

# *Law 12*

## **Unit 1: Foundations of Justice and Law**

### **Summary**

This unit serves as a foundation for the entire course, entrenching key concepts in students' minds such as the importance of law, the foundations of Canadian law, how law is made and practiced in Canada, and the relevance and significance of the Canadian Charter of Rights and Freedoms. This unit should also serve as a means to address the themes that will run throughout the course, and key concepts that will be addressed time and time again, including Canada's legal relationship to its Aboriginal groups, Canada's legislation regarding marginalized peoples, and the importance of the law in being a tool for justice rather than a weapon against those with less social capital.

### **Objectives**

At the end of this unit, students should be able to

- outline, briefly, key events in law history in Canada
- identify why law matters
- explain the basics of how law is practised in Canada
- define what is meant by law
- explain how law is made in Canada
- name key aspects of the Canadian Charter of Rights and Freedoms
- articulate why the Charter remains a crucial document in Canadian law and, more broadly, society
- express key concepts that will be explored and revisited throughout the unit

### **Outcomes**

**F1** Students will be expected to explain what law is and why laws are needed

**F2** Students will be expected to investigate the historical roots of Canadian law

**F3** Students will be expected to demonstrate an understanding of the law-making processes in Canada.

**F4** Students will analyze the impact of the Canadian Charter of Rights and Freedoms on the administration of justice and law in Canada.

### **Timeframe**

3 weeks

### **Assessment**

1. **The Daily Read:** As throughout the rest of the course, students will be responsible for either reading, listening to, or watching "The Daily Read" – a short text or media file that links course and unit content with the real world in a dynamic and engaging way. Students will be asked to provide a brief written response in a comment box. Feedback

will be *formative*.

2. **Weekly Blog:** Each week, students will be responsible for a short blog piece (at least 250 words) that explores the connections between course content and the outside world. This piece can be grounded in personal experience/opinions, news items, fictional texts, or The Daily Read. It is a chance for students to demonstrate their understanding of course content by meaningfully connecting it to their own experiences. Feedback will be *formative*, although students will, at the end of the course, select their 10 best blog entries for *summative* assessment.
3. **Forum Discussion:** Students will be expected to contribute to outcome-related forum discussions as a means of demonstrating achievement of objectives. At the end of each unit, students receive feedback on their demonstrated achievement of outcomes, allowing them to choose which areas need review/focus as the course progresses. Feedback will be *formative*.
4. **Text Responses:** Because this unit is just getting the ball rolling, so to speak, students will not be responsible for a large project. However, they will be asked to read/view and respond to **three** selected texts – one each week of study – out of a possible **six**. These responses will include a research component, in which students either self-direct or receive direction for researching connected ideas/topics/opinions/articles/news items. Students will respond to their selected texts either by writing or describing (should they choose to make a video or podcast) an analysis of the key issues at hand and how they connect to and reflect Canadian law and its practice. Written responses should be at least 500 words each, including citations to pertinent research; video/audio responses should be at least 4 minutes each, including citations to pertinent research. Assessment will be *summative*, with opportunities throughout for *formative* feedback.

## **Texts**

Though by no means exhaustive, sample texts for responses and/or the Daily Read may include

“Aboriginal Rights.” *Historica Canada*. Web.

“Canadian Charter of Rights and Freedoms.” *Historica Canada*. Web.

“The Charter of Rights and Freedoms.” Springtide Co. *Youtube*. Web.

“Common Law and Civil Law.” *Canada in the Making*. Web.

“Conscientious Objectors.” Canada and the First World War. *Canadian War Museum*. Web.

“Hear! Hear!: The Best of the Debates of the House of Commons on Video.” Canadian Legal History. *Duhaime Law*. Web.

“October Crisis: Trudeau’s War Measures Act Speech.” *CBC Digital Archives*. Web.

“Post-War Experiences of Aboriginal Veterans.” Aboriginal Contributions During the First World War. *Aboriginal Affairs and Northern Development Canada*. Web.

“A Short History of Human Rights.” Allversity. *Youtube*. Web.

“There Are Limits to Freedom of Speech.” Erna Paris. *The Globe and Mail*. Web.

“Timeline: Same-Sex Rights In Canada.” *CBC News*. Web.