



north vancouver

Distributed Learning School

Course Plan: SS12 Law Studies

COURSE DESCRIPTION:

SS12 Law Studies is designed to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. For the complete Ministry curriculum document for **SS12 Law Studies**, please go to: <https://curriculum.gov.bc.ca/curriculum/social-studies/12/law-studies>

BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Understanding legal rights and responsibilities allows citizens to participate more fully in society.

Laws can maintain the status quo and can also be a force for change.

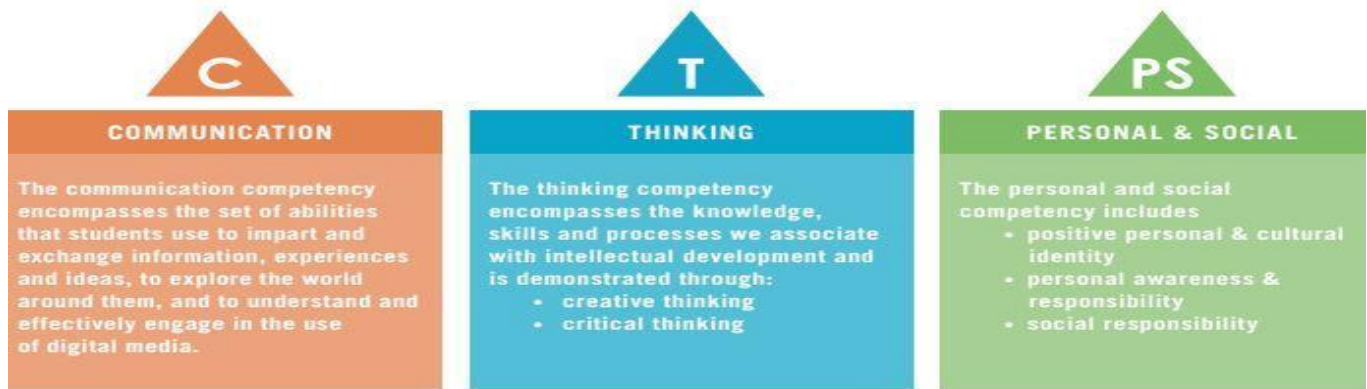
A society’s laws and legal framework affect many aspects of people’s daily lives.

Laws are interpreted, and these interpretations may evolve over time as a society’s values and worldviews change.

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical

Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions
- Assess and compare the significance and impact of legal systems or codes (significance)
- Assess the justification for differing legal perspectives after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)

- Analyze continuities and changes in legal systems or codes across jurisdictions (continuity and change)
- Assess the development and impact of legal systems or codes (cause and consequence)
- Explain and infer multiple perspectives on legal systems or codes (perspective)
- Make reasoned ethical judgments about legal systems or codes (ethical judgment)
- Make reasoned ethical judgments about controversial decisions, legislation, or policy (ethical judgment)

Unit 1 will cover the following Learning Outcomes (Curricular Competencies)

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions
- Assess and compare the significance and impact of legal systems or codes (significance)

These are 2 of the 8 learning outcomes in the course curriculum, which comprises 16% of the course Learning Outcomes/Activities. (2/8 = 25%)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- the Constitution of Canada and the Canadian Charter of Rights and Freedoms
- structures and powers of the federal and provincial courts and administrative tribunals
- key areas of law such as criminal law, civil law, and family, children's, and youth law
- Canadian legislation concerning First Peoples
- indigenous legal orders and traditional laws in Canada and other global jurisdictions
- Canada's correctional system and principles of rehabilitation, punishment, and restoration
- structures and roles of global dispute resolution agencies and courts

UNIT OVERVIEWS AND LEARNING ACTIVITIES:

Unit 1 – Foundations of Law

This unit begins with the definition of our Laws and their purposes. It looks at why our laws change over time. Students will examine how laws have developed through history. There are several different levels of law in Canada and the world. The terminology used is important. Students will have

a look at the levels of the Canadian court system and a number of alternatives to going to court. Often disputes can be solved in a non-confrontational manner.

Big Idea: Understanding legal rights and responsibilities allows citizens to participate more fully in society. Interacting with the Canadian Legal System can be intimidating. Having a solid understanding of the system will be a very useful tool.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning involves generational roles and responsibilities. Learning is embedded in memory, history and story

Unit 2 – Criminal Law

This unit is about Criminal Law. Criminal Law in Canada is a body of law that prohibits certain kinds of conduct and imposes sanctions for unlawful behaviour. Students will begin by looking at what constitutes a crime and how the courts are used to deter people from committing crimes. They will see how the court system works and learn about the people who work in the criminal courts. They will look at the types of crimes that are covered by the criminal code. These are wide ranging from violent crimes to crimes involving a motor vehicle.

Big Idea: Laws can maintain the status quo and can also be a force for change.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).

Unit 3 Civil Law

This unit is about Civil Law. Civil law deals with disputes between private parties, or negligent acts that cause harm to others. For example, if individuals or companies disagree over the terms of an agreement, or who owns land or buildings, or whether a person was wrongfully dismissed from their employment, they may file a lawsuit asking the courts to decide who is right. As well, the failure to exercise the degree of caution that an ordinarily prudent person would take in any situation may result in a negligence claim.

Big Idea: A society's laws and legal framework affects many aspects of people's daily lives.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).

Unit 4 – Family Law

This unit covers a variety of topics. Students will begin by looking at Family Law. Family law is important as it governs relationships between spouses and between parents and their children. The second section looks at the importance of making a will and how a will is executed. You may not think this is important at your age as you are planning on living a long time. Having a will allows you to make your wishes known. Legal rights of Canada's First peoples vary from one part of the country to another and in their application to different groups. Students will look how the rule of law is changing in this area.

Big Idea: Laws are interpreted and these interpretations many evolve over time as a society's values and worldviews change.

Core Competency: *Personal Social*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
 - Essay/multi-paragraph writing
 - Paragraph writing
 - Verbal speeches/marketing ideas
 - Projects using a variety of technology
 - Podcasts, digital recordings

- Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment.

Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments.

The North Vancouver Curriculum Hub Principles of Assessment -

<http://nvsd44curriculumhub.ca/assessment/>

Formative:

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

Summative:

- Assignments and projects – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Evaluation	Percentage of Final Mark
Introductory Unit - Substantive Assignments	10
Assignments	30
Learning Guides	20

Quizzes	10
Unit Projects	10
Unit Tests	20
<i>Course Total</i>	100

RESOURCES:

There are some required texts for this course, which will be available either online or can be signed out from the teacher. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The DL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.