



Ontario eSecondary School Course Outline 2024-2025

Ministry of Education Course Title: Canadian and International Law	
Ministry Course Code: CLN4U	
Course Type: University Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): Any university or university/college course in Canadian and World Studies, English, or social sciences and humanities	
Department: Canadian and World Studies	
Course developed by: Raven Allen	Date: April 8th, 2019
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none">1. <i>Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015, (revised)</i>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i>3. <i>Learning for All (2013)</i>	

COURSE DESCRIPTION/RATIONALE

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolutions, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

OVERALL CURRICULUM EXPECTATIONS

The Inquiry Process and Skill Development in Legal Studies:

By the end of this course, students will:

1. The Inquiry Process in Legal Studies: use the legal studies inquiry process and the concepts of legal thinking when investigating current legal issues;
2. Developing Transferable Skills: apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset.

Legal Foundations:

By the end of this course, students will:

1. Purpose and Processes of Law: explain purposes of law, legal structures and processes, and fundamental principles of justice in Canada
2. Development of Law: explain how governments and societal attitudes and values have influenced the development of law in Canada
3. Law and Diversity: analyse the ability of Canadian law to uphold the rights and accommodate the needs of diverse individuals and groups

Rights and Freedoms:

By the end of this course, students will:

1. Fundamentals of Human Rights Law in Canada: explain the legal importance of human rights law in Canada, with particular reference to the Canadian Charter of Rights and Freedoms
2. Rights and Responsibilities: analyse from a legal perspective how the rights and responsibilities of individuals, groups, and governments are connected
3. Influences on Human Rights Issues: analyse from a legal perspective the role of forces such as globalization, technological change, media influence, and evolving societal attitudes in strengthening or weakening protections for human rights in Canada and abroad

Foundations of International Law and Dispute Resolution:

By the end of this course, students will:

1. Law and Society: analyse the role of law in contemporary society
2. Legal Structures and Processes: describe laws and processes for dealing with different types of legal offences and disputes in Canada
3. Emerging Legal Issues: explain the legal implications of a variety of current issues, both in Canada and internationally

International Legal Issues:

By the end of this course, students will:

1. Law and Careers: describe the educational, training, certification, and other professional requirements for various careers where an understanding of law is important
2. Roles and Responsibilities in the Workplace: analyse the roles and responsibilities of employees, managers, employers, corporations, and governments in the workplace
3. Legal Issues in the Workplace: analyse legal issues related to the influence of new technologies, environmental concerns, and national and international events on the workplace

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Legal Foundations	20 hours
Unit 2: Rights and Freedoms	28 hours
Unit 3: Foundations of International Law and Dispute Resolution	31 hours
Unit 4: International Legal Issues	20 hours
Unit 5: Culminating Essay	8 hours
Final Exam	3 hours
Total	110 Hours

UNIT DESCRIPTIONS

To develop an understanding of Canadian and international legal systems, we will explore legal issues in both Canadian and global contexts. We will look at the historical foundations of contemporary law and the role of national and international bodies in legislation, administering justice, and settling conflicts. We will have the opportunity to develop informed opinions on legal issues and to support them with legal knowledge in a variety of mediums.

UNIT 1:

In this unit, students will learn about the key influences on Canadian law and the beliefs which affect the legislative process. They will look at these differences between domestic and international law and the different types of law that affect their everyday lives.

UNIT 2:

In this unit, students will consider the national and international understanding of human rights and how the law is applied in protecting these rights. They will analyse the Canadian Charter of Rights and Freedoms and different international conventions used in responding to human rights abuses. Students will also look at the history of human rights and how they have developed throughout time.

UNIT 3:

In this unit, students will look at international agreements and the role of the United Nations in regulating international conflicts. They will also consider Canada's place in the international community and the implementation of international protocols and enforcement.

UNIT 4:

In this unit, students will learn about the functions of the International Criminal Court and significant international issues. They will take a look at environmental and labour law roots and issues and consider how international and national laws apply to those areas.

UNIT 5:

The overall goal of this unit is for students to bring together their skills and knowledge learned throughout this course to write a well-argued, MLA-style, academic essay on an individually-selected topic through independent research. Students will choose their own topic and form their thesis and form their arguments based on the content of this course. They are encouraged to consider the historical, cultural, political, and sociological contexts of their issue while maintaining a legal perspective.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Discussion Forums
- ☐ Diagnostic tests and writing tasks
- ☐ Free-writing journals/blogs
- ☐ Outlining and planning sheets
- ☐ Completed Templates & Graphic Organizers
- ☐ Editing Checklists
- ☐ Reflections
- ☐ Oral presentations & Active Listening
- ☐ Creative Writing & Story Development
- ☐ Tests & Exam
- ☐ Essay Writing
- ☐ Evaluations

EVALUATION

The final grade will be determined as follows:

- ❑ Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ❑ Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

Weight	
Course Work	70
Knowledge/Understanding (K)	20
Thinking/Inquiry (T)	20
Communication (C)	15
Application (A)	15
Final	30
Exam (3K, 3T, 3A, 6C)	15
Culminating Project (3.2K, 3.9T, 4.7C, 3.2A)	15

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Process Assignments	These assignments will be based on units of study to be determined by the teacher (i.e. case studies, readings and questions, etc.)	K, T, C, A	10
Unit 1: Theorist Infographic	Through research and course learning, students will create an infographic about an important legal theorists, accompanied by a written component and meeting with their instructor.	K, T, C, A	15
Unit 2: Rights and Freedoms Essay	Students will conduct research to add to their acquired course knowledge and write a 500 word essay answering a specific question. They will meet with their instructor for feedback and reflection.	K, T, C, A	15
Unit 3: International Law and Conflict Essay	Students will conduct research to add to their acquired course knowledge and write a 750 word essay answering a specific question. They will meet with their instructor for feedback and reflection.	K, T, C, A	15

Unit 4: International Issues Informational Package	Students will create an informational package which uses multiple mediums (news report and pamphlet) along with a written reflection to communicate their understanding of an international issue. They will meet with their instructor to reflect on their work.	K, T, C, A	15
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FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Culminating Essay & Reflection	Students will write an argumentative, MLA-format essay on a selected topic of law, following several steps to develop their thesis and arguments. This will be followed with a meeting with their instructor to reflect on their topic and their skills and strengths.	K, T, C, A	15
Final Exam	An exam to cover the major units studied through this course.	K, T, C, A	15

AFL/AAL/AOL TRACKING SHEET

Unit 1:

AAL	AFL	AOL
Case Brief	“Trick or Treaty” questions	Theorist Infographic
Forum Discussion	“Legal Theorists and Theories” chart	Instructor Discussion
	“Greatest Canadian” assignment	

Unit 2:

AAL	AFL	AOL
“The Story of Human Rights” questions	“In Brief: Canadian Constitution” questions	Rights and Freedom Essay
Forum Discussion	“Applying the Code” case studies	Instructor Discussion
	“Radek v. Henderson” case brief/video report	
	Charter case studies	
	“Democratic Conflicts in Canada” chart	
	“Years Ago” questions	
	Heritage minutes	

Unit 3:

AAL	AFL	AOL
“United Nations Map” task	“Extradition of Meng Wanzhou” assignment	International Law and Conflict Essay

Forum Discussion	“International Treaties and Conventions” essay	Instructor Discussion
	“International Criminal Tribunal for Rwanda” questions	
	“Resolving International Conflicts” news article	
	“Canada as a Global Citizen” pamphlet	
	Video report	

Unit 4:

AAL	AFL	AOL
“Global Ethic vs. National Interest” questions	Environmental Law case brief	International Issues Informational Package
Forum Discussion	Labour Law timeline	Instructor Discussion
	International Criminal Court case study	
	Video summary	

Finals

AOL
Culminating Project: Argumentative Essay
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario’s English language schools is a language other than English. Ontario’s linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers’ instructional strategies and support students’ language learning. ICT tools include

multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Environmental accommodations:** such as preferential seating or special lighting.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Record key words on the board or overhead when students are expected to make their own notes.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.