**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 Studies Curricular 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. |

| **SOCIAL STUDIES – Law Studies Content – 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 |