individuals and groups to Canadian rights legislation is developed. Students also examine both the legal rights and fundamental freedoms outlined in the Charter of Rights and Freedoms and how they may be limited under the Charter. From a practical standpoint, students learn what remedies are available when rights have been violated under the Charter. Catholic students have the opportunity to examine the Church's views on the role of government in rights enforcement. They also compare Catholic rights and freedoms with those found in the Charter.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
2.1: The Evolution of Canadian Rights and Freedoms	2.5 hours	RFV.01, LIV.01, RF1.01, LI1.01, LI1.02 CGE2b, 2d, 7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	Develop an historical timeline depicting the evolution of Canadian rights and freedoms.
2.2: People and Our Rights	5 hours	RFV.01, LIV.01, RF1.02, LI1.01, LI1.02 CGE2b, 7g	Knowledge/ Understanding Communication	Create a profile of individuals or groups who have contributed to the development of rights and freedoms in Canada.
2.3: The Charter of Rights and Freedoms	3.75 hours	RFV.02, LIV.01, RF2.01, LI1.01, LI1.02 CGE2b, 2d, 7h	Knowledge/ Understanding Communication	Apply scenarios to the Charter. Compare rights and freedoms from the Charter to those under the Catholic Church.
2.4: Limitations on Our Rights and Freedoms	3.75 hours	RFV.02, LIV.01, LIV.03, RF2.02, RF2.03 LI1.01, LI1.02, LI3.01 CGE2d, 3f, 7e	Thinking/Inquiry Communication Application	Create dramatic scenarios demonstrating situations where rights are limited. Write a diary entry of a person, belonging to a minority group, whose rights and freedoms have been limited.
2.5: Dealing with Violations of Our Rights and Freedoms	5 hours	RFV.02, LIV.01, RF2.04, RF2.05, LI1.01LI1.02, LI1.04, LI3.01 CGE2b, 2d, 4a, 5c, 5e, 5f	Thinking/Inquiry Communication Application	Examine the process for making submission to the Canadian Human Rights Tribunal. Create a submission for a complaint concerning a violation of Charter rights.

Note: The assessment and evaluation tools which have been provided with this profile are very generic in nature and are provided as samples only of how the teacher may wish to assess/evaluate students' work. The best assessment/evaluation tools are those created by the teacher and students collaboratively.

Activity 2.1: The Evolution of Canadian Rights and Freedoms

Time: 150 minutes

Description

In this opening activity, students begin to develop their understanding of rights and freedoms they have under Canadian law. They begin by becoming familiar with historical events from the Bill of Rights to the Charter of Rights and Freedoms, which have been important in the evolution of Canadian rights and freedoms. Students also examine the Catholic Church's view on the role of government in the area of rights and freedoms.

Strand(s) & Learning Expectations

Strand(s): Rights and Freedoms, Methods of Legal Inquiry

Overall Expectations

RFV.01 - explain how rights and freedoms developed in Canada;

LIV.01 - communicate legal knowledge effectively.

Specific Expectations

RF1.01 - describe the development of rights legislation from the Canadian Bill of Rights to the Charter of Rights and Freedoms;

LI1.01 - present information on legal issues, using a variety of traditional and electronic formats;

LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology.

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE7g - respects and understands the history, cultural heritage, and pluralism of contemporary society.

Prior Knowledge & Skills

- In the Grade 5 program - Aspects of Government in Canada, students studied the rights of Canadians, including those specified in the Charter of Rights.
- In the Grade 10 Civics course, students described the changing nature of Canadian citizenship rights and responsibilities based on an examination of provincial legislation, The Bill of Rights (1960), and the Canadian Charter of Rights and Freedoms (1982).
- In both the Grade 10 History and Civics courses, students recorded and organized information using a variety of methods.

Planning Notes

- Prepare overheads of the passage from the Catechism of the Catholic Church (see Strategy 3) and the timeline.
- Check students' Internet knowledge and review school/board Internet policy on ethical and safe usage.

Teaching/Learning Strategies

1. To begin to develop students' understanding of rights and freedoms, the teacher presents the following scenario: You are driving your car, obeying all of the rules of the road and you are suddenly pulled over by the police. In a case of mistaken identity, you are arrested. What rights do you have? Put student responses on the board. (Possible responses - to be told of reason for your arrest, to have your rights read, to speak to a lawyer, etc.).

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2. Students write down five rights and freedoms they believe they should have and the reasons why these rights and freedoms should exist. Teachers should encourage students to list a variety of rights, not just those having to do with the legal justice system.
 3. The teacher asks students, “Where did you get these rights and freedoms.” Possible student responses may include the courts, the government, a religious group. The teacher places the following passage, from the *Catechism of the Catholic Church*, on an overhead.

...Every human person, created in the image of God, has the natural right to be recognized as a free and responsible being. All owe to each other this duty of respect. The right to the exercise of freedom, especially in moral and religious matters, is an inalienable requirement of the dignity of the human person. This right must be recognized and protected by civil authorities within the limits of the common good and public order. (p. 482)

Students examine the passage and determine the rights that the Catholic Church considers important. (List them on the board.) Who does the Church believe is responsible for ensuring that these rights are recognized and protected? Students should determine that the government has an important role in the protection of human rights. The teacher introduces the Canadian Bill of Rights and the Charter of Rights and Freedoms.
 4. Students use their texts to create a timeline showing the stages of development of rights legislation from the Canadian Bill of Rights to the Charter of Rights and Freedoms. The teacher may facilitate this work by having a timeline with important dates already prepared or jumble the information and have students place it in the correct order. See Appendix 2.1.1 for a sample of possible information.
 5. To ensure that students have the correct information, the teacher uses an overhead to record the correct responses.

Assessment & Evaluation of Student Learning

(Note: numbers refer to the corresponding Teaching/Learning Strategy above.)

2. Roving conference by the teacher to ensure that students understand the assignment and stay on task
2. Formative assessment by the teacher of students’ responses for completeness and accuracy
4. Roving conference by the teacher to ensure that students are able to locate the necessary information
5. Formative assessment by the teacher of students’ responses for completeness and accuracy. Teachers may wish to use a Learning Skills Checklist to assess Work Habits (See Appendix 2.1.2.)

Accommodations

- Ensure that copies of the IEPs of identified students are available so that noted accommodations are being addressed (e.g., use of computers, extra time for assignments, assistance with scribing, etc.).
- ESL students may wish to do a contrast/comparison of five rights in Canada to their native country. They could first do the assignment in their own language to be later translated.
- Students with developmental disabilities may create a personal timeline in order to reinforce this concept. This may reflect personal rights achieved within their own family structure (e.g., responsibility of a house key, telephone privileges, using appliances independently, etc.). Provide prior assistance with the concept of a timeline using the textbook for information.

Resources

Print

Student text

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

Appendices

Appendix 2.1.1 – Timeline of the Evolution of Rights and Freedoms in Canada

Appendix 2.1.2 – Learning Skills Checklist

Activity 2.2: People and Our Rights

Time: 300 minutes

Description

In this activity, students are introduced to people and groups who were important in the gradual acceptance of the concept of human rights and subsequent legislation in Canadian history. They learn that some of our most cherished values came about as a result of political and legal struggles. By helping students understand the personal aspect of this process, they become better citizens and better advocates for their own rights, the rights of their community, and the rights of others.

Strand(s) & Learning Expectations

Strand(s): Rights and Freedoms, Methods of Legal Inquiry

Overall Expectations

RFV.01 - explain how rights and freedoms developed in Canada;

LIV.01 - communicate legal knowledge effectively.

Specific Expectations

RF1.02 - identify groups and individuals who have contributed to the development of rights legislation in Canada;

LI1.01 - present information on legal issues, using a variety of traditional and electronic formats;

LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology.

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Prior Knowledge & Skills

In the Grade 10 Civics course, students researched and wrote about individuals and groups who made a difference in public life. They also briefly studied Canada's legal and political history and were introduced to several famous personalities who had direct influences on the development of human rights in Canada and the rest of the world.

Planning Notes

Teachers should familiarize themselves with the history of human rights in Canada. There are several historical examples of people's rights, as understood today, being infringed upon. Examples, such as the treatment of Aboriginal peoples, the Chinese immigrant head tax, the lack of voting or personal rights for women, and the internment of the coastal Japanese during World War II, may be pointed out. The enactment of the War Measures Act during the October Crisis in 1970 and the long struggle for the recognition of the rights of the French-speaking community in Quebec and in the rest of Canada should be familiar to students as well.

Teaching/Learning Strategies

1. The teacher reviews with students the fact that laws change as society changes. In the previous unit, students were introduced to their legal heritage. It has obviously developed over the years. Through large-group discussion, students develop an understanding that change like this is not inevitable. It takes the realization of the need and the dedication of groups and individuals to make changes come about.

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2. Using the Socratic method, the teacher reviews, from Activity 1, a list of rights that Canadian citizens possess. Usually, the rights students are sure of include their legal and personal rights. The teacher could list these rights and others on the board or on a large poster. The list could include those above and political freedom (vote freely and privately with real choice, guaranteed regular elections); freedom of statement, thought, and conscience; freedom of religion; freedom of movement; and freedom of association.
 3. Students are then introduced to the individuals chosen by the teacher to represent those responsible for these rights being enshrined in the law by being dedicated to changing Canadian human rights laws for the better. This list could include John Diefenbaker, Emily Murphy, Nellie McClung and the Famous Five, Pierre Elliott Trudeau, Elijah Harper, Dr. Rev. Moses Coady, Tony Clarke (Vice Chair of Council of Canadians) among others. The length of the list depends on the student text, Library/Resource Centre, and the extent of available resources.
 4. Students choose a particular individual or group, write a profile of them, and present it to the class. The profile should include a short personal history, a summary of the problems faced by the person or groups being studied, and a more detailed explanation of the outcome of the struggle and its importance in the development of modern Canada. This assignment is completed on an individual basis. For visual or tactile learners, the profile could be presented in a poster format.

Assessment & Evaluation of Student Learning

(Note: numbers refer to the corresponding Teaching/Learning Strategy above.)

4. Roving conferences by the teacher to ensure that students are on task
4. Formative Assessment of Learning Skills through a checklist (Appendix 2.1.2) (Teachers have an opportunity to observe students' learning skills while they are working on their profile, in particular: Works Independently, Organization, and Initiative)
4. Summative evaluation of students' profile presentations through a checklist (Appendix 2.2.1)

Accommodations

- Provide a visual key to help explain the Socratic method for students who need this kind of reinforcement.
- Arrange for an Educational Assistant/peer helper to help with comprehension of the evolution of the law. This may involve scribing of notes, helping compose the lists of rights, etc.
- Confer with the Special Education Department to assist with choice of profile topic and research.
- Length or format of profile may be altered to reflect the IEP.
- Special Education Department may provide support to check for completeness and comprehension of materials.
- Students with a developmental disability may be paired with a partner and assume one aspect of researching and presenting their profile.

Resources

Print

Student text

Teacher resources

Grade 10 History text and/or Grade 10 Civics text

Newspapers (e.g., *Toronto Star*, *Globe and Mail*)

Magazines (e.g., *MacLean's*, *Saturday Night*)

James Marsh, ed. *The 2000 Canadian Encyclopaedia*. Toronto: McClelland and Stewart, 2000.

Websites

The Canadian Encyclopaedia on-line – www.thecanadianencyclopedia.com/

Canadian Human Rights Tribunal – www.chrt-tcdp.gc.ca

Canadian Social Research Net – www.canadiansocialresearch.net

Human Rights and the Global Connection – citd.scar.utoronto.ca/ggp/home.htm

www.elibrary.ca (with any of the individuals listed as the search string)

World Wide Legal Association – Canadian Law: History – www.wwia.org/cahist.htm

Appendices

Appendix 2.2.1 – Checklist for Assessment of Oral Presentation

Activity 2.3: The Charter of Rights and Freedoms

Time: 225 minutes

Description

In this activity, students become familiar with the Charter of Rights and Freedoms through scenarios. Students find the section of the Charter that applies to each scenario and discover the violation that has occurred. Catholic students are asked to compare rights and freedoms from the Church with those granted under the Charter.

Strand(s) & Learning Expectations

Strand(s): Rights and Freedoms, Methods of Legal Inquiry

Overall Expectations

RFV.02 - identify the rights and freedoms outlined in the Canadian Charter of Rights and Freedoms and explain how to exercise them;

LIV.01 - communicate legal knowledge effectively.

Specific Expectations

RF2.01 - identify the legal rights and fundamental freedoms outlined in the Charter of Rights and Freedoms;

LI1.01 - present information on legal issues, using a variety of traditional and electronic formats;

LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology.

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE7h - exercises the rights and responsibilities of Canadian citizenship.

Prior Knowledge & Skills

- In the Grade 5 program - Canada and World Connections, students studied the rights of Canadians including those specified in the Canadian Charter of Rights and Freedoms.
- In the Grade 10 Civics course, students examined the changing nature of Canadian citizenship rights in their study of the Ontario Bill of Rights and the Canadian Charter of Rights and Freedoms.

Planning Notes

- The teacher obtains copies of the Charter of Rights and Freedoms.
- The teacher prepares copies of Appendices 2.3.1, 2.3.2, 2.3.3, and 2.3.4.

Teaching/Learning Strategies

1. The teacher reviews with students how Canada came to have a Charter of Rights and Freedoms (Activity 2.1).
2. The class is divided into groups of two or three students. Using Appendix 2.3.1, students read the different scenarios and decide on the relevant section of the Charter and the Charter violation. Each member of the group is responsible for completing his/her own scenario sheet. Each student should have his/her own copy of the Charter. Many law texts have the Charter as an appendix or the teacher could download a copy. (See Resources for suggested sites.) Because some students may have difficulty with some of the phrasing of the Charter, the teacher may wish to ensure that there is a peer helper available to help explain terms.
3. Once the groups have completed their examination of the Charter, the class discusses the correct responses for each scenario.
4. It is important that students recognize the fact that the Catholic Church also has a number of rights and freedoms to which, it believes, each person is entitled. Using the Charter and Appendices 2.3.2 and 2.3.3, students compare Church and Charter Rights and Freedoms.
5. The class discusses the similarities and differences between Church and Charter Rights and Freedoms.

Assessment & Evaluation of Student Learning

(Note: numbers refer to the corresponding Teaching/Learning Strategy above.)

2. Roving conferences by the teacher and the peer helper to ensure that students are on task
2. Formative assessment of students' work in their groups by the teacher using a checklist (Appendix 2.3.4) (The teacher should select two or three items from the checklist to assess, as it would be difficult to assess to all of the suggested items. There are several opportunities for the teacher to use this checklist throughout the unit.)
3. Formative assessment of students' work for completeness and accuracy (The teacher may wish to assess the work using Appendix 2.1.2 – Learning Skills Checklist.)
4. Formative assessment of students' charts for completeness and accuracy

Accommodations

- Staff in the Special Education department are provided with prior access to the Charter of Rights and Freedoms in order to ensure all students can participate in the review discussion.
- The teacher may review cooperative group skills and dynamics, as well as individual responsibilities, and ensure that a balance within group structures reflects varied strengths, abilities, and needs.
- Ensure that a peer tutor/Educational Assistant is available to help with terminology and note-taking, if necessary.
- Allow for an alternate presentation format, such as audio taping.

Resources

Print

Student text

The Charter of Rights and Freedoms

Websites

Canadian Constitutional Documents – <http://www.solon.org/constitutions/Canada/English/>

<http://www.ccu-cuc.ca/en/library/constitution.html>

http://www.sfu.ca/~aheard/c_constitution.html

Catholic Church Documents – *Pacem in Terris* (Peace on Earth); *Populorum Progressio* (On the Development of Peoples); *Sollicitudo Rei Socialis* (On Social Concerns), *Octogesima Adveniens* (A Call to Action); *Iustitia in Mundo* (Justice in the World). All of these documents may be found at <http://www.osjspm.org/cst/doculist.htm>

Video Sources

“What About My Rights?” *A Question of Justice Series*. TV Ontario, 1994.

Appendices

Appendix 2.3.1 – Charter Scenarios

Appendix 2.3.2 – Rights from the Catechism of the Catholic Church

Appendix 2.3.3 – Comparing Rights and Freedoms Under the Charter and the Catholic Church

Appendix 2.3.4 – Observational Checklist for Assessing Group Discussions

Activity 2.4: Limitations on Our Rights and Freedoms

Time: 225 minutes

Description

Through the presentation of dramatic scenarios, students become aware that rights and freedoms may have to be limited under the Charter. Students also develop an appreciation of how important it is to acknowledge and respect the rights of minority groups in a democratic society.

Strand(s) & Learning Expectations

Strand(s): Rights and Freedoms, Methods of Legal Inquiry

Overall Expectations

RFV.02 - identify the rights and freedoms outlined in the Canadian Charter of Rights and Freedoms and explain how to exercise them;

LIV.01 - communicate legal knowledge effectively;

LIV.03 - evaluate the role of law in current controversies.

Specific Expectations

RF2.02 - explain how rights and freedoms may be limited under the Charter;

RF2.03 - explain the importance of acknowledging and respecting minority rights in a democratic society;

LI1.01 - present information on legal issues, using a variety of traditional and electronic formats;

LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology;

LI3.01 - evaluate the role of law in protecting the rights of groups or individuals.

Ontario Catholic School Graduate Expectations

CGE2d - writes and speaks fluently one or both of Canada’s official languages;

CGE3f - examines, evaluates, and applies knowledge of interdependent systems (physical, ethical, socio-economic, and ecological) for the development of a just and compassionate society;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society.

Prior Knowledge & Skills

- In the Grade 10 Civics course, students studied the elements of democratic decision making; legal cases wherein rights and responsibilities were upheld or restricted; the differences between democratic and authoritarian forms of decision making; and the similarities and differences in the way power is distributed in groups, societies, and cultures.
- In the Grade 10 History and Civics courses, students examined the rights of minority groups during World War II in both Canada (Japanese internment) and Germany (the Holocaust).

Planning Notes

- To assist students who may have difficulty creating a dramatic scenario, the teacher may prepare a list of suggestions for topics.
- If the teacher decides to substitute the diary activity with a collage or poster, the necessary materials, such as poster paper, magazines, etc., must be collected.

Teaching/Learning Strategies

1. Students are presented with the following scenario: A student stands up in a crowded cafeteria and yells, “Fire!” when there really is no fire. This student is expressing his right to freedom of expression. Should he/she be allowed to do this? Why or why not?
2. Through a class discussion of the scenario, students determine that, in many situations, there must be limits on our rights and freedoms.
3. In groups, students create their own dramatic scenario in which a person’s rights or freedoms have to be limited. Student should refer to their copies of the Charter. Dramatic scenarios are presented to the class. The class is asked to identify the behaviour that needs to be limited and why. Responses should be recorded both on the board and in student notes.
4. Once students have a good understanding of the need to place limits on our rights and freedoms, the teacher asks students for examples of when it would be wrong to place limits on people’s rights and freedoms. The teacher leads the discussion to examining what is wrong when a person’s rights and freedoms are limited because of membership in a minority group. What could happen to these people? List student responses.
5. Students are asked to write a diary entry from the standpoint of a person who belongs to a minority group who has had his/her rights and freedoms limited. For visual or tactile learners, the teacher may have students create a poster or collage showing scenes in which a person’s rights have been limited.

Assessment & Evaluation of Student Learning

(Note: numbers refer to the corresponding Teaching/Learning Strategy above.)

3. Formative assessment of group work by self- and peer assessment using a checklist (Appendix 2.4.1)
3. Summative evaluation of dramatic presentations by the teacher using a checklist (Appendix 2.4.2)
5. Formative assessment of students’ diary entries by the teacher for understanding of the problems experienced by minority groups when their rights and freedoms are wrongly limited

Accommodations

- Review notes shared with Special Education department prior to activity so they may assist students in preparing for group participation.
- Provide peer tutor/Educational Assistant for explanation of phrasing and terminology in the Charter.
- The teacher assessment checklist may be adjusted with input of Special Education department to more accurately reflect identified student participation and effort.
- Extension activities may include students procuring a guest speaker (e.g., a member of the religious community with some expertise) to address the Church’s position on rights and freedoms and the conflicts it encounters.

Resources

Print

A Case for Canada, Vol. I, Rights and Freedoms (ISBN 0-7730-5008-6); *Vol. II, Minority Rights* (ISBN 0-7730-5010-8). Toronto: Copp, Clark, Pitman, 1991. An excellent resource for teachers which gives examples of Charter Cases.

Marcotte, Carolyn and Christin. *A Question of Justice – What About My Rights? Teacher Resource*. Toronto: McGraw-Hill Ryerson Ltd., 1994. Excellent resource for teachers.

Appendices

Appendix 2.4.1 – Peer/Self-Evaluation Observation Checklist

Appendix 2.4.2 – Dramatic Scenario Checklist

Activity 2.5: Dealing with Violations of Our Rights and Freedoms

Time: 300 minutes

Description

Students learn to understand and initiate the process by which possible human rights violations are dealt with. They demonstrate this understanding by exploring, step by step, the process of officially dealing with a possible human rights violation. They show knowledge of the concept of human rights and the structures put in place to help our society manage change and maintain our rights and freedoms.

Strand(s) & Learning Expectations

Strand(s): Rights and Freedoms, Methods of Legal Inquiry

Overall Expectations

RFV.02 - identify the rights and freedoms outlined in the Canadian Charter of Rights and Freedoms and explain how to exercise them;

LIV.01 - communicate legal knowledge effectively.

Specific Expectations

RF2.04 - describe how a citizen makes a complaint concerning a violation of Charter rights;

RF2.05 - describe the remedies available to citizens whose rights have been violated under the Charter;

LI1.01 - present information on legal issues, using a variety of traditional and electronic formats;

LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology;

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

LI3.01 - evaluate the role of law in protecting the rights of groups or individuals.

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE5c - develops one's God-given potential and makes a meaningful contribution to society;

CGE5e - respects the rights, responsibilities, and contributions of self and others;

CGE5f - exercises Christian leadership in the achievement of individual and group goals.

Prior Knowledge & Skills

- In the Grade 10 Civics course, the legal process, the Canadian governmental system, and the Canadian Charter of Rights and Freedoms were introduced and students were given an understanding of how the political and judicial systems protect the rights and uphold the responsibilities of citizens.
- Students are also familiar with the Canadian Charter of Rights and Freedoms from previous activities.

Planning Notes

- Teachers should become familiar with the Canadian Human Rights Tribunal and its role in settling human rights disputes. The websites help in this task. The teacher should decide if they will give students a scenario or an actual case to present to the Commission. Cases have to be researched. Knowledge of the relevant sections of the Charter is also necessary.

Teaching/Learning Strategies

1. In this activity, the teacher gives students several scenarios. They can be handed out, put on an overhead, or put on the board. Scenarios could consist of the following:
 - a) A student wishes to wear a yarmulke in a school with a no-hat policy.
 - b) A student refuses to let a principal open her locker.
 - c) Students are prevented from forming a student union to negotiate school hours with the board.
 - d) During a weapons search, a Sikh student is arrested for wearing a kirpan (a ceremonial dagger).
2. Students form teams of up to three people. Their task is to represent, as lawyers, one of the students in a particular scenario. In their teams, students research the Charter to find the rights that are in question. The teams record their findings; then brainstorm to summarize the arguments they will present. Arguments must be recorded.
3. The teacher introduces the Canadian Human Rights Tribunal. A short summary of what the Tribunal does and how they do it can be found on the websites and in documents available from this organization. In their teams, students read about and develop an understanding of the role of this group. Once this task is completed, students begin the process of making a human rights complaint.
4. Students research the complaint system in the Library/Resource Centre or computer lab. If they are not available, the Commission should be contacted directly. Websites and phone numbers are in Resources.
5. Once students understand the requirements of the process, they write a submission to be handed in to the teacher. This submission should include reference to the relevant Charter rights, the legal arguments, and the “official document”. Each student is also responsible for submitting a one-page assessment of the process of filing a complaint. Questions could include: Why do you believe that this complaint should be acted upon by the Commission? What was easy about this process? What was difficult about it? Do you feel the process is one that encourages public participation? Why or why not?

Assessment & Evaluation of Student Learning

(Note: numbers refer to the corresponding Teaching/Learning Strategy above.)

2. Roving conference by the teacher to ensure that students are on task
3. Formative assessment of students’ work in their groups by the teacher using a checklist (Appendix 2.3.4 – Observational Checklist for Assessing Group Discussions) or self-/peer assessment using a checklist (Appendix 2.4.1 – Peer/Self-Evaluation Observation Checklist)
5. Formative assessment of the groups’ submissions by the teacher for completeness and accuracy.
6. Summative evaluation of the individual assessments of the complaint process by the teacher using a rubric (Appendix 2.5.1 – Written Report Rubric)

Accommodations

- Provide peer tutor/Educational Assistant for assistance with research, brainstorming, and assessment of the process. If handouts are not available, they may also assist with note recording.
- Allow the use of computer technology.

Resources

Print

Student text

Newspapers

Documents from the Canadian Human Rights Tribunal

Internet Sources

Human Rights and the Global Connection – citd.scar.utoronto.ca/ggp/home.htm

Canadian Human Rights Tribunal – www.chrt-tcdp.gc.ca (Tel: (416) 973-5527, 1-800-999-6899)

Appendix 2.1.1

Timeline of the Evolution of Rights and Freedoms in Canada

1928	Persons Case: Supreme Court decides that the word ‘person’ does not apply to women.
1929	British Privy Council ruled that women were persons and qualified to run for the Senate.
1942	Beginning of internment of Japanese Canadians: all their rights were taken away.
1945	John Diefenbaker introduces the idea of legislation guaranteeing the rights of Canadians to Parliament.
1945-1955	Great discussion and controversy. Some preferred the tradition of depending on common law and the courts to protect citizen’s rights. Others thought that written legislation would be more effective.
1957 and 1958	During election campaigns, John Diefenbaker, as leader of the Progressive Conservative party, promised a federal Bill of Rights if he was elected.
1960	On August 10th, 1960, the Canadian Bill of Rights became law.
1980	Quebec holds referendum on separation. Prime Minister Trudeau promises to change the Constitution.
1981	At a conference, Trudeau and nine of the provincial premiers agree upon an amending formula for the constitution and a Charter of Rights and Freedoms. Quebec does not sign.
1982	The Constitution Act, 1982, with the Charter of Rights and Freedoms, becomes law.

Appendix 2.1.2

Learning Skills Checklist

Activity:

Date:

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

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

Appendix 2.2.1

Checklist for Assessment of Oral Presentation

Names of Group Members	Preparation	Presentation	Application	Speech

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

Preparation – research, organization

Presentation – vocal quality, confidence, gestures, effectiveness

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

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

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

Appendix 2.3.1

Charter Scenarios

For each of the following scenarios, indicate the section of the Charter being dealt with and the violation.

1. John Smith, a law abiding Canadian citizen, decides to go on a trip to Europe. When he arrives at the airport, he is told that he is not allowed to leave Canada. No reason is given by the authorities.
2. Jean Chretien decides that he wants to be Prime Minister for life and refuses to call an election.
3. The police walk into your home and start searching for drugs.
4. The province of Ontario decides that it will no longer allow Canadians from other provinces to work and live in Ontario.
5. The government decides that all churches are to be closed down permanently.
6. Recent immigrants, who speak little English, are very confused at their criminal trial because they do not understand what is being said.
7. The police do not have to treat all groups of Canadians the same. They are allowed to discriminate against teenagers, Clergy, and certain ethnic groups.
8. A judge orders that a person receive 25 lashes for a punishment.
9. You are arrested and thrown in jail. You are not told the charges for two weeks. With no reason given, you are denied bail for a minor shoplifting offence. Finally, after one year in prison, you get your day in court. Unfortunately, you are defending yourself because you are unable to pay for a lawyer.
10. You are not allowed by the government to join an environmental group that protests cutting down trees.
11. You testify at a trial about a break and enter. Later, the police arrest you because of your testimony.
12. Canada has one official language - French. If you speak English and need help from the government, you are out of luck.
13. In Canada, men have more rights than women.
14. The government does not like comments written in a major newspaper because they are critical of the government's actions. As a result, the newspaper is not allowed to publish any more.
15. You have been fired from your job because of the colour of your hair. You try to get help but no court is willing to hear your case.

Appendix 2.3.2

Rights from the Catechism of the Catholic Church

Every form of social or cultural discrimination in fundamental personal rights on the grounds of sex, race, colour, social conditions, language, or religion must be curbed and eradicated as incompatible with God's design. (p. 523)

The political community has a duty to honour the family, to assist it, and to ensure especially:

- the freedom to establish a family, have children and bring them up in keeping with the family's own moral and religious convictions;
- the protection of the stability of the marriage banns and the institution of the family;
- the freedom to profess one's faith, to hand it on, and raise one's children in it, with the necessary means and institutions;
- the right to private property, to free enterprise, to obtain work and housing, and to emigrate;
- the right to medical care, assistance for the aged and family benefits;
- the protection of security and health, especially with respect to dangers like drugs, pornography, alcoholism, etc.;
- the freedom to form associations with other families and so to have representation before civil authority. (p. 591)

Appendix 2.3.3

Comparing Rights and Freedoms Under the Charter and the Catholic Church

Right/Freedom	The Charter of Rights and Freedoms	The Catholic Church

Appendix 2.3.4

Observational Checklist for Assessing Group Discussions

Date:

Time:

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

Adapted from *Making The Grade*, OSSTF, 1987

Appendix 2.4.1

Peer/Self-Evaluation Observation Checklist

Group Work Student Name:

Group Name:

Date:

	Always 4	Most Times 3	Sometimes 2	Rarely 1
was willing to have ideas questioned				
showed respect for the ideas of others				
stayed focused on the task at hand				
participated in planning by volunteering information or ideas				
accepted an equal share of the workload				
could be counted upon to complete the task assigned by the group				
modified views when faced with new ideas, information, or evidence				

Appendix 2.4.2

Dramatic Scenario Checklist

	Level 1 Ineffectively	Level 2 Adequately	Level 3 Successfully	Level 4 Masterfully
Presentation Style				
1. Voice is projected and pitch is varied. (C)				
2. Maintains eye contact with audience. (C)				
3. Tone is appropriate to purpose and audience. (C)				
Content				
1. Dramatic scenario clearly identifies a right or freedom from the Charter. (K/U, T/I)				
2. Dramatic scenario represents the students' understanding of the need to sometimes limit rights and freedoms. (K/U, T/I)				
3. Dramatic scenario synthesizes/applies student knowledge of the limitation of a right or freedom as a teaching tool for peer understanding (A)				

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

Appendix 2.5.1

Written Report Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Understanding of the process for filing a complaint with the Human Rights Commission	- limited understanding of the process for filing a complaint	- some understanding of the process for filing a complaint	- considerable understanding of the process for filing a complaint	- thorough understanding of the process for filing a complaint
Thinking/Inquiry Use of inquiry skills (interpreting and evaluating information; drawing conclusions)	- applies few of the skills involved in an inquiry process	- applies some of the skills involved in an inquiry process	- applies most of the skills involved in an inquiry process	- applies all of the skills involved in an inquiry process
Communication The degree to which the writer's response: a) demonstrates an awareness of audience and task b) communicates information and ideas	- demonstrates a limited awareness of audience and task - demonstrates limited clarity of information and ideas	- demonstrates some awareness of audience and task - demonstrates some clarity of ideas and information	- demonstrates a clear understanding of audience and task - demonstrates considerable clarity of ideas and information	- demonstrates a clear understanding of audience and task - demonstrates a high degree of clarity of ideas and information
Communication Structure and grammar: the degree to which the writer's response exhibits correct usage, structure, and grammar	- limited usage, structure, and grammar	- moderate usage, structure, and grammar	- considerable usage, structure, and grammar	- thorough usage, structure, and grammar
Application Making logical conclusions about the process for filing a complaint to the Human Rights Tribunal	- infrequently makes logical conclusions about the process for filing a complaint	- sometimes makes logical conclusions about the process for filing a complaint	- usually makes logical conclusions about the process for filing a complaint	- always or almost always makes logical conclusions about the process for filing a complaint

Student Name: _____

Overall Level:

Comments:

Strengths:

Next Steps:

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

Unit 4: Regulation and Dispute Resolution

Time: 35 hours

Unit Description

The areas of civil law studied in this unit include family, tort, contract, and employment law. Students investigate how legal disputes in these matters are settled in the Canadian legal system. They also have the opportunity to examine and evaluate traditional and alternative methods of regulating conduct and settling disputes. Knowledge and appreciation of the role of law in the typical life cycle of Canadians provide a logical organization for activities as students move from an examination of marriage, wills, custody, divorce, and workplace laws. Students have the opportunity to develop good citizenship skills by understanding civil court procedure, torts, contracts, and collective bargaining. Students reinforce their understanding of the concepts of compromise, agreements, and dispute resolution and thereby develop skills for the workplace and citizenship. The methodology of legal inquiry is woven throughout the unit to maximize opportunities for students to develop communication skills, examine career opportunities, and relate their study to current events and controversies. Ultimately, students consolidate and demonstrate their understanding of legal issues in this unit by explaining career opportunities in the culminating Job Fair activity.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
4.1: Civil Court Procedures - Small Claims Court Simulation	3.85 hours	RDV.01, LIV.01, LIV.03, RD1.01, RD1.02, RD1.03, RD1.04, L1V.01, L1V.02, LI1.03, LI3.03	Knowledge/ Understanding Communication Thinking/Inquiry Application	Participate in small claims court cases and simulation
4.2: Overview of Essential and Formal Requirements for Marriage in Canada - Are You Legally Married?	1.25 hours	RDV.02, LIV.01, LIV.03, RD2.01, LI1.02, LI3.03, LI1.01, LI1.03	Knowledge/ Understanding Communication Thinking/Inquiry Application	Case studies
4.3: Family Law - Family Law Booklet, Part 1 and Part II	5.0 hours	RDV.03, LIV.01, LIV.03, RD2.02, LI1.01, LI1.02, LI1.03, LI3.01	Knowledge/ Understanding Communication Thinking/Inquiry Application	Creation of a Family Law Booklet
4.4: Preparing a Will	2.5 hours	RDV.02, LIV.01, RD2.02, LI1.01, LI1.02	Knowledge/ Understanding Communication Thinking/Inquiry Application	Making a will—examination and preparation
4.5: Custody: In the Best Interests	2.5 hours	RDV.02, LIV.01, LIV.03, RD2.02, LI1.01, LI1.02, LI3.01, LI3.02	Knowledge/ Understanding Communication Thinking/Inquiry Application	Small group discussion and case analysis

4.6: Divorce: Creative Controversy	1.25 hours	RDV.02, LIV.01, LIV.03, RD2.02, RD2.03, LI1.02, LI1.03, LI3.01	Knowledge/ Understanding Communication Thinking/Inquiry Application	Creative controversy—defending a position
4.7: Contracts: Forming a Contract	2.5 hours	RDV.03, LIV.01, RD3.01, RD3.02, RD3.03	Knowledge/ Understanding Communication Thinking/Inquiry Application	Examining contracts and drawing up a legal contract
4.8: Torts: Negligence and Unintentional Torts	5.0 hours	RDV.04, RDV.05, LIV.01, RD4.01, RD4.02, RD5.01, LI1.01, LI1.02	Knowledge/ Understanding Communication Thinking/Inquiry Application	Role playing in a vignette
4.9: Law in the Workplace	3.85 hours	RDV.05, LIV.01, LIV.03, RD5.01, RD5.02, RD5.03, RD5.04, LI1.01, LI1.02, LI1.03, LI3.01, LI3.02	Knowledge/ Understanding Communication Thinking/Inquiry Application	Research and set up an information booth
4.10: Collective Bargaining Worker Protection	2.5 hours	RDV.05, LIV.01, LIV.03, RD5.01, RD5.02, RD5.03, RD5.04, LI1.01, LI1.02, LI1.03, LI3.01, LI3.02, LI3.03	Knowledge/ Understanding Communication Thinking/Inquiry Application	Negotiation simulation
4.11: Job Fair and Summative Evaluation/ Culminating Activity – Final Test	4.8 hours	LIV.01, LIV.02, LI1.01, LI1.02, LI1.03, LI2.01, LI2.02, LI2.03	Knowledge/ Understanding Communication Thinking/Inquiry Application	Research and present career search and Job Option Fair Final test

Activity 4.1: Civil Court Procedures – Small Claims Court Simulation

Time: 230 minutes

Description

This is a simulation activity designed to provide students with an understanding of the civil court structure. They also discover how they can access the legal system for the resolution of civil disputes. Students prepare and role-play a mock trial in small claims court.

Strand(s) & Learning Expectations

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

Overall Expectations

RDV.01 - describe the process for taking a civil case to trial and resolution;

LIV.01 - communicate legal knowledge effectively;

LIV.03 - evaluate the role of law in current controversies.

Specific Expectations

- RD1.01 - create a chart showing the courts that try civil actions;
- RD1.02 - identify the types of cases tried in each kind of civil court;
- RD1.03 - summarize the process of taking a civil case to resolution;
- RD1.04 - describe the types of damages recognized in civil court, e.g., general, and specific, nominal;
- LI1.01 - present information on legal issues, using a variety of traditional and electronic formats;
- LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology;
- LI1.03 - identify a variety of legal information services and use them effectively;
- LI3.03 - describe the principles of Alternative Dispute Resolution and conflict-resolution strategies.

Prior Knowledge & Skills

Students should have a basic understanding of the court system. From information acquired in previous units and the Grade 10 Civics course, students should also be aware of the difference between civil and criminal procedures. Differences are reinforced and students are given the opportunity to actively apply prior knowledge.

Planning Notes

- Students require an organizational chart describing the different levels of the civil court system. Some materials prepared for the Civics course may be appropriate.
- Find a variety of civil dispute cases, in local newspapers, Internet searches, or textbooks, that discuss damages suffered in civil situations
- Prepare a list of terms (e.g., punitive, plaintiff, defendant, litigants).
- Obtain sample copies of a Statement of Claim and a Statement of Defence.
- Collect or create small claims cases for the simulation exercise. Cases should be of a simple enough nature to permit students to present an in-class small claims court trial. The cases should reflect students' current and potential life experiences (e.g., cases could come from students or the teacher might watch episodes of court television shows for ideas). Media analysis skills are reviewed and preplanning with the media department about editing could be beneficial. An awareness of American vs. Canadian sources should be addressed and may provide good opportunities for assessing relative influences and significance.
- Arrange for a podium, set up the classroom to simulate a courtroom, provide robes for the judges (if possible), and arrange for a video camera (and a student familiar with videotaping) to tape the case simulation.
- Students prepare for their case outside of the classroom. The actual presentation should be completed in one class period.

Teaching/Learning Strategies

1. Provide students with an organizational chart outlining the civil court structure. Discuss with students the kinds of cases that are likely to be tried in the civil court system.
2. Provide students with a flow chart outlining the process of taking a civil case to resolution.
3. Discuss with students various options of dealing with conflicts or disputes.
4. Provide students with a variety of cases clipped from newspapers regarding civil disputes. Invite students to share their own recent experiences involving conflict of a possible civil nature.
5. Provide students with a list of terms associated with the unit and have them find the terms in the articles provided. Students define the terms for their study notes.
6. Provide trigger statements on chart paper to cue appropriate language for discussion and simulation.
7. Teach students the procedures involved in bringing a case to small claims court, including cost of claiming, access to appropriate legal advice, maximum amount that can be claimed, etc.

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8. Provide students with examples of completed Statement of Defence and Statement of Claim form.
 9. Discuss how to fill in these documents and what information should be included.
 10. Provide students with sample background of cases that could be resolved in small claims court.
 11. Assign each student in class the role of plaintiff or defendant and have them complete either a statement of defence or statement of claim based on their background cases
 12. Select cases to present to class. Assign roles of plaintiff, defendant, advisors, and judges. Lawyers and witnesses may be assigned, though students should be advised that lawyers are not necessary in a small claims case.
 13. If possible, videotape student scenarios and play the videotapes later to the class.
 14. Examine and evaluate other ways to resolve these disputes rather than going to court.

Assessment & Evaluation of Student Achievement

Teachers should consider using some of the following tools for assessment and evaluation:

- quiz on organizational chart and flow chart;
- terminology word search or puzzle;
- formative and summative evaluation of completed statement of claim/defence forms;
- teacher- and student-developed rubric for peer and self-evaluation of strengths and weaknesses of small claims role play;
- teacher evaluation of level of preparation, role-play, legal knowledge, and decision-making abilities of each of the roles in the small claims simulation.

Accommodations

- Support new vocabulary development through mini dictionaries, games, and room displays.
- Accommodate students with anxiety by allowing them to demonstrate their understanding without having to perform in a dramatic role. (Group work, with one student willing to assume the role that many have researched, may serve this function.)
- Provide examples and models for student work. Showing a mock trial videotape from a previous class can concretely demonstrate expectations.

Resources

Print

Classroom law text and law dictionary

Pamphlets and booklets on Small Claims procedures available from local Small Claims Court.

Statement of Defence and Statement of Claim forms available from local Small Claims Court.

Celap, Milena and Pamela J. Larmondin. *Small Claims Court for the Everyday Canadian*. North Vancouver, BC: International Self-Counsel Press, 2000.

Fitzgerald, Maureen F. *So You Think You Need A Lawyer*. Newmarket, ON.

Levitan, Jerry. *The Complete Idiots' Guide to Winning Everyday Legal Hassles in Canada*. Scarborough, ON: Prentice Hall Canada, 1996.

Small Claims Kit. E-Z legal forms, 1995.

Websites

<http://www.attorneygeneral.jus.gov.on.ca> (includes guide to small claims court)

<http://www.ontariocourts.on.ca>

<http://www.cbao.org/LawDay> (mock trial kit)

Audio-Visual

Judge Judy, Peoples' Court (useful for ideas on small claims simulation)

Activity 4.2: Overview of Essential and Formal Requirements for Marriage in Canada – Are You Legally Married?

Time: 75 minutes

Description

Through an examination of cases and relevant articles involving the legal requirements for marriage, students gain an understanding of the role of different levels of government in regulating marriage. They examine what constitutes a legal marriage, when a marriage can be annulled, and when a marriage may be forbidden under Canadian Law. Students enhance their understanding through the examination of current controversies and personal experiences.

Strand(s) & Learning Expectations

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

Overall Expectations

RDV.02 - describe how the law applies to family matters;

LIV.01 - communicate legal knowledge effectively;

LIV.03 - evaluate the role of law in current controversies.

Specific Expectations

RD2.01 - define what is meant by a legal marriage;

RD2.02 - explain key areas of family law;

RD2.03 - describe the steps necessary to obtain a legal divorce;

LI1.01 - present information on legal issues, using a variety of traditional and electronic formats;

LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology;

LI1.03 - identify a variety of legal information services and use them effectively;

LI3.03 - evaluate the role of law in protecting the rights of certain groups or individuals.

Prior Knowledge & Skills

Students may have prior learning of the concepts of ‘marriage’ from their own life experiences, observations, etc.; however, it is assumed that students are not familiar with the legal aspects of marriage.

Planning Notes

- Prepare a marriage quiz to determine prior knowledge of this activity.
- Prepare an overhead or handout outlining the responsibilities of the different levels of government regarding marriage requirements.
- Find a variety of cases (from texts, newspapers, or videotape) that suggest when requirements for marriage have not been met.
- Church and canon law material may be prepared (given the current controversial attempts to bring this into the issue of legality of marriage).
- Review discussion ground rules to facilitate activities around group discussion.

Teaching/Learning Strategies

1. Provide students with a brief quiz on general knowledge of the legal requirements of marriage. Some classroom discussion could take place beforehand.
2. Elicit from students what they think should be mandatory before people are permitted to marry (e.g., minimum age, opposite/same sex, not closely related, attendance at a pre-marriage course).
3. Use an overhead or prepared handout to instruct students on the levels of government involved in regulating marriage and the difference between formal requirements and essential requirements.

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4. Give students a variety of cases involving marriage. Answer questions related to cases. Students could use an organizer chart that the class or teacher has developed.
 5. In a class discussion of the case studies, ask students to justify their answers.

Assessment & Evaluation of Student Achievement

- Diagnostic assessment of students' knowledge of legal marriage requirements
- Formative assessment through classroom discussion and development of organizer chart
- Summative assessment of each student's organizer chart, summative quiz, or open-book evaluation using the chart for reference

Accommodations

- The teacher models effective note-taking and organization with handout or overhead. A handout of notes may be required for students with fine motor or visual spatial integration impairments.
- An organizer chart with a completed sample could be provided for students.
- An open-book evaluation addresses needs of students with memory-specific learning disabilities.

Resources

Print

Law textbook/case studies from text/ Decisis/ newspaper articles

Kronby, Malcolm C. *Canadian Family Law*, 7th ed. Toronto: Stoddart Publishing Co. Ltd., 1998.

Consolidated Ontario Family Law Statutes and Regulations, 1996 (includes a full text of Marriage Act). Carswell. ISBN 955 3 3 800806

Audio-Visual

NFB. Vol. 1: "Loves Me, Loves Me Not", Vol. 2: "Picture Perfect", *Multiple Choices*.

Activity 4.3: Family Law – Family Law Booklet, Part I and Part II

Time: 300 minutes

Description

The preparation of a Family Law Booklet may be done in two parts. In the first part, students research and prepare an information booklet on family law. In the second part, students are assigned the role of a legal advisor who provides information and advice, but who is not a lawyer. Students make up commonly asked questions related to family law and use their booklet and other sources to provide the answers.

Both parts of this activity are designed to give students the opportunity to research family law in Canada, to discover where to find information regarding family law, and to gain an understanding of how the law regarding family matters in Canada has changed to reflect societal values and judicial interpretations of family law.

Strand(s) & Learning Expectations

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

Overall Expectations

RDV.02 - describe how the law applies to family matters;

LIV.01 - communicate legal knowledge effectively;

LIV.03 - evaluate the role of law in current controversies.

Specific Expectations

RD2.02 - explain the key areas of family law;

LI1.01 - present information of legal issues, using a variety of traditional and electronic formats;

LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology;

LI1.03 - identify a variety of legal information services and use them effectively;

LI3.01 - evaluate the role of law in protecting the rights of certain groups or individuals.

Prior Knowledge & Skills

Students may be unfamiliar with the specifics of the Family Law Act or may have inaccurate or incomplete information from popular media. Computer skills are needed to publish an attractive booklet. Most students have computer skills from earlier computer courses.

Planning Notes

- Obtain copies of the Family Law Act 1986 and other government publications on family law.
- Obtain copies of Legal line and other Internet sources of legal advice.
- Book a computer lab for production of the family law booklet.
- Prepare overheads or handouts to teach highlights of Family Law legislation.
- Prepare handouts of cases relevant to family law (e.g., Murdoch vs. Murdoch, Leatherdale vs. Leatherdale) and recent court decisions regarding assets and support.
- Prepare or have students generate basic questions related to family law and the division of assets for the second part of the booklet. Examples include, “Do I have to give my common-law spouse half of my home, car, and other assets if we decide to separate after being together for four years?”
- Verify the accuracy of Part I of the booklet as the success of Part II depends on the accuracy and completeness of Part I.
- Consider appropriate groupings of students. Factors to evaluate effective groupings are student strength, areas of challenge, prior experiences, leadership, and cooperative group skills.

Teaching/Learning Strategies

1. Begin this activity with a brief discussion of the history of Family Law in Canada. Inform students that family law is a work in progress and has often reflected societies attitudes to women, marriage, and family responsibilities. The Murdoch vs. Murdoch and Leatherdale vs. Leatherdale cases may be used to illustrate the changes that have taken place in family law. Celebrity splits may be used to stimulate student interest and create relevance.
2. Discuss cases involving division of assets and support. Introduce students to the most recent law governing Family Law—the Family Law Act 1986. Use the preamble to this act “that marriage is an economic as well as a social or family partnership” as a lead in to a discussion on the long-term legal and financial commitments of marriage.
3. Divide students into groups of three or four and give each a variety of research materials on this topic, including highlights of the Family Law Act, recent legal decisions on issues of family law, and legal help-line numbers. Groups research and produce the first part of a Family Law Booklet, outlining basic legal information people would need if they were investigating a separation.
4. Provide each group with a variety of questions relating to issues in family law. Questions should reflect all aspects of the law, including what assets are subject to division, items excluded from the 50/50 split, the division of the matrimonial home, how assets are split, support obligations, rules regarding the division of assets, and support obligations for common-law and married spouses.

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5. Ensure that each student in the group is assigned an equitable number of tasks.
 6. Use class time for students to write responses but assign research and computer tasks out of class.
 7. Print and display booklets for the rest of the class to see and evaluate. Exemplary booklets could be used for future activities.

Assessment & Evaluation of Student Achievement

- Formative and ongoing assessment of the development of a family law booklet (using a rubric would facilitate this activity)
- Formative evaluation by self and peer on the production of an attractive, useful, and informative booklet
- Summative evaluation by teacher on the accuracy of legal information, quality of questions and answers, and overall presentation of completed Family Law Booklet

Accommodations

- The development of the booklet may be broken down into stages to guide students with learning disabilities and poor organizational skills. Feedback on each of these stages would facilitate efficient learning and minimize student frustration and anxiety.
- A sample of the desired product would concretely demonstrate learning objectives.
- A rubric for evaluation of the final product would further focus students with learning disabilities towards the desired outcomes.
- The teacher may choose to create the groups to form effective working partnerships, balancing the skills and learning styles of students. Alternatively, students with strong oral skills could develop an information tape modelled on legal help-lines.
- Examples of guides could be provided (e.g., Do-it-yourself Divorce Kits).
- Technical support may be utilized to support student efforts and direct computer activities to facilitate creation of an attractive booklet.
- Students with visual impairments or auditory learning strengths may develop a tape recording to simulate a legal help-line service. Visual learners with video expertise could film a simulation of an interview with a legal expert who answers questions in the form of accepting calls from viewers.

Resources

Print

McCarthy, M. *Family Law for Every Canadian*. Harper Collins Canada, 1997.

Murray, I.P.C. *Annotated Ontario Family Law Act 2000*. Carswell, 1998.

Websites

<http://acjnet.org/youthfaq/index.html> (list of “frequently asked questions” on ADR and family law)

<http://www.cleo.on.ca> (CLEO - topics include family law and women’s issues)

Activity 4.4: Preparing a Will

Time: 150 minutes

Description

Students prepare a will for themselves or a fictional character. In preparation for this activity, students learn the requirements for making a valid will, legal terms associated with wills and estates, and what happens if a person dies without making a will.

Strand(s) & Learning Expectations

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

Overall Expectations

RDV.02 - describe how the law applies to family matters;

LIV.01 - communicate legal knowledge effectively.

Specific Expectations

RD2.02 - explain the key areas of family law;

L1I.01 - present information on legal issues, using a variety of traditional and electronic formats;

L1I.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology.

Planning Notes

- Obtain blank copies of a standard will form from a local bookstore or law office (Power of Attorney and living will forms may also be considered).
- Prepare overheads or handouts on requirements for making a legal will, changing a will, duties of an executor, dying intestate, etc.
- Develop a crossword puzzle, word search, or quiz for use as a vocabulary review.

Teaching/Learning Strategies

1. Initiate a brief discussion on what happens to their assets and property when people die. Some recent problems or controversial situations involving wills may be used to stir interest.
2. As a prelude to the activity, students could list the property they expect to acquire by the time they are mature or elderly.
3. Assign appropriate reading from the text about the essential requirements for making a valid will, including types of wills, how to change a will, the duties of an executor, legal terminology, etc.
4. Review the reading in a class discussion.
5. Provide a brief review in the form of a crossword puzzle, word search, or quiz.
6. Assign students to draft their own will or devise a fictional character with assets and beneficiaries.
7. Students exchange their draft will with a partner to check for accuracy, possible problems, etc. When both parties are satisfied the respective wills meet legal requirements and would likely not be contested, they prepare a final copy on an official will form.

Assessment & Evaluation of Student Achievement

- Self-assessment of students' knowledge and understanding of will terminology and criteria using crossword/word search/quiz
- Assessment of completed will by self and peers
- Summative evaluation of completed will by teacher according to parts of a valid will

Accommodations

- A sample will should be available for students to use as a model.
- Some students may need profiles provided for the purpose of creating a will so that they can complete the activity more efficiently.
- Partially completed wills may address the needs of students who cannot complete the full activity in the required time. Students would be required to address key components of creating a will.
- Enlarged copies of the forms should be available for students with visual challenges.
- Videotapes of reading of a will could be used.
- Students who are experiencing personal, emotional difficulties should be given an alternative activity, such as investigating unusual wills (e.g., holograph wills and living wills).

Resources

Print

Living Will. Centre for Bioethics. University of Toronto.

Blank will documents (available from most stationery stores)

Levitan, Jerry. *The Complete Idiots' Guide to Winning Everyday Legal Hassles in Canada*. Scarborough, ON: Prentice Hall Canada, 1996.

Powers of Attorney: The Public Guardian and Trustee. Ministry of Attorney General.

Websites

www.acjnet.org (useful link to twenty-one public legal education organizations)

Activity 4.5: Custody: In the Best Interests – Who should be responsible for support and custody of children in the case of separation or divorce?

Time: 150 minutes

Description

This activity consists of small group discussion based on specific custody cases and a concluding assignment that uses student knowledge of the law to determine the outcome of selected and assigned cases. The activity is designed to acknowledge the difficulty of determining custody issues and to provide students with an understanding of how the law applies to family situations.

Strand(s) & Learning Expectations

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

Overall Expectations

RDV.02 - describe how the law applies to family matters;

LIV.01 - communicate legal knowledge effectively;

LIV.03 - evaluate the role of law in current controversies.

Specific Expectations

RD2.02 - explain the key areas of family law;

LI1.01 - present information on legal issues, using a variety of traditional and electronic formats;

LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology;

LI3.01 - evaluate the role of law in protecting the rights of certain groups of individuals;

LI3.02 - assess the legal implications of various technological developments.

Prior Knowledge & Skills

Students have acquired prior skills in dealing with controversial issues through the collaboration expectations under the active citizenship component of the Civics course.

Planning Notes

- Provide a variety of cases dealing with child custody. Examples are provided in law textbooks, or teachers may adapt cases from recent situations in the local press. (Students may find it interesting to include one or two examples of outrageous custody claims, such as custody disputes over cats or dogs, or controversial stipulations, such as custodial spouse must refrain from smoking). Teachers should also adapt the cases to make them suitable for the reading level of students.
- Enhance information from the textbook about child custody with examples of recent controversial cases.
- Prepare a final custody case that includes as many of the legal issues discussed as possible and include a set of questions relevant to the key areas of the law.

Teaching/Learning Strategies

1. Distribute one case to each group of three or four students. Ask students to determine the main issue or dispute in each case, suggest possible solutions and possible problems with each solution. Ask them also to explain why they made this particular decision.
2. Lead the class through the laws dealing with child custody. Legal terms, such as joint, shared, or interim custody, should be explained and included in student legal glossary. Recent controversial cases may be used to illuminate the legal issues.
3. Provide students with the final custody case. Students work with a partner to read the case and answer questions.

Assessment & Evaluation of Student Achievement

- Observation and formative assessment of group activity (using an observation checklist)
- Summative evaluation of answers to custody case questions

Accommodations

- Notes should be provided to students who may have difficulty assimilating and organizing the information; the teacher modifies the language of material to accommodate student-reading level.
- Cases may be assigned to match the level of complexity to the ability of students.
- Assign groups to create complementary partnerships among students with varying abilities and talents.
- Enlarged print format or audio and/or visual format can address students with reading difficulties.
- Summative evaluation could be written or oral.
- A chart or matrix could facilitate student's determination of whose interests are served.

Resources

Print

Kronby, Malcolm. *Canadian Family Law*, 7th ed. Toronto: Stoddart Publishing Co. Ltd., 1998.

Websites

<http://www.attorneygeneral.jus.gov.on.ca>

Activity 4.6: Divorce: Creative Controversy

Time: 75 minutes

Description

In this activity, students are given the opportunity to research and discuss with their peers a controversial issue related to Family Law. In this case, the controversial issue relates to the impact of divorce on families and on society. The activity allows students to test their views with a partner before defending their position to a larger audience.

Strand(s) & Learning Expectations

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

Overall Expectations

RDV.02 - describe how the law applies to family matters;
LIV.01 - communicate legal knowledge effectively;
LIV.03 - evaluate the role of law in current controversies.

Specific Expectations

RD2.02 - explain the key areas of family law;
RD2.03 - describe the steps necessary to obtain a legal divorce;
LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology;
LI1.03 - identify a variety of legal information services and use them effectively;
LI3.01 - evaluate the role of law in protecting the rights of certain groups or individuals.

Prior Knowledge & Skills

Students are familiar with small-group discussion protocol from previous activities. Students have acquired prior skills in dealing with controversial issues through the collaboration expectations under the active citizenship component of the Civics course.

Planning Notes

- Collect articles, statistics, and any other information on the impact of divorce for students to use in their research (at the beginning of the unit or course, the school Library/Resource Centre staff may be able to prepare a package of resources for students to use; the teacher may consider the use of exemplary Family Law Booklets from Activity 3).
- Prepare handouts or overheads on the laws regarding obtaining a divorce in Canada.
- Prepare pro/con organization chart for student use.

Teaching/Learning Strategies

1. Initiate a brief discussion regarding the legal requirements to obtain a divorce to determine student prior knowledge of this topic.
2. Briefly teach the legal steps necessary to obtain a divorce in Canada.
3. Write the controversial topic on the board or overhead and outline procedures for this activity.
4. Provide students with a package of information presenting both views on this topic.
5. Give each student a sticky note and instruct them to put '+' on it if they favour the resolution and '-' if they are opposed. Students find a partner with the same symbol and together they discuss and record their reasons for choosing the position. Alternately, the teacher may pair students who share similar opinions but may not normally interact. (This part of the exercise gives students confidence in their ideas and provides them with added information.) Allow approximately ten minutes for this part of the activity.

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6. Instruct students to move to a partner who holds the opposite view and present their position to the other.
 7. Conclude with a class discussion, including what students learned from the other side and if their views on the issue are changed.

Assessment & Evaluation of Student Achievement

- Formative assessment of student knowledge of divorce procedure
- Teacher observation of listening skills, preparation, and discussion of activity (observation checklist)
- Summative evaluation of oral or written expression of opinion

Accommodations

- Notes could be provided for students with poor fine motor skills or visual integration disabilities.
- Summative evaluation could be in oral or written form to accommodate the student's strength.
- The teacher can facilitate small-group discussion of less confident students by circulating during this exercise and stimulating student interaction.
- If available, scribes could record student oral expression.
- The teacher can select material appropriate to student cognitive and reading ability.
- Material can be provided in audio-visual format.
- Material can be provided before class to allow student to prepare.

Resources

Print

Current Controversies. San Diego, CA: Greenhaven Press Inc., 1996-2001.

Opposing Viewpoints Digests. San Diego, CA: Greenhaven Press Inc., 1998-2001.

Divorce Guide for Ontario. Self Counsel Press, 1999.

Schneider, M. *Difficult Questions Kids Ask and Are Afraid to Ask About Divorce*. Simon and Schuster, 1996.

Websites

<http://acjnet.org/youth/faq/indexhtml> (frequently asked questions on many topics, including Divorce)

Audio-Visual

NFB. Vol. 2: "Forever After? The Pros and Cons of Divorce", Vol. 4: "Blending. The Experiences of blended family", *Multiple Choices*. 1995.

Activity 4.7: Contracts: Forming a Contract

Time: 150 minutes

Description

This activity introduces students to the basic elements of a legal contract. Students draw up their own simple contract and examine authentic everyday contracts with a view to observing and discussing the relevant elements and pitfalls that may arise in signing any type of contract. Opportunities to identify life experiences and stages where contracts are common are embraced. Students begin to appreciate and develop confidence in their ability to understand the function of contracts and situations where they may be used.

Strand(s) & Learning Expectations

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

Overall Expectations

RDV.03 - describe the role of law in everyday contractual matters;

LIV.01 - communicate legal knowledge effectively.

Specific Expectations

RD3.01 - explain what is meant by a contract in law and what happens when a contract is broken;

RD3.02 - explain the special protections afforded to young people in making contracts;

RD3.03 - explain how and when it may be necessary to use the law in a civil dispute.

Prior Knowledge & Skills

Students are familiar with simple contractual transactions and have some life experience in dealing with problems associated with everyday contracts, but they may not have had opportunities to analyse the components of a contract.

Planning Notes

- Develop various scenarios that may be used by students as examples in drawing up a simple contract.
- Prepare overheads or handouts outlining the key legal elements of contract law.
- Acquire some sample contracts (e.g., rental agreements, purchase agreements, performance contracts).

Teaching/Learning Strategies

1. In a think/pair/share format, students make a list of everyday transactions that involve a contract. The teacher may initiate the discussion by listing possible transactions, such as buying a home, renting a car or apartment, or getting a haircut.
2. Place the elements and principles of contract law on chart paper on the walls to act as a foundation and reminder for the ensuing discussion after the think/pair/share.
3. Direct a discussion on what happens if people do not live up to their contractual obligations (e.g., the haircut is much too short or the DJ does not show up to play at the wedding).
4. Explain to the class the basic principles of contract law: the necessary elements of a legal contract, what happens when a contract is breached, what possible remedies can be obtained.
5. Place students in groups of four and provide each group with a sample of an actual contract. Students should examine the contracts and identify basic elements, indicate areas of the contract they believe would be difficult for most people to understand, etc.
6. Discuss with students the importance of reading contracts carefully, when they may need legal help, and what they should check for before signing most contracts.
7. Provide students with simple situations requiring a contract. Alternatively, students may use situations they described in their previous list. Transactions could include an agreement to provide flowers for a wedding, the purchase of a used car, buying a DVD player.
8. Instruct students to work with a partner and prepare a simple contract based on the sample situation. When the contracts are completed and signed, students exchange their contracts with other groups to determine if there are possible pitfalls in the contract.

Assessment & Evaluation of Student Achievement

- Summative evaluation of contracts that students developed.

Accommodations

- Provide enlarged print format.
- Selectively groups students to balance talents based on student profile and prior assessment.

Resources

Print

Sample contracts (e.g., real estate, rental agreements, purchase agreements available from stationery stores)

Fridman, G.H. *The Law of Contract*, Student Edition. Carswell, 1999.

Gragson, T. *Every Canadian's Guide to Common Contracts*. Canada: Harper Collins, 1999.

Websites

<http://www.cleo.on.ca>. (CLEO - includes landlord and tenant law)

Activity 4.8: Torts - Negligence and Intentional Torts

Time: 300 minutes

Description

In this activity, students act out vignettes of situations involving tort law while the rest of the class observes and fills out a chart indicating the type of tort presented, possible defences, and possible remedies.

Strand(s) & Learning Expectations

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

Overall Expectations

RDV.04 - describe how the law may serve people who are intentionally or unintentionally injured or harmed by others;

LIV.01 - communicate legal knowledge effectively.

Specific Expectations

RD4.01 - define a tort and the elements necessary to determine negligent or deliberately dangerous conduct;

RD4.02 - explain some defences to torts and possible remedies available to victims;

LI1.01 - present information on legal issues, using a variety of traditional and electronic formats;

LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinion, using proper legal terminology.

Prior Knowledge & Skills

Students are familiar with performing in small groups, having participated in similar activities in primary Social Studies, Grade 10 Civics, and Career Studies. They are also aware of the criteria for evaluating performance.

Planning Notes

- This activity relies on the use of scenarios that will be acted out in short vignettes by students.
- The teacher may consider collaborating with the school's Drama Department.
- For the first part of this activity, prepare an outline of the two types of torts (e.g., a two-column handout that includes blanks for students to fill in the relevant information). One column should include Intentional Torts definition, Types of Intentional Torts, and Defences to Intentional Torts. The second column includes the same headings relating to Negligence.
- Create a sample scenario of an intentional tort and a sample scenario of negligence to model for students.
- Create a handout for the last part of this activity, asking students to identify the tort demonstrated in each vignette, the possible defences for such a tort, and the possible remedies.

Teaching/Learning Strategies

1. Open this class with a discussion defining a tort and the difference between Intentional and Unintentional Torts. Use cases and examples to illustrate the various kinds of torts. (Discussion could begin by referring to movies such as *Erin Brockovitch* or *A Civil Action*.)
2. Provide students with organizational column charts of Intentional and Unintentional Torts. Depending on the type of learner, the teacher may direct students in filling their charts during class discussion or students could research in their law textbook and fill in their own charts.
3. Introduce the second part of this activity by describing a brief scenario illustrating an example of an intentional or unintentional tort. (Law texts provide many tort cases suitable for adaptation.)
4. Examples of vignettes could be selected from popular sitcoms, consumer awareness programs or newscasts. Encourage students to incorporate humour, current issues, or popular culture in their vignette.
5. Place students in groups of two or three. Using their texts for examples, each group creates a brief vignette on a specific type of tort. These should be very brief and enable each student team to complete their vignette in two to three minutes. Assign the tort action if students have difficulty.
6. Each group then performs their vignette to the rest of the class.
7. Instruct the rest of the class that they are to identify the type of tort, possible defence, and possible remedy of each vignette.

Assessment & Evaluation of Student Achievement

- Formative observation of completion of organizational column chart
- Summative evaluation of vignette and class identification of vignette (a rubric would facilitate this evaluation)
- Brief peer evaluation of the authenticity and creativity of the vignettes

Accommodations

- The teacher may need to pre-select the material for student presentation.
- Students with fine motor or auditory processing deficits may require a completed chart.
- Students could prepare a vignette screenplay or storyboard if they are unable to perform.

Resources

Print

Kionka, Edward. *Torts in a Nutshell*. Western Publishing Company, 1999.

Spetz, Steven. *Can I Sue? An Introduction to Canadian Tort Law*. Toronto: Pitman Publishing, 1974.

Websites

http://www.educ.sfu.ca/cels/supreme_crt7.html (Supreme Court tort cases)

Activity 4.9: Law in the Workplace

Time: 230 minutes

Description

This is a research and presentation activity that provides students with an overview of the laws which govern the workplace and which will most affect them in their working lives. Students research and set up an information booth on a specific aspect of employment law or specific workplace issue. The emphasis is on providing students with the knowledge to be informed workers who understand the legal protections available to them when they enter the workplace.

Strand(s) & Learning Expectations

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

Overall Expectations

RDV.05 - describe the role of law in the workplace;
LIV.01 - communicate legal knowledge effectively;
LIV.03 - evaluate the role of law in current controversies.

Specific Expectations

RD5.01 - describe the protections afforded to workers by federal and provincial legislation, including those relating to injury and unemployment, and harassment and discrimination;
RD5.02 - investigate the major differences in employer/employee situation in non-unionized and unionized environments
RD5.03 - explain the principles of collective bargaining and the laws governing the bargaining process;
RD5.04 - describe the steps that can be taken and the remedies provided if employee rights are violated;
LI1.01 - present information on legal issues, using a variety of traditional and electronic formats;
LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology;
LI1.03 - identify a variety of legal information services and use them effectively;
LI3.01 - evaluate the role of law in protecting the rights of certain groups of individuals;
LI3.02 - assess the legal implications of various technological developments.

Prior Knowledge & Skills

Students have prior knowledge from Grade 10 Career Studies and possibly part-time jobs.

Planning Notes

- Most of the research for this activity takes place outside the classroom.
- Prepare a handout for students outlining the criteria for the successful completion of this activity. The handout should be given to students early enough to give them adequate preparation time.
- The second part of this activity involves students setting up information booths on their assigned topic. Booths can be set up in the classroom; if they are to be set up in the school Library/Resource Centre, the teacher needs to make arrangements with the school teacher-librarian in advance. Displays may be made available to the school community to maximize learning opportunities for all students.
- Depending on the nature of the class, the teacher may wish to invite other classes, community members, and teachers to visit the booths and ask questions of students.
- Ensure that materials (display boards, markers, etc.) are available.

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- Depending on the type of learners in the class, the teacher may choose to provide students with a list of resources and have them research and find their own information. Alternatively, the teacher may choose to provide students with the necessary information, pamphlets, posters, and brochures and have them synthesize the information and present it attractively. (If this activity takes place in the Library/Resource Centre, the teacher-librarian may be able to provide the necessary information.)
 - Access the Guidance and Cooperative Education Departments for assistance with this activity.

Teaching/Learning Strategies

1. Generate discussion on possible problems employers and employees face on the job. Students may generate a list that includes: What happens if a worker is laid off with cause? Under what circumstances is a worker entitled to severance pay? How do employers or employees deal with workplace harassment or discrimination? What happens if workers go on a strike? What happens if a worker is injured on the job?
2. Students write their workplace questions on large sheets of paper for classroom display.
3. Instruct students on research assignment, information booth criteria, and due dates.
4. Make available a list of resources or provide students with the necessary information.
5. Place students in groups of three or four. Each group can either be assigned or can choose one of a variety of topics. The topics may include: Employment Standards; Workplace Harassment; Discrimination in the Workplace; Workplace Safety; Workers' Compensation; Union v. Non Union; Types of Bargaining; The Employment Contract; Collective Bargaining; Filing a Grievance.
6. Students are responsible for collecting the information for an information booth, synthesizing the key information, and displaying the information attractively in their booth. They are also expected to answer questions relevant to their topic from visitors to their booth. Visitors may include classmates, other classes, teachers, or community members.
7. Each group prepares a one-page handout for the class that outlines the key legal points of their topic. These handouts are part of students' notes on the Workplace portion of the course and they are responsible for the information provided.

Assessment & Evaluation of Student Achievement

- Formative teacher and summative peer assessment of one-page handout

Accommodations

- Accommodate the learning styles of diverse learners by allowing flexibility with research modes and presentation formats.
- Teacher direction in the selection of groups and topics could assist student focus and efficiency.
- Coordinate support personnel in advance.

Resources

Print

Ball, Stacey R. *Canadian Employment Law*. Aurora, ON: Canadian Law Books Inc., 1996.

Employment Standards Act. Ontario Government Publication, 2000.

Lewin, Joel. *Every Employee's Guide to Law*. Canada: Random House, 1997.

Saxe, Stewart D. *Ontario Employment Law Handbook, 4th edition*. Markham, ON: Butterworths, 1997.

Workplace Harassment: An Action Guide for Women 1995. Ontario Women's Directorate.

Websites

<http://www.cleo.on.ca> (Community Legal Education Ontario - workers' compensation)

Audio-Visual

NFB. *The End of Work*. 2000.

CBC *News in Review*. December 1999.

Activity 4.10: Collective Bargaining Simulation

Time: 150 minutes

Description

This activity involves the use of a collective bargaining simulation and is designed to familiarize students with some of the strategies and skills involved in negotiation. Students are introduced to the ideas of mediation and arbitration and the ways in which disputes are settled, compromises made, and agreements reached.

Strand(s) & Learning Expectations

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

Overall Expectations

RDV.05 - describe the role of law in the workplace;

LIV.01 - communicate legal knowledge effectively;

LIV.03 - evaluate the role of law in current controversies.

Specific Expectations

RD5.03 - explain the principles of collective bargaining and the laws governing the bargaining process;

RD5.04 - describe the steps that can be taken and the remedies provided if employee rights are violated;

LI1.01 - present information on legal issues, using a variety of traditional and electronic formats;

LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology;

LI1.03 - identify a variety of legal information services and use them effectively;

LI3.01 - evaluate the role of law in protecting the rights of certain groups of individuals;

LI3.02 - assess the legal implications of various technological developments;

LI3.03 - describe the principles of ADR and conflict-resolution strategies.

Prior Knowledge & Skills

Students are familiar with the concepts of conflict resolution, having participated in conflict resolution simulations in Grade 10 Civics and Career Studies. Teachers may have to remind them of the principles of conflict resolution before beginning the bargaining simulation. Students have also participated in many small-group activities and are familiar with the requirements of group participation.

Planning Notes

- Prepare a collective bargaining package for each group of students. There should be one package for the negotiating team representing the employers and one for the team representing the employees. Each package should contain: a brief background of the company and the issues involved; an outline of the demands made by the employees and the offer made by the employer; a sample agreement with space for all parties to sign; an instruction sheet; an outline of the options available (come to an agreement, go to mediation, arbitration, final-offer selection, strike/lock-out). There are already-prepared simulation packages available (see Resources). Adapt them for classroom or make up your own package.
- Prepare a handout for students indicating the key concepts, terms, and laws involved in the collective bargaining process.

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- On the day of the simulation, the classroom is set up so that each group of students can meet face to face and have either nametags or tags indicating whom they represent. There should also be places available for the two teams to meet privately to discuss strategy. The actual simulation should take one class period. Consider inviting other classes, schools, and members of the community to view the process or may have media students videotape the proceedings for future use or self-evaluation purposes.

Teaching/Learning Strategies

1. Lead a discussion about negotiations. All students negotiate—to change an assignment due date, to borrow the family car, or to increase their allowance. Explain that the basic principles of negotiation remain the same even when negotiating for a compensation package. Lead students in a discussion of what should be negotiated in a compensation package—students generate a list including wages, benefits, stock options, pensions, vacations, etc.
2. Explain the difficulties associated with negotiation and common negotiation strategies.
3. Divide students into groups of six; three students negotiate for the employer and three students negotiate for the employees. Instruct students to read everything in their package carefully and to note the options if they fail to reach an agreement.
4. Give students time to read the material, plan strategy, and determine their bottom line. Groups meet for one period to negotiate their contracts. Provide opportunities for individual teams to caucus briefly during negotiations to agree among themselves what changes they are willing to make to their offer/demands in order to reach an agreement.
5. At the conclusion of the simulation exercise, students who came to an agreement should share their contracts with the class and discuss their experiences. Students who were unable to come to an agreement should explain their reason and decide what they would like to do next—call in a mediator/arbitrator, go to final offer selection, strike/lockout.

Assessment & Evaluation of Student Achievement

- Formative observation of process of simulation
- Summative evaluation of collective bargaining simulation based on student research and knowledge about the law, ability to stay in role, and understanding of process (a rubric is suggested)

Accommodations

- Frequency and depth of formative evaluation may be increased to support some students.
- Packages may have annotated notes, sticky notes, or be highlighted to direct and support students.
- Print material may be enlarged.

Resources

Print

Carrel, Michael, et al. *Collective Bargaining Simulated: Computerized and Non-computerized formats*. Prentice-Hall Canada, 1995.

Durham District School Board. *Labour Studies Document 1998*.

Websites

<http://www.caw.ca>

Audio-Visual

Networth. Available from CBC Enterprises.

Activity 4.11: Culminating Activity – Job Fair

Time: 290 minutes

Description

This activity is designed to apply the skills of research and communication developed throughout the course. In the first part of the activity, students design a web or chart indicating primary and secondary careers in law. Primary careers include jobs that require a specific legal education such as lawyer, police officer, and parole officer. Secondary careers include jobs for which legal knowledge may not be necessary but would be an asset, including human resource personnel, customs officials, insurance investigators, and forensic accountants. In pairs, students select, from their list, three possible careers in the legal field or jobs for which legal knowledge would be an asset. Students research their chosen careers using as many resources as possible. Students are expected to use Internet career searches, CD-ROM career programs, videos, and interviews with people in their chosen field. They should, for example, determine future demand for their jobs, salary levels, educational qualifications, opportunities for continued learning and training, and volunteer opportunities. At the job fair, students present this information to the class in an informative and entertaining format. Students demonstrate their understanding of legal career opportunities in a final test.

Strand(s) & Learning Expectations

Strand(s): Methods of Legal Inquiry

Overall Expectations

LIV.01 - communicate legal knowledge effectively;

LIV.02 - identify career opportunities available in the legal field.

Specific Expectations

LI1.01 - present information on legal issues, using a variety of traditional and electronic formats;

LI1.02 - demonstrate an ability to listen and read critically, find relevant information, and express and support opinions, using proper legal terminology;

LI1.03 - identify a variety of legal information services and use them effectively;

LI2.01 - identify postsecondary opportunities for legal education;

LI2.02 - list possible careers in law and conduct research on those of interest;

LI2.03 - identify jobs in the community for which legal training would be an asset.

Prior Knowledge & Skills

Students are familiar with job research skills from the Grade 10 Career class and activities provided in their Teacher Advisor Programs. Most students can use the computer for Internet searches and CD-ROM career programs. Students have developed time-management and organizational skills for independent research.

Planning Notes

- Discussion regarding job options should be ongoing in a workplace destination course. Just prior to assigning this culminating activity, the teacher needs to re-emphasize the importance of thinking about possible jobs.
- Prepare an instruction sheet on the criteria and due dates for this assignment.
- Plan ahead of time with the teacher-librarian, Guidance teacher, computer teacher, and Co-op teacher to ensure students have access to materials in the school for successful completion of this assignment.
- On the day of the job fair, ensure that the classroom is set up to best demonstrate students' work. (It may be possible to set up in the Library/Resource Centre or computer lab if students need to present their information electronically.)

Teaching/Learning Strategies

1. Prior to assigning the activity, the teacher discusses possible career options by bringing in job advertisements from the local paper or inviting guest speakers on an ongoing basis.
2. Assign students to maintain a legal career bulletin board throughout the course.
3. Ask students to observe and identify jobs requiring legal knowledge or training that they see in movies, TV shows, or everyday life (e.g., a real estate agent needs to know something about contract and tort law, workplace advocacy roles can be translated into jobs and careers).
4. Explain timelines and criteria for success in this culminating activity.
5. Partner with Guidance and Co-op departments to access resources and assistance.
6. Provide students with a list of possible resources for their research.
7. From their research, students brainstorm a web or organizational chart, which includes primary legal careers in the middle and secondary legal careers around the periphery.
8. Pair students and, from their charts, choose two primary legal careers and two secondary careers for in-depth research. Assign a third career in each category to ensure that all of the careers have coverage.
9. Students present the information they have researched. The presentation could take the form of an electronic slide show presentation, a video depicting the typical day in a job, an interview, a guest speaker, examples of requirements for specific jobs, or an access flow chart to depict how the career goals can be achieved. The presentations could be set up in the classroom, gym, or Library/Resource Centre. Half the class presents their information while the rest of the class visits the presenters; then the procedure is reversed.
10. A final test, based on presentations, allows students to demonstrate their active participation in class presentations.

Assessment & Evaluation of Student Achievement

- Formative evaluation of presentation at various stages
- Summative evaluation of presentation, focusing on research and communications skills, content, and creativity (outlined in a rubric)
- Summative evaluation of job fair participation with a final test

Accommodations

- Reduce the number of careers to be researched.
- Allow students to research and present information in modes complementary to their learning styles.
- Segment the evaluation of the project so that students receive frequent feedback and redirection.
- The final test may be modified and accommodations provided for students.

Resources

Print

Camenson, Blythe. *Careers for Legal Eagles and other Law-and-other-Types*. Lincolnwood, Chicago, Illinois: VC-M Career Horizons, 1998.

Websites

<http://info.load-otea.hrdc-drhc.gc.ca> (HRDC)

<http://www.rcmp-grc.gc.ca/> (RCMP)

Audio-Visual

Get a Life! A Guide to Channelling Your Future. Partnership: Durham District School Board, Durham Catholic District School Board, Durham College, and HRDC

Check with Career teachers and Guidance staff for a more complete list of resources.