2019 Saskatchewan Curriculum

Law 30

(Draft – July 25, 2019)

Saskatchewan

June 2019 – Due to the nature of curriculum development this document is regularly under revision. For the most up-to-date content, please go to www.curriculum.gov.sk.ca.

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Introduction

Law 30 is considered part of social sciences education. Social sciences is a required area of study in Saskatchewan's Core Curriculum which is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to the *Registrar's Handbook for School Administrators* found on the Government of Saskatchewan website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Government of Saskatchewan website for policy and foundation documents.

This curriculum provides the intended learning outcomes that *Law 30* students are expected to achieve in *Law 30* by the end of the course. The curriculum reflects current social sciences education research and updated technology and is responsive to changing demographics within the province.

All students will work toward the achievement of the provincial outcomes. Some students, however, will require additional supports. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: learning environment, instruction, assessment and resources. Adjustments to these variables are intended to make learning meaningful and appropriate and to support achievement. **Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that they curricular outcomes can be achieved. Please refer to the Saskatchewan Curriculum website for more information on the Adaptive Dimension.**

Course Synopsis

Law 30 assists students to become active and informed citizens who know and understand their legal rights and responsibilities, appreciate that law is part of everyday life and recognize that the law reflects, and is shaped by, society's values and attitudes regarding social and human relationships. Students in *Law 30* explore the foundations of Canada's legal system, investigate elements and processes of criminal and civil law in Canada and examine contemporary legal issues that affect Canadians through student directed inquiry and the analysis of scenarios and cases.

Grades 10-12 Social Sciences Framework

[Indicate course offerings for this area of study]

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The K-12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

Sense of Self, Community and Place*

(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development)

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

In the social sciences, students develop an awareness of differing understandings and worldviews. As students think critically about contemporary and historical events, ideas and issues from diverse perspectives, students develop a deeper understanding of themselves and the pluralistic nature of cultures, communities and societies.

Lifelong Learners

(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing supports students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Throughout their study of the social sciences, students bring a natural curiosity about their world which provides the motivation to discover and explore their personal interests more deeply. Students seek and value learning experiences, knowing that it is necessary to learn throughout life in order to enhance their appreciation of the significance and relevance of historical and contemporary questions and issues related to the social sciences.

Engaged Citizens

(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)

Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social and economic sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

As active and responsible citizens, students in the social sciences engage in discussions, negotiations and debates regarding Canadian and global social issues. Students learn how to build consensus, resolve conflicts and take action locally, nationally and globally. Values and attitudes that support active and responsible citizenship are central to social sciences learning. These include respect for democratic ideals such as justice and equality, and appreciation of the rights, privileges, and responsibilities of citizenship. Students will examine the contribution individuals can make to the sustainability of communities. As students interact and explore diverse perspectives, they will build the competencies required for active and responsible citizenship in the Canadian context.

*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade.

Developing Thinking

(Related to CEL of Critical and Creative Thinking)

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others.

Think and learn contextually

- Apply prior knowledge, experiences, and the ideas of self and others in new contexts.
- Analyze connections or relationships within and/or among ideas, experiences, or natural and constructed objects.
- Recognize that a context is a complex whole made of parts.
- Analyze a particular context for ways that parts influence each other and create the whole.
- Explore norms*, concepts, situations, and experiences from several perspectives, theoretical frameworks, and worldviews.

Think and learn creatively

- Show curiosity and interest in the world, new experiences, materials, and puzzling or surprising events.
- Experiment with ideas, hypotheses, educated guesses, and intuitive thoughts.
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection, and inquiry.
- Create or re-design objects, designs, models, patterns, relationships, or ideas by adding, changing, removing, combining, and separating elements.
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

Think and learn critically

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations, and other phenomena.
- Distinguish among facts, opinions, beliefs, and preferences.
- Apply various criteria to assess ideas, evidence, arguments, motives, and actions.
- Apply, evaluate, and respond to differing strategies for solving problems and making decisions.
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly, and fairly.

*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being "normal") which creates a power imbalance gained by birth, social position, or concession and provides a particular context.

Developing Identity and Interdependence

(Related to CELs of Personal and Social Development and Technological Literacy)

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future.

Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)

- Recognize that cultural and linguistic backgrounds, norms, and experiences influence identity, beliefs, values, and behaviours.
- Develop skills, understandings, and confidence to make conscious choices that contribute to the development of a healthy, positive self-identity.
- Analyze family, community, and societal influences (such as recognized and unrecognized privileges) on the development of identity
- Demonstrate self-reliance, self-regulation, and the ability to act with integrity
- Develop personal commitment and the capacity to advocate for self.

Understand, value, and care for others

- Demonstrate openmindedness* toward, and respect for all.
- Learn about various peoples and cultures.
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs.
- Value the varied abilities and interests of individuals to make positive contributions to society.
- Advocate for the well-being of others.

Understand and value social, economic, and environmental interdependence and sustainability**

- Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world.
- Evaluate how sustainable development depends on the effective and complex interaction of social, environmental, and economic factors.
- Analyze how one's thinking, choices, and behaviours affect living and non-living things, now and in the future.
- Investigate the potential of individual and group actions and contributions to sustainable development.

> - Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment, and economy – locally, nationally, and globally.

*Openmindedness refers to a mind that is open to new ideas, and free from prejudice or bias in order to develop an "ethical space" between an existing idea and a new idea (Ermine).

**Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic, and environmental well-being

Developing Literacies

(Related to CELs of Communication, Numeracy, Technological Literacy, and Independent Learning)

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills, and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

> **Construct knowledge related to various literacies**
>
> - Acknowledge the importance of multiple literacies in everyday life.
> - Understand that literacies can involve words, images, numbers, sounds, movements, and other representations and that these can have different interpretations and meanings.
> - Examine the interrelationships between literacies and knowledge, culture, and values.
> - Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments).
> - Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

Explore and interpret the world using various literacies

- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources, and technologies.
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.
- Use various literacies to challenge and question understandings and interpretations.
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural, and visual information gathered from various media sources.
- Use ideas and technologies in ways that contribute to creating new insight.

Express understanding and communicate meaning using various literacies

- Create, compute, and communicate using a variety of materials, strategies, and technologies to express understanding of ideas and experiences.
- Respond responsibly and ethically to others using various literacies.
- Determine and use the languages, concepts, and processes that are particular to a discipline when developing ideas and presentations.
- Communicate ideas, experiences, and information in ways that are inclusive, understandable, and useful to others.
- Select and use appropriate technologies in order to communicate effectively and ethically.

Developing Social Responsibility

(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space* to engage in dialogue, address mutual concerns, and accomplish shared goals.

Use moral reasoning processes

- Evaluate the possible consequences of a course of action on self, others, and the environment in a particular situation.
- Consider the implications of a course of action when applied to other situations.
- Consistently apply fundamental moral values** such as "respect for all".
- Demonstrate a principle-based approach to moral reasoning.

- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

Engage in communitarian thinking and dialogue

- Model a balance in speaking, listening, and reflecting.
- Ensure that each person has an opportunity to contribute.
- Demonstrate courage to express differing perspectives in a constructive manner.
- Use consensus-building strategies to work towards shared understanding.
- Be sensitive to, and respectful of, diversity and different ways of participating.


Take social action

- Demonstrate respect for and commitment to human rights, treaty rights, and environmental sustainability.
- Contribute to harmony and conflict resolution in own classroom, school, family, and community.
- Provide support in a manner that is respectful of the needs, identity, culture, dignity, and capabilities of all persons.
- Support individuals in making contributions toward achieving a goal.
- Take responsible action to change perceived inequities or injustice for self and others.

*An ethical space exists between separate worldviews. In this space, "we can understand one another's knowledge systems" (Ermine, 2006). For further information, see Willie Ermine's work related to ethical space.

**The most basic moral value underlying development of the CEL of Personal and Social Development is that of respect for persons. For further discussion, related to fundamental moral values, refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988, pages 42-49). See also the *Renewed Objectives for the CELs of Critical and Creative Thinking and Personal and Social Development* (2008).

Aim and Goals

The aim of K-12 Social Studies and Social Sciences education is to help students know and appreciate the past, understand the present, influence the future, and make connections between events and issues of the past, the present, and the future. Further, its purpose is to make students aware that, just as contemporary events have been shaped by actions taken by people in the past, they have the opportunity to shape the future. The ultimate aim is for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.
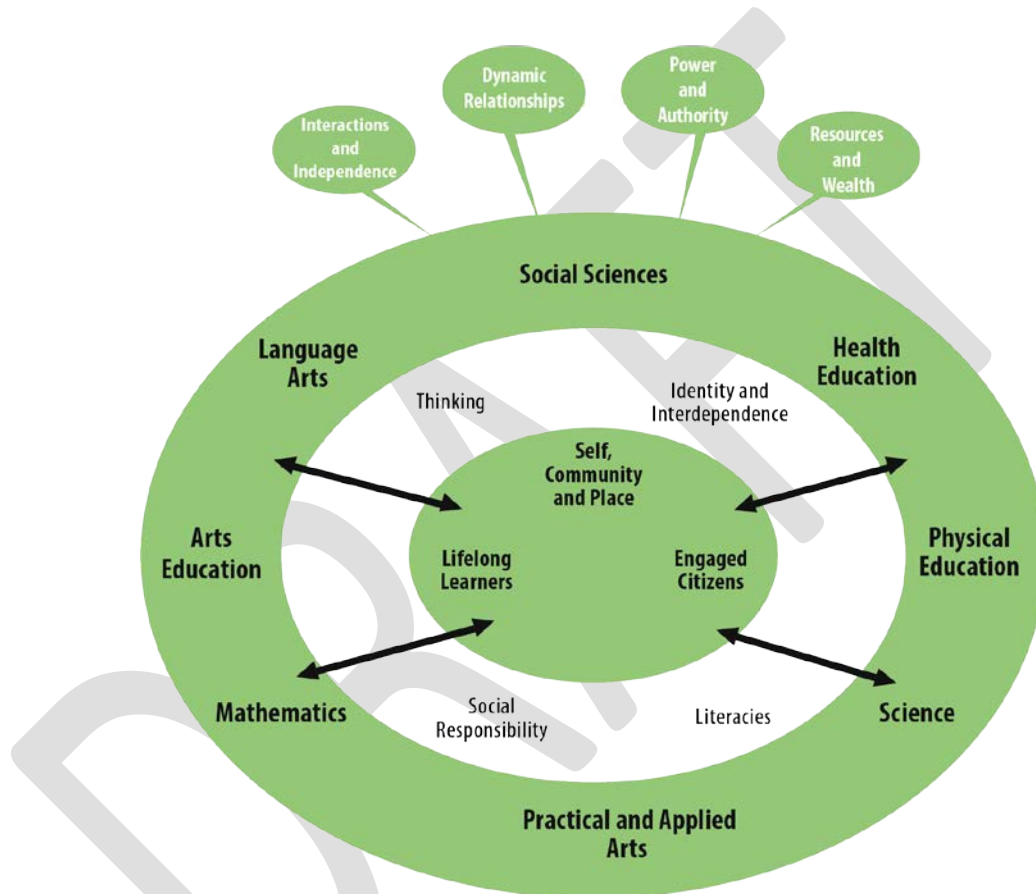
Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. The goals of K-12 Social Studies and Social Sciences education are to:

- examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN).

- analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future (DR).

- investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations (PA).

- examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development (RW).

The **Interactions and Interdependence goal (IN)** recognizes and encompasses the disciplines of anthropology, archaeology, philosophy, psychology, and sociology within the social studies and social sciences, while the **Dynamic Relationships goal (DR)** recognizes and encompasses the disciplines of geography and history. As well, the **Power and Authority goal (PA)** recognizes and encompasses the disciplines of political science and law, while the **Resources and Wealth goal (RW)** recognizes and encompasses the disciplines of economics and environmental studies.
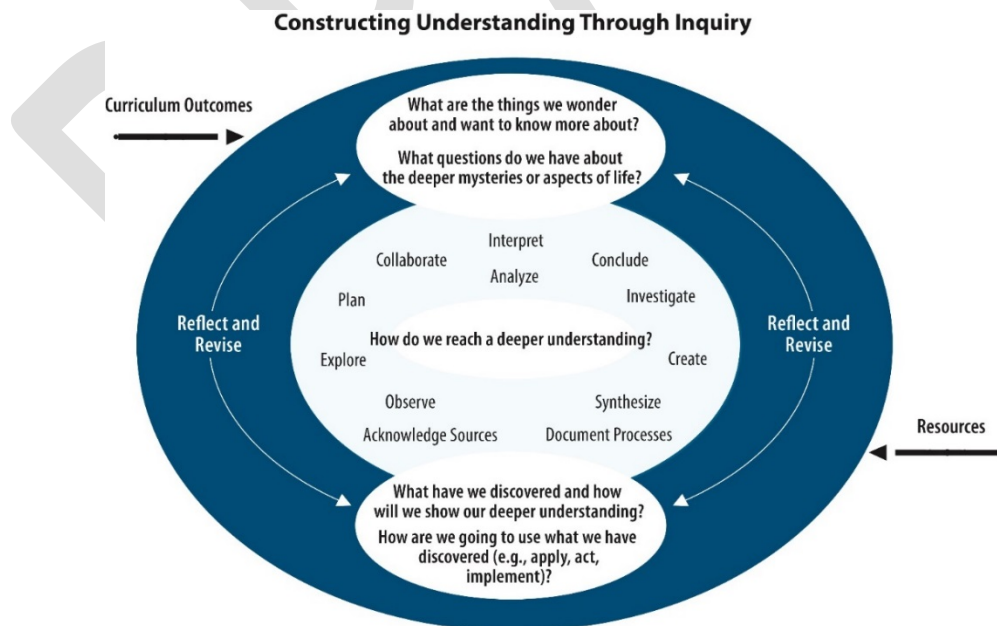
Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

"My teacher (Elder) liked it when I asked questions, this way it reassured him that I understood his teachings. He explained every detail, the meaning and purpose. Not only talked about it, but, showed me! Communication, critical and creative thinking was important." (Traditional Knowledge Keeper Albert Scott)

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding, rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances; and
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Constructing Understanding Through Inquiry

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of the cyclical inquiry process.

An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, action plans and many more.

Creating Questions for Inquiry

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas invoke inquiry questions. These questions are important in developing a deep understanding of the discipline or an area of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts and areas of study related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning and develop new questions for further inquiry.

The process of constructing questions for deep understanding can help student grasp the important disciplinary or interdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose and direction for the learning activities in a lesson, or series of lessons, and help student connect what they are learning to their experiences and life beyond school.

Effective questions in *Law 30* are the key to fostering students' investigations, critical thinking, problem solving and reflection on their own learning. Possible questions that lead to deeper understanding include:

- How has legal thinking changed as Canada has developed?
- How might various groups use laws to protect their interests and address their needs?
- How has modern Canadian law been shaped and influenced by historical contexts?
- In what ways does law reflect or conflict with perceptions of culture and identity?

- What do the laws of a society tell us about that society?
- In what ways do social norms and cultural contexts affect our understanding of justice?
- How can we ensure Canada's justice system is effective and just?
- How might advances in technology impact the justice system in Canada?
- What legal considerations are potentially involved in different stages of life and why are they important?
- What is privilege and why is it not always recognized in justice systems and processes?
- How do contemporary legal issues reflect broader social, economic, and political contexts?
- How can Canadians become involved in influencing and addressing contemporary legal issues?
- What can we do if our justice system isn't just?
- How can Canadians create inclusive and equitable justice systems and processes?

The above are only a few examples of questions to move students' inquiry towards deeper understanding. Effective questioning is essential for teaching and student learning, and should be an integral part of planning. Questioning should also be used to encourage students to reflect on the inquiry process and on the documentation and assessment of their own learning.

An Effective Social Sciences Program

Students learn most effectively in environments that promote active learning through purposeful and challenging experiences. Learning opportunities such as debate, role play, simulation, field experiences and land-based learning should increase student engagement and encourage problem solving, critical and creative thinking, decision making, discussion and reflection.

Students approach learning in multiple ways. Teachers need to actively respond to the strengths, needs and interests of individual students. Instructional strategies should provide opportunities for interaction and collaboration as well as for independent learning. Adaptations to the learning environment, resource materials or instructional and assessment strategies accommodate individual needs and abilities.

Students learn most effectively when they find personal relevance in what is being taught. Instruction should clearly establish connections between what is taught and students' current lives and prior knowledge and experience. Utilizing case studies and current events encourages making meaningful connections.

Students should be engaged in student-directed inquiry that is personally, as well as academically meaningful. Inquiry learning offers flexibility in selecting resources that are appropriate for the variations in language development, ability and interests found in every classroom. Student-led inquiries involve students in the planning process, allow flexibility and choice and provide opportunities to reinforce, enrich and extend the learning for students in a collaborative environment. A range of ethical and diverse research methods and resources including print, non-print and community resources should be used by students in their inquiries as they learn how to analyze, organize, apply and communicate information and defend their opinions.

Students should have opportunities to develop and clarify their own views and values and appreciate and respect diverse viewpoints by reflecting on information and ideas from multiple perspectives about a variety of concepts, issues and topics. Teachers should use a variety of instructional strategies to encourage students to examine, clarify and reflect upon their personal values and viewpoints, as well as those of others. Resources selected should represent a diversity of cultural perspectives and allow for discussion of stereotypical beliefs and cultural biases.

Students should see themselves as citizens who are active and effective participants in an interdependent world who can recognize, speak out and take action against injustice. Instruction should provide opportunities to develop, value and practise citizenship skills. As students explore, reflect on issues, construct thoughtful points of views and recommend and engage in appropriate actions, they develop a sense of social compassion, fairness and justice.

Using this Curriculum

Outcomes define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Therefore, all outcomes are required. The outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and
- are supported by indicators which provide the breadth and depth of expectations.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and
- is not a checklist or prioritized list of instructional activities or assessment items.

Other Terms

Within curricula, the terms "including", "such as" and "e.g.," serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **E.g.** offers specific examples of what a term, concept or strategy might look like.
- **I.e.** means 'that is' and clarifies the term, concept or strategy it follows.

Outcomes at a Glance

Foundations of Law
LAW30-FL1 Evaluate the purposes and functions of law in societies.
LAW30-FL2 Analyze how and why laws change over time.
LAW30-FL3 Assess the importance of the Charter of Rights and Freedoms for Canadians.

Criminal Law
LAW30-CR1 Investigate the elements and processes of Canadian criminal law.
LAW30-CR2 Critique the impact and effectiveness of the Canadian justice system.
LAW30-CR3 Analyze interactions between participants in the Canadian justice system and the community.

Civil Law
LAW30-CV1 Examine the elements and processes of Canadian civil law.
LAW30-CV2 Investigate the legal implications that result from forming, changing and terminating various types of family relationships.
LAW30-CV3 Explore how civil law impacts the daily lives of Canadians.

Law in Canada Today
LAW30-LT1 Examine how and why youth are treated differently in Canadian law.
LAW30-LT2 Investigate contemporary legal issues that affect Canadians.

Student-Directed Inquiry
LAW30-SI1 Design and carry out a detailed exploration of one or more topics of personal interest relevant to *Law 30*.

Legend

LAW30-FL1a

LAW30	Course name
FL	Unit of study
1	Outcome number
A	Indicator

Outcomes and Indicators

LAW30-FL1 *Evaluate the purpose and function of law in societies.*

Indicators

a. Argue whether the primary function of law is to create order or provide freedoms for members of its society.

b. Predict the consequences of a society without laws.

c. Explain why the rule of law is a fundamental principle in democratic societies and relate it to examples in Canadian society.

d. Identify examples of ways in which law is a part of everyday life in Canada.

e. Examine the difference between equality and equity as they relate to the concepts of justice and the application of laws.

f. Identify the influence of societal worldviews on the organization of historical and contemporary legal systems (e.g., Indigenous legal systems, Sharia law, Mosaic law, Hammurabi's law code, Law of the Prairie).

g. Investigate factors (e.g., religion, customs, philosophy, treaties, *The Constitution* [including *The Charter of Rights and Freedoms*], written statutes and court decisions) that influence Canada's legal system.

h. Explain how the historical roots of law in Canada stem from Indigenous legal systems, British common law and the Civil Code of Quebec.

i. Compare the purposes and functions of law and the justice system in Canadian society today with traditional Indigenous approaches to law and justice.

j. Debate criteria for just laws and systems of justice and apply to scenarios and case studies.

k. Examine safeguards in law (e.g., impartial and independent judiciary, jury of one's peers, right to counsel, presumption of innocence) that should protect Canadians from abuse of power by the state and ensure fairness.

LAW30-FL2 Analyze how and why laws change over time.

Indicators

a. Examine factors that can influence the creation of new laws.

b. Summarize the process of how new laws are created in Canada at the local, provincial and/or federal levels.

c. Compare the law-making roles and powers typically associated with the executive, legislative and judicial branches of provincial and/or federal governments.

d. Examine how Canadian laws can change as a result of shifting societal and cultural values and advances in technology (e.g., slavery, capital punishment, reproductive technologies, abortion, euthanasia, controlled substances and the right to vote).

e. Explore First Nations, Métis, and Inuit traditional legal practices (e.g., hearing both sides of the issue, humour and shaming for minor offences and living alone for serious offences).

f. Investigate the evolving legal relationship between First Nations, Métis, and Inuit peoples and non-Indigenous Canadians, including the treaty relationship.

g. Differentiate between the legal processes involved in addressing treaties and treaty land entitlement claims in Canada.

h. Discuss how differing cultural understandings of treaties between the Crown and First Nations peoples lead to ongoing negotiation and dialogue to resolve outstanding issues.

i. Explain various provisions in Canadian law that may be used to accommodate the diverse interests and needs of individuals and groups.

j. Investigate the motivation and impact of individuals or organizations who have influenced the evolution of law in Canada.

k. Predict possible changes to Canadian laws based on emerging issues and support these predictions.

l. Construct a plan that includes strategies to affect changes to current laws in Canada at the local, provincial and/or federal levels.

LAW30-FL3 Assess the importance of the Charter of Rights and Freedoms for Canadians.

Indicators

a. Investigate the historical context for the inclusion of the *Canadian Charter of Rights and Freedoms (Charter)* in the new Canadian *Constitution Act (1982)*.

b. Evaluate how the *Charter* attempts to seek balance between the rights of the individual versus those of society and apply to specific scenarios and case studies.

c. Examine the structure and content of the *Charter*, including how it can be amended and the difference between *Charter* rights and *Charter* freedoms.

d. Explain why the "reasonable limits clause" and the "notwithstanding clause" exist and justify situations when they can be applied.

e. Justify how the *Constitution* and the *Charter* protect existing rights, inherent Indigenous rights and minority language educational rights.

f. Examine how the *Charter* connects to and influences other legislation (e.g., *Canadian Human Rights Act*, *Saskatchewan Human Rights Code*) and organizations (e.g., Saskatchewan Human Rights Commission, Ombudsman Saskatchewan, Office of the Treaty Commissioner) designed to offer protection against breaches of rights and freedoms.

g. Assess scenarios and case studies that illustrate how courts interpret laws in light of the *Charter* to shape and inform current laws.

h. Examine how groups or individuals continue to struggle to have rights (e.g., Indigenous, minority, gender and linguistic rights) recognized, protected and actualized.

LAW30-CR1 *Investigate the elements and processes of Canadian criminal law.*

Indicators

a. Differentiate between elements of criminal law and civil law such as purpose, role of the courts, procedures, outcomes, enforcement of sanctions, onus and burden of proof.

b. Compare the types of offences (i.e. indictable, summary and hybrid) in the *Criminal Code of Canada* and identify in a variety of cases.

c. Outline the different types of court jurisdictions in Canada and describe the potential progress of a criminal procedure through the Canadian courts.

d. Analyze the roles and responsibilities of institutions (e.g., police, courts, judiciary, correctional system, legal and paralegal professionals) within the criminal justice system.

e. Assess the different levels of policing (e.g., municipal, RCMP, Indigenous police services) available in Saskatchewan communities and justify the roles, responsibilities and limitations of police powers.

f. Identify the *mens rea* v. *actus reus* in a variety of cases.

g. Investigate the various defences available to defend against criminal charges and evaluate the applicability of a defence given a particular case.

h. Examine the purpose and use of processes available in the Canadian justice system, including presentence reports, victim impact statements and sentencing circles.

i. Model the process of a criminal procedure (i.e., investigation, arrest, *voir dire*, trial, sentencing, appeals).

j. Differentiate between federal penitentiaries and provincial correctional facilities, including various levels of security within, length of sentence and possible programming.

LAW30-CR2 Critique the impact and effectiveness of the Canadian justice system.

Indicators

a. Explore possible root causes of crime.

b. Describe how and why societies criminalize and/or decriminalize certain behaviours.

c. Discuss how worldviews influence individuals' and/or society's perception of appropriate consequences of wrongdoing.

d. Describe the various goals of sentencing (e.g., rehabilitation, retribution, restorative justice, deterrence) and justify appropriateness in given situations.

e. Identify the various sentences (e.g., conditional discharge, probation, community service, incarceration) possible within the Canadian justice system and evaluate the appropriateness of a sentence given a particular case.

f. Investigate the purpose, process, limitations and importance of the Gladue report on the determination of a sentence.

g. Examine factors that contribute to the over-representation of Indigenous people in the justice system.

h. Justify the appropriate use and effectiveness of plea bargaining in the criminal justice system.

i. Examine the effectiveness of various correctional models (e.g., closed custody, open custody, maximum-security, minimum-security) and programs (e.g., substance abuse intervention, sex offender treatment, literacy, work experience).

j. Analyze the purpose, impact and validity of crime statistics.

LAW3-CR3 Analyze interactions between participants in the Canadian justice system and the community.

Indicators

a. Explore the impact of crime on the entire community (e.g., victims and their families, criminals after serving sentence, family of the criminal, workplaces).

b. Investigate potential challenges and benefits of involving the community at various points in the justice process.

c. Critique how the Canadian justice system responds to people in challenging circumstances (e.g., poverty, mental health issues, language and cultural barriers, victims of trauma).

d. Propose solutions to systemic barriers (e.g., racial profiling, court wait times, cost and availability of legal resources) in the Canadian criminal justice system.

e. Compare public perception versus patterns and statistics regarding sentencing and corrections.

f. Evaluate government responses in light of wrongful imprisonment and other miscarriages of justice and justify appropriateness in given situations.

g. Assess the impacts of the interrelationship between law enforcement agencies and communities.

LAW30-CV1 *Examine the elements and processes of Canadian civil law.*

Indicators

a. Generate a list of circumstances when one might consider instigating a civil action.

b. Differentiate Canadian civil law from Canadian criminal law, considering factors such as purpose, role and levels of the courts, procedures, outcomes, enforcement of sanctions, availability of legal aid, onus and burden of proof.

c. Identify levels of courts within civil law, including small claims court.

d. Classify civil law cases as tort, contract, family, employment, wills and estates or property law.

e. Differentiate between intentional and unintentional torts.

f. Analyze intentional and unintentional tort cases while considering the possible defences.

g. Describe the remedies (e.g., punitive damages, special damages, general damages, injunctions) available under tort law and identify methods of enforcing civil judgments.

h. Investigate the purpose, benefits and challenges of participating in class action lawsuits and describe situations where class action lawsuits might be appropriate.

i. Justify the types of remedies and damages the court may order given a specific scenario.

j. Plan and present a small claims court case using provincial templates and guidelines.

k. Assess alternate dispute resolution processes (e.g., negotiation, mediation, arbitration, tribunals) available to settle civil disputes.

LAW30-CV2 Investigate the legal implications that result from forming, changing and terminating various types of family relationships.

Indicators

a. Analyze case studies to identify common legal requirements (e.g., age, mental capacity, marital status, consanguinity, affinity) of a marriage in Canada.

b. Examine how the definitions of family, marriage and cohabitation have evolved and continue to evolve through legislation and court decisions.

c. Assess the complex interplay between cultural and/or religious customs, marriage laws and the *Charter* in terms of the legal status of a relationship (e.g., polygamy, polyamory, arranged marriages, international weddings, married immigrants who move to Canada).

d. Evaluate the different contracts or agreements (e.g., prenuptial agreements, the division of family property, divorce, custody and access to children, child and spousal support) that parties can enter into before, during, or after a marriage or cohabitation relationship.

e. Assess the benefits and disadvantages of court orders, voluntary agreements or mediated settlements in the termination of family relationships.

f. Examine the grounds for and legal implications of separation, divorce and annulment.

g. Describe the rights and responsibilities of parents and guardians and how family law protects the rights of children, including topics such as safety, custody and support, adoption, emancipation and the role of government agencies and programs.

h. Differentiate between past and present government policies and traditional Indigenous practices related to interventions into Indigenous families, such as adoption of Indigenous children, the Sixties Scoop, residential schools and interactions with government agencies and programs.

i. Analyze how family law affects families with differing societal values, cultural expectations, and economic circumstances.

LAW30-CV3 *Explore how civil law impacts the daily lives of Canadians.*

Indicators

a. Analyze different situations (e.g., landlord-tenant agreements, terms of service agreements, warranties, mortgages) where legal contracts can or should exist.

b. Explore the characteristics and purpose of non-contractual legal documents such as wills, power of attorney and personal care directives.

c. Create scenarios that include the required elements (i.e., offer, acceptance, consideration) and potential invalidating factors (e.g., consent, capacity, duress, undue influence, mistake, misrepresentation, illegal contract, contrary to public policy) of a valid contract.

d. Create a legal contract or a non-contractual legal document that includes the required elements.

e. Assess instances when an individual should consult a lawyer for legal services related to civil law.

f. Identify possible dangers of relying on non-professional legal advice.

g. Recognize that a legal document from one jurisdiction may not be valid in another.

h. Critique common consumer contracts to determine whose interests are being protected in the contract.

i. Examine remedies available to both parties in situations where a contract has been breached.

LAW30-LT1 Examine how and why youth are treated differently in Canadian law.

Indicators

a. Analyze the fundamental rights described in the *Declaration of the Rights of the Child* (1959), as well as the guiding principles of the *Youth Criminal Justice Act (2003)*.

b. Explore changes in Canadian legislation (e.g., *Juvenile Delinquents Act*, *Young Offenders Act*, *Youth Criminal Justice Act*) regarding youth, including the legal definition of youth.

c. Examine reasons why youth are provided certain rights under the *Youth Criminal Justice Act* in addition to those in the *Charter*.

d. Debate the rationale for treating youth differently from adults with respect to issues such as voting, driving, consent, school attendance, contracts and criminality.

e. Determine circumstances where youth should have different protections under the law.

f. Describe current Saskatchewan laws that are designed to protect the rights of youth (e.g., Saskatchewan's *Child and Family Services Act*, youth employment laws) and to regulate their behaviour (e.g., driver's licence regulations, age restrictions related to the sale of controlled substances, contracts)

g. Explain the legal rights of youth with respect to:

- wishes regarding custody;
- protection from physical abuse, emotional abuse, sexual abuse, and neglect; and
- right to sue for damages.

h. Differentiate how youth are treated differently than adults in the criminal justice system during arrest, detention, trial and sentencing.

i. Examine scenarios where youth could and/or should be charged as an adult.

j. Analyze certain aspects of criminal law that may apply to minors or concern minors but are not defined in the *Youth Criminal Justice Act*, such as possession and drug trafficking, child protection, sexual assault, and harassment.

k. Compare public perception versus patterns and statistics over time regarding youth crime.

l. Identify and justify the age of consent for different legal circumstances such as contracts, sexual consent, medical consent, tattoos, use of social media and online spaces.

LAW30-LT2 Investigate contemporary legal issues that affect Canadians.

Indicators

a. Investigate and debate contemporary legal issues in Canada.

b. Analyze international legal issues that affect or have affected Canada.

c. Describe the legal implications of various international and domestic political events, humanitarian crises, and environmental issues.

d. Hypothesize how the legal recognition of Indigenous sovereignty might impact the relationship of Indigenous peoples with the Canadian government.

e. Explore Indigenous justice issues in contemporary Canadian society.

f. Predict how issues related to emerging technologies might challenge current legal thinking and administration of justice in Canada.

g. Develop a policy to address a local contemporary legal issue.

h. Examine the challenges that diverse worldviews present when interpreting and applying laws in an increasingly multicultural society.

i. Evaluate the effects of globalization on the creation and application of laws to Canadians considering factors such as:

- application of Canadian laws abroad;
- similarity of Canadian laws to laws in other places;
- extradition requirements and processes; and
- political immunity.

j. Generate and pose questions to people who work in legal professions to increase understanding of a contemporary legal topic.

k. Assess the role of media in the Canadian justice system.

LAW30-SI1 Design and carry out a detailed exploration of one or more topics of personal interest relevant to Law 30.

Indicators

a. Design a multi-perspective investigation related to a topic of study in *Law 30* that includes a position statement, a counter position, evidence from multiple sources, and a conclusion.

b. Defend or refute a position based on an analysis of a collection of relevant cases.

c. Assemble and reflect on a portfolio that demonstrates an understanding of a career choice related to law with information that could include:

- initial and continuing educational requirements;
- duties and skills required for this occupation;
- the work environment, including typical hours worked and locations;
- current wages received in Saskatchewan;
- physical, mental and emotional stresses related to this occupation;
- workplace hazards and safety considerations;
- other occupations they interact with;
- professional and/or licensing requirements in Canada and Saskatchewan;
- future trends impacting the occupation; and
- reflection upon personal suitability for a specific law related occupation.

d. Share the results of student-directed research through a research paper, display, presentation, performance, demonstration, song, game, commercial, fine art representation, or video.

e. Co-construct a tool (e.g., rubric, checklist, self-evaluation form or peer-evaluation form) and use it to assess the process and products involved in their student-directed study.

Assessment and Evaluation of Student Learning

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes and understandings that should be assessed.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting times.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes;
- involving students in determining how their learning will be demonstrated; and,
- planning for the three phases of assessment and evaluation indicated below.

Formative Assessment		Summative Assessment and Evaluation
Assessment *for* Learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and: • is teacher-driven for student, teacher and parent use; • occurs throughout the teaching and learning process, using a variety of tools; and, • engages teachers in providing differentiated instruction, feedback to students to enhance their learning and information to parents in support of learning.	**Assessment *as* Learning** involves student reflection on learning, monitoring of own progress, and: • supports students in critically analyzing learning related to curricular outcomes; • is student-driven with teacher guidance; and, • occurs throughout the learning process.	**Assessment *of* Learning** involves teachers' use of evidence of student learning to make judgements about student achievement and: • provides opportunity to report evidence of achievement related to curricular outcomes; • occurs at the end of a learning cycle, using a variety of tools; and, • provides the foundation for discussions on placement or promotion.

There is a close relationship among outcomes, instructional approaches, learning activities, assessment and evaluation. Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.

[Glossary]

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