

## **COURSE LGS1010: PRIVATE LAW**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students explore workplace and consumer law with a focus on basic rights and responsibilities at a place of work and the legal aspects of buying, selling and renting goods and services.

**Outcomes:** The student will:

**1. explain the nature and function of law**

- 1.1 explain the principles of the rule of law
- 1.2 identify the divisions of law, including:
  - 1.2.1 substantive law and procedural law
  - 1.2.2 public and private law
- 1.3 consider sources of Canadian law, including:
  - 1.3.1 historical
  - 1.3.2 legislation (federal, provincial, municipal)
  - 1.3.3 treaty law
  - 1.3.4 common law

**2. identify how private relationships are governed**

- 2.1 discuss private and public relationships
- 2.2 discriminate between an agreement and a contract
- 2.3 understand the legal requirements for a contract and examine:
  - 2.3.1 methods of entering into contracts
  - 2.3.2 methods of ending contracts
  - 2.3.3 breach of contract

**3. identify laws related to the workplace**

- 3.1 discuss the need for laws in the workplace, considering:
  - 3.1.1 employment contracts; e.g., oral or written
  - 3.1.2 *Employment Standards Code*
  - 3.1.3 *Human Rights, Citizenship and Multiculturalism Act*
  - 3.1.4 *Charter of Rights and Freedoms*
  - 3.1.5 Occupational Health and Safety legislation
  - 3.1.6 *Alberta Labour Relations Code, Canada Labour Code*
- 3.2 describe the roles and responsibilities of the employer and the employee
- 3.3 compare union and nonunion labour
- 3.4 discuss methods of providing financial support to unemployed, injured or pregnant workers; e.g., legislation, Workers Compensation Board, employment insurance
- 3.5 explain the remedies for the wrongful dismissal of an employee

**4. identify laws related to the consumer and purchasing goods and services**

- 4.1 explain the need to have laws related to purchasing goods and services (e.g., *Sale of Goods Act, Competition Act, Fair Trading Act*), considering:
  - 4.1.1 purchase contracts; e.g., buyer beware
  - 4.1.2 deposits, returns, warranties and guarantees
  - 4.1.3 the rights and responsibilities of a minor

- 4.1.4 the legal implications and obligations of obtaining credit and defaulting; e.g., bankruptcy, foreclosure, repossession
- 4.2 describe common remedies and services; e.g., complaining to the business and/or Service Alberta, Service Canada, Consumer Connections, types of insurance coverage, Consumer Review Web sites, small claims court
- 5. identify laws related to the consumer and renting accommodation**
  - 5.1 describe the need to have laws that addresses the rights and obligations of the landlord and tenant and the rights and responsibilities of each party, considering:
    - 5.1.1 rental contracts; e.g., oral or written
    - 5.1.2 *Residential Tenancies Act*
  - 5.2 describe the advantages and disadvantages of signing a lease and examine classes of tenancy; e.g., fixed, periodic
  - 5.3 discuss the legal implications of two or more people living together for economic reasons; e.g., assignment, sublet and joint tenancy
  - 5.4 describe common remedy services; e.g., Landlord and Tenant Advisory Boards, Service Alberta, Residential Tenancy Dispute Resolution Service
- 6. demonstrate basic competencies**
  - 6.1 demonstrate fundamental skills to:
    - 6.1.1 communicate
    - 6.1.2 manage information
    - 6.1.3 use numbers
    - 6.1.4 think and solve problems
  - 6.2 demonstrate personal management skills to:
    - 6.2.1 demonstrate positive attitudes and behaviours
    - 6.2.2 be responsible
    - 6.2.3 be adaptable
    - 6.2.4 learn continuously
    - 6.2.5 work safely
  - 6.3 demonstrate teamwork skills to:
    - 6.3.1 work with others
    - 6.3.2 participate in projects and tasks
- 7. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 7.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 7.2 create a connection between a personal inventory and occupational choices

## **COURSE LGS1020: PUBLIC LAW**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students explore the legal relationship between the government and the citizen with an emphasis on criminal law.

**Supporting Course:** LGS1010: Private Law

**Outcomes:** The student will:

**1. explore various sources of protection for group and individual rights and responsibilities**

- 1.1 describe the relationship between rights and responsibilities; e.g., rights and responsibilities in the education environment
- 1.2 examine the following sources for the laws that protect rights and responsibilities:
  - 1.2.1 *Constitution of Canada 1867*
  - 1.2.2 *Canadian Charter of Rights and Freedoms*
  - 1.2.3 *Human Rights, Citizenship and Multiculturalism Act*
  - 1.2.4 treaties and land claim agreements
  - 1.2.5 *Criminal Code of Canada*
  - 1.2.6 *Traffic Safety Act*
  - 1.2.7 *Youth Criminal Justice Act*

**2. discuss methods of protecting rights and responsibilities**

- 2.1 identify the court structure of Canada with a focus on Alberta; e.g., Provincial Court, Court of Queen's Bench, Court of Appeal, Federal Court, Supreme Court of Canada
- 2.2 describe the criminal law process from arrest to resolution in simple case studies from the perspective of the:
  - 2.2.1 accused
  - 2.2.2 police
  - 2.2.3 lawyer
  - 2.2.4 court system; e.g., judge, jury
  - 2.2.5 community; e.g., sentencing circle, victim offender mediation, victim rights groups, media

**3. explain how and why children, youth and adults are treated differently with respect to criminal law**

- 3.1 describe the criminal law process from arrest to resolution for young offenders with regard to the *Youth Criminal Justice Act*
- 3.2 identify and describe various offences and give potential consequences for each; e.g., impaired motor vehicle operation, illegal possession, break and enter

**4. distinguish between civil, quasi-criminal and criminal law**

- 4.1 explain the potential civil consequences for criminal offences
- 4.2 understand the reasons for both civil and criminal remedy

**5. demonstrate basic competencies**

- 5.1 demonstrate fundamental skills to:
  - 5.1.1 communicate
  - 5.1.2 manage information
  - 5.1.3 use numbers
  - 5.1.4 think and solve problems

- 5.2 demonstrate personal management skills to:
  - 5.2.1 demonstrate positive attitudes and behaviours
  - 5.2.2 be responsible
  - 5.2.3 be adaptable
  - 5.2.4 learn continuously
  - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
  - 5.3.1 work with others
  - 5.3.2 participate in projects and tasks
- 6. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 6.2 create a connection between a personal inventory and occupational choices

## **COURSE LGS1030: RELATIONSHIP LAW**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students learn about laws affecting family members through the use of realistic scenarios and case studies.

**Supporting Course:** LGS1010: Private Law

**Outcomes:** The student will:

- 1. explain the importance of the law with respect to relationships**
  - 1.1 discuss the evolution of relationships
  - 1.2 explore the legal dimension of relationships; e.g., contribution to marriage, common-law relationships, adult interdependent relationships, changing traditional roles in a relationship
- 2. examine laws related to relationships**
  - 2.1 describe the impact of laws that relate to living within a relationship; e.g., the role and responsibilities of the federal and provincial government with respect to family law
  - 2.2 describe the laws that relate to entering into a marriage or partnership by:
    - 2.2.1 defining a legal marriage and an adult interdependent relationship or partnership (sometimes referred to as common-law relationship)
    - 2.2.2 differentiating between the rights and responsibilities of two people who are legally married and two people who are cohabitating
  - 2.3 describe the laws that relate to leaving a partner by:
    - 2.3.1 distinguishing between legal separation and divorce
    - 2.3.2 explaining division of assets
- 3. describe the roles of parent/guardian, authorities and others who have an interest in the child; e.g., neglect, abuse, adoption, welfare of the child, where the child lives**
- 4. investigate laws related to preparing your will and estate**
  - 4.1 describe the need for laws and legal requirements related to wills, personal directives and powers of attorney
  - 4.2 understand the differences among a will, personal directive and power of attorney
  - 4.3 describe the advantages and disadvantages of the enduring power of attorney and personal directives
  - 4.4 explain the importance of a will (e.g., intestacy, priorities at various stages in life) and create a sample personal directive or will
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems

- 5.2 demonstrate personal management skills to:
  - 5.2.1 demonstrate positive attitudes and behaviours
  - 5.2.2 be responsible
  - 5.2.3 be adaptable
  - 5.2.4 learn continuously
  - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
  - 5.3.1 work with others
  - 5.3.2 participate in projects and tasks
- 6. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 6.2 create a connection between a personal inventory and occupational choices

## **COURSE LGS1910: LGS PROJECT A**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Introductory project courses must connect with a minimum of two CTS courses, one of which must be at the introductory level and be in the same occupational area as the project course. The other CTS course(s) can be either at the same level or at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
  - 4.1 demonstrate fundamental skills to:
    - 4.1.1 communicate
    - 4.1.2 manage information
    - 4.1.3 use numbers
    - 4.1.4 think and solve problems
  - 4.2 demonstrate personal management skills to:
    - 4.2.1 demonstrate positive attitudes and behaviours
    - 4.2.2 be responsible
    - 4.2.3 be adaptable
    - 4.2.4 learn continuously
    - 4.2.5 work safely
  - 4.3 demonstrate teamwork skills to:
    - 4.3.1 work with others
    - 4.3.2 participate in projects and tasks
- 5. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 5.2 create a connection between a personal inventory and occupational choices



## **COURSE LGS2010: FAMILY LAW**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students examine a broad range of legal issues relating to personal relationships.

**Supporting Courses:** LGS1010: Private Law  
LGS1020: Public Law  
LGS1030: Relationship Law

**Outcomes:** The student will:

**1. investigate the history of family law**

- 1.1 examine the evolution of laws related to the family; e.g., *Divorce Act*; *Adult Interdependent Relationships Act*; *Dependents Relief Act*; *Married Women's Property Act*; *Child, Youth and Family Enhancement Act*; *Dower Act*
- 1.2 recognize multicultural perspectives regarding relationships; e.g., Sharia, Aboriginal

**2. investigate the laws regarding marriage, common-law partners and adult interdependent partnerships or relationships**

- 2.1 outline the legal requirements of a legal marriage and adult interdependent relationship or partnership (sometimes referred to as common-law relationship)
- 2.2 examine the merits of being single, married, common-law partners or in an adult interdependent relationship
- 2.3 discuss premarital and cohabitation agreements

**3. investigate the laws regarding the breakdown of relationships**

- 3.1 compare the law regarding the distribution of assets, debts and support payments of legally married partners, common-law partners and adult interdependent partners
- 3.2 examine the legal rights and responsibilities of a parent, step parent or guardian, considering:
  - 3.2.1 child maintenance
  - 3.2.2 access
  - 3.2.3 custody
- 3.3 analyze cases of court decisions regarding distribution of property where there has been a breakdown of a relationship; e.g., *Murdoch vs. Murdoch*, *Pettkus vs. Becker*
- 3.4 research the laws designed to protect victims of partner, elder and child abuse; e.g., restraining order, peace bond, emergency protection orders

**4. investigate the laws regarding extended family**

- 4.1 examine the rights of grandparents to have access to their grandchildren
- 4.2 describe the legal obligations of adult children to their aging parents

**5. investigate the laws regarding adoption that concern eligibility and placement**

**6. investigate the laws regarding reproductive technologies**

- 6.1 analyze one issue related to reproductive technologies; e.g., surrogacy, sperm or egg donation, cloning, stem cell research, abortion
- 6.2 investigate the laws in Canada regarding the issue

**7. demonstrate basic competencies**

7.1 demonstrate fundamental skills to:

- 7.1.1 communicate
- 7.1.2 manage information
- 7.1.3 use numbers
- 7.1.4 think and solve problems

7.2 demonstrate personal management skills to:

- 7.2.1 demonstrate positive attitudes and behaviours
- 7.2.2 be responsible
- 7.2.3 be adaptable
- 7.2.4 learn continuously
- 7.2.5 work safely

7.3 demonstrate teamwork skills to:

- 7.3.1 work with others
- 7.3.2 participate in projects and tasks

**8. identify possible life roles related to the skills and content of this cluster**

- 8.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 8.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE LGS2020: EMPLOYMENT LAW**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students learn about contracts of employment, unions and collective bargaining, employment insurance, and workers' compensation.

**Supporting Courses:** LGS1010: Private Law  
LGS1020: Public Law  
LGS1030: Relationships Law

**Outcomes:** The student will:

- 1. identify and explain current laws regarding employment relationships**
  - 1.1 compare the various types of working relationships; e.g., part time, full time independent contractor
  - 1.2 describe how employment contracts can be terminated
  - 1.3 describe various forms of compensation in an employment contract
  - 1.4 discuss current laws related to youth in the workplace
  - 1.5 describe the liability of employers and employees to third parties
- 2. identify and explain current laws regarding unions and collective bargaining**
  - 2.1 research how a union is certified or decertified
  - 2.2 distinguish between union memberships (open shop, closed shop, union shop, agency shop)
  - 2.3 compare and contrast unionized labour with non-unionized labour; e.g., collective bargaining, strikes/lock-outs, grievance procedures, flexibility to have personalized contract and negotiation
- 3. identify and explain current laws regarding protection and benefits offered to employees**
  - 3.1 differentiate between legislation at the federal and provincial levels
  - 3.2 explain benefits and protection offered through the following:
    - 3.2.1 *Employment Standards Code*
    - 3.2.2 *Labour Relations Code (Alberta) and Canada Labour Code*
    - 3.2.3 *Employment Insurance Act*
    - 3.2.4 *Workers' Compensation Act*
    - 3.2.5 *Occupational Health and Safety Act*
    - 3.2.6 *Human Rights, Citizenship and Multiculturalism Act*
- 4. analyze current law regarding employment issues**
  - 4.1 identify employment issues; e.g., age of retirement, right to access information, protection of personal information, day care in the workplace, "whistle blowing," wrongful dismissal, sexual harassment, drug and alcohol testing, worker mobility, workplace discrimination, accommodating employees with special needs
  - 4.2 research the laws in Canada regarding one employment issue
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems

- 5.2 demonstrate personal management skills to:
  - 5.2.1 demonstrate positive attitudes and behaviours
  - 5.2.2 be responsible
  - 5.2.3 be adaptable
  - 5.2.4 learn continuously
  - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
  - 5.3.1 work with others
  - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
  - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE LGS2030: ENVIRONMENTAL LAW**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students identify laws related to the environment and describe how new environmental information affects the law. Students also examine the role of groups and individuals in bringing about changes in environmental law.

**Supporting Courses:** LGS1010: Private Law  
LGS1020: Public Law  
ENS2050: Environmental Ethics  
ENS3050: Environmental Politics

**Outcomes:** The student will:

- 1. examine the role of the legal system regarding environmental issues**
  - 1.1 describe how personal actions impact the environment
  - 1.2 describe how commercial activities impact the environment
  - 1.3 consider how to balance competing interests; e.g., compromise, negotiation
- 2. analyze the division of power as set out in the *Constitution Act, 1867* regarding the conservation and protection of the environment**
  - 2.1 review provincial legislation with respect to the environment (e.g., *Environmental Protection and Enhancement Act*) by:
    - 2.1.1 identifying major areas of environmental regulation; e.g., forestry, hunting, land use, pollution, transportation of dangerous goods
    - 2.1.2 investigating a specific act and its influence on environmental regulation in Alberta; e.g., land use agreement, the discharge of pollutants, reclamation
  - 2.2 review federal legislation with respect to the environment by:
    - 2.2.1 identifying major areas of environmental regulation; e.g., customs (import/export), fisheries, use of crown land, protection of endangered species
    - 2.2.2 considering the interaction between legislation and treaty rights and traditional land uses; e.g., duty to consult
  - 2.3 consider Canada's involvement in international agreements
  - 2.4 research environmental legislation in a minimum of two other countries
- 3. examine public involvement in environmental dispute resolution**
  - 3.1 explain the role of lobby groups; e.g., Canadian Environmental Network, Greenpeace, Canadian Association of Petroleum Landmen's, David Suzuki Foundation
  - 3.2 explain the work of other environmental groups; e.g., Environmental Law Centre, Eco-Justice
  - 3.3 analyze a plan of action for public involvement to create change; e.g., public demonstration, private boycott, media
  - 3.4 describe a public review of a project or development that has an impact on the natural environment or the community's quality of life; e.g., the Oldman River Dam, Alberta's Oil Sands, nuclear power, mining
  - 3.5 discuss court decisions regarding non-compliance with the law
  - 3.6 propose changes to existing provincial legislation or propose new legislation

**4. demonstrate basic competencies**

- 4.1 demonstrate fundamental skills to:
  - 4.1.1 communicate
  - 4.1.2 manage information
  - 4.1.3 use numbers
  - 4.1.4 think and solve problems
- 4.2 demonstrate personal management skills to:
  - 4.2.1 demonstrate positive attitudes and behaviours
  - 4.2.2 be responsible
  - 4.2.3 be adaptable
  - 4.2.4 learn continuously
  - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
  - 4.3.1 work with others
  - 4.3.2 participate in projects and tasks

**5. identify possible life roles related to the skills and content of this cluster**

- 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 5.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE LGS2040: ABORIGINAL LAW**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students learn about the history of Aboriginal Law and its development in Canada by examining leading cases and challenging issues.

**Supporting Course:** LGS1020: Public Law

**Outcomes:** The student will:

### **1. understand the differences between legal and social definitions of Aboriginal peoples**

1.1 define the following:

1.1.1 *Aboriginal*

1.1.2 *First Nation*

1.1.3 *Indian*

1.1.4 *Métis*

1.1.5 *Inuit*

1.2 identify various Aboriginal groups in Alberta; e.g., Blackfoot, Cree, Dene, Métis settlements

### **2. investigate the sources of aboriginal law**

2.1 describe the application of the following laws:

2.1.1 *Constitution Act, 1867*, section 91; *Constitution Act, 1982*, sections 25 and 52

2.1.2 treaties

2.1.3 *Natural Resource Transfer Agreement, 1930 (NRTA)*

2.1.4 *Indian Act*

2.1.5 Métis Settlements Accord, including the *Métis Settlements Act*, *Métis Settlements Land Protection Act*, *Métis Settlements Accord Implementation Act* and *Constitution of Alberta Amendment Act, 1990* (Resolution 18)

2.1.6 modern land claim agreements; e.g., Nunavut

2.1.7 inherent rights; e.g., right to self-determination

2.2 discuss the difference between a Métis settlement and a reserve

### **3. examine Aboriginal case law and laws related to challenging issues**

3.1 examine the leading cases on each of the following issues:

3.1.1 treaty rights; e.g., *R. v. Badger*, [1996], 133 D.L.R. (4th) 324 (hunting and fishing)

3.1.2 Aboriginal rights; e.g., *R. v. Van der Peet*, [1996] 4 C.N.I.L.R. 130 (commercial fishing)

3.1.3 Aboriginal title; e.g., *Delgamuukw v. British Columbia*, [1997] 3 S.C.R. 1010

3.1.4 duty to consult; e.g., *Taku River Tlingit First Nation v. British Columbia (Project Assessment Director)*, 2004 SCC 74, [2004] 3 S.C.R. 550, *Haida* [2004] 3 SCR 511

3.1.5 Métis rights; e.g., *R. v. Powley* 2003 SCC 43 (hunting)

3.2 consider the laws related to one or more of the following challenging issues and propose possible solutions, if applicable:

3.2.1 Bill C-31

3.2.2 amending the *Indian Act*

3.2.3 taxation

3.2.4 hunting and fishing rights

3.2.5 customary law; e.g., adoptions, elections, self-government

3.2.6 Louis Riel

- 3.2.7 duty to consult
- 3.2.8 impediments and benefits related to Indian status; e.g., disenfranchisement, medical care, education
- 3.2.9 reserve business

**4. demonstrate basic competencies**

- 4.1 demonstrate fundamental skills to:
  - 4.1.1 communicate
  - 4.1.2 manage information
  - 4.1.3 use numbers
  - 4.1.4 think and solve problems
- 4.2 demonstrate personal management skills to:
  - 4.2.1 demonstrate positive attitudes and behaviours
  - 4.2.2 be responsible
  - 4.2.3 be adaptable
  - 4.2.4 learn continuously
  - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
  - 4.3.1 work with others
  - 4.3.2 participate in projects and tasks

**5. identify possible life roles related to the skills and content of this cluster**

- 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 5.2 identify potential resources to minimize barriers and maximize opportunities



## **COURSE LGS2050: LAW & THE TRAVELLER**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students identify and describe the issues and legal considerations that may arise when individuals travel domestically and internationally.

**Supporting Courses:** LGS1010: Private Law  
LGS1020: Public Law  
LGS1030: Relationship Law

**Outcomes:** The student will:

### **1. identify and describe the legal considerations when individuals travel domestically and internationally**

- 1.1 identify the various documents needed to travel inside and outside of Canada
- 1.2 explain laws regulating documents such as visas, passports and international driving licenses
- 1.3 describe the possible consequences of not having the appropriate documents when travelling inside and outside of Canada
- 1.4 describe the procedures for replacing lost or stolen documents when travelling
- 1.5 explain the legal rights and responsibilities of carriers, innkeepers, travel agents and travellers
- 1.6 describe the legal implications of making, changing or cancelling a reservation
- 1.7 research the rights and responsibilities of travellers
- 1.8 describe the licensing of travel consultants
- 1.9 describe the “standard form” ticket and its legal implications
- 1.10 research and interpret regulations relating to various types of insurance policies
- 1.11 research the process for making a claim on travel-related insurance
- 1.12 describe restrictions on bringing goods back to Canada
- 1.13 analyze the role of Canada Customs as it relates to bringing in goods from abroad
- 1.14 research the penalties and limitations that exist in regards to purchases made abroad
- 1.15 describe the need for monitoring goods brought into Canada
- 1.16 describe how culture has influenced or may influence laws in other countries
- 1.17 identify problems travellers may encounter entering and exiting Canada and foreign countries
- 1.18 research methods of seeking legal assistance or guidance in a foreign country
- 1.19 analyze how relationships with other countries may influence a country’s laws toward foreign nationals

### **2. research one or more challenging issues regarding law and the traveller**

- 2.1 identify challenging issues; e.g., bankruptcies in travel industries, extradition agreements, local customs and attitudes toward women, Canadians charged and imprisoned abroad, security, bill of rights for airline passengers
- 2.2 compare Canadian laws and Canada’s judicial system with those of other countries in regard to one or more issues

**3. demonstrate basic competencies**

- 3.1 demonstrate fundamental skills to:
  - 3.1.1 communicate
  - 3.1.2 manage information
  - 3.1.3 use numbers
  - 3.1.4 think and solve problems
- 3.2 demonstrate personal management skills to:
  - 3.2.1 demonstrate positive attitudes and behaviours
  - 3.2.2 be responsible
  - 3.2.3 be adaptable
  - 3.2.4 learn continuously
  - 3.2.5 work safely
- 3.3 demonstrate teamwork skills to:
  - 3.3.1 work with others
  - 3.3.2 participate in projects and tasks

**4. identify possible life roles related to the skills and content of this cluster**

- 4.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 4.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE LGS2910: LGS PROJECT B**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
  - 4.1 demonstrate fundamental skills to:
    - 4.1.1 communicate
    - 4.1.2 manage information
    - 4.1.3 use numbers
    - 4.1.4 think and solve problems
  - 4.2 demonstrate personal management skills to:
    - 4.2.1 demonstrate positive attitudes and behaviours
    - 4.2.2 be responsible
    - 4.2.3 be adaptable
    - 4.2.4 learn continuously
    - 4.2.5 work safely
  - 4.3 demonstrate teamwork skills to:
    - 4.3.1 work with others
    - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster**
  - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 5.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE LGS2920: LGS PROJECT C**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
  - 4.1 demonstrate fundamental skills to:
    - 4.1.1 communicate
    - 4.1.2 manage information
    - 4.1.3 use numbers
    - 4.1.4 think and solve problems
  - 4.2 demonstrate personal management skills to:
    - 4.2.1 demonstrate positive attitudes and behaviours
    - 4.2.2 be responsible
    - 4.2.3 be adaptable
    - 4.2.4 learn continuously
    - 4.2.5 work safely
  - 4.3 demonstrate teamwork skills to:
    - 4.3.1 work with others
    - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster**
  - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 5.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE LGS2950: LGS INTERMEDIATE PRACTICUM**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

**Parameters:** This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any advanced (3XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

**Outcomes:** The student will:

- 1. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
  - 1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
  - 1.2 describe personal roles and responsibilities, including:
    - 1.2.1 key responsibilities
    - 1.2.2 support functions/responsibilities/expectations
    - 1.2.3 code of ethics and/or conduct
  - 1.3 describe personal work responsibilities and categorize them as:
    - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
    - 1.3.2 non-routine tasks; e.g., emergencies
    - 1.3.3 tasks requiring personal judgement
    - 1.3.4 tasks requiring approval of a supervisor
  - 1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 2. analyze personal performance in relation to established standards**
  - 2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
  - 2.2 evaluate standards of performance in terms of:
    - 2.2.1 quality of work
    - 2.2.2 quantity of work
  - 2.3 evaluate adherence to workplace legislation related to health and safety
  - 2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
    - 2.4.1 training and certification
    - 2.4.2 interpersonal skills
    - 2.4.3 technical skills
    - 2.4.4 ethics

**3. demonstrate basic competencies**

3.1 demonstrate fundamental skills to:

- 3.1.1 communicate
- 3.1.2 manage information
- 3.1.3 use numbers
- 3.1.4 think and solve problems

3.2 demonstrate personal management skills to:

- 3.2.1 demonstrate positive attitudes and behaviours
- 3.2.2 be responsible
- 3.2.3 be adaptable
- 3.2.4 learn continuously
- 3.2.5 work safely

3.3 demonstrate teamwork skills to:

- 3.3.1 work with others
- 3.3.2 participate in projects and tasks

**4. identify possible life roles related to the skills and content of this cluster**

- 4.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 4.2 identify potential resources to minimize barriers and maximize opportunities



## COURSE LGS3010: PROPERTY LAW

**Level:** Advanced

**Prerequisite:** None

**Description:** Students identify laws relating to real, personal and intellectual properties and investigate the processes of buying and selling real property and the legal implications associated with Internet transactions.

**Supporting Course:** LGS1010: Private Law

**Outcomes:** The student will:

**1. differentiate the legal forms of property**

- 1.1 describe and identify real, personal and intellectual properties
- 1.2 investigate historical changes in the legal definition of *property*
- 1.3 investigate historical changes regarding persons who could own property

**2. compare various forms of property rights**

- 2.1 examine the rights of an owner; e.g., sell, grant rights to third party interests, lease, mortgage, water rights, air space, quiet enjoyment, mineral rights
- 2.2 examine other property interests, including:
  - 2.2.1 lease; e.g., apartment, vehicle
  - 2.2.2 license; e.g., software, parking
  - 2.2.3 bailment; e.g., pawn shop, repair, storage
  - 2.2.4 lien; e.g., mechanic, builder, lender
  - 2.2.5 mortgage holder; e.g., line of credit, insurance
  - 2.2.6 easement and right of way; e.g., access to property

**3. describe the types of transactions related to property**

- 3.1 examine the legal requirements to purchase and sell real estate versus personal property by reviewing pertinent legislation; e.g., *Sale of Goods Act, Law of Property Act, Land Titles Act, Fair Trading Act, Dower Act*
- 3.2 examine the legal requirements to rent or lease real estate versus personal property by:
  - 3.2.1 reviewing pertinent legislation; e.g., *Residential Tenancies Act, Fair Trading Act, Personal Property Security Act, Sale of Goods Act, Land Titles Act, Law of Property Act, Dower Act*
  - 3.2.2 recognizing the implications of assignment and subletting
- 3.3 examine the legal implications of electronic and Internet transactions

**4. describe the legal responsibility involved in purchasing and selling real property**

- 4.1 explain the procedures involved in listing a property for sale
- 4.2 describe elements included in an offer to purchase, including subject to conditions
- 4.3 outline the various searches necessary to investigate the purchase
- 4.4 finance versus cash sale; e.g., conventional mortgage, CMHC high ratio mortgage, home equity line of credit
- 4.5 compare the rights and obligations of the mortgagee with those of the mortgagor
- 4.6 describe the role of various professionals in buying and selling property; e.g., realtors, lawyers, assessors, surveyors, property inspectors
- 4.7 describe the remedies for breach of real estate purchase contract

**5. demonstrate basic competencies**

5.1 demonstrate fundamental skills to:

- 5.1.1 communicate
- 5.1.2 manage information
- 5.1.3 use numbers
- 5.1.4 think and solve problems

5.2 demonstrate personal management skills to:

- 5.2.1 demonstrate positive attitudes and behaviours
- 5.2.2 be responsible
- 5.2.3 be adaptable
- 5.2.4 learn continuously
- 5.2.5 work safely

5.3 demonstrate teamwork skills to:

- 5.3.1 work with others
- 5.3.2 participate in projects and tasks

**6. create a transitional strategy to accommodate personal changes and build personal values**

- 6.1 identify short-term and long-term goals
- 6.2 identify steps to achieve goals

## **COURSE LGS3020: DISPUTE RESOLUTION**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students examine and apply methods such as negotiation, mediation, arbitration, adjudication and litigation, and identify challenging issues related to the dispute resolution methods.

**Supporting Courses:** LGS1010: Private Law  
LGS1020: Public Law  
LGS1030: Relationship Law

**Outcomes:** The student will:

- 1. differentiate between traditional and alternative dispute resolution methods**
  - 1.1 explain the benefits of negotiation, mediation, arbitration and litigation
  - 1.2 describe when litigation is required in attempting to resolve a dispute
  - 1.3 compare civil standards and procedures with criminal standards and procedures
  - 1.4 describe innovations by the court to pre-empt trials; e.g., mini-trials, victim-offender mediation, judicial resolutions (JDR), sentencing circles
  - 1.5 research examples of negotiation, mediation, arbitration and litigation and describe how these methods are used to resolve disputes in a variety of situations, such as:
    - 1.5.1 environmental issues
    - 1.5.2 workplace scenarios
    - 1.5.3 labour disputes
    - 1.5.4 conflicts between individuals and governments
    - 1.5.5 relationship conflict
  - 1.6 identify a challenging conflict situation and research possible resolutions
- 2. explain the progression of dispute resolution options**
  - 2.1 identify instances where mediation and arbitration would be appropriate
  - 2.2 participate in mock negotiation, mediation and arbitration scenarios
- 3. demonstrate basic competencies**
  - 3.1 demonstrate fundamental skills to:
    - 3.1.1 communicate
    - 3.1.2 manage information
    - 3.1.3 use numbers
    - 3.1.4 think and solve problems
  - 3.2 demonstrate personal management skills to:
    - 3.2.1 demonstrate positive attitudes and behaviours
    - 3.2.2 be responsible
    - 3.2.3 be adaptable
    - 3.2.4 learn continuously
    - 3.2.5 work safely
  - 3.3 demonstrate teamwork skills to:
    - 3.3.1 work with others
    - 3.3.2 participate in projects and tasks
- 4. create a transitional strategy to accommodate personal changes and build personal values**
  - 4.1 identify short-term and long-term goals
  - 4.2 identify steps to achieve goals

## **COURSE LGS3040: NEGLIGENCE**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students explore the legal meaning of *negligence* and legal actions relating to negligence.

**Supporting Courses:** LGS1010: Private Law  
LGS1020: Public Law  
LGS1030: Relationship Law

**Outcomes:** The student will:

- 1. explain what constitutes negligence**
  - 1.1 describe the evolution of the legal area of negligence
  - 1.2 outline the elements that make up the legal concept of negligence
- 2. examine duty of care**
  - 2.1 describe the neighbour principle
  - 2.2 identify relationships where duty of care issues can arise; e.g., drivers on the roadway, teacher/student, doctor/patient, manufacturer/consumer
- 3. examine standard of care**
  - 3.1 define the doctrine of the standard of care of the “reasonable person” and foreseeability
  - 3.2 explain how the doctrine of the “reasonable person” applies to special categories; e.g., minors, professionals, experts
  - 3.3 investigate the concept of breach of standard of care
- 4. investigate causation**
  - 4.1 explain the link between the breach and damage; e.g., proximate cause
  - 4.2 discuss situations with multiple causes, considering:
    - 4.2.1 apportionment of liability between defendants
    - 4.2.2 the balance of probabilities
  - 4.3 explain the principle of contributory negligence
- 5. examine damages and remedies**
  - 5.1 describe loss or injury as an element of negligence
  - 5.2 identify the types of damages for which a person may claim compensation
- 6. consider defenses**
  - 6.1 identify which party in a lawsuit has to prove on the balance of probabilities whether the elements of negligence have been proven
  - 6.2 explore which elements of negligence are more difficult to prove in a given situation; e.g., car accident, medical malpractice, slip and fall
- 7. describe the structure and process of the civil court**
  - 7.1 prepare documents required to take action in Provincial Court
  - 7.2 prepare documents required to defend action in Provincial Court
  - 7.3 consider methods of enforcing judgments
- 8. consider special types of negligence**
  - 8.1 define what constitutes voluntary assumption of risk
  - 8.2 explain the special situations under which certain types of liability are imposed; e.g., strict, vicarious, occupiers’ liability, waivers

**9. demonstrate basic competencies**

9.1 demonstrate fundamental skills to:

- 9.1.1 communicate
- 9.1.2 manage information
- 9.1.3 use numbers
- 9.1.4 think and solve problems

9.2 demonstrate personal management skills to:

- 9.2.1 demonstrate positive attitudes and behaviours
- 9.2.2 be responsible
- 9.2.3 be adaptable
- 9.2.4 learn continuously
- 9.2.5 work safely

9.3 demonstrate teamwork skills to:

- 9.3.1 work with others
- 9.3.2 participate in projects and tasks

**10. create a transitional strategy to accommodate personal changes and build personal values**

10.1 identify short-term and long-term goals

10.2 identify steps to achieve goals

## **COURSE LGS3050: SMALL BUSINESS LAW**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students learn about laws relating to starting a business, running a business and ending a business. Students also explore challenging issues that affect small business.

**Supporting Courses:** LGS1010: Private Law  
LGS1020: Public Law  
LGS1030: Relationship Law

**Outcomes:** The student will:

- 1. examine the legal considerations of starting a small business**
  - 1.1 analyze the various ways of organizing a small business; e.g., sole proprietorship, partnership, corporation
  - 1.2 consider whether franchising is an appropriate business model; e.g., benefits, history, franchise legislation
  - 1.3 describe the advantages and disadvantages of using workspace in the home, leasing premises or buying a property
  - 1.4 describe the various methods of financing a small business and the legal implications; e.g., government grants, personal guarantee, investment capitol
  - 1.5 describe the taxation concerns of a small business in Canada; e.g., payroll, corporate taxes, benefits, GST, employment insurance, Canada Pension Plan
  - 1.6 describe the environmental and health regulations in starting and operating various types of businesses; e.g., dry cleaner, gas station, beauty salon or spa, daycare, garage, hazardous waste transport, feedlot
- 2. examine the legal implications of operating a small business**
  - 2.1 describe specific legislation as it relates to the sale of goods and services
  - 2.2 discuss the elements of a contract to determine what is required to be in writing; e.g., are faxes or electronic communications legally effective?
  - 2.3 give examples of the laws regarding the protection of personal information
  - 2.4 describe the importance of protecting the intellectual property (e.g., copyright, patent, trademark, design) of a small business
  - 2.5 discuss the rights and responsibilities of employees and employers; e.g., employment standards, workplace safety, workers compensation, human rights legislation
  - 2.6 describe alternative methods of securing and/or collecting the debts owing to a business or by a business
  - 2.7 identify special legal considerations when importing or exporting goods
- 3. examine the legal considerations involved in dissolving a small business**
  - 3.1 outline the process of the voluntary dissolution of a business; e.g., sale, winding up
  - 3.2 describe the process of the involuntary dissolution of a business; e.g., death of an owner, creditor protection and bankruptcy
  - 3.3 identify some challenging issues, such as:
    - 3.3.1 ethics in business
    - 3.3.2 profit motive versus social responsibility

- 3.3.3 government involvement; e.g., free trade agreements, tariffs, subsidies, bailouts
- 3.3.4 use of the Internet; e.g., e-commerce, e-mail

**4. demonstrate basic competencies**

- 4.1 demonstrate fundamental skills to:
  - 4.1.1 communicate
  - 4.1.2 manage information
  - 4.1.3 use numbers
  - 4.1.4 think and solve problems
- 4.2 demonstrate personal management skills to:
  - 4.2.1 demonstrate positive attitudes and behaviours
  - 4.2.2 be responsible
  - 4.2.3 be adaptable
  - 4.2.4 learn continuously
  - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
  - 4.3.1 work with others
  - 4.3.2 participate in projects and tasks

**5. create a transitional strategy to accommodate personal changes and build personal values**

- 5.1 identify short-term and long-term goals
- 5.2 identify steps to achieve goals

## **COURSE LGS3060: CONTROVERSY & CHANGE**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students explore how controversial issues evoke responses that may bring about changes in the law and describe a wide variety of strategies that may be used for changing the law.

**Supporting Courses:** LGS1010: Private Law  
LGS1020: Public Law  
LGS1030: Relationship Law

**Outcomes:** The student will:

- 1. analyze how the different viewpoints of people are expressed in controversial issues that may have legal implications**
  - 1.1 define and provide examples of what constitutes a controversial issue
  - 1.2 identify a number of controversial issues locally, nationally and internationally
- 2. examine the various methods used to bring about changes in the law**
  - 2.1 research the legal elements of controversial issues
  - 2.2 research laws relevant to a specific issue; e.g., historical perspective, current legislation, implications for society, laws in other countries
  - 2.3 analyze various methods used to bring about changes in the law
  - 2.4 propose possible solutions to effect changes in the law
  - 2.5 research at least one area of interest to investigate; e.g.,
    - aboriginal self-government
    - abortion
    - capital punishment
    - censorship
    - civil liberties
    - cyber-bullying and stalking
    - discrimination based on disability
    - emission control
    - genetically modified food
    - gun control
    - immigration
    - mandatory drug testing
    - pornography
    - regulation of electronic communication and media
    - religious accommodation
    - right to die
    - role of prison
    - same-sex marriage
    - sex offender reintegration and registration
    - sexually transmitted infections
    - substance control and abuse



- treaty rights, repatriation and land claims
  - victims of crime
  - waste management
- 3. demonstrate basic competencies**
- 3.1 demonstrate fundamental skills to:
- 3.1.1 communicate
  - 3.1.2 manage information
  - 3.1.3 use numbers
  - 3.1.4 think and solve problems
- 3.2 demonstrate personal management skills to:
- 3.2.1 demonstrate positive attitudes and behaviours
  - 3.2.2 be responsible
  - 3.2.3 be adaptable
  - 3.2.4 learn continuously
  - 3.2.5 work safely
- 3.3 demonstrate teamwork skills to:
- 3.3.1 work with others
  - 3.3.2 participate in projects and tasks
- 4. create a transitional strategy to accommodate personal changes and build personal values**
- 4.1 identify short-term and long-term goals
- 4.2 identify steps to achieve goals

## COURSE LGS3070: LANDMARK DECISIONS

**Level:** Advanced

**Prerequisite:** None

**Description:** Students analyze in detail landmark decisions and their influence on society.

**Supporting Courses:** LGS1010: Private Law  
LGS1020: Public Law  
LGS1030: Relationship Law

**Supporting Resources:** For current case law examples, visit:  
– <http://www.canlii.org>  
– <http://scc.lexum.umontreal.ca/en/index.html>

**Outcomes:** The student will:

### 1. identify landmark decisions and analyze their effects on society

- 1.1 define the term *precedent* and explain how it operates in our legal system
- 1.2 identify and discuss examples of landmark decisions
- 1.3 analyze the political and social environment of the time a particular decision was rendered
- 1.4 compare the outcome of these cases with present notions of justice
- 1.5 research the influence of the decision on subsequent court cases and legislation
- 1.6 suggest future issues that may result in landmark cases

#### **Example Landmark Decisions**

##### Language Rights

- *Mahe v. Alberta*, [1990], 1 S.C.R. 342
- Reference re *Public Schools Act* (Man.), S. 79(3), (4) and (7), [1993] 1 S.C.R. 839
- *Forest v. A. G. of Manitoba*, [1979], 2 S.C.R. 1032; (1980) 101 D.L.R. (3d) 385
- *Bilodeau v. A. G. of Manitoba*, [1986] 1 S.C.R. 449
- *A. G. of Quebec v. Quebec Association of Protestant School Boards et al.*, [1984] 2 S.C.R. 66

##### Employment Law

- *Wallace v. United Grain Growers Ltd.*, [1997] 3 S.C.R. 701

##### Family

- *Murdoch v. Murdoch*, [1975] 1 S.C.R. 423
- *Pettkus v. Becker*, [1980] 2 S.C.R. 834
- *Pelech v. Pelech*, [1987] 1 S.C.R. 801
- *Moge v. Moge*, [1992] 3 S.C.R. 813

##### Criminal

- *Regina v. Morgentaler*, [1993] 3 S.C.R. 463
- *Regina v. Big M Drug Mart Ltd.*, [1985] 1 S.C.R. 295
- *Regina v. Brydges*, [1990] 1 S.C.R. 190
- *Regina v. Oakes*, [1986] 1 S.C.R. 103
- *Regina v. Stinchcomb*, [1995] 1 S.C.R. 754
- *Regina v. Askov*, [1990] 2 S.C.R. 1199

### Tort Law

- Whiten v. Pilot Insurance Co., 2002 SCC 18, [2002] 1 S.C.R. 595 (Duty of Good Faith)
- Donoghue v. Stevenson [1932] A.C. 562

### Immigration

- Cunningham v. Tomey Homma [1903] C.C.S. 45 [1903] A.C. 151
- Quong-Wing v. R. (Supreme Court of Canada) [1903–14] 49 S.C.R. 44

### Canada's Sovereignty

- Operation Dismantle v. The Queen, [1985] 1 S.C.R. 441

### Expert Witness

- Reference Re: Steven Murray Truscott, [1967] S.C.R. 309
- R. v. Marshall (No. 1) 3 S.C. R. 456 and (No. 2) 3 S.C.R. 533; R. v. Bernard, [2005] 2 S.C.R. 220, 2005 SCC 43

### Rights and Freedoms

- Roncarelli v. Duplessis, [1959] S.C.R. 121
- Andrews v. Law Society of British Columbia, [1989] 1 S.C.R. 143
- Vriend v. Alberta, [1998] 1 S.C.R. 493
- R. v. Keegstra, [1990] 3 S.C.R. 697
- Little Sisters Book and Art Emporium v. Canada (Commissioner of Customs and Revenue), [2007] 1 S.C.R. 38, 2007 SCC 2 (altered by Ermineskin, February 2009)

### Aboriginal

- Riel v. The Queen
- R. v. Van der Peet, [1996] 2 S.C.R. 507
- Haida Nation v. British Columbia (Minister of Forests), [2004] 3 S.C.R. 511, 2004 SCC 73

### Right to Die/Mercy Killing

- R. v. Latimer, [2001] 1 S.C.R. 3, 2001 SCC 1
- Rodriguez v. British Columbia (Attorney General), [1993] 3 S.C.R. 519
- Nancy B. v. Hôtel-Dieu de Québec et al. (1992), 86 D.L.R. (4<sup>th</sup>) 385 (Quebec Superior Court)

### Medical Treatment

- A.C. v. Manitoba (Director of Child and Family Services), 2009 SCC 30, [2009] 2 S.C.R. 181

## **2. demonstrate basic competencies**

### 2.1 demonstrate fundamental skills to:

- 2.1.1 communicate
- 2.1.2 manage information
- 2.1.3 use numbers
- 2.1.4 think and solve problems

### 2.2 demonstrate personal management skills to:

- 2.2.1 demonstrate positive attitudes and behaviours
- 2.2.2 be responsible
- 2.2.3 be adaptable
- 2.2.4 learn continuously
- 2.2.5 work safely

- 2.3 demonstrate teamwork skills to:
  - 2.3.1 work with others
  - 2.3.2 participate in projects and tasks
- 3. create a transitional strategy to accommodate personal changes and build personal values**
  - 3.1 identify short-term and long-term goals
  - 3.2 identify steps to achieve goals

## **COURSE LGS3080: CRIMINAL LAW**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students examine the criminal justice system, including the criminal process and the roles and responsibilities of the participants. Students also explore challenging issues and law-related careers.

**Supporting Course:** LGS1020: Public Law

**Outcomes:** The student will:

- 1. review the evolution of the Canadian criminal justice system**
- 2. describe the legal definition of a child, youth and adult**
- 3. examine the criminal process**
  - 3.1 identify statutes setting out criminal and provincial quasi-criminal law; e.g., *Criminal Code*, *Controlled Drugs and Substances Act*, *Traffic Safety Act*, *Youth Criminal Justice Act*
  - 3.2 describe the role of the provincial and federal Departments of Justice
  - 3.3 identify the jurisdiction of the courts within Alberta
  - 3.4 analyze the power and function of appeal courts and the role of the Supreme Court of Canada
  - 3.5 identify the elements of a crime; e.g., *actus reus*, *mens rea*
  - 3.6 differentiate between summary (including provincial), hybrid and indictable offences
  - 3.7 outline the legal procedure for handling an indictable offence from the commission of the offence to the trial by:
    - 3.7.1 describing the powers of the police with respect to arrest, questioning, search and seizure, custody and release
    - 3.7.2 describing the rights of the arrested individual as outlined in the *Charter of Rights and Freedoms*; e.g., right to be free from unreasonable search and seizure, right to be silent, right to be represented by counsel, right to confront your accuser, natural justice, *habeas corpus*
    - 3.7.3 explaining the purpose of a bail hearing
    - 3.7.4 explaining the purpose of a preliminary hearing
    - 3.7.5 describing the roles of the Crown and the defence counsel
    - 3.7.6 differentiating between trial by judge or trial by judge and jury
    - 3.7.7 describing how a jury is selected
    - 3.7.8 explaining the onus and burden of proof
    - 3.7.9 identifying and explaining issues related to evidence; e.g., hearsay, prior bad acts
    - 3.7.10 identifying and describing the various defences; e.g., self defence, not criminally responsible
- 4. examine consequences of criminal activity**
  - 4.1 identify alternatives to courts for dispute resolution (e.g., Youth Criminal Justice, Aboriginal Councils, Extrajudicial Sanctions, Adult Alternative Measures)
  - 4.2 describe the various types of sentences
  - 4.3 analyze the purpose and guidelines of sentencing
  - 4.4 consider the mitigating and/or aggravating factors and their effects on sentencing
  - 4.5 explain the roles of federal penitentiaries and provincial jails
  - 4.6 differentiate between temporary absence program, parole and statutory release

- 4.7 describe the factors that determine the granting of conditional release
- 4.8 describe the role of the National Parole Board in federal and provincial paroles
- 4.9 describe the nature of after-care agencies; e.g., John Howard Society, Elizabeth Fry Society
- 5. differentiate between how adults and youth are treated within the criminal justice system**
- 5.1 examine why youth are treated differently than adults
- 5.2 identify the criminal legislation that applies to youth
- 5.3 recognize special considerations and alternatives to sentencing
- 6. consider the laws related to one or more of the following challenging issues and propose possible solutions:**
- **prison reform**
  - **parole and mandatory supervision**
  - **plea bargaining**
  - **conditions for probation, including community service, restitution and treatment (do they work?)**
  - **victims of crime**
  - **criminal law reform**
  - **repeat offenders**
  - **capital punishment**
  - **wrongful convictions**
  - **legal aid in Alberta**
  - **organized crime in Canada**
  - **the role of the police**
  - **young offenders and the law**
- 7. describe careers in the criminal justice system**
- 8. demonstrate basic competencies**
- 8.1 demonstrate fundamental skills to:
- 8.1.1 communicate
- 8.1.2 manage information
- 8.1.3 use numbers
- 8.1.4 think and solve problems
- 8.2 demonstrate personal management skills to:
- 8.2.1 demonstrate positive attitudes and behaviours
- 8.2.2 be responsible
- 8.2.3 be adaptable
- 8.2.4 learn continuously
- 8.2.5 work safely
- 8.3 demonstrate teamwork skills to:
- 8.3.1 work with others
- 8.3.2 participate in projects and tasks
- 9. create a transitional strategy to accommodate personal changes and build personal values**
- 9.1 identify short-term and long-term goals
- 9.2 identify steps to achieve goals

## **COURSE LGS3910: LGS PROJECT D**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1. identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2. explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1. identify the project and/or performance by:
    - 2.1.1. preparing a plan
    - 2.1.2. clarifying the purposes
    - 2.1.3. defining the deliverables
    - 2.1.4. specifying time lines
    - 2.1.5. explaining terminology, tools and processes
    - 2.1.6. defining resources; e.g., materials, costs, staffing
  - 2.2. identify and comply with all related health and safety standards
  - 2.3. define assessment standards (indicators for success)
  - 2.4. present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1. complete the project and/or performance as outlined
  - 3.2. monitor the project and/or performance and make necessary adjustments
  - 3.3. present the project and/or performance, indicating the:
    - 3.3.1. outcomes attained
    - 3.3.2. relationship of outcomes to goals originally set

- 3.4. evaluate the project and/or performance, indicating the:
  - 3.4.1. processes and strategies used
  - 3.4.2. recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
  - 4.1. demonstrate fundamental skills to:
    - 4.1.1. communicate
    - 4.1.2. manage information
    - 4.1.3. use numbers
    - 4.1.4. think and solve problems
  - 4.2. demonstrate personal management skills to:
    - 4.2.1. demonstrate positive attitudes and behaviours
    - 4.2.2. be responsible
    - 4.2.3. be adaptable
    - 4.2.4. learn continuously
    - 4.2.5. work safely
  - 4.3. demonstrate teamwork skills to:
    - 4.3.1. work with others
    - 4.3.2. participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
  - 5.1. identify short-term and long-term goals
  - 5.2. identify steps to achieve goals



## **COURSE LGS3920: LGS PROJECT E**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
  - 4.1 demonstrate fundamental skills to:
    - 4.1.1 communicate
    - 4.1.2 manage information
    - 4.1.3 use numbers
    - 4.1.4 think and solve problems
  - 4.2 demonstrate personal management skills to:
    - 4.2.1 demonstrate positive attitudes and behaviours
    - 4.2.2 be responsible
    - 4.2.3 be adaptable
    - 4.2.4 learn continuously
    - 4.2.5 work safely
  - 4.3 demonstrate teamwork skills to:
    - 4.3.1 work with others
    - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
  - 5.1 identify short-term and long-term goals
  - 5.2 identify steps to achieve goals

## **COURSE LGS3950: LGS ADVANCED PRACTICUM**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

**Parameters:** This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any introductory (1XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

**Outcomes:** The student will:

- 1. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
  - 1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
  - 1.2 describe personal roles and responsibilities, including:
    - 1.2.1 key responsibilities
    - 1.2.2 support functions/responsibilities/expectations
    - 1.2.3 code of ethics and/or conduct
  - 1.3 describe personal work responsibilities and categorize them as:
    - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
    - 1.3.2 non-routine tasks; e.g., emergencies
    - 1.3.3 tasks requiring personal judgement
    - 1.3.4 tasks requiring approval of a supervisor
  - 1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 2. analyze personal performance in relation to established standards**
  - 2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
  - 2.2 evaluate standards of performance in terms of:
    - 2.2.1 quality of work
    - 2.2.2 quantity of work
  - 2.3 evaluate adherence to workplace legislation related to health and safety
  - 2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
    - 2.4.1 training and certification
    - 2.4.2 interpersonal skills
    - 2.4.3 technical skills
    - 2.4.4 ethics

**3. demonstrate basic competencies**

3.1 demonstrate fundamental skills to:

- 3.1.1 communicate
- 3.1.2 manage information
- 3.1.3 use numbers
- 3.1.4 think and solve problems

3.2 demonstrate personal management skills to:

- 3.2.1 demonstrate positive attitudes and behaviours
- 3.2.2 be responsible
- 3.2.3 be adaptable
- 3.2.4 learn continuously
- 3.2.5 work safely

3.3 demonstrate teamwork skills to:

- 3.3.1 work with others
- 3.3.2 participate in projects and tasks

**4. create a transitional strategy to accommodate personal changes and build personal values**

4.1 identify short-term and long-term goals

4.2 identify steps to achieve goals