

**Correlation of Law in Action: Understanding Canadian Law With Canadian Law**  
**2104/2204**

| <b>Curriculum Outcomes</b>  | <b>Student Edition Reference Pages</b>                          | <b>Teacher's Resource Reference Pages</b>           |
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| <b>UNIT 1: FOUNDATIONS OF LAW IN CANADA</b>   |   |   |
| <i>SCO 1.1: Students will be expected to understand the historical evolution of the formalization of law.</i>   |   |   |
| 1.1.1 Explain the need for and purposes of law. (k)   | 9 – 13  | 16<br>20<br>24 – 25<br>49                           |
| 1.1.2 Distinguish between the concepts of law, morality and justice. (k)  | 13 – 16<br>33   | 20<br>24 – 26<br>41<br>564                          |
| 1.1.3 Describe the historical evolution of law by referring to the contribution of the following: (k)<br><ul style="list-style-type: none"> <li>- the Code of Hammurabi</li> <li>- Mosaic law</li> <li>- Greek law</li> <li>- Roman law</li> <li>- Justinian's Code</li> </ul> the Napoleonic Code      | 17 – 23<br><br>17 – 18<br>19 – 20<br>21<br>21 – 22<br>22<br>23  | 20 – 21<br>32 - 39<br><br>27<br>23<br>28 – 30<br>30 |
| <i>SCO 1.2: Students will be expected to demonstrate an understanding of how the fundamental concepts of justice evolved in British Law</i>   |   |   |
| 1.2.1 Examine the role of the following in the development of the concept of justice: (a)<br><ul style="list-style-type: none"> <li>- trial by ordeal</li> <li>- divine right</li> <li>- common law</li> <li>- rule of precedent</li> <li>- rule of law</li> <li>- Magna Carta</li> </ul> habeas corpus | 24 – 28<br><br>24 – 25<br>26 - 27<br>27<br>27<br>28<br>28<br>28 | 28<br><br>40<br>45                                  |
| 1.2.2 Explain how the concept of justice in Canadian law has been influenced as it evolved as a part British law: (k)<br><ul style="list-style-type: none"> <li>- early British law</li> </ul>  | 24 – 30<br><br>24 – 26  | 32 – 39<br><br>37                                   |

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| <ul style="list-style-type: none"> <li>- the Feudal system</li> <li>- common law</li> </ul> the Magna Carta  | 26 – 28<br>28<br>28 – 30<br>32         | 39<br>39<br>40<br>54                      |
| <b>Curriculum Outcomes</b>   | <b>Student Edition Reference Pages</b> | <b>Teacher’s Resource Reference Pages</b> |
| <i>SCO 1.3.: Students will be expected to demonstrate an understanding of the classifications of law.</i>  |  |   |
| 1.3.1 Explain how common law, statute law and constitutional law form the basis of Canadian law today. (a)   | 35 – 37                                | 60  |
| 1.3.2 Distinguish between the primary categories of law: (k) <ul style="list-style-type: none"> <li>- international law and domestic law</li> <li>- substantive law and procedural law</li> </ul> - public law and private law | 38 – 46<br>47 - 50                     | 60 – 61<br>62 – 66                        |
| 1.3.3 Classify actions/legislation within the various categories of law. (a)   | 38 – 46<br>49 - 50                     | 60 - 62<br>65 - 66                        |
| <i>SCO 1.4: Students will be expected to demonstrate an understanding of the importance of the judiciary as a part of good government</i>  |  |   |
| 1.4.1 Identify the powers of the three branches of government: (k) <ul style="list-style-type: none"> <li>- executive</li> <li>- legislative</li> </ul> judicial   | 62 - 64                                | 67<br>82 -                                |
| 1.4.2 Describe the process by which laws are made in Canada at both the federal and provincial levels. (k)   | 64 – 68                                | 73<br>82                                  |
| 1.4.3 Describe the structure of the federal and provincial courts. (k)   | 162 – 168<br>346 - 349                 | 177<br>332 – 333                          |
| 1.4.4 Explain how the three branches of government serve as a system of “checks and balances”. (k)   | 62 – 68                                | 67  |
| 1.4.5 Justify the need for the judiciary to be impartial and independent. (i)  | 64                                     | 82  |
| <i>SCO 1.5: Students will be expected to understand the historical development of the concept of human rights.</i>   |  |   |
| 1.5.1 Explain, using historical examples, why a law may be unjust. (a)   | 78 - 102                               | 101 - 108                                 |
| 1.5.2 Describe the development of the concept of liberty in western democratic   | 77 - 79                                |   |

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| <p>society through the use of historical documents: (a)</p> <ul style="list-style-type: none"> <li>- <i>Declaration of Independence</i> (USA, 1776)</li> <li>- <i>Declaration of the Rights of Man and the Citizen</i> (France, 1789)</li> <li>- <i>On Liberty</i> (J. S. Mill, 1859)</li> </ul> <p><i>Universal Declaration of Human Rights</i> (UN, 1948)</p> |  |  |
| <p><b>SCO 1.6: Students are expected to understand how the Charter protects human rights in Canada</b></p>  |  |  |
| <p>1.6.1 Explain the need for the protection of human rights at the federal level. (a)</p>  | <p>79 – 80<br/>83 – 86<br/>112 – 113<br/>119<br/>133</p> | <p>101 – 103<br/>128<br/>129 - 130<br/>138</p> |
| <p>1.6.2 Identify the rights afforded by the Charter with reference to sections 1, 2, 7, 8, 9, 10 c, 11 d, and 15 (1). (k)</p>  | <p>84<br/>86 – 99</p>                                    | <p>103 - 107</p>                               |
| <p>1.6.3 Assess how the significance of section 7 of the <i>Charter</i> will result in continued evolution of Canadian law. (i)</p>   | <p>93 - 94</p>   | <p>105 – 106<br/>118</p>                       |
| <p><b>UNIT 2: CRIMINAL LAW</b></p>  |  |  |
| <p><b>SCO 2.1: Students will be expected to understand what constitutes criminal behaviour</b></p>  |  |  |
| <p>2.1.1 Explain why society criminalizes certain behaviours. (k)</p>   | <p>139 – 142</p>   | <p>155</p>                                     |
| <p>2.1.2 Identify the criteria used to classify an act or omission as a crime. (k)</p>  | <p>143 – 149</p>   | <p>155 – 157<br/>160</p>                       |
| <p>2.1.3 Distinguish between indictable and summary conviction offences. (a)</p>  | <p>221 –223</p>  | <p>225<br/>241 - 242</p>                       |
| <p>2.1.4 Evaluate the appropriateness of criminalizing certain acts or omissions. (i)</p>   | <p>151<br/>158<br/>220<br/>247</p>                       | <p>157<br/>160 - 161<br/>225<br/>231 - 233</p> |
| <p><b>SCO 2.2: Students will be expected to analyze criminal actions</b></p>  |  |  |
| <p>2.2.1 Explain how <i>mens rea</i> can be established: (a)</p> <ul style="list-style-type: none"> <li>- intent (general, specific)</li> <li>- knowledge</li> <li>- negligence</li> <li>- willful blindness</li> </ul> <p>recklessness</p>   | <p>145 – 149</p>   | <p>156 - 157</p>                               |

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| 2.2.2 Analyze the roles of the various parties to an offence: (a)<br><ul style="list-style-type: none"> <li>- perpetrator</li> <li>- aiding</li> <li>- abetting</li> <li>- counseling</li> </ul> accessory      | 152 - 153                                     |   |
| 2.2.3 Explain how attempt and conspiracy can lead to a criminal conviction. (k)   | 154 – 156                                     | 158 – 159<br>165                            |
| 2.2.4 Apply the elements of a crime to specific cases. (a)  | 146<br>148<br>149<br>151<br>154<br>159<br>160 | 156<br>157<br>158<br>161 - 162<br>167 - 168 |
| <b><i>SCO 2.3: Students will be expected to understand how a criminal proceeding is initiated.</i></b>  |   |   |
| 2.3.1 Explain why police must preserve a crime scene. (k)   | 193 – 195                                     | 202 – 204<br>216                            |
| 2.3.2 Explain why suspects may remain silent when being questioned by police. (k)   | 202   | 205   |
| 2.3.3 Describe the process of making a lawful arrest. (k)   | 203 – 204                                     | 206   |
| <b><i>SCO 2.4: Students will be expected to demonstrate an understanding of the role of each participant in an adversarial judicial system.</i></b>   |   |   |
| 2.4.1 Explain why Canada uses an adversarial judicial system. (k)   | 26<br>168 -180                                | 177 – 180                                   |
| 2.4.2 Justify the importance of the judicial principle of “innocent until proven guilty.” (i)   | 168<br>174                                    | 177 – 178<br>179                            |
| 2.4.3 Describe the roles of the participants in a criminal trial: (k)<br><ul style="list-style-type: none"> <li>- judge</li> <li>- prosecution</li> <li>- defense</li> <li>- witness</li> <li>- jury</li> </ul> | 168 – 173                                     | 177 – 179<br>191 – 192                      |
| <b><i>SCO 2.5: Students will be expected to understand the criminal trial process</i></b>   |   |   |
| 2.5.1 Describe the criminal trial process: (k)  | 174 - 182                                     | 179 – 180                                   |

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| <ul style="list-style-type: none"> <li>- Crown’s opening statement</li> <li>- examination of witness(es)</li> <li>- defense response</li> <li>- summary of the case</li> <li>- charge to the jury</li> <li>- jury deliberation</li> <li>- verdict</li> </ul>   |   | 191 - 192   |
| 2.5.2 Identify the purposes of sentencing: (k) <ul style="list-style-type: none"> <li>- protection of the public</li> <li>- deterrence</li> <li>- denunciation</li> <li>- retribution</li> <li>- restitution</li> <li>- rehabilitation</li> </ul>  | 275 –277  | 272 - 276<br>277  |
| 2.5.3 Identify levels of appeal. (k)   | 163<br>182 - 183  | 180 - 181   |
| <b><i>SCO 2.6: Students will be expected to demonstrate an understanding of defenses used in criminal trials.</i></b>  |   |   |
| 2.6.1 Identify standard defenses used criminal trials: (k) <ul style="list-style-type: none"> <li>- mental disorder</li> <li>- automatism</li> <li>- intoxication</li> <li>- self-defense</li> <li>- battered woman syndrome</li> <li>- defense of a dwelling</li> <li>- necessity</li> <li>- compulsion or duress</li> <li>- provocation</li> <li>- mistakes of law and fact</li> </ul> | 250 – 269<br><br>251 –254<br>255 – 256<br>256<br>258<br>258 – 259<br>259<br>259<br><br>260 – 262<br>262<br>265 -266 | 245 – 271<br><br>249<br>250<br><br>251<br><br>251<br>251<br>252 - 253 |
| 2.6.2 Apply standard defenses to specific cases. (a)   | 253<br>257<br>260<br>263<br>264<br>267<br>272 - 273   | 249<br>250<br>251<br>252<br>252<br>253<br>256 - 257                   |
| <b><i>SCO 2.7: Students will be expected to understand the factors that influence the determination of sentencing in the criminal trial process.</i></b>   |   |   |
| 2.7.1 Define: aggravating factors, mitigating  | 280   | 278   |

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| factors (k)  |           |           |
| 2.7.2 Identify types of traditional sentences: (k)   | 281 – 287 | 272 – 276 |
| - absolute discharge   | 282       |           |
| - conditional discharge  |           |           |
| - probation  | 282       |           |
| - suspended  | 282       |           |
| - intermittent   | 283       |           |
| - conditional  | 283       |           |
| - restitution  | 283       |           |
| - suspension of privileges   | 284       | 279       |
| - incarceration  | 286       |           |
|  | 287       | 279       |
|  | 290       | 280       |
| 2.7.3 Evaluate the factors that are to be considered prior to sentencing with reference to specific cases: (a)                         | 278 - 279 | 277 – 278 |
| - offender   | 288       |           |
| - victim   | 294       | 282       |
| - society  |           |           |
| 2.7.4 Identify alternative approaches to traditional sentences: (k)  | 290 – 293 | 280 – 281 |
| - victim-offender mediation  | 294       | 282       |
| - family group conferencing  |           |           |
| - victim-offender panels   |           |           |
| - aboriginal sentencing circles  |           |           |
| <b><i>SCO 2.8: Students will be expected to apply the principles of the criminal trial process to specific cases</i></b>               |           |           |
| 2.8.1 Develop questions to examine a witness. (a)  | 202 – 203 | 205 - 206 |
|  | 214       |           |
| 2.8.2 Develop an appropriate defense for a given case. (a)   |           | 214       |
| 2.8.3 Apply the concepts and procedures of criminal law to analyze, prosecute, defend, and decide specific cases. (i)                  |           | 214 - 215 |
| <b>UNIT 3 – CIVIL LAW AND THE LAW OF TORTS</b>   |           |           |
| <b><i>SCO 3.1: Students are expected to understand the necessity for civil actions beyond, or apart from, criminal procedures.</i></b> |           |           |
| 3.1.1 Explain why some actions are both criminal and civil in nature. (a)  | 390 – 391 | 387       |
| 3.1.2 Identify the purpose of tort law. (k)  | 366 – 367 | 355 – 357 |
|  | 390 – 391 | 387       |
| 3.1.3 Explain why civil litigation may be  | 338       |           |

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| more successful than criminal prosecution. (k)   |   |  |
| <b><i>SCO 3.2: Students are expected to understand the general categories of tortious actions.</i></b>   |   |  |
| 3.2.1 Explain the principles upon which the law torts is founded. (k)  | 366 - 375   | 355 – 357<br>359 – 361   |
| 3.2.2 Distinguish between intentional and unintentional torts. (k)   | 366 - 367<br>390 - 391                                    | 376 – 377<br>387   |
| <b><i>SCO 3.3: Students are expected to understand the principles governing unintentional torts.</i></b>   |   |  |
| 3.3.1 Define: negligence, neighbour principle, foreseeability, standard of care, reasonable person, cause-in-fact, remoteness of damage, intervening act, thin-skull rule (k)        |   |  |
| 3.3.2 Identify the factors necessary to establish negligence: (k)<br>- duty of care<br>- standard of care<br>- causation   | 367 – 375<br><br>367 – 368<br>369 – 373<br>373 - 375      | 376 - 377<br>378<br>359<br>359 – 360<br>360 - 361                |
| 3.3.3 Apply the principles of negligence to analyse specific cases. (a)  | 369<br>370<br>372<br>378<br>379<br>382<br>387 - 388       | 359<br>359 – 360<br>360<br>362<br>362<br>363<br>368 – 369<br>378 |
| <b><i>SCO 3.4: Students are expected to understand the process by which civil cases may be resolved.</i></b>   |   |  |
| 3.4.1 Identify the parties in a civil action: (k)<br>- plaintiff<br>- plaintiff  | 338   |  |
| 3.4.2 Describe the civil action process: (k)<br>- statement of claim<br>- statement of defense<br>- examination for discovery<br>- pre-trial conference<br>- trial court<br>- appeal | 340 – 344<br>341<br>341<br>342<br>343<br>343 – 344<br>344 | 331<br>348 – 349   |
| 3.4.3 Explain the importance of being able to settle a civil action out of court. (k)  | 343   | 331  |

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| <b><i>SCO 3.5: Students will be expected to demonstrate an understanding of defenses used in unintentional torts.</i></b>  |   |  |
| 3.5.1 Define: waiver, inevitable accident, act of God, explanation (k)   | 383   |  |
| 3.5.2 Apply general defenses to negligence to specific unintentional torts: (a)<br>- contributory negligence<br>- voluntary assumption of risk<br>- statute of limitations | 387, 388<br>382<br>384  | 369 – 370<br>363 – 364<br>364<br>374 - 375       |
| <b><i>SCO 3.6: Students will be expected to demonstrate an understanding of the remedies used in unintentional torts.</i></b>  |   |  |
| 3.6.1 Identify the remedies which may be awarded in tortious actions: (k)<br>- general<br>- special<br>- punitive<br>- nominal<br>- specific<br>- injunction               | 350 – 357<br><br>350 – 353<br>353<br>354<br>354<br>354<br>355 - 356 | 333 – 335  |
| 3.6.2 Apply the principles governing the application of civil remedies to specific actions. (a)  | 360<br>363<br>364   | 336 – 337<br>341 – 342<br>342 – 343<br>346 - 347 |
| 3.6.3 Assess the usefulness of alternate dispute resolution (ADR) as a means to avoid civil litigation. (i)  | 356 – 360   | 335 - 336<br>352 - 353                           |
| <b><i>SCO 3.7: Students will be expected to apply the principles of the civil action process to specific cases.</i></b>  |   |  |
| 3.7.1 Develop a statement of claim for a specific civil action. (a)  | 364<br>411  | 342 – 343<br>348 - 349                           |
| 3.7.2 Create a counter claim for a litigation using a specific defense. (a)  | 386<br>388<br>403   | 366<br>368 – 369<br>391                          |
| 3.7.3 Apply the concepts and procedures of civil action to analyze, prosecute, defend, and decide specific cases. (i)  | 362<br>386  | 338<br>366                                       |
| <b>UNIT 4: SPECIFIC CRIMINAL OFFENSES</b>  |   |  |
| <b><i>SCO 4.1: Students are expected to understand what constitutes the criminal offense of homicide.</i></b>  |   |  |
| 4.1.1 Define: homicide, murder,  | 225 – 228   | 226 – 236  |



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| manslaughter, provocation, infanticide, assault (k)   |   | 235<br>241               |
| 4.1.2 Explain the distinction between the four classifications of homicide: (k)<br>- first degree<br>- second degree<br>- manslaughter<br>- infanticide | 225 – 228<br><br>226<br>226<br>227 – 228<br>226 | 221<br>226<br>231<br>240 |
| 4.1.3 Examine the different minimum and maximum sentences for the four classifications of homicide to justify their appropriateness. (a)                | 226 – 228<br>226<br>234                         | 221<br>227               |
| 4.1.4 Apply the principles of homicide to analyze, prosecute, defend, and decide specific cases. (i)  | 226<br>247                                      | 226<br>232<br>558        |
| <b><i>SCO 4.2: Students are expected to understand what constitutes the criminal offense of assault.</i></b>  |   |                          |
| 4.2.1 Contrast the three levels of assault. (k)   | 228 – 230                                       | 226                      |
| 4.2.2 Explain why assaults of a sexual nature were reclassified. (k)  | 230   | 226                      |
| 4.2.3 Examine the reclassification of sexual assaults to determine the impact of on both the accused and victims. (a)                                   | 230 – 232                                       | 226 – 227                |
| 4.2.4 Apply the principles of assault to analyze, prosecute, defend, and decide specific cases. (a)   | 248<br>232                                      | 233<br>226 - 227         |
| <b><i>SCO 4.3: Students are expected to understand what constitutes a criminal offense involving a motor vehicle.</i></b>                               |   |                          |
| 4.3.1 Explain why motor vehicle offenses are considered crimes against a person. (k)  | 233 – 235                                       | 227 – 228                |
| 4.3.2 Identify the criminal offenses involving motor vehicles. (k)  | 233 – 234                                       | 227                      |
| 4.3.3 Identify the factors needed to establish dangerous operation of a motor vehicle. (k)  | 233   | 227                      |
| 4.3.4 Classify situations of motor vehicle offenses given specific examples. (a)  |   | 236 - 237                |
| 4.3.5 Apply the principles of crimes involving a motor vehicle to decide specific cases. (i)  | 235   | 228                      |
| <b><i>SCO 4.4: Students are expected to understand what constitutes a criminal offense against property.</i></b>  |   |                          |
| 4.4.1 Define: theft, colour of right, robbery (k)   | 235 – 236                                       | 228                      |
| 4.4.2 Explain the necessity of establishing <i>mens rea</i> for the charge of breaking and  | 236 - 237                                       | 228 - 229                |

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| entering. (k)   |            |                   |
| 4.4.3 Explain the why there is a distinction in the maximum sentence of breaking and entering involving commercial and a private dwelling. (k)  | 237        | 228 – 229         |
| 4.4.4 Apply the principles of property law to decide specific cases. (a)  | 237        | 228 –229<br>238   |
| <b><i>SCO 4.5: Students are expected to understand what constitutes a criminal offense involving drugs.</i></b>   |            |                   |
| 4.5.1 Define: controlled substance, possession, trafficking, money laundering (k)   | 241 – 245  | 229 – 231         |
| 4.5.2 Explain the factors that the Criminal Code uses to establish possession. (k)  | 241 - 243  | 229 – 230         |
| 4.5.3 Analyze specific situations to determine if charges of possession can be placed. (a)  | 244        | 230               |
| 4.5.4 Contrast trafficking and possession for the purpose of trafficking. (k)   | 241 - 243  | 229 – 230         |
| 4.5.5 Apply the principles of <i>mens rea</i> and <i>actus reus</i> to analyze specific cases related to trafficking and possession for the purpose of trafficking. (a)   | 244        | 230               |
| 4.5.6 Draw conclusions about the appropriateness of the crown to ask for either indictable or summary convictions for the charges of possession, trafficking and possession for the purpose of trafficking. (a) |            |                   |
| <b>UNIT 5: SPECIFIC APPLICATIONS OF CIVIL LAW OF INTENTIONAL TORTS</b>  |            |                   |
| <b><i>SCO 5.1: Students are expected to understand what constitutes the tort intentional physical interference with the person.</i></b>   |            |                   |
| 5.1.1 Define: assault, battery, sexual assault, medical battery (k)   | 392 – 394  | 387 – 388         |
| 5.1.3 Identify sections of the <i>Charter</i> that related to specific torts against the physical person. (k)   | 395 – 396  | 388               |
| 5.1.4 Distinguish between assault and battery. (k)  | 392 - 393  | 387               |
| 5.1.5 Examine situations to determine if assault of battery has occurs. (a)   | 393<br>411 | 387<br>396<br>403 |
| 5.1.6 List the conditions that constitute the basis of medical battery. (k)   | 394 – 395  |                   |
| 5.1.7 Classify situations involving physical  | 409 - 410  |                   |

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| interference with the person by type of interference. (a)   |                   |                          |
| 5.1.8 Apply the principles of intentional torts against the person to decide specific cases. (i)  | 403<br>407<br>411 | 391<br>392<br>396        |
| <b><i>SCO 5.2: Students will be expected to understand what constitutes the tort of intentional mental interference with the person.</i></b>                  |                   |                          |
| 5.2.1 Define: defamation, slander, libel, truth, fair comment, malice, absolute privilege, qualified privilege (k)  | 404 – 408         | 391 - 392                |
| 5.2.2 Explain the necessity of the claim of malicious prosecution. (k)  | 395 - 396         | 388                      |
| 5.2.3 Identify the factors necessary to establish mental suffering. (k)   | 396 –397          | 388 – 389                |
| 5.2.4 Explain why it is importance to protecting individuals’ right to privacy. (k)   | 397 – 398         | 389                      |
| 5.2.5 Analyze specific cases to determine if invasion of privacy has occurred. (a)  | 398               | 389                      |
| 5.2.6 Analyze specific situations to determine if defamation has occurred. (a)  | 407               | 392                      |
| 5.2.7 Classify specific situations as slander, libel, truth, or fair comment. (a)   | 410               | 394<br>401               |
| 5.2.8 Apply the principles of intentional torts against a person to analyze specific cases. (a)   | 403<br>407<br>411 | 391<br>392<br>396<br>404 |
| 5.2.9 Evaluate the benefit to society by constitutionally protecting free speech (see sections 1 and 2 of the <i>Charter</i> ). (i)                           | 86 – 88<br>410    | 103 - 104<br>394         |
| <b><i>SCO 5.3: Students are expected to understand what constitutes the tort of intentional interference with property.</i></b>                               |                   |                          |
| 5.3.1 Define: trespass, private nuisance, public nuisance, chattel, conversion (k)  | 399 – 410         | 390 – 395                |
| 5.3.2 Explain the necessity of the protection of property as a means by which individuals may assert their rights under section 7 of the <i>Charter</i> . (a) | 403 – 404         | 391 – 392                |
| 5.3.3 Identify the conditions that constitute trespass. (k0)  | 399               | 390                      |
| 5.3.4 Distinguish between theft and conversion. (k)   | 401               | 390 – 391                |
| 5.3.5 Distinguish between private nuisance and public nuisance. (k)   | 399 – 400         | 390<br>404               |

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| 5.3.6 Classify given situations as either public or private nuisance. (a)  |                  | 398<br>400<br>404<br>585 |
| 5.3.7 Explain why some actions may not be considered a public nuisance in relation to sections 1 and 2 of the <i>Charter</i> . (k) |                  | 400<br>404               |
| 5.3.8 Apply the principles of intentional torts against property to decide specific cases. (i)                                     |                  | 404                      |
| <b>UNIT 6: INVESTIGATION AND ARREST</b>  |                  |                          |
| <b><i>SCO 6.1: Students are expected to understand what the functions of the various levels of policing in Canada.</i></b>         |                  |                          |
| 6.1.1 Contrast the purposes of federal, provincial and municipal policing. (k)   | 189 – 192<br>193 | 197 – 199<br>203         |
| 6.1.2 Describe the eight areas of responsibility of the RCMP. (k)  | 189 – 190        |                          |
| 6.1.3 Classify criminal situations by area of enforcement. (a)   | 192 - 193        | 202 – 203                |
| <b><i>SCO 6.2: Students are expected to understand the purpose and processes of conducting a police investigation.</i></b>         |                  |                          |
| 6.2.1 Contrast the roles of a patrol officer and criminal identification officer. (k)  | 194 – 195        | 203 – 204                |
| 6.2.2 Describe the chain of custody of evidence from the time of collection to entry into court. (k)                               | 200              |                          |
| 6.2.3 Analyze the chain of custody of evidence to determine if it has been contaminated. (a)                                       | 216              | 210<br>214               |
| <b><i>SCO 6.3: Students are expected to understand the contributions made by forensic investigation.</i></b>                       |                  |                          |
| 6.3.1 Describe the types of impressions that may be used as part of a forensic investigation. (k)                                  | 196 – 198<br>215 | 210                      |
| 6.3.4 Identify the sources that may be used to collect DNA. (k)  | 198 – 200        |                          |
| 6.3.5 Demonstrate how DNA profiling is used in police investigations. (k)  | 199 – 201        | 219                      |
| <b><i>SCO 6.4: Students are expected to understand what constitutes legal arrest and search.</i></b>                               |                  |                          |
| 6.4.1 Explain the purpose of police interrogation. (k)   | 202              | 205                      |
| 6.4.2 Identify the steps necessary for a legal   | 203 – 204        | 206                      |

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| arrest. (k)  |  |  |
| 6.4.3 Explain the importance of <i>reasonable grounds</i> to ensure that an arrest does not violate sections 7, 8, 9 or 10 of the <i>Charter</i> . (a) | 202 - 204  | 205 – 206<br>214 – 215                     |
| 6.4.4 Identify the circumstances under which an arrest may be made without a warrant. (k)  | 205  |  |
| 6.4.5 Analyze situations to determine if a warrant is necessary to conduct a legal search. (a)   | 216<br>217                                       | 209 – 211<br>214                           |
| 6.4.6 Identify the types of evidence that carry the most weight in court. (k)  | 195<br>201                                       | 204<br>295<br>214                          |
| 6.4.7 Analyze evidence collected to determine admissibility in court. (a)  | 209<br>216                                       | 206 – 207<br>209 – 210                     |
| 6.4.8 Defend why a warrant is normally necessary to conduct a legal search. (i)  |  |  |
| 6.4.9 Apply the principles of arrest and search to decide specific cases. (i)  | 216<br>217                                       | 209 – 211                                  |
| <b>UNIT 7: CONTRACT LAW</b>  |  |  |
| <b><i>SCO 7.1: Students are expected to understand the need for, and various types of, contracts.</i></b>  |  |  |
| 7.1.1 Explain the need for contractual agreements. (k)   | 463  | 456 – 458                                  |
| 7.1.2 Identify the types of contracts: (k)<br>- oral<br>- written<br>- implied<br>- express<br>- under seal  | 463 – 465  | 456 – 458<br>461                           |
| 7.1.3 Classify given contacts by type. (a)   | 465<br>484 - 485                                 | 461<br>467 –468                            |
| <b><i>SCO 7.2: Students are expected to understand what constitutes a valid contract.</i></b>  |  |  |
| 7.2.1 Identify the elements of a valid contract: (k)<br>- offer<br>- acceptance<br>- consideration   | 465 – 474<br>466 – 468<br>469 – 471<br>471 – 474 | 461 – 463<br>461 – 462<br>462 – 463<br>463 |
| 7.2.2 Create an example of a valid contractual arrangement. (i)  | 474  | 463  |
| 7.2.3 Identify the rules that govern acceptance. (k)   | 469 - 471  | 462 – 463                                  |
| 7.2.4 Distinguish between a contact and a gratuitous promise. (k)  | 472  | 463  |
| 7.2.5 Examine various contractual agreements   | 473  | 463  |

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| to assess their validity. (a)   | 477<br>481<br>486<br>487 | 464 – 465<br>465 – 466<br>470<br>470<br>475 - 477 |
| <b><i>SCO 7.3: Students are expected to understand how various factors may invalidate a contract.</i></b> |                          |   |
| 7.3.1 Explain what constitutes incapacity to contact. (k)   | 476 - 477                | 464 – 465   |
| 7.3.2 Examine contracts made by minors to determine which ones are enforceable. (a)                       | 477<br>483               | 464 – 465<br>466 – 467                            |
| 7.3.3 Identify factors that invalidate a contract: (k)  | 475 – 483                | 464 – 467   |
| - mistake   | 478 – 480                |   |
| - misrepresentation   | 480 – 481                |   |
| - illegality  | 477                      |   |
| - contrary to public policy   | 478                      |   |
| - duress  | 482                      |   |
| - undue influence   | 482 – 483                |   |
| - unconscionability   | 483                      |   |
| 7.3.4 Classify various examples of contract invalidation by type. (a)                                     | 483<br>484               | 466 - 467   |
| <b><i>SCO 7.4: Students are expected to understand the remedies for a breach of contract..</i></b>        |                          |   |
| 7.4.1 Describe how a contract may be discharged: (k)  | 494 – 498                | 494 – 495   |
| - performance   | 494 – 495                |   |
| - agreement   | 495 – 496                |   |
| - frustration   | 496 – 497                |   |
| - breach  | 497 - 498                |   |
| 7.4.2 Classify various examples of contract discharge by type. (a)  | 512 – 513                | 500   |
| 7.4.3 Identify the principles governing the remedies available for breach of contract: (k)                | 499                      |   |
| - damages   |                          |   |
| - mitigation of damages   |                          |   |
| - injunction  |                          |   |
| 7.4.4 Apply a remedy to settle a breach of contract. (a)  | 500<br>514<br>515        | 496<br>503<br>504                                 |
| 7.4.5 Describe the remedies available for both buyers' and sellers' involved in sale of goods. (k)        | 506                      |   |
| 7.4.6 Apply the concepts of discharge and   | 507                      | 497   |

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| remedy in contract law to decide specific cases. (i)  | 510  | 498 – 499                           |
| <b>UNIT 8: FAMILY LAW</b>   |  |                                     |
| <b><i>SCO 8.1: Students are expected to understand the legal concepts of marriage and cohabitation.</i></b>   |  |                                     |
| 8.1.1 Define: capacity, consent, consanguinity, affinity, monogamy, annulment, consummation (k)   | 414 – 419  | 415                                 |
| 8.1.2 Explain the legal requirements for marriage under common law: (k)<br>- mental capacity<br>- valid consent<br>- minimum age<br>- absence of a prohibited relationship<br>- termination of prior marriages<br>- sexual capacity | 414 – 419<br>415<br>415 – 416<br>416<br>416<br>417 – 418<br>418 – 419<br>423 | 410 – 411<br>415<br>416             |
| 8.1.3 Examine various scenarios to determine if the legal requirements exist for a valid marriage. (a)  | 415<br>417<br>418<br>435   | 411<br>415<br>421 – 42<br>427 – 428 |
| 8.1.4 Identify the general requirements for marriage under provincial law: (k)<br>- marriage license<br>- publication of banns<br>- marriage ceremony   | 419 – 420  | 411                                 |
| 8.1.5 Identify the requirements for a valid marriage ceremony. (k)  | 419 – 420<br>423   | 411<br>416                          |
| 8.1.6 Explain why there are various living arrangements that can be described as a family. (a)  | 423  | 416                                 |
| 8.1.7 Define: cohabitation, domestic contract (k)   | 424<br>425 – 426   | 417                                 |
| 8.1.8 Justify why laws governing cohabitation in Canada promote fairness. (i)   | 424<br>426   | 417                                 |
| <b><i>SCO 8.2: Students are expected to understand the legal principles governing the ending of a marriage.</i></b>   |  |                                     |
| 8.2.1 Distinguish between a separation agreement and a divorce. (k)   | 428 – 429<br>432   | 419                                 |
| 8.2.2 Examine various scenarios to determine if a divorce can be granted. (a)   | 431<br>435   | 418 – 422                           |
| 8.2.3 Apply the guidelines that govern the  | 424  | 417                                 |

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| dissolution of common law relationships to specific cases. (a)   |                                      |                         |
| 8.2.4 Identify the conditions necessary to validate a marriage breakdown. (k)  | 429 – 431                            | 417 - 418<br>419        |
| 8.2.5 Describe the considerations in settling issues of child custody: (k)<br>- tender years doctrine<br>- type of custodial award<br>- access                                       | 438 – 441<br>439<br>440<br>440 - 441 | 434<br>438              |
| 8.2.6 Apply the considerations for determining child custody to specific cases. (a)  | 440<br>461                           | 438<br>448              |
| 8.2.7 Explain the purpose of spousal support. (k)  | 448 –451                             | 440 – 441               |
| 8.2.8 Define: equalization payment, matrimonial home (k)   | 453<br>454                           | 443                     |
| 8.2.9 Apply the considerations used in division of assets to analyze specific cases. (a)   | 454<br>455<br>457                    | 443<br>443<br>443 – 444 |
| 8.2.10 Apply the principles of family law to decide specific cases. (i)  | 460<br>461                           | 447 – 448<br>448        |
| <b>UNIT 9: CRIMINAL LAW AND YOUNG PEOPLE</b>   |                                      |                         |
| <i>SCO 9.1: Students are expected to understand the need for special criminal legislation to apply to young people.</i>  |                                      |                         |
| 9.1.1 Identify some of the influences that may lead a young person to commit a criminal action. (a)  | 307 – 308                            | 301                     |
| 9.1.2 Define: juvenile delinquent, training school (k)   | 308 – 309                            |                         |
| 9.1.3 Describe the evolution of attitudes toward the treatment of young offenders over the past century. (k)   | 308 – 311                            | 297                     |
| 9.1.4 Define: incapacity of children (k)   | 313                                  |                         |
| 9.1.5 Explain why there are special legal provisions for young offenders. (a)  | 309<br>317                           | 303 - 304               |
| 9.1.6 Contrast the provisions of the <i>Juvenile Delinquents Act</i> (1908), the <i>Young Offenders Act</i> (1984; 1992; 1995) and the <i>Youth Criminal Justice Act</i> (2002). (k) | 308 – 313<br>314                     | 313                     |
| 9.1.7 Define: young offender, presumptive offences (k)   | 309<br>313                           |                         |
| 9.1.8 Assess the appropriateness of treating young offenders differently than adult offenders. (i)   | 327                                  | 306                     |
| 9.1.9 Explain why children are generally not   | 309 – 313                            | 297                     |



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| criminally responsible for their actions. (k)   |  | 301 – 302   |
| <b>SCO 9.2: Students are expected to understand the provisions in the Youth Criminal Justice Act.</b>   |  |   |
| 9.2.1 Describe the rights of young people related to criminal a criminal investigation: (k)<br>- search<br>- evidence from questioning<br>- publication of identity   | 315 – 318<br>315<br>315 - 318<br>318   | 303 – 304   |
| 9.2.2 Explain the need for additional rights to protect young people beyond those provided for in the <i>Charter</i> . (a)  | 315<br>317                             | 303 – 3-4   |
| 9.2.3 Identify the conditions under which an extra-judicial sanction may be applied. (k)  | 320 – 321                              | 304   |
| 9.2.4 Explain the purpose of extra-judicial sanctions. (a)  | 320 – 322                              | 305   |
| 9.2.5 Define: custody (k)   | 323                                    |   |
| 9.2.6 Identify the main principles of the <i>Youth Criminal Justice Act</i> that are used when sentencing. (k)  | 322<br>327                             | 306   |
| 9.2.7 Compare the sentencing options that are appropriate for less serious crimes. (a)  | 323 – 324<br>328                       | 305<br>307  |
| 9.2.8 Identify the factors used in determining if an adult sentence is warranted. (k)   | 325 - 326                              | 305   |
| 9.2.9 Assess the appropriateness of the <i>Youth Criminal Justice Act</i> in terms of: (a)<br>- whether sentences are too lenient or harsh<br>- reducing the likelihood of repeat offenders<br>- whether the <i>Act</i> is an effective deterrence<br>- its ability to rehabilitate young offenders | 327 – 329                              | 306 - 307   |
| 9.2.10 Apply the principles of the <i>Youth Criminal Justice Act</i> to decide specific cases. (i)  | 316<br>317<br>325<br>327<br>330<br>331 | 303<br>303 – 304<br>305<br>306<br>310<br>310<br>314 - 315 |

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| <b>UNIT 10: HUMAN RIGHTS LAW</b>   |                         |            |
| <b><i>SCO 10.1: Students will be expected to understand the development and application of human rights in general.</i></b>                |                         |            |
| 10.1.1 Define: minority, tyranny of the majority (k)   |                         |            |
| 10.1.2 Explain why certain rights are considered inalienable? (a)  | 77                      |            |
| 10.1.3 Assess the significance of <i>R. v. Dudley and Stevens</i> (1884) as it relates to the concept of the tyranny of the majority. (i)  | 15                      | 25         |
| <b><i>SCO 10.2: Students are expected to understand the application of human rights legislation at the federal level of Canada.</i></b>    |                         |            |
| 10.2.1 Identify the weakness of the <i>Bill of Rights</i> (1960). (k)  | 80<br>83                | 102        |
| 10.2.2 Identify the jurisdiction of the <i>Canadian Charter of Rights and Freedoms</i> . (k)   | 80<br>83                | 102        |
| 10.2.3 Identify the fundamental freedoms as outlined in the <i>Canadian Charter of Rights and Freedoms</i> : (k)                           | 86 – 103                | 103 – 108  |
| - democratic and mobility rights   | 90 – 92                 | 104 – 105  |
| - legal and equity rights  | 93 – 99                 | 105 – 107  |
| - language and general rights  | 100 - 103               | 107 - 108  |
| 10.2.4 Assess how the significance of section 7 of the <i>Charter</i> may result in continued evolution of Canadian law. (i)               | 93 – 94                 | 105 – 106  |
| 10.2.5 Define: affirmative action, accommodate, undue hardship (k)   | 120 – 122               |            |
| 10.2.6 Explain the conditions under which apparent discrimination is justified as legal. (a)   | 121<br>130 – 131<br>132 | 134<br>137 |
| 10.2.7 Compare constructive discrimination and direct discrimination. (k)  | 120 - 121               | 130        |
| 10.2.8 Apply the principle of undue hardship to resolve a specific complaint. (a)  | 123                     | 131        |
| <b><i>SCO 10.3: Students are expected to understand the application of human rights legislation at the provincial level in Canada.</i></b> |                         |            |
| 10.3.1 Define: discrimination, human rights codes, stereotyping, prejudice (k)   | 111 – 112<br>130        | 134        |
| 10.3.2 Distinguish between the protections afforded by the <i>Canadian Human Rights Act</i> and the <i>NL Human Rights Code</i> (k)        | 112 – 113               |            |
| 10.3.3 Define: complainant, respondent,  | 115 - 118               | 129        |

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| mediation, conciliation (k)   |                        |           |
| 10.3.4 Describe the process of resolving a human rights complaint in Newfoundland and Labrador. (k)   | 116                    |           |
| 10.3.5 Evaluate the effectiveness of remedies available to complainants. (a)  | 119                    | 129       |
| 10.3.6 Evaluate the impact of a poisoned environment on workers' rights. (a)  | 122 – 125              | 131 - 132 |
| 10.3.7 Apply the principles of the <i>NL Human Rights Code</i> to decide specific cases. (a)  |                        |           |
| <b>UNIT 11: ABORIGINAL PEOPLES AND THE LAW</b>  |                        |           |
| <b><i>SCO 11.1: Students are expected to understand the legal context that is used to examine Aboriginal issues.</i></b>                                  |                        |           |
| 11.1.1 Identify the role of the <i>Charter</i> in guaranteeing the rights of Aboriginal peoples. (k)  | 101<br>108 - 109       |           |
| 11.1.2 Explain why the judiciary interprets Section 35 of the <i>Constitution Act</i> (1982) in a liberally manner. (k)                                   | 263 - 264              |           |
| 11.1.3 Differentiate between the definitions of Status and non-Status Indians under the <i>Indian Act</i> . (k)   |                        |           |
| 11.1.4 Contrast between the rights, freedoms and responsibilities afforded Status and non-Status Indians under the <i>Indian Act</i> . (k)                |                        |           |
| 11.1.5 Assess the impact of changes made in the <i>Indian Act</i> through <i>Bill C-31</i> . (a)  |                        |           |
| 11.1.6 Differentiate between Aboriginal Rights and Treaty Rights. (k)   | 108 – 109<br>263 - 264 |           |
| 11.1.7 Compare the concept of Aboriginal self-government with the Canada's federal system of governance. (a)  |                        |           |
| 11.1.8 Evaluate the impact of integrating concepts of aboriginal self-government into Canada's current system of governance. (a)                          |                        |           |
| <b><i>SCO 11.2: Students will be expected to understand the legal issues surrounding Innu, Inuit, Mi'kmaq and Metis of Newfoundland and Labrador.</i></b> |                        |           |
| 11.2.1 Identify the Aboriginal peoples of Newfoundland and Labrador. (k)  |                        |           |
| 11.2.2 Explain the impact of the <i>Terms of Union</i> (1949) on Aboriginal legal and cultural issues. (k)  |                        |           |

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| 11.2.3 Assess the current legal status of the Aboriginal peoples of Newfoundland and Labrador. (a)   |                        |            |
| 11.2.4 Evaluate the impact of past and present legislation concerning Aboriginal peoples on Aboriginal communities and culture. (i)                              |                        |            |
| <b><i>SCO 11.3: Students are expected to understand how Aboriginal culture influences the application of law within various parts of Aboriginal society.</i></b> |                        |            |
| 11.3.1 Identify the rights of Aboriginal peoples regarding hunting and fishing. (k)  | 263 - 264              | 122<br>252 |
| 11.3.2 Examine legal decisions that validate Aboriginal cultural practices concerning the concept of the family: (a)<br>- marriage<br>- adoption                 |                        |            |
| 11.3.3 Identify the principles used to govern Aboriginal property rights. (k)  | 457<br>510 - 11        |            |
| 11.3.4 Assess the need for legislation such as the <i>First Nations Policing Policy</i> . (a)  |                        |            |
| 11.3.5 Explain the concept of restorative justice. (k)   | 290                    |            |
| 11.3.6 Evaluate the impact of incorporating concepts of Aboriginal justice into Canada's judicial system. (i)  | 290 – 291<br>293 - 294 | 258 - 259  |