**Area of Learning: SOCIAL STUDIES — Law Studies Grade 12**

**BIG IDEAS**

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| 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. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:** **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)**
 | *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**
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|  **SOCIAL STUDIES – Law StudiesCurricular Competencies – Elaborations Grade 12** |
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| * **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions:**

Sample activities:* + Examine and explain how to resolve a legal issue in an area of civil law, such as rental agreements, employment, or separation.
	+ Investigate which legal resources are available in the community to help people deal with a selected legal issue, including how to represent themselves in court or in front of a tribunal.
	+ Research alternative methods and strategies to resolve conflicts before they become legal problems.
	+ Assess different types of evidence and how to determine bias, reliability, and relevance in a source of evidence.
	+ Conduct a mock trial or debate to judge a legal case or issue.
* **Assess and compare the significance and impact of legal systems or codes (significance):**

Sample activities:* + Assess the significance of the Constitution Act, 1982, and the Canadian Charter of Rights and Freedoms to human rights in Canada.
	+ Analyze the role of global dispute resolution institutions and agencies in international human rights and economic development issues.
	+ Assess the role of the judiciary as a constitutional check on legislative power.
	+ Analyze the role of the International Court of Justice (the World Court) at The Hague in cases involving human rights abuses.
	+ Determine the importance of key legal principles, cases, social forces, and events in the evolution of law.
	+ Assess the impact that a law, court decision, or legal principle has on legal structures and/or the lives of citizens.
	+ Assess the impact of social and/or political forces on the development of law.
* **Analyze continuities and changes in legal systems or codes across jurisdictions (continuity and change):**

Sample activities:* + Compare and contrast different views on the role of the correctional system in Canada.
	+ Analyze how and why laws, justice system structures and practices, legal precedents, and legislative agendas change over time.
	+ Analyze forces that reinforce continuity and factors that have both short-term and long-term effects on legal systems and the administration of justice.
* **Explain and infer multiple perspectives on legal systems or codes (perspective):**

Sample activities:* + Analyze whether Canadian laws regarding the rights of minority groups evolved because of, or in spite of, popular support for change.
	+ Analyze legal principles such as fairness, justice, equality, the presumption of innocence, and the rule of law by examining a variety of legal issues, controversies, and cases.
* **Make reasoned ethical judgments about legal systems or codes (ethical judgment):**

Sample activity:* + Investigate ways the legal system has been used in the past to maintain inequalities.
* **Make reasoned ethical judgments about controversial decisions, legislation, or policy (ethical judgment):**

Sample activities:* + Assess cases in which the legal system has made rulings on human rights, and evaluate the extent to which these decisions advanced or infringed on the rights of those affected.
	+ Consider how laws affect society and how society affects laws.
	+ Examine the roles of the different branches of government in the development of law in Canada and how laws affect or accommodate different groups.
	+ Consider the interactions between various sides in trials and other legal disputes.
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|  **SOCIAL STUDIES – Law StudiesContent – Elaborations Grade 12** |
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| * **structures and powers of the federal and provincial courts and administrative tribunals:**

Sample topics:* + discriminatory laws and reform processes
	+ importance of independence of the judiciary and lawyers
	+ case and common law
	+ role of deterrence and denunciation in the correctional system
	+ victims’ rights and the Canadian Victims Bill of Rights
	+ rights of the accused
	+ appeals process
	+ small claims
* **key areas of law such as criminal law, civil law, and family, children’s, and youth law:**

Sample topics:* + Criminal Code
	+ burden of proof (reasonable doubt versus balance of probability)
	+ the importance of checks and balances to prevent wrongful convictions
	+ Young Offenders Act
	+ Youth Criminal Justice Act
* **Canadian legislation concerning First Peoples:**

Sample topics:* + treaty processes
	+ 1763 Royal Proclamation
	+ Indian Act
	+ Truth and Reconciliation Commission
	+ Constitution Act, 1982
	+ right to self-determination/self-government
* **indigenous legal orders and traditional laws in Canada and other global jurisdictions:**

Sample topics:* + Tlicho Nation laws in place names
	+ Gitksan oral histories and traditions
	+ Gitksan decentralized decision making
	+ alternative dispute resolution processes, including restorative justice
	+ historical relationships between peoples as a basis to negotiate treaty boundaries
	+ Cree reciprocal legal responsibilities and obligations within kinship networks
	+ Tsimshian injury law and patriarchal resolution
	+ matrilineal and patrilineal kinship networks
* **Canada’s correctional system and principles of rehabilitation, punishment, and restoration:**

Sample topics:* + provincial and federal correctional institutions
	+ educational opportunities in correctional institutions
	+ career training opportunities in correctional institutions
	+ funding structures and financial costs of incarceration
	+ correctional institutions for youth
	+ levels and types of incarceration between and within correctional institutions
	+ community responses to crime
	+ supportive reintegration of paroled offenders into society, risk assessment, and monitoring options
* **structures and roles of global dispute resolution agencies and courts:**

Sample topics:* + International Court of Justice
	+ World Trade Organization
	+ United Nations
	+ trade disputes and agreements
	+ global initiatives on climate change
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