



This document represents an updating of the 1997 IRP. This updating has been undertaken for the purpose of

- clarifying the Prescribed Learning Outcomes
- introducing Suggested Achievement Indicators
- addressing content overload

Resources previously recommended for the 1997 version of the curriculum, where still valid, continue to support this updated IRP. (See the Learning Resources section in this IRP for additional information.)

# LAW 12

## *Integrated Resource Package 2006*

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**ACKNOWLEDGMENTS**

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Acknowledgments .....	III
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**PREFACE**

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Preface .....	V
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**INTRODUCTION TO LAW 12**

---

Rationale .....	3
Requirements and Graduation Credits .....	3
Curriculum Organizers .....	4
Suggested Timeframe .....	5

**CONSIDERATIONS FOR PROGRAM DELIVERY**

---

Alternative Delivery Policy .....	9
Addressing Local Contexts .....	9
Involving Parents and Guardians .....	9
Confidentiality .....	10
Inclusion, Equity, and Accessibility for All Learners .....	10
Working with the School and Community .....	10
Working with the Aboriginal Community .....	11
Information and Communications Technology .....	11
Copyright and Responsibility .....	12
Debate .....	13
Media Analysis .....	13

**PRESCRIBED LEARNING OUTCOMES**

---

Introduction .....	17
Wording of Prescribed Learning Outcomes.....	17
Domains of Learning.....	17
Law 12 Prescribed Learning Outcomes .....	18

**STUDENT ACHIEVEMENT**

---

Introduction .....	23
Classroom Assessment and Evaluation.....	23
Key Elements .....	26
Achievement Indicators.....	26
Law 12	
Key Elements .....	27
Suggested Achievement Indicators.....	28

**LEARNING RESOURCES**

---

Introduction .....	37
Law 12 Grade Collection.....	37



This document has been updated from the 1997 IRP to include suggested achievement indicators, a more clear and succinct set of prescribed learning outcomes, a snapshot of the course's key elements, and other minor refinements, while maintaining the original intent and essence of the 1997 curricular content.

Many people contributed their expertise to the Law 12 IRP. The Project Manager (2005-2006) was Dr. Adrienne Gnidec of the Ministry of Education, working with other ministry personnel and our partners in education. We would like to thank all who participated in this process, including the teams of educators who developed the 1997 Law 12 IRP, and the following individuals who contributed to the 2005-2006 updating of this document:

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Law 12. This document supersedes the *Law 12 Integrated Resource Package* (1997).

The information contained in this document is also available on the Internet at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

The following paragraphs provide brief descriptions of the components of the IRP.

### INTRODUCTION

The Introduction provides general information about Law 12, including special features and requirements. Included in this section are

- a rationale for teaching Law 12 in BC schools
- information about graduation program requirements
- descriptions of the curriculum organizers – groupings for prescribed learning outcomes that share a common focus
- a suggested timeframe for the course

### CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

### PRESCRIBED LEARNING OUTCOMES

This section contains the *prescribed learning outcomes*, the legally required content standards for the provincial education system. The learning outcomes define the required knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do by the end of the course.

### STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each prescribed learning outcome. Achievement indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the prescribed learning outcomes. Achievement indicators are not mandatory; they are provided to assist in the assessment of how well students achieve the prescribed learning outcomes.

Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of the prescribed learning outcomes.

### LEARNING RESOURCES

This section contains general information on learning resources, and provides a link to titles, descriptions, and ordering information for the recommended learning resources in the Law 12 Grade Collection.







# INTRODUCTION

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*Law 12*



This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Law 12. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the learning outcomes and achievement indicators.

This document represents an updating of the 1997 IRP. This updating has been undertaken for the purpose of

- clarifying the prescribed learning outcomes
- introducing suggested achievement indicators
- addressing content overload

Resources previously recommended for the 1997 version of the curriculum, where still valid, continue to support this updated IRP. (See the Learning Resources section later in this IRP for additional information.)

Law 12, in draft form, was available for public review and response from November to December, 2005. Feedback from educators, students, parents, and other educational partners informed the development of this updated IRP.

## RATIONALE

Citizens should know their legal rights and responsibilities. Knowledge of the law is presupposed in our legal system, as illustrated by the maxim, "ignorance of the law is no excuse." It follows that students should understand how laws are applied and reviewed.

The relevance of legal studies extends beyond students' need to know about the legal system and content of law. Students also need to understand the role of law and the benefits of the legal system. Legally literate students are more likely to become active, informed, and productive citizens, and are better equipped to participate effectively in a democratic society and recognize what conduct is regulated by law.

Law 12 fosters skills and attitudes that enhance students' abilities to address legal, social, and ethical issues, and reflect critically on the role of law in society. The study of law also promotes the skills and abilities needed to clearly express ideas, argue effectively and logically, and accurately interpret the written word.

## REQUIREMENTS AND GRADUATION CREDITS

Law 12 is designated as a four-credit course, and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for this course. It is not possible to obtain partial credit for this course.

The course code for Law 12 is LAW 12. This course is also available in French (Droit 12; course code LAWF 12).

For more information, refer to the Ministry of Education examinations web site:  
[www.bced.gov.bc.ca/exams/](http://www.bced.gov.bc.ca/exams/)

**CURRICULUM ORGANIZERS**

A curriculum organizer consists of a set of prescribed learning outcomes that share a common focus. The prescribed learning outcomes for Law 12

are grouped under the following curriculum organizers.

Note that the ordering of organizers and outcomes in the Law 12 curriculum is not intended to imply an order of instruction.

Law 12			
<b>Foundations of Law</b>	<b>Criminal Law</b>	<b>Civil Law</b>	<b>Family Law</b>

*Foundations of Law*

Students learn about the role of law in regulating their lives and the institutions that create and enforce the law. The prescribed learning outcomes promote skills and understandings that enable students to become informed, law-abiding citizens who can participate in law-related discussions, recognize the legal rights and freedoms of Canadian citizens, and think critically about the evolution of the Canadian law system. The emphasis is on

- the role and purpose of law in society
- law as a source of rights and responsibilities
- development of law in Canada
- legal processes and methods available to resolve legal disputes

*Criminal Law*

Students learn why society criminalizes certain behaviours, what constitutes a crime, and how society deals with criminal behaviour. The prescribed learning outcomes promote skills and understandings that enable students to analyse criminal law cases in order to determine the legal provisions that apply, identify a criminal defence, and assess appropriate sentencing options. The emphasis is on

- the nature, purpose, and processes of criminal law
- the implications of criminal actions

*Civil Law*

Students learn about two broad areas of the law – tort law and contract law – that regulate the conduct of individuals and organizations in relation to one another, and the standards of conduct established in those two areas of civil law. The prescribed learning outcomes promote skills and understandings that enable students to identify civil law principles and remedies that apply to a particular case, and to identify appropriate courses of action to resolve legal issues. The emphasis is on

- the scope and sources of civil law
- the nature and implications of tort law
- the use and elements of a contract and the legal consequences of a breach of contract

*Family Law*

Students learn about the nature and purpose of laws related to the family, including marriage, common-law relationships, family breakdown, and the care and protection of children. The prescribed learning outcomes promote skills and understandings that enable students to recognize the laws affecting family relationships and the processes available for resolving the legal aspects of family problems. The emphasis is on

- laws related to marriage and the family
- rights and responsibilities of partners, parents/guardians, and children
- the various social issues that affect family law

**SUGGESTED TIMEFRAME**

Provincial curricula are developed in accordance with the amount of instructional time recommended by the Ministry of Education for each subject area. Teachers may choose to combine various curricula to enable students to integrate ideas and make meaningful connections.

Law 12 is a four-credit course, and as such requires approximately 90–110 hours of instructional time. Although a four-credit course is typically equivalent to 120 hours, this timeframe allows for flexibility to address local needs.





# CONSIDERATIONS FOR PROGRAM DELIVERY

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*Law 12*





This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility for all learners
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility
- debate
- media analysis

### ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to Law 12.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing prescribed learning outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all prescribed learning outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the prescribed learning outcomes within the health and career

education curriculum. Neither does it allow students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

### ADDRESSING LOCAL CONTEXTS

There is some flexibility in the Law 12 curriculum, providing opportunities for individual teacher and student choice in the selection of topics to meet learning outcomes. This flexibility enables educators to plan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. When selecting topics it may be appropriate to incorporate student input.

Where specific topics have been included in the learning outcomes, the intent is that these important issues will be addressed by all students. Issues of interest to individual school communities may also be addressed in addition to these prescribed topics.

### INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the prescribed learning outcomes in the Law 12 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Law 12 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students, via a course outline at the beginning of the course, of the prescribed learning outcomes for the course
- responding to parent and guardian requests to discuss course unit plans, learning resources, etc.

### CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including Law 12.
- Do not use students' Personal Education Numbers (PEN) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).
- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the Law 12 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to [www.msers.gov.bc.ca/privacyaccess/](http://www.msers.gov.bc.ca/privacyaccess/)

### INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Law 12, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the prescribed learning outcomes in this IRP can be met by all students, including those with special needs and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the learning outcomes. Where necessary, modifications can be made to the prescribed learning outcomes for students with Individual Education Plans.

For more information about resources and support for students with special needs, refer to [www.bced.gov.bc.ca/specialed/](http://www.bced.gov.bc.ca/specialed/)

For more information about resources and support for ESL students, refer to [www.bced.gov.bc.ca/esl/](http://www.bced.gov.bc.ca/esl/)

### WORKING WITH THE SCHOOL AND COMMUNITY

Law 12 addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the Law 12 classroom.

School and district-wide programs – such as student government, active schools, work experience, and service clubs – support and extend learning in Law 12. Community organizations may

also support the Law 12 curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to diverse points of view, providing opportunities for discussion and debate, providing a departure point for writing and other activities, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

Speakers relevant for Law 12 could include community leaders, politicians, lawyers, officers of the court, etc.

To help achieve a successful guest speaker activity, consider the following:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitating a simulation or case study). Ensure that the guest speakers are clear about their purpose, the structure, and the time allotted. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

### WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula.

To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the "Planning Your Program" section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: [www.bced.gov.bc.ca/abed/welcome.htm](http://www.bced.gov.bc.ca/abed/welcome.htm)

### INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission

of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in Law 12, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

### COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and

news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)

- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videorecordings at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an expressed message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to [www.cmec.ca/copyright/indexe.stm](http://www.cmec.ca/copyright/indexe.stm)

**DEBATE**

Formal debate is one of the fundamental activities of democracy and, through various international organizations such as the United Nations, is also a tool for resolution of global problems and issues. Debate provides opportunities for students to integrate knowledge and communication skills, and allows for critical examination of differing viewpoints. Debate can be used at the beginning of a unit of study on a particular topic (to explore students' pre-existing knowledge and attitudes on the issue), and/or at the end of a unit of study (to summarize and represent learning).

Various forms and forums of debate are appropriate in Law 12 classes. Examples of relevant debate forms include

- informal classroom debate
- formal debate styles (e.g., Oxford, Lincoln-Douglas, Cross-Examination)
- model parliaments, model UN
- round table discussions
- mock trials
- town hall forums
- online forums

**MEDIA ANALYSIS**

Much of the information that the public receives about issues and events is received through media messages – in newspapers and magazines, on television and radio, and on the Internet. Analysis of media messages is a valuable component of Law 12, and allows students to think critically and independently about issues that affect them.

The following concepts of media education are examples of the ways in which teachers and students can examine a range of media messages relevant to Law 12:

- *Purpose:* People use media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral, and/or other purposes.
- *Values:* Media messages communicate explicit and implicit values.
- *Representation:* Media messages are constructed; they are only representations of real or imaginary worlds.
- *Codes, Conventions, and Characteristics:* Each medium has its own set of codes, conventions, and characteristics that affect the way messages are transmitted and understood.
- *Production:* People who understand the media are better able to make purposeful media messages.
- *Interpretation:* Audience members bring their knowledge, experience, and values to their interpretation of and emotional response to media messages.
- *Influence of Media on Audience:* Media messages can influence people's attitudes, behaviours, and values.
- *Influence of Audience on Media:* People can influence media institutions and the messages they produce and transmit.
- *Control:* People who control a society's dominant institutions have disproportionate influence on the construction and distribution of media messages and the values they contain.
- *Scope:* Media technologies influence and are influenced by the political, economic, social, and intellectual dimensions of societies.





# PRESCRIBED LEARNING OUTCOMES

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*Law 12*





**P**rescribed learning outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – by the end of the specified course.

Schools have the responsibility to ensure that all prescribed learning outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed learning outcomes for Law 12 are presented by curriculum organizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence

### WORDING OF PRESCRIBED LEARNING OUTCOMES

All learning outcomes complete the stem, “It is expected that students will....”

When used in a prescribed learning outcome, the word “**including**” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

### DOMAINS OF LEARNING

Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

**Prescribed Learning Outcomes: Law 12**

**FOUNDATIONS OF LAW**

*It is expected that students will:*

- A1 describe principles of law, including
  - rule of law
  - rule of precedent
  - justice
- A2 describe concepts of law, including
  - moral vs. legal issues
  - jurisdiction
- A3 analyse the inter-relationships among the three sources of law:
  - common law
  - statute law
  - constitutional law
- A4 describe the structure and jurisdiction of the Canadian court system, including
  - levels of court
  - roles and responsibilities within the court system
- A5 describe the processes involved in resolving disputes, including
  - hearings before tribunal
  - litigation
  - alternative dispute resolution
- A6 analyse the impact of the following on Canadian society:
  - the Canadian Charter of Rights and Freedoms
  - human rights legislation

**CRIMINAL LAW**

- B1 evaluate principles of criminal law, including elements of a criminal offence, parties to an offence, and types of offences
- B2 analyse processes of criminal law, including
  - rights of the accused
  - interests of the state
  - arrest and trial procedure
- B3 analyse the goals and processes of sentencing

**Prescribed Learning Outcomes: Law 12**

**CIVIL LAW**

- C1 analyse the principles and elements of negligence
- C2 analyse the principles and elements of intentional torts
- C3 analyse processes of tort law, including
  - remedies
  - resolution
  - enforcement
- C4 describe the need for, and the elements of, valid contracts
- C5 describe civil remedies specific to breach of contract

**FAMILY LAW**

- D1 analyse the nature, purpose, and effect of laws related to marriage, including
  - common-law and formal marriages
  - separation and dissolution of marriage
  - spousal maintenance and division of family assets
- D2 analyse the rights and responsibilities of parents/guardians and children, including
  - protection and safety
  - custody and support
- D3 analyse laws that protect the rights of children and families
- D4 analyse issues related to family law, including
  - cultural expectations
  - societal values
  - economic factors





# STUDENT ACHIEVEMENT

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*Law 12*



This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators to assist in the assessment of student achievement in relation to each prescribed learning outcome. Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

### CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student performance is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Three major types of assessment can be used in conjunction to support student achievement.

- Assessment **for** learning is assessment for purposes of greater learning achievement.
- Assessment **as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment **of** learning is assessment for purposes of providing evidence of achievement for reporting.

### *Assessment for Learning*

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on prescribed learning outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

***Assessment as Learning***

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

***Assessment of Learning***

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students' achievement in relation to provincial and national standards. There is no large-scale provincial assessment for Law 12.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to [www.bced.gov.bc.ca/policy/policies/student\\_reporting.htm](http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm)

<b>Assessment for Learning</b>	<b>Assessment as Learning</b>	<b>Assessment of Learning</b>
<p><b>Formative assessment is ongoing in the classroom</b></p> <ul style="list-style-type: none"> <li>• teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced – criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and student in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul>	<p><b>Formative assessment is ongoing in the classroom</b></p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul>	<p><b>Summative assessment occurs at end of year or at key stages</b></p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others)</li> <li>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students' performance in relation to provincial standards</li> </ul>



For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at [www.wncp.ca/](http://www.wncp.ca/)

### ***Criterion-Referenced Assessment and Evaluation***

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the prescribed learning outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

### **Criterion-referenced assessment and evaluation may involve these steps:**

- |                |  |
|----------------|--|
| <b>Step 1</b>  | Identify the prescribed learning outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.   |
| <b>Step 2</b>  | Establish criteria. When appropriate, involve students in establishing criteria.   |
| <b>Step 3</b>  | Plan learning activities that will help students gain the knowledge, skills, and attitudes outlined in the criteria.   |
| <b>Step 4</b>  | Prior to the learning activity, inform students of the criteria against which their work will be evaluated.  |
| <b>Step 5</b>  | Provide examples of the desired levels of performance.   |
| <b>Step 6</b>  | Conduct the learning activities.   |
| <b>Step 7</b>  | Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student. |
| <b>Step 8</b>  | Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.  |
| <b>Step 9</b>  | Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.   |
| <b>Step 10</b> | Communicate the results of the assessment and evaluation to students and parents/guardians.  |

### KEY ELEMENTS

Key elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the prescribed learning outcomes.

### ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome.

Achievement indicators define the specific level of knowledge acquired, skills applied, or attitudes demonstrated by the student in relation to a corresponding prescribed learning outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that

would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, debate, poster, letter, or speech; a particular skill demonstrated such as questioning).

Achievement indicators support the principles of assessment *for* learning, assessment *as* learning, and assessment *of* learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the prescribed learning outcomes.

The following pages contain the suggested achievement indicators corresponding to each prescribed learning outcome for the Law 12 curriculum. The achievement indicators are arranged by curriculum organizer; however, this order is not intended to imply a required sequence of instruction and assessment.

## Key Elements: Law 12

<p style="text-align: center;"><b>FOUNDATIONS OF LAW</b></p> <ul style="list-style-type: none"> <li>• purpose and function of law</li> <li>• sources and foundations of law</li> <li>• evolution of Canada’s legal system</li> <li>• structure of the Canadian court system</li> <li>• rights and freedoms of Canadians</li> </ul>	<p style="text-align: center;"><b>CIVIL LAW</b></p> <ul style="list-style-type: none"> <li>• principles of tort law and contract law</li> <li>• elements of tort law and contract law</li> <li>• remedies of tort law and contract law</li> <li>• negligence and intentional torts</li> <li>• process and remedies of contractual disputes</li> </ul>
<p style="text-align: center;"><b>CRIMINAL LAW</b></p> <ul style="list-style-type: none"> <li>• criminality</li> <li>• elements of the criminal act</li> <li>• <i>Criminal Code of Canada</i></li> <li>• criminal trial procedure</li> <li>• principles of sentencing</li> </ul>	<p style="text-align: center;"><b>FAMILY LAW</b></p> <ul style="list-style-type: none"> <li>• marriage laws</li> <li>• federal and provincial powers</li> <li>• evolution of the legal family unit</li> <li>• dissolution of marriage</li> <li>• maintenance and division of assets</li> <li>• protection and safety</li> <li>• custody and support</li> <li>• protection of children’s rights</li> <li>• cultural, social, and economic factors in family law</li> </ul>

FOUNDATIONS OF LAW

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>A1 describe principles of law, including</p> <ul style="list-style-type: none"> <li>- rule of law</li> <li>- rule of precedent</li> <li>- justice</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> define <i>law</i> and its purposes in society</li> <li><input type="checkbox"/> describe the difference between the principles of law and justice</li> <li><input type="checkbox"/> define <i>rule of law</i></li> <li><input type="checkbox"/> describe the concept of legal precedent</li> </ul>
<p>A2 describe concepts of law, including</p> <ul style="list-style-type: none"> <li>- moral vs. legal issues</li> <li>- jurisdiction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> differentiate between moral and legal issues</li> <li><input type="checkbox"/> describe the concept of jurisdiction and how it applies to levels of government</li> </ul>
<p>A3 analyse the inter-relationships among the three sources of law:</p> <ul style="list-style-type: none"> <li>- common law</li> <li>- statute law</li> <li>- constitutional law</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the three primary sources of law in Canada: common law, statute law, and constitutional law</li> <li><input type="checkbox"/> describe how and why laws change and the consequences of such changes on society</li> <li><input type="checkbox"/> describe the evolution of common law principles (e.g., precedent, procedural fairness, judicial independence, jurisdiction)</li> <li><input type="checkbox"/> outline the evolution of Canada’s constitution with reference to the division of powers, rule of law, entrenchment, and repatriation</li> <li><input type="checkbox"/> describe the fundamental differences between civil law and criminal law, including                         <ul style="list-style-type: none"> <li>- purpose</li> <li>- parties involved</li> <li>- onus and standard of proof</li> </ul> </li> </ul>
<p>A4 describe the structure and jurisdiction of the Canadian court system, including</p> <ul style="list-style-type: none"> <li>- levels of court</li> <li>- roles and responsibilities within the court system</li> </ul> <p><i>Organizer ‘Foundations of Law’ continued on page 29</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the structure of the Canadian court system (e.g., provincial courts, supreme courts, federal courts, the Supreme Court of Canada)</li> <li><input type="checkbox"/> describe the levels of the Canadian court system with regard to procedures and jurisdiction (e.g., stare decisis, appeals, criminal and civil matters, national and international matters)</li> <li><input type="checkbox"/> identify the duties and expectations of the participants in the trial process, including judges, lawyers, jurors, witnesses, litigants, court officers, and interpreters</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Organizer 'Foundations of Law' continued from page 28</i></p> <p>A5 describe the processes involved in resolving disputes, including</p> <ul style="list-style-type: none"> <li>- hearings before tribunal</li> <li>- litigation</li> <li>- alternative dispute resolution</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the processes involved in resolving disputes, including               <ul style="list-style-type: none"> <li>- litigation</li> <li>- hearings before a tribunal</li> <li>- arbitration</li> <li>- mediation</li> <li>- negotiation</li> <li>- appeals</li> <li>- sentencing circles</li> </ul> </li> </ul>
<p>A6 analyse the impact of the following on Canadian society:</p> <ul style="list-style-type: none"> <li>- the <i>Canadian Charter of Rights and Freedoms</i></li> <li>- human rights legislation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> analyse the impact on Canadian society of landmark decisions interpreting the <i>Canadian Charter of Rights and Freedoms</i> with respect to               <ul style="list-style-type: none"> <li>- fundamental freedoms</li> <li>- limitations on rights and freedoms</li> <li>- legal rights</li> <li>- democratic rights</li> <li>- mobility rights</li> <li>- equality rights</li> <li>- language rights</li> </ul> </li> <li><input type="checkbox"/> describe concepts that limit the scope of the Charter, including               <ul style="list-style-type: none"> <li>- application to government, not private individuals</li> <li>- reasonable limits under section 1</li> <li>- the "notwithstanding clause" (section 33)</li> </ul> </li> <li><input type="checkbox"/> differentiate among the rights, freedoms, duties, and responsibilities of Canadians</li> <li><input type="checkbox"/> compare the human rights provisions of the Charter with those of the <i>BC Human Rights Code</i>, <i>Canadian Human Rights Act</i>, <i>Canadian Charter of Rights and Freedoms</i>, and the <i>UN Universal Declaration of Human Rights</i></li> <li><input type="checkbox"/> compare the legal rights and responsibilities of individuals, groups, and organizations in Canadian society (e.g., with reference to Aboriginal treaty issues, minority language issues, Nisga'a treaty, <i>Bill 101</i>, same-sex marriage, suffrage, immigration)</li> </ul>

CRIMINAL LAW

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>B1 evaluate principles of criminal law, including elements of a criminal offence, parties to an offence, and types of offences</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe how and why society criminalizes certain behaviours</li> <li><input type="checkbox"/> explain how a person may be charged with a criminal offence without being the perpetrator (i.e., a party to an offence includes a person who aids, abets, counsels, etc.)</li> <li><input type="checkbox"/> describe the concept of incomplete crimes (e.g., criminal attempt, conspiracy)</li> <li><input type="checkbox"/> classify criminal offences into summary conviction, indictable, and dual/hybrid offences</li> <li><input type="checkbox"/> describe the difference between criminal and quasi-criminal offences</li> <li><input type="checkbox"/> explain the elements of a criminal offence, including             <ul style="list-style-type: none"> <li>– mens rea and actus reus</li> <li>– the criminal act (an act, state of being, or omission to act)</li> <li>– criminal defences</li> <li>– strict liability and absolute liability offences</li> </ul> </li> <li><input type="checkbox"/> defend a position on how the legal system treats young people differently from adults who commit the same crime</li> </ul>
<p>B2 analyse processes of criminal law, including</p> <ul style="list-style-type: none"> <li>– rights of the accused</li> <li>– interests of the state</li> <li>– arrest and trial procedure</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare the rights of the accused and the interests of the state with reference to the following sections of the <i>Canadian Charter of Rights and Freedoms</i>:             <ul style="list-style-type: none"> <li>– section 1</li> <li>– sections 7-14</li> </ul> </li> <li><input type="checkbox"/> analyse procedures and principles of criminal law (e.g., search and seizure, detention, fair trial, right to counsel, jury of one’s peers, an impartial and independent judiciary) with respect to             <ul style="list-style-type: none"> <li>– fairness</li> <li>– rule of law</li> <li>– balancing the common good with the rights of individuals</li> </ul> </li> <li><input type="checkbox"/> compare criminal court procedures for youth to those for adults</li> </ul>
<p>B3 analyse the goals and processes of sentencing</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the goals of sentencing (e.g., rehabilitation, restitution, retribution, deterrence)</li> <li><input type="checkbox"/> describe the processes of sentencing, including             <ul style="list-style-type: none"> <li>– precedent</li> <li>– sentencing provisions, guidelines, and statutes (absolute, conditional, and suspended sentences)</li> <li>– role of the judiciary and courts</li> <li>– parole, early release, and halfway houses</li> </ul> </li> <li><input type="checkbox"/> compare sentencing provisions for youth to those for adults</li> <li><input type="checkbox"/> compare federal and provincial corrections systems, including             <ul style="list-style-type: none"> <li>– incarceration facilities</li> <li>– treatment programs</li> <li>– parole</li> </ul> </li> </ul>

CIVIL LAW

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>C1 analyse the principles and elements of negligence</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the principles of negligence, including                             <ul style="list-style-type: none"> <li>– duty of care</li> <li>– standard of care</li> <li>– damages (including causation)</li> </ul> </li> <li><input type="checkbox"/> define the principle of vicarious liability</li> <li><input type="checkbox"/> describe the defences available in an action regarding negligence (e.g., voluntary assumption of risk, contributory negligence, act of God)</li> </ul>
<p>C2 analyse the principles and elements of intentional torts</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and define the major types of intentional torts (e.g., assault and battery, trespass, nuisance, defamation of character)</li> <li><input type="checkbox"/> describe the main defences to intentional torts (e.g., consent, self-defence, legal authority, truth, fair comment, absolute and qualified privilege)</li> </ul>
<p>C3 analyse processes of tort law, including</p> <ul style="list-style-type: none"> <li>– remedies</li> <li>– resolution</li> <li>– enforcement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the remedies available under tort law (e.g., punitive damages, special damages, general damages, injunctions)</li> <li><input type="checkbox"/> use selected case studies (e.g., <i>Donaghue v. Stevenson</i>) to analyse remedies of tort law</li> <li><input type="checkbox"/> describe the court process involved in the resolution of torts (e.g., small claims court, provincial supreme court, court of appeal, Supreme Court of Canada)</li> <li><input type="checkbox"/> describe other methods of resolving cases involving torts (e.g., mediation, negotiation, arbitration, pre-trial conference)</li> <li><input type="checkbox"/> identify methods of enforcing civil judgments (e.g., asset seizure, garnishment of wages)</li> </ul>
<p>C4 describe the need for, and the elements of, valid contracts</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explain the need for valid contracts</li> <li><input type="checkbox"/> differentiate between a contract and an agreement</li> <li><input type="checkbox"/> identify the types of valid contracts (i.e., oral, written, and implied)</li> <li><input type="checkbox"/> describe the elements of a valid contract (e.g., contractual intention, offer, acceptance, consideration, capacity, consent)</li> <li><input type="checkbox"/> describe and give examples of how legislation modifies common law contractual principles in the areas of                             <ul style="list-style-type: none"> <li>– consumer protection</li> <li>– employment</li> <li>– residential tenancy</li> </ul> </li> <li><input type="checkbox"/> describe invalidating factors in a contract, including incapacity to contract, illegality, contrary to public policy, misrepresentation</li> </ul>
<p>C5 describe civil remedies specific to breach of contract</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> define the principle of mitigation as it applies to damages</li> <li><input type="checkbox"/> define specific performance and rescission</li> </ul>

FAMILY LAW

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>D1 analyse the nature, purpose, and effect of laws related to marriage, including</p> <ul style="list-style-type: none"> <li>– common-law and formal marriages</li> <li>– separation and dissolution of marriage</li> <li>– spousal maintenance and division of family assets</li> </ul> <p><i>Organizer ‘Family Law’ continued on page 33</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the division of powers between the federal and provincial governments in relation to marriage, with reference to the following sections of the <i>Constitution Act, 1867</i>:             <ul style="list-style-type: none"> <li>– section 91(26), essential requirements of marriage and divorce</li> <li>– section 92(12), solemnization of marriage</li> </ul> </li> <li><input type="checkbox"/> describe the elements of a valid marriage (e.g., capacity, consent, minimum age, marriage licence, marriage ceremony)</li> <li><input type="checkbox"/> outline the legal significance of the evolution of the family unit in Canada during the 20th century and to the present day, with reference to             <ul style="list-style-type: none"> <li>– common-law relationships</li> <li>– same-sex marriage</li> <li>– single-parent households</li> <li>– divorce and remarriage</li> </ul> </li> <li><input type="checkbox"/> describe provisions for the dissolution of marriages (e.g., separation, annulment, divorce)</li> <li><input type="checkbox"/> describe the laws regarding maintenance and the division of assets, with reference to             <ul style="list-style-type: none"> <li>– <i>Divorce Act</i></li> <li>– <i>Family Relations Act</i></li> <li>– <i>Family Orders and Agreement Enforcement Act</i></li> <li>– matrimonial property</li> <li>– equal division rule</li> <li>– spousal support</li> </ul> </li> </ul>



Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Organizer 'Family Law' continued from page 32</i></p> <p>D2 analyse the rights and responsibilities of parents/guardians and children, including</p> <ul style="list-style-type: none"> <li>- protection and safety</li> <li>- custody and support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explain the legal rights of children with respect to               <ul style="list-style-type: none"> <li>- wishes regarding custody</li> <li>- protection from physical abuse, emotional abuse, sexual abuse, and neglect</li> <li>- right to sue for damages</li> </ul> </li> <li><input type="checkbox"/> explain the legal rights and responsibilities of parents/guardians with respect to               <ul style="list-style-type: none"> <li>- custody and access</li> <li>- types of access and mobility rights</li> <li>- child support</li> <li>- abuse issues and removal of children</li> </ul> </li> <li><input type="checkbox"/> describe the laws regarding custody and support of children, with reference to               <ul style="list-style-type: none"> <li>- <i>Divorce Act</i></li> <li>- <i>Family Relations Act</i></li> <li>- "best interests of the child"</li> <li>- factors that aid the court in determining custody</li> <li>- access orders</li> </ul> </li> </ul>
<p>D3 analyse laws that protect the rights of children and families</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify how the federal and provincial governments protect the rights of children and families, with reference to               <ul style="list-style-type: none"> <li>- Criminal Code of Canada</li> <li>- <i>BC Child, Family, and Community Service Act</i></li> <li>- BC Ministry of Children and Family Development</li> </ul> </li> <li><input type="checkbox"/> analyse child protection practices, with consideration of               <ul style="list-style-type: none"> <li>- children's rights</li> <li>- family rights and responsibilities (e.g., interest of the family to remain a unit)</li> </ul> </li> </ul>
<p>D4 analyse issues related to family law, including</p> <ul style="list-style-type: none"> <li>- cultural expectations</li> <li>- societal values</li> <li>- economic factors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify diverse values that affect family law (e.g., societal, cultural, economic)</li> <li><input type="checkbox"/> explain how family law reflects dominant Canadian social, cultural, and economic values</li> <li><input type="checkbox"/> analyse how family law affects families with differing societal values, cultural expectations, and economic circumstances</li> </ul>





# LEARNING RESOURCES

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*Law 12*



This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Law 12 Grade Collection.

#### *What Are Recommended Learning Resources?*

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

#### *How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?*

Teachers must use either:

- provincially recommended resources OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

#### *What Are the Criteria Used to Evaluate Learning Resources?*

The Ministry of Education facilitates the evaluation of learning resources that support BC curricula,

and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)  
[www.bced.gov.bc.ca/irp/resdocs/esm\\_guide.pdf](http://www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf)

#### *What Funding is Available for Purchasing Learning Resources?*

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

#### *What Kinds of Resources Are Found in a Grade Collection?*

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers and suborganizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

### **LAW 12 GRADE COLLECTION**

The Grade Collection for Law 12 lists the recommended learning resources for this course. Resources previously recommended for the 1997 version of the curriculum, where still valid, continue to support this updated IRP. The ministry updates the Grade Collection on a regular basis as new resources are developed and evaluated.

Please check the following ministry web site for the most current list of recommended learning resources in the Law 12 Grade Collection: [www.bced.gov.bc.ca/irp\\_resources/lr/resource/gradcoll.htm](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)

