

COURSE LGS2060: ABORIGINAL LAW

Level: Intermediate

Prerequisite: None

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

Parameters: No specialized equipment or facilities.

Supporting Courses: LGS1020: You & the Law 2 (Public)

Outcomes: The student will:

1. understand the difference 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 local Aboriginal groups; e.g., Blackfoot, Cree, Dene, descendants of Red River, Métis settlements, etc.

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 section 25 & 52
- 2.1.2 Treaties
- 2.1.3 Natural Resource Transfer Agreement (NRTA)
- 2.1.4 Indian Act
- 2.1.5 Métis Settlements Accord
 - 2.1.5.1 Métis Settlements Act
 - 2.1.5.2 Métis Settlements Land Protection Act
 - 2.1.5.3 Métis Settlements Accord Implementation Act
 - 2.1.5.4 Act to amend the Alberta Constitution (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 the leading cases on each of the issues

- 3.1 Treaty rights; e.g., R. v Badger (1996), 133 D.L.R. (4th) 324 (hunting and fishing)
- 3.2 Aboriginal rights; e.g., R. v. Van der Peet [1996] 4 C.N.I.L.R. 130 (commercial fishing)
- 3.3 Aboriginal Title; e.g., Delgamuukw v. British Columbia [1997] 3 S.C.R. 1010
- 3.4 Duty to Consult; e.g., Taku Air [2004] 3 SCR 550, Haida [2004] 3 SCR 511
- 3.5 Métis rights; e.g., R. v Powley 2003 SCC 43 (hunting)

4. consider the laws related to one or more of the following challenging issues and propose possible solutions if applicable

- 4.1 Bill C-31
- 4.2 amending the Indian Act
- 4.3 taxes
- 4.4 hunting/fishing rights

- 4.5 customary law; e.g., adoptions, elections, self government
- 4.6 Louis Riel
- 4.7 duty to consult
- 4.8 impediments and benefits related to Indian status; e.g., disenfranchisement, medical care, education
- 4.9 on reserve business

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.

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COURSE LGS2010: FAMILY LAW

Level: Intermediate

Prerequisite: None

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

Parameters: No specialized equipment or facilities

Supporting Courses: LGS1010: You & the Law 1 (Private)
LGS1020: You & the Law 2 (Public)
LGS1030: You & the Law 3 (Relationships)

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 Partnership Act, Dependent Relief Act, Married Women's Property Act, Child, Youth and Family Act, Dower Act*
- 1.2 recognize multi-cultural perspectives regarding relationships; e.g., Sharia, Aboriginal

2. investigate the laws regarding marriage, common law partners and adult interdependent partnerships

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

3. investigate the laws regarding breakdown of relationships

- 3.1.1 compare the law regarding the distribution of assets, debts and support payments of legally married partners, common law and adult interdependent partners
- 3.2 examine the legal rights and responsibilities of a parent, step parent or guardian
 - 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 concerning eligibility and placement

6. investigate the laws regarding reproductive technologies

- 6.1 analyze one related issue with respect to reproductive technologies; e.g., surrogacy, sperm/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.

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COURSE LGS2020: EMPLOYMENT LAW

Level: Intermediate

Prerequisite: None

Description: Students learn about contracts of employment, unions and collective bargaining, employment insurance, and workers' compensation in the workplace. Challenging issues and law-related careers are also considered.

Parameters: No specialized equipment or facilities.

Supporting Courses: LGS1010: You & the Law 1 (Private)
LGS1020: You & the Law 2 (Public)
LGS1030: You & the Law 3 (Relationships)

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 the employment contract
 - 1.4 discuss current laws with respect 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, and 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 level
 - 3.2 explain benefits and protection offered through the following:
 - 3.2.1 *Employment Standards Act*
 - 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 *Alberta Human Rights Citizenship and Multiculturalism Act*
- 4. analyze current law regarding employment issues**
 - 4.1 identify employment issues; e.g., age of retirement, right of access to 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 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.

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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, through case studies, the role of groups and individuals in bringing about changes in environmental law.

Parameters: No specialized equipment or facilities

Supporting Courses: LGS1010: You & the Law 1 (Private)
LGS 1020: You & the Law 2 (Public)

Outcomes: The student will:

- 1. determine the role of the legal system in environmental issues**
 - 1.1 describe how personal actions have an impact on the environment
 - 1.2 describe how commercial activities have an impact on 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
 - 2.1.1 identify major areas of environmental regulation; e.g., forestry, hunting, land use, pollution, transportation of dangerous goods
 - 2.1.2 investigate a specific act and appropriate regulations of environmental regulation in Alberta; e.g., land use agreement, the discharge of pollutants, reclamation
 - 2.2 review federal legislation with respect to the environment
 - 2.2.1 identify major areas of environmental regulation; e.g., customs (import/export), fisheries, use of federal crown land, protection of endangered species
 - 2.2.2 consider the interaction between legislation and treaty rights and traditional land uses; e.g., duty to consult
 - 2.2.3 consider Canada's involvement in international agreements
 - 2.2.4 research environmental legislation in other countries
- 3. examine public involvement in environmental dispute resolution**
 - 3.1 explain the role of Lobby groups; e.g., Canadian Environmental Network, Greenpeace, Petroleum Landman's Association, 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 Old Man River Dam, the Kananaskis Highway, Tar(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.

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COURSE LGS2050: LAW AND 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.

Parameters: No specialized equipment or facilities.

Supporting Modules: LGS1010: You & the Law 1 (Private)
LGS1020: You & the Law 2 (Public)
LGS1030: You & the Law 2 (Relationship)

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 to replace lost or stolen documents when travelling
- 1.5 explain the legal rights and responsibilities of carriers, innkeepers, travel agents and travelers
- 1.6 describe the legal implications of making, changing, or cancelling a reservation
- 1.7 research the rights and responsibilities of travelers
- 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 of 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 regard 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 travelers 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
- 1.20 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
- 1.21 research one or more of these issues
- 1.22 compare our laws and judicial system with those of other countries in regard to this issue(s)

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. identify possible life roles related to the skills and content of this cluster**
 - 3.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 3.2 identify potential resources to minimize barriers and maximize opportunities.

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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 Career and Technology Studies (CTS) courses through contexts that are personally relevant.

Parameters: This course must make connections with a minimum of 2 CTS courses, one of which must be at the intermediate level.

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 two or more CTS courses being linked to this course

- 1.1 justify the connection
- 1.2 identify key outcomes

2. propose, manage and assess a project and/or performance

- 2.1 identify project and/or performance:
 - 2.1.1 prepare a plan
 - 2.1.2 clarify the purposes
 - 2.1.3 define deliverables
 - 2.1.4 specify timelines
 - 2.1.5 explain terminology, tools and processes consistently throughout
 - 2.1.6 define 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 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 project and/or performance and make necessary adjustments
- 3.3 present the project and/or performance:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship to goals set originally
- 3.4 evaluate the project and/or performance:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations for 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.

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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 Career and Technology Studies (CTS) courses through contexts that are personally relevant.

Parameters: This course must make connections with a minimum of 2 CTS courses, one of which must be at the intermediate level.

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 two or more CTS courses being linked to this course**
 - 1.1 justify the connection
 - 1.2 identify key outcomes
- 2. propose, manage and assess a project and/or performance**
 - 2.1 identify project and/or performance:
 - 2.1.1 prepare a plan
 - 2.1.2 clarify the purposes
 - 2.1.3 define deliverables
 - 2.1.4 specify timelines
 - 2.1.5 explain terminology, tools and processes consistently throughout
 - 2.1.6 define 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 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 project and/or performance and make necessary adjustments
 - 3.3 present the project and/or performance:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship to goals set originally
 - 3.4 evaluate the project and/or performance:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations for 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.

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