INSTITUTE OF CANADIAN EDUCATION

Course Title: Canadian and International Law (CLN4U) – Grade 12

Course Name: Canadian and International Law

Course Code: CLN4U

Grade: 12

Course Type: University Preparation

Credit Value: 1.0

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Curriculum Policy Document: Canadian and World Studies, The Ontario Curriculum, Grades 11 & 12 (2015, Revised); Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)

Course Developer: Institute of Canadian Education.

Department: Canadian and World Studies / Law

Head of Department: Fatema Patel

Development Date: 2025

Most Recent Revision Date: August 2026

Course Description

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

COURSE EXPECTATION

Unit Order	Unit Name	Unit Description	Time Allocated
Unit 1	The Legal Mind: Introducing the Inquiry Process and Foundations of Law	Students develop legal inquiry skills and explore the origins, purposes, and foundations of law, including common, civil, and constitutional law.	**23 Hours**
Unit 2	Legal Foundations	Students examine sources and purposes of law and how legal systems evolve in response to societal values.	**20 Hours**
	Midterm Exam	Assessment of learning from Units 1–2.	**2 Hours**
Unit 3	Rights and Freedoms in Canada	Students examine Canadian rights and freedoms, the Charter, landmark cases, and legal protections in Canadian society.	**20 Hours**
Unit 4	Issues in Criminal Law	Students explore crime, criminal responsibility, sentencing, and the roles of police, lawyers, and courts, including youth and adult justice systems.	**17 Hours**
Unit 5	International Legal Issues	Students examine international human rights, treaties, war crimes, international courts, and global legal challenges through case studies.	**20 Hours**
Unit 6	Inquiring Minds Want to Know	Students apply legal inquiry and critical-thinking skills to analyze legal questions and real-world scenarios.	**6 Hours**
	Final Exam	Final assessment of course learning.	**2 Hours**
TOTAL			**110 Hours**

Overall Curriculum Expectations:

A. THE INQUIRY PROCESS AND SKILL DEVELOPMENT IN LEGAL STUDIES	
A1	Asking Questions about Law
A2	Thinking About Law
A3	Writing About Law
A4	Principles of Justice
A5	Legal Theory
A6	Beyond Our Borders Culminating Task
B. LEGAL FOUNDATIONS	
B1	Principles in Action
B2	Making Connections
B3	Sources of Law
B4	FlashbacK
B5	Beyond our Borders - Fundamentals of International Law
C. Rights and Freedoms	
C1	What are Human Rights?
C2	How has the protection of human rights changed over time?
C3	Does Canada do a good job recognizing and protecting human rights?
C4	Beyond our Border: Are human rights protected internationally?
C5	Where do we go from here?
C6	How would you rank Canada's success in the recognition and protection of human rights?
D. Issues in Criminal Law	
D1	How Long is the Arm of the Law?
D2	Love Your Neighbours

D3	Comparing Criminal Law
D4	Unit 4 Culminating Activity
E. International Legal Issues	
E1	Protecting the Environment?
E2	Beyond our Borders: Canada's Environmental Actions
E3	Canada's Involvement in International Trade Agreements
E4	Protecting Our Workers
E5	UNIT 5 CULMINATING
F. Inquiring Minds Want to Know	
F 1	Setting the Stage for Inquiry
F2	Showtime

TEACHING AND LEARNING STRATEGIES

Students will experience a variety of whole-class, small-group, and individual learning activities, including:

- **Research and inquiry:** Students develop research skills, evaluate sources, avoid plagiarism, and apply information to legal questions and real-world issues.
- **Reading and analysis:** Students examine a variety of texts and compare ideas, perspectives, real-life situations, and examples of legal issues.
- **Practical application:** Students connect legal concepts to workplace situations, current issues, personal experiences, and the wider community.
- **Visual learning:** Charts, graphs, storyboards, lists, images, and graphic organizers help students organize and communicate information.
- **Individual activities:** Students complete research, written assignments, readings, projects, journals, and reflections at an appropriate pace with ongoing teacher feedback.
- **Writing and reflection:** Students develop skills through reading responses, reports, essays, scripts, technical/business writing, journals, and portfolio reflections.
- **Self- and peer-assessment:** Students review exemplars, compare and evaluate written work, and reflect on their progress through portfolios and teacher conferences.

Assessment strategies

Students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of the Achievement Chart. Progress will be monitored on an on-going basis using a variety of assessment tools, including written work, formal testing, quizzes, teacher-student communication, discussion boards and chat rooms.

ASSESSMENT ACTIVITIES

- Homework and individual assignments
- Individual conferences
- Discussion forums
- Diagnostic tests and writing tasks
- Journals and reflections
- Planning sheets, templates, and graphic organizers
- Editing checklists
- Oral presentations and active listening
- Creative writing and story development
- Tests and examinations

Final Grade

The final grade will be determined as follows (in accordance with Ministry of Education standards):

Term Work Based on evaluations conducted throughout the course.	65%
Summative Evaluation A final evaluation in the form of assignments and an exam.	25%
Attendance and Participation	10%

Final Evaluation Breakdown

- 15% written exam
- 10% culminating task

ATTENDANCE POLICY

Regular attendance and active engagement are important for student success. Attendance and participation are monitored through the school's Learning Management System (LMS).
All online credit courses at ICE are designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course.

Online instructional time and engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in online learning activities. LMS activity records are used to monitor engagement.
- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress and engagement. Additional support may be provided when concerns are identified.
- **Post-Unit Quizzes:** Short formative quizzes are completed at the end of each unit to monitor student progress and pacing.
- **Discussion Forums:** Students participate in required unit discussions and peer activities. Participation is monitored based on completion and engagement.
- **Instructional Records:** The school maintains records of instructional time, attendance, and student engagement.

Students are responsible for maintaining regular participation and completing required learning activities within the course schedule.

EVALUATION MODEL – 10% TOTAL ATTENDANCE AND ENGAGEMENT WEIGHT

Component	Weight	Quantifiable Metric	Criteria
Biweekly Check-In	3%	Completed every two weeks	Students complete the required check-in within the scheduled time frame.
Post-Unit Formative Quiz	4%	Completed after each unit	Students complete the formative quiz by the assigned deadline.
Discussion Forum Participation	3%	Required posts and responses	Students submits the required original response and completes assigned peer responses.

CONSIDERATION FOR PROGRAM PLANNING

Planning Programs for Students with Special Education Needs
Program planning follows *Learning for All (2013)* and recognizes individual learning needs. Where an IEP is in place, identified instructional, environmental, and assessment accommodations are implemented. Online learning provides flexibility through extended time, breaks, assistive technology, and opportunities to review materials.

English Language Learners
Teachers consider the strengths and needs of English language learners in accordance with Ontario ESL/ELD policies. Supports include clear language, visual and multimedia resources, lesson review, extended time, bilingual dictionaries where appropriate, and feedback that develops academic English.

Environmental Education
Environmental education is integrated through the study of environmental laws, regulations, legal responsibilities, and the roles of individuals, corporations, and governments in environmental protection.

Equity and Inclusive Education
The course promotes an inclusive and respectful learning environment. Materials and activities reflect diverse perspectives and experiences, while teaching and assessment practices are fair and free from cultural bias.

Financial Literacy Education
Students develop financial literacy through legal contexts such as consumer protection, contracts, financial obligations, and the legal implications of financial decisions.

First Nations, Métis, and Inuit Education
Where relevant to course expectations, teachers incorporate accurate and respectful First Nations, Métis, and Inuit histories, cultures, perspectives, contributions, and contemporary issues using appropriate Ministry resources.

The Role of Information and Communications Technology
ICT supports instruction, research, assessment, communication, and collaboration through digital texts, multimedia resources, video conferencing, online research, and productivity tools. Students develop digital citizenship, source evaluation, privacy, and academic-integrity skills.

Career Education
Students explore career and postsecondary pathways related to law, law enforcement, government, public policy, advocacy, and related fields. Learning activities connect legal knowledge and skills to workplace and career opportunities.

Cooperative Education and Experiential Learning
Where available, students may participate in job shadowing, work experience, cooperative education, and other experiential learning opportunities to connect legal studies with workplace skills and career exploration.

Health and Safety
Students are supported in maintaining safe online learning practices, including appropriate ergonomics, balanced screen time, regular breaks, privacy, respectful communication, and responsible technology use.

ACCOMMODATIONS

Accommodations are determined in consultation with parents/guardians, teachers, administration, and relevant educational assessments. They may include:

- Instructional: Step-by-step instructions, varied teaching strategies, graphic organizers, multimedia, and assistive technology.
- Environmental: Flexible learning arrangements and appropriate environmental supports.
- Assessment: Extended time, alternative response formats, oral responses, and other IEP-identified accommodations.
- Providing reading materials in advance.
- Offering varied options for reading and writing tasks.
- Supporting note-taking through key words, templates, or a scribe where appropriate.
- Providing enrichment and additional learning opportunities.

Course Materials

Required Textbooks and Resources:

- *Canadian and International Law* (student textbook)
- Supplementary reading: articles, videos, online resources on current legal topics
- Teacher-provided worksheets, case studies, and practice exercises

Digital Resources and Software:

- Google Drive – storing, sharing, and submitting assignments
- Internet access for research and legal databases
- Microsoft Office Suite (Word, Excel, PowerPoint) or equivalent

Teacher Considerations:

- Assistive technology (text-to-speech, speech-to-text) may be used
- Flexibility in submission formats (Google Docs, PDFs, etc.)

Tips for Success – CLN4U

Welcome to CLN4U: Canadian and International Law!

Get ready to explore legal principles, rights and freedoms, and the role of law in Canadian and global contexts while developing strong critical thinking, research, and communication skills in an online environment. By the end of this course, you will be well prepared for university or college studies and will have strengthened your time management, organization, and digital literacy skills.

Here are some reminders to help you succeed in CLN4U:

- Check **Announcements**, **"What's New,"** and your **mailbox daily** for updates and important information.
- Review the **course calendar regularly** and meet all assignment deadlines. If you experience difficulty, contact your teacher as soon as possible.
- Carefully review **assignment instructions and evaluation criteria** before submitting work. Use a checklist to ensure all legal concepts, evidence, and formatting requirements are met.
- Participate actively in **discussions, case studies, debates, and simulations** to deepen your understanding of legal issues.

Ask for help when needed:

- For **technical issues**, contact the Help Desk.
- For **course-related questions or concerns**, email your teacher. Expect a response within 24 hours. If the matter is urgent, include **"URGENT"** in the subject line.

Key Elements to Success in CLN4U:

- **Time Commitment** – Plan for **1–2 hours of focused study each day**.
- **Communication** – Maintain regular contact with your teacher for guidance, clarification, and feedback.
- **Engagement** – Stay curious and open-minded. Online learning can be challenging, but active participation and persistence will lead to success.

Remember, this course is designed to help you understand how law affects individuals, communities, and societies in Canada and around the world. Approach each activity thoughtfully and critically as you develop informed perspectives on legal issues.