

Law 12

Course Outline

We acknowledge the Lheidli T'enneh First Nation on whose unceded traditional territory we live, work, and learn.

Instructor: Ms. Lawrence
Room: 2210
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Law 12 will offer a basic understanding of the law and how it is applied in everyday situations. A lot of class discussion will focus on principles of law associated with criminal law, civil law family law and the Youth Justice Act.

This is a course that requires reading. Be sure to come to class prepared with notes from your readings so that you can participate productively. Class notes and reading notes form an integral part of your learning experience and are necessary to do well.

Students will learn to apply critical thinking skills that include: questioning, comparing, summarizing, drawing conclusions, and defending a position. As well, students will demonstrate effective research skills, both individually and collaboratively. Students will also be required to demonstrate skills and attitudes of active citizenship, including ethical behavior, open-mindedness, respect for diversity, and collaboration.

Law 12 Content:

- Introduction and history of Law
- Civil and legal rights
- Law and Society
- How laws are made and enforced
- Canadian Charter of Rights and Freedoms
- Criminal Law and the court system, investigations and arrests
- Tort, Contract, and Family Law

Textbook:

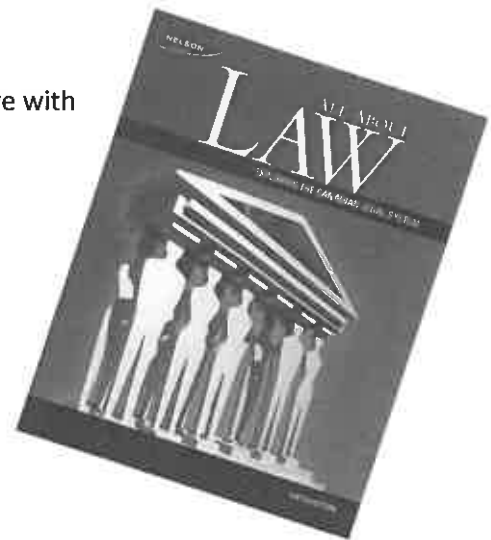
These will be one main textbook (*All About Law*) that you should have with you every day.

Expectations

I don't have many... mostly I expect that students will operate with a few principles in mind:

- Be responsible
- Be respectful
- Be kind

What each of these means will be explored in class.



Please be aware

Throughout this course, there will be opportunities for engaging with legal experts, including police officers, and potentially observing the legal system in action through courtroom visits. Please let me know if this is a cause for concern *prior* to visit.

Also, due to the nature of the course, we will be covering topics such as physical and sexual assault, murder, infanticide, and other issues that may make students uncomfortable. While I try to give explicit warnings while these subjects are being directly taught, sometimes they may come up in classroom discussions. Please let me know if any of these topics may cause an undue discomfort or harm so that alternative arrangements can be made.

Lastly, I am not a lawyer. I'm not giving out legal advice. If you ever find yourself in a legal situation saying "But my Law teacher said..." won't get you anywhere.

Plagiarism Policy

Students are expected to be honest in meeting course requirements. Copying, cheating or plagiarism are dishonest and are unacceptable conduct. This includes the use of AI programs like ChatGPT.

If you are caught copying, cheating or plagiarizing, one or more of the following consequences will be applied:

- You may receive a failing grade on the assignment/test/project
- You may be asked to resubmit the assignment/test/project for partial credit
- Parent/Guardians will be contacted and informed of the offense
- An office referral will be filed indicating the occurrence of the copying, cheating or plagiarism.

Routines

- Be prepared. Please arrive to class with a pen or pencil, paper, any work required, and your readings.
- If you miss a day, check with a friend about what we did before asking Ms. Lawrence. Extra copies of handouts can be found in the files on the shelf to the side of the room by the hand in bins.
- Please do not hand assignments directly to me. Finished work should be handed into the hand in bins at the back of the classroom. Please ensure work is submitted to the bin labelled for your block.
- If you need to go to the bathroom, please ask. Be aware that Ms. Lawrence may ask you to wait if we are in the middle of a discussion or reviewing important information. Bathroom breaks are limited to 1 person at time (at the teachers' discretion) and require a hallpass, so be mindful of how long you are taking. Students are asked to sign out when using the bathroom.
- Basic art materials are available for you to use; however, they are shared amongst all classes in this space. If you want special or extra materials, it is expected that you provide them.
- While deadlines are provided, marks will not be deducted for late work. However, written feedback on late work will be minimal. There is one **mandatory** deadline, and that is the one at the end of the year.

Assessment:

- Law 12 will be assessed based on Standards Based Grading (SBG). See attached documents for information about SBG.
- Each unit will have 2-3 pieces of assessed work. While not all work will be assessed formally, all work is necessary for success, as marked work are meant to be ways that you can show me what you're learning through the course.

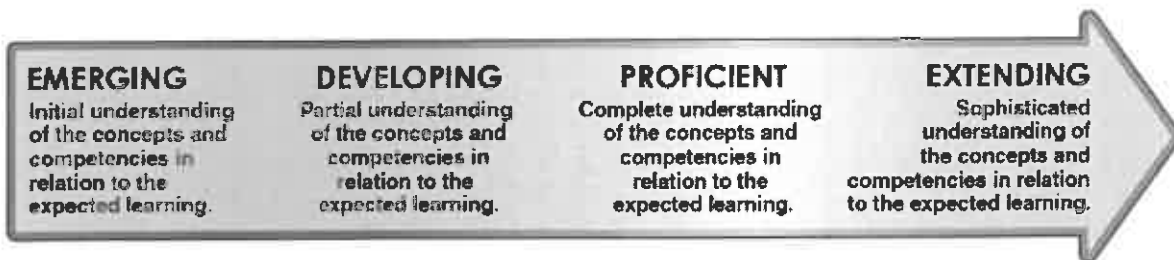


Important

Learning Objectives for Law Studies 12

Objectives	Examples
1. Understanding Rights and Responsibilities <i>Students will understand how legal rights and responsibilities empower citizens to engage meaningfully in society, merging access to law with civic participation.</i>	• Canadian Charter of Rights and Freedoms: mobility rights, equality rights, fundamental freedoms • Responsibilities of citizens: voting, jury duty, paying taxes, obeying laws • Access to justice: legal aid, barriers to legal support • Case studies: R. v. Morgentaler (abortion rights), Carter v. Canada (assisted dying)
2. Law as Stability and Catalyst for Change <i>Students will understand that laws both preserve the status quo and serve as levers for societal change.</i>	• Rule of law as a foundation of democracy • Common law and precedent: how courts preserve legal consistency • Law as a tool of change: Indigenous rights, marriage equality, cannabis legalization • Case studies: Calder v. British Columbia (Indigenous title), same-sex marriage rulings, Truth and Reconciliation Commission calls to action
3. Law's Influence on Daily Life <i>Students will understand that legal frameworks permeate and shape multiple facets of everyday life.</i>	• Civil law: contracts, torts, family law, property law • Criminal law: offences, sentencing, youth justice • Legislation and Law Making • Court structures • Administrative law: employment standards, tenancy rights, consumer protection • Examples: landlord-tenant disputes, workplace safety, criminal charges in media, small claims cases
4. Evolving Legal Interpretations <i>Students will understand that the interpretation of law evolves over time in response to shifts in societal values and worldviews.</i>	• Judicial interpretation: how courts interpret statutes and constitutional rights • Shifts in legal thought: death penalty (abolished in Canada), LGBTQ+ rights, Indigenous rights • International law and globalization: human rights conventions, treaties • Case studies: R. v. Sparrow (Indigenous fishing rights), Bedford v. Canada (sex work laws), R. v. Keegstra (hate speech vs. free expression)

5. Inquiry & Critical Analysis <i>Students will use social studies inquiry—asking questions, gathering and assessing evidence, and analyzing legal concepts—to evaluate diverse legal issues and communicate their findings clearly.</i>	• Inquiry steps: ask questions, gather evidence, assess credibility, analyze, interpret, communicate conclusions • Primary sources: court decisions, statutes, constitutions, news reports • Research skills: citing legal sources, comparing perspectives, distinguishing fact from opinion • Examples: researching wrongful conviction cases (David Milgaard, Steven Truscott), analyzing media coverage of trials, mock trial or debate activities
6. Ethical and Multi-perspective Reasoning <i>Students will analyze legal systems and cases from multiple perspectives, assess their significance and consequences, and make reasoned, ethical judgments about controversial decisions, legislation, or policy.</i>	• Ethical dimensions of law: punishment vs. rehabilitation, individual rights vs. collective safety • Perspectives: government, courts, citizens, Indigenous communities, marginalized groups • Controversial issues: mandatory minimum sentences, assisted dying, Indigenous justice systems, surveillance and privacy • Case studies: R. v. Gladue (Indigenous sentencing), privacy rights in the digital age, debates over youth criminal justice



C- Minimally acceptable performance	C Satisfactory performance	C+ Good performance	B Very good performance	A Excellent performance
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C- 50-59	C 60-66	C+ 67-72	B 73-85	A 86-100
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Law 12 Standards Student Assessment Record - Lawrence																
Student Name:																
Assignments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Trending Results
1																
2																
3																
4																
5																
6																
Midterm Mark: Final Mark: Teacher Comments All assignments submitted can be re-submitted. IP: A mark of "IP" indicates that student did not meet learning objectives on this assignment If any area is highlighted but does not have a mark, it means that the assignment has not been submitted																
Abbreviations:	In Progress (IP)	Emerging (Em)	Developing (D)			Proficient (P)			Extending (Ex)							