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# Appendix A - Summary of SCOs

## Section 1 - Required Units, Canadian Law 2104 and 2204

### Unit 1 - Foundations of Law in Canada

***SCO 1.1: Students will be expected to understand the historical evolution of the formalization of law.***

- 1.1.1 Explain the need for and purposes of law. (k)
- 1.1.2 Distinguish between the concepts of law, morality and justice. (k)
- 1.1.3 Describe the historical evolution of law by referring to the contribution of the following: (k)
  - the Code of Hammurabi
  - Mosaic law
  - Greek law
  - Roman law
  - Justinian's Code
  - the Napoleonic Code

***SCO 1.2: Students will be expected to demonstrate an understanding of how the fundamental concepts of justice evolved in British law.***

- 1.2.1 Examine the role of the following in the development of the concept of justice: (a)
  - trial by ordeal
  - divine right
  - common law
  - rule of precedent
  - rule of law
  - Magna Carta
  - habeas corpus
- 1.2.2 Explain how the concept of justice in Canadian law has been influenced as it evolved as part British law: (k)
  - early British law
  - the Feudal system
  - common law
  - the *Magna Carta*

***SCO 1.3: Students will be expected to demonstrate an understanding of the classifications of law.***

- 1.3.1 Explain how common law, statute law and constitutional law form the basis of Canadian law today. (a)
- 1.3.2 Distinguish between the primary categories of law: (k)
  - international law and domestic law
  - substantive law and procedural law
  - public law and private law

1.3.3 Classify actions/legislation within the various categories of law. (a)

***SCO 1.4: Students will be expected to demonstrate an understanding of the importance of the judiciary as a part of good government.***

1.4.1 Identify the powers of the three branches of government: (k)

- executive
- legislative
- judicial

1.4.2 Describe the process by which laws are made in Canada at both the federal and provincial levels. (k)

1.4.3 Describe the structure of the federal and provincial courts. (k)

1.4.4 Explain how the three branches of government serve as a system of “checks and balances”. (k)

1.4.5 Justify the need for the judiciary to be impartial and independent. (i)

***SCO 1.5: Students will be expected to understand the historical development of the concept of human rights***

1.5.1 Explain, using historical examples, why a law may be unjust. (a)

1.5.2 Describe the development of the concept of liberty in western democratic society through the use of historical documents: (a)

- *Declaration of Independence* (USA, 1776)
- *Declaration of the Rights of Man and the Citizen* (France, 1789)
- *On Liberty* (J. S. Mill, 1859)
- *Universal Declaration of Human Rights* (UN, 1948)

***SCO 1.6: Students are expected to understand how the Charter protects human rights in Canada***

1.6.1 Explain the need for the protection of human rights at the federal level. (a)

1.6.2 Identify the rights afforded by the *Charter* with reference to sections 1, 2, 7, 8, 9, 10 c, 11 d, and 15(1). (k)

1.6.3 Assess how the significance of section 7 of the *Charter* will result in continued evolution of Canadian law. (i)

## **Unit 2 - Criminal Law and the Trial Process**

***SCO 2.1: Students will be expected to understand what constitutes criminal behaviour.***

2.1.1 Explain why society criminalizes certain behaviours. (k)

2.1.2 Identify the criteria used to classify an act or omission as a crime. (k)

2.1.3 Distinguish between indictable and summary conviction offences. (a)

2.1.4 Evaluate the appropriateness of criminalizing certain acts or omissions. (i)

**SCO 2.2: Students will be expected to analyze criminal actions**

- 2.2.1 Explain how *mens rea* can be established: (a)
- intent (general, specific)
  - knowledge
  - negligence
  - willful blindness
  - recklessness
- 2.2.2 Analyze the roles of the various parties to an offence: (a)
- perpetrator
  - aiding
  - abetting
  - counseling
  - accessory
- 2.2.3 Explain how attempt and conspiracy are can lead to a criminal conviction. (k)
- 2.2.4 Apply the elements of a crime to specific cases. (a)

**SCO 2.3: Students will be expected to understand how a criminal proceeding is initiated.**

- 2.3.1 Explain why police must preserve a crime scene. (k)
- 2.3.2 Explain why suspects may remain silent when being questioned by police. (k)
- 2.3.3 Describe the process of making a lawful arrest. (k)

**SCO 2.4: Students will be expected to demonstrate an understanding of the role of each participant in an adversarial judicial system.**

- 2.4.1 Explain why Canada uses an adversarial judicial system. (k)
- 2.4.2 Justify the importance of the judicial principle of "innocent until proven guilty." (i)
- 2.4.3 Describe the roles of the participants in a criminal trial: (k)
- judge
  - prosecution
  - defence
  - witness
  - jury

**SCO 2.5: Students will be expected to understand the criminal trial process**

- 2.5.1 Describe the criminal trial process: (k)
- Crown's opening statement
  - examination of witness(es)
  - defence response
  - summary of the case
  - charge to the jury
  - jury deliberation
  - verdict

2.5.2 Identify the purposes of sentencing: (k)

- protection of the public
- deterrence
- denunciation
- retribution
- restitution
- rehabilitation

2.5.3 Identify levels of appeal. (k)

***SCO 2.6: Students will be expected to demonstrate an understanding of defences used in criminal trials***

2.6.1 Identify standard defences used criminal trials: (k)

- mental disorder
- automatism
- intoxication
- self-defence
- batters woman syndrome
- defence of a dwelling
- necessity
- compulsion or duress
- provocation
- mistakes of law and fact

2.6.2 Apply standard defences to specific cases. (a)

***SCO 2.7: Students will be expected to understand the factors that influence the determination of sentencing in the criminal trial process***

2.7.1 Define: aggravating factors, mitigating factors (k)

2.7.2 Identify types of traditional sentences: (k)

- absolute discharge
- conditional discharge
- probation
- suspended
- intermittent
- conditional
- restitution
- suspension of privileges
- incarceration

2.7.3 Evaluate the factors that are to considered prior to sentencing with reference to specific cases: (a)

- offender
- victim
- society

- 2.7.4 Identify alternative approaches to traditional sentences: (k)
- victim-offender mediation
  - family group conferencing
  - victim-offender panels
  - aboriginal sentencing circles
  - extrajudicial measures
  - extrajudicial sanctions

***SCO 2.8: Students will be expected to apply the principles of the criminal trial process to specific cases***

- 2.8.1 Develop questions to examine a witness. (a)
- 2.8.2 Develop an appropriate defence for a given case. (a)
- 2.8.3 Apply the concepts and procedures of criminal law to analyze, prosecute, defend, and decide specific cases. (i)

## Unit 3: Civil Law and Civil Procedures

***SCO 3.1: Students are expected to understand the necessity for civil actions beyond, or apart from, criminal procedures***

- 3.1.1 Explain why some actions are both criminal and civil in nature. (a)
- 3.1.2 Identify the purpose of tort law. (k)
- 3.1.3 Explain why civil litigation may be more successful than criminal prosecution. (k)

***SCO 3.2: Students are expected to understand the general categories of tortious actions***

- 3.2.1 Explain the principles upon which the law of torts is founded. (k)
- 3.2.2 Distinguish between intentional and unintentional torts. (k)

***SCO 3.3: Students are expected to understand the principles governing unintentional torts***

- 3.3.1 Define: (k)
- negligence
  - neighbour principle
  - foreseeability
  - standard of care
  - reasonable person
  - cause-in-fact
  - remoteness of damage
  - intervening act
  - thin-skull rule

3.3.2 Identify the factors necessary to establish negligence: (k)

- duty of care
- standard of care
- causation

3.3.3 Apply the principles of negligence to analyze specific cases. (a)

***SCO 3.4: Students are expected to understand the process by which civil cases may be resolved.***

3.4.1 Identify the parties in a civil action: (k)

- plaintiff
- defendant

3.4.2 Describe the civil action process: (k)

- statement of claim
- statement of defence
- examination for discovery
- pre-trial conference
- trial court
- appeal

3.4.3 Explain the importance of being able to settle a civil action out of court. (k)

***SCO 3.5: Students will be expected to demonstrate an understanding of defences used in unintentional torts***

3.5.1 Define: (k)

- waiver
- inevitable accident
- act of God
- explanation

3.5.2 Apply general defences to negligence to specific unintentional torts: (a)

- contributory negligence
- voluntary assumption of risk
- statute of limitations

***SCO 3.6: Students will be expected to demonstrate an understanding of the remedies used in unintentional torts***

3.6.1 Identify the remedies which may be awarded in tortious actions: (k)

- general
- special
- punitive
- nominal
- specific
- injunction

- 3.6.2 Apply the principles governing the application of civil remedies to specific actions. (a)
- 3.6.3 Assess the usefulness of alternate dispute resolution (ADR) as a means to avoid civil litigation. (i)

***SCO 3.7: Students will be expected to apply the principles of the civil action process to specific cases***

- 3.7.1 Develop a statement of claim for a specific civil action. (a)
- 3.7.2 Create a counter claim for a litigation using a specific defence. (a)
- 3.7.3 Apply the concepts and procedures of civil action to analyze, litigate, defend, and decide specific cases. (i)

## Unit 4: Specific Criminal Offences

***SCO 4.1: Students are expected to understand what constitutes the criminal offence of homicide***

- 4.1.1 Define: (k)
- homicide
  - murder
  - manslaughter
  - provocation
  - infanticide
  - assault
- 4.1.2 Explain the distinction between the four classifications of homicide: (k)
- first degree
  - second degree
  - manslaughter
  - infanticide
- 4.1.3 Examine the different minimum and maximum sentences for the four classifications of homicide to justify their appropriateness. (a)
- 4.1.4 Apply the principles of homicide to analyze, prosecute, defend, and decide specific cases. (i)

***SCO 4.2: Students are expected to understand what constitutes the criminal offence of assault.***

- 4.2.1 Contrast the three levels of assault. (k)
- 4.2.2 Explain why assaults of a sexual nature were reclassified. (k)
- 4.2.3 Examine the reclassification of sexual assaults to determine the impact on both the accused and victims. (a)
- 4.2.4 Apply the principles of assault to analyze, prosecute, defend, and decide specific cases. (a)

**SCO 4.3: Students are expected to understand what constitutes a criminal offence involving a motor vehicle**

- 4.3.1 Explain why motor vehicle offences are considered crimes against a person. (k)
- 4.3.2 Identify the criminal offences involving motor vehicles. (k)
- 4.3.3 Identify the factors needed to establish dangerous operation of a motor vehicle. (k)
- 4.3.4 Classify situations of motor vehicle offences given specific examples. (a)
- 4.3.5 Apply the principles of crimes involving a motor vehicle to decide specific cases. (i)

**SCO 4.4: Students are expected to understand what constitutes a criminal offence against property.**

- 4.4.1 Define: (k)
  - theft
  - colour of right
  - robbery
- 4.4.2 Explain the necessity of establishing *mens rea* for the charge of breaking and entering. (k)
- 4.4.3 Explain the why there is a distinction in the maximum sentence of breaking and entering involving commercial and a private dwelling. (k)
- 4.4.4 Apply the principles of crimes involving property to decide specific cases. (a)

**SCO 4.5: Students are expected to understand what constitutes a criminal offence involving drugs**

- 4.5.1 Define: (k)
  - controlled substance
  - possession
  - trafficking
  - money laundering (k)
- 4.5.2 Explain the factors that the *Controlled Drugs and Substances Act* uses to establish possession. (k)
- 4.5.3 Analyze specific situations to determine if charges of possession can be placed. (a)
- 4.5.4 Contrast trafficking and possession for the purpose of trafficking. (k)
- 4.5.5 Apply the principles of *mens rea* and *actus reus* to analyze specific cases related to trafficking and possession for the purpose of trafficking. (a)
- 4.5.6 Draw conclusions about the appropriateness of the Crown to ask for either indictable or summary convictions for the charges of possession, trafficking and possession for the purpose of trafficking. (a)

## Unit 5: Specific Applications of Civil Law of International Torts

### ***SCO 5.1: Students are expected to understand what constitutes the tort of intentional physical interference with the person.***

- 5.1.1 Define: (k)
  - assault
  - battery
  - sexual assault
  - medical battery
- 5.1.3 Identify sections of the *Charter* that related to specific torts against the physical person. (k)
- 5.1.4 Distinguish between assault and battery. (k)
- 5.1.5 Examine situations to determine if assault or battery has occurs. (a)
- 5.1.6 List the conditions that constitute the basis of medical battery. (k)
- 5.1.7 Classify situations involving physical interference with the person by type of interference. (a)
- 5.1.8 Apply the principles of intentional torts against the person to decide specific cases. (i)

### ***SCO 5.2: Students are expected to understand what constitutes the tort of defamation of character.***

- 5.2.1 Define: (k)
  - defamation
  - slander
  - libel
  - truth
  - fair comment
  - malice
  - absolute privilege
  - qualified privilege
- 5.2.2 Explain the necessity of the claim of malicious prosecution. (k)
- 5.2.3 Identify the factors necessary to establish mental suffering. (k)
- 5.2.4 Explain why it is importance to protecting individuals' right to privacy. (k)
- 5.2.5 Analyze specific cases to determine if invasion of privacy has occurred. (a)
- 5.2.6 Analyze specific situations to determine if defamation has occurred. (a)
- 5.2.7 Classify specific situations as slander, libel, truth, fair comment. (a)
- 5.2.8 Apply the principles of intentional torts against a person to analyze specific cases. (a)
- 5.2.9 Evaluate the benefit to society by constitutionally protecting free speech (see sections 1 and 2 of the *Charter*). (i)

**SCO 5.3: Students are expected to understand what constitutes the tort of intentional interference with property.**

- 5.3.1 Define: (k)
  - trespass
  - private nuisance
  - public nuisance
  - chattel
  - conversion
- 5.3.2 Explain the necessity of the protection of property as a means by which individuals may assert their rights under section 7 of the *Charter*. (a)
- 5.3.3 Identify the conditions that constitute trespass. (k)
- 5.3.4 Distinguish between theft and conversion. (k)
- 5.3.5 Distinguish between private nuisance and public nuisance. (k)
- 5.3.6 Classify given situations as either public or private nuisance. (a)
- 5.3.7 Explain why some actions may not be considered a public nuisance in relation to sections 1 and 2 of the *Charter*. (k)
- 5.3.8 Apply the principles of intentional torts against property to decide specific cases. (i)

**Unit 6: Investigation and Arrest****SCO 6.1: Students are expected to understand what the functions of the various levels of policing in Canada.**

- 6.1.1 Contrast the purposes of federal, provincial and municipal policing. (k)
- 6.1.2 Describe the eight areas of responsibility of the RCMP. (k)
- 6.1.3 Classify criminal situations by area of enforcement. (a)

**SCO 6.2: Students are expected to understand the purpose and processes of conducting a police investigation.**

- 6.2.1 Contrast the roles of a patrol officer and criminal identification officer. (k)
- 6.2.2 Describe the chain of custody of evidence from the time of collection to entry into court. (k)
- 6.2.3 Analyze the chain of custody of evidence to determine if it has been contaminated. (a)

**SCO 6.3: Students are expected to understand the contributions made by forensic investigation.**

- 6.3.1 Describe the types of impressions that may be used as part of a forensic investigation. (k)
- 6.3.2 Identify the sources that may be used to collect DNA. (k)
- 6.3.3 Demonstrate how DNA profiling is used in police investigations. (k)

**SCO 6.4: Students are expected to understand what constitutes legal arrest and search.**

- 6.4.1 Explain the purpose of police interrogation. (k)
- 6.4.2 Identify the steps necessary for a legal arrest. (k)
- 6.4.3 Explain the importance of *reasonable grounds* to ensure that an arrest does not violate sections 7, 8, 9 or 10 of the *Charter*. (a)
- 6.4.4 Identify the circumstances under which an arrest may be made without a warrant. (k)
- 6.4.5 Analyze situations to determine if a warrant is necessary to conduct a legal search. (a)
- 6.4.6 Identify the types of evidence that carry the most weight in court. (k)
- 6.4.7 Analyze evidence collected to determine admissibility in court. (a)
- 6.4.8 Defend why a warrant is normally necessary to conduct a legal search. (i)
- 6.4.9 Apply the principles of arrest and search to decide specific cases. (i)

**Unit 7: Contract Law****SCO 7.1: Students are expected to understand the need for, and various types of, contracts**

- 7.1.1 Explain the need for contractual agreements. (k)
- 7.1.2 Identify the types of contracts: (k)
  - oral
  - written
  - implied
  - express
  - under seal
- 7.1.3 Classify given contracts by type. (a)

**SCO 7.2: Students are expected to understand what constitutes a valid contract.**

- 7.2.1 Identify the elements of a valid contract: (k)
  - offer
  - acceptance
  - consideration
- 7.2.2 Create an example of a valid contractual arrangement. (i)
- 7.2.3 Identify the rules that govern acceptance. (k)
- 7.2.4 Distinguish between a contract and a gratuitous promise. (k)
- 7.2.5 Examine various contractual agreements to assess their validity. (a)

**SCO 7.3: Students are expected to understand how various factors may invalidate a contract.**

- 7.3.1 Explain what constitutes incapacity to contract. (k)
- 7.3.2 Examine contracts made by minors to determine which ones are enforceable. (a)

7.3.3 Identify factors that invalidate a contract: (k)

- mistake
- misrepresentation
- illegality
- contrary to public policy
- duress
- undue influence
- unconscionability

7.3.4 Classify various examples of contract invalidation by type. (a)

**SCO 7.4: Students are expected to understand the remedies for a breach of contract.**

7.4.1 Describe how a contract may be discharged: (k)

- performance
- agreement
- frustration
- breach

7.4.2 Classify various examples of contract discharge by type. (a)

7.4.3 Identify the principles governing the remedies available for breach of contract: (k)

- damages
- mitigation of damages
- injunction

7.4.4 Apply a remedy to settle a breach of contract. (a)

7.4.5 Describe the remedies available for both buyers and sellers involved in sale of goods. (k)

7.4.6 Apply the concepts of discharge and remedy in contract law to decide specific cases. (i)

## Unit 8: Family Law

**SCO 8.1: Students are expected to understand the legal concepts of marriage and cohabitation.**

8.1.1 Define: (k)

- capacity
- consent
- consanguinity
- affinity
- monogamy
- annulment
- consummation

8.1.2 Explain the legal requirements for marriage under common law: (k)

- mental capacity
- valid consent
- minimum age

- absence of a prohibited relationship
  - termination of prior marriages
  - sexual capacity
- 8.1.3 Examine various scenarios to determine if the legal requirements exist for a valid marriage. (a)
- 8.1.4 Identify the general requirements for marriage under provincial law: (k)
- marriage licence
  - publication of banns
  - marriage ceremony
- 8.1.5 Identify the requirements for a valid marriage ceremony. (k)
- 8.1.4 Identify the general requirements for marriage under provincial law: (k)
- marriage licence
  - publication of banns
  - marriage ceremony
- 8.1.5 Identify the requirements for a valid marriage ceremony. (k)
- 8.1.6 Explain why there are various living arrangements that can be described as a family. (a)
- 8.1.7 Define: (k)
- cohabitation
  - domestic contract
- 8.1.8 Justify why laws governing cohabitation in Canada promote fairness. (i)

***SCO 8.2: Students are expected to understand the legal principles governing the ending of a marriage.***

- 8.2.1 Distinguish between a separation agreement and a divorce. (k)
- 8.2.2 Examine various scenarios to determine if a divorce can be granted. (a)
- 8.2.3 Apply the guidelines that govern the dissolution of common law relationships to specific cases. (a)
- 8.2.4 Identify the conditions necessary to validate a marriage breakdown. (k)
- 8.2.5 Describe the considerations in settling issues of child custody: (k)
- tender years doctrine
  - type of custodial award
  - access
  - "best interests of the child"
- 8.2.6 Apply the considerations for determining child custody to specific cases. (a)
- 8.2.7 Explain the purpose of spousal support. (k)
- 8.2.8 Define: (k)
- equalization payment
  - matrimonial home
- 8.2.9 Apply the considerations used in division of assets to analyze specific cases. (a)
- 8.2.10 Apply the principles of family law to decide specific cases. (i)

## Unit 9: Criminal Law and Young People

### ***SCO 9.1: Students are expected to understand the need for special criminal legislation to apply to young people***

- 9.1.1 Identify some of the influences that may lead a young person to commit a criminal action. (a)
- 9.1.2 Define: (k)
  - juvenile delinquent
  - training school
- 9.1.3 Describe the evolution of attitudes toward the treatment of young offenders over the past century. (k)
- 9.1.4 Define: (k)
  - incapacity of children
- 9.1.5 Explain why there are special legal provisions for young offenders. (a)
- 9.1.6 Contrast the provisions of the *Juvenile Delinquents Act* (1908), the *Young Offenders Act* (1984; 1992; 1995) and the *Youth Criminal Justice Act* (2002). (k)
- 9.1.7 Define: (k)
  - young offender
  - presumptive offences
- 9.1.8 Assess the appropriateness of treating young offenders differently than adult offenders. (i)
- 9.1.9 Explain why children are generally not criminally responsible for their actions. (k)

### ***SCO 9.2: Students are expected to understand the provisions Youth Criminal Justice Act.***

- 9.2.1 Describe the rights of young people in a criminal investigation: (k)
  - search
  - evidence from questioning
  - publication of identity
- 9.2.2 Explain the need for additional rights to protect young people beyond those provided for in the *Charter*. (a)
- 9.2.3 Identify the conditions under which an extrajudicial sanction may be applied. (k)
- 9.2.4 Explain the purpose of extrajudicial sanctions. (a)
- 9.2.5 Define: (k)
  - custody
- 9.2.6 Identify the main principles of the *Youth Criminal Justice Act* that are used when sentencing. (k)
- 9.2.7 Compare the sentencing options that are appropriate for less serious crimes. (a)
- 9.2.8 Identify the factors used in determining if an adult sentence is warranted. (k)

**SCO 9.2: Students are expected to understand the provisions Youth Criminal Justice Act (continued).**

- 9.2.9 Assess the appropriateness of the *Youth Criminal Justice Act* in terms of: (a)
- whether sentences are too lenient or harsh
  - reducing the likelihood of repeat offenders
  - whether the *Act* is an effective deterrence
  - it's ability to rehabilitate young offenders
- 9.2.10 Apply the principles of the *Youth Criminal Justice Act* to decide specific cases. (i)

**Unit 10: Human Rights Law****SCO 10.1: Students will be expected to understand the development and application of human rights in general.**

- 10.1.1 Define: (k)
- minority
  - tyranny of the majority
- 10.1.2 Explain why certain rights are considered inalienable. (a)
- 10.1.3 Assess the significance of *R. v. Dudley and Stevens* (1884) as it relates to the concept of the tyranny of the majority. (i)

**SCO 10.2: Students are expected to understand the application of human rights legislation at the federal and provincial levels of government in Canada.**

- 10.2.1 Identify the weakness of the *Bill of Rights* (1960). (k)
- 10.2.2 Identify the jurisdiction of the *Canadian Charter of Rights and Freedoms*. (k)
- 10.2.3 Identify the fundamental freedoms as outlined in the *Canadian Charter of Rights and Freedoms*. (k)
- democratic and mobility rights
  - legal and equity rights
  - language and general rights
- 10.2.4 Assess how the significance of section 7 of the *Charter* may result in continued evolution of Canadian law. (i)
- 10.2.5 Define: (k)
- affirmative action
  - accommodate
  - undue hardship
- 10.2.6 Explain the conditions under which apparent discrimination is justified as legal. (a)
- 10.2.7 Compare constructive discrimination and direct discrimination. (k)
- 10.2.8 Apply the principle of undue hardship to resolve a specific complaint. (a)

**SCO 10.3: Students are expected to understand the application of human rights legislation at the provincial level in Canada.**

- 10.3.1 Define: (k)
- discrimination
  - human rights codes
  - stereotyping, prejudice
- 10.3.2 Distinguish between the protections afforded by the *Canadian Human Rights Act* and the *Newfoundland and Labrador Human Rights Code* as compared to the *Charter* (k)
- 10.3.3 Define: (k)
- complainant
  - respondent
  - mediation
  - conciliation
- 10.3.4 Describe the process of resolving a human rights complaint in Newfoundland and Labrador. (k)
- 10.3.5 Evaluate the effectiveness of remedies available to complainants. (a)
- 10.3.6 Evaluate the impact of a poisoned environment on workers' rights. (a)
- 10.3.7 Apply the principles of the *Newfoundland and Labrador Human Rights Code* to decide specific cases. (a)

**Unit 11: Aboriginal Peoples and the Law****SCO 11.1: Students are expected to understand the legal context that is used to examine Aboriginal issues**

- 11.1.1 Identify the role of the *Charter* in guaranteeing the rights of Aboriginal peoples. (k)
- 11.1.2 Explain why the judiciary interprets Section 35 of the *Constitution Act* (1982) in a liberal manner. (k)
- 11.1.3 Differentiate between the definitions of Status and non-Status Indians under the *Indian Act*. (k)
- 11.1.4 Contrast between the rights, freedoms and responsibilities afforded Status and non-Status Indians under the *Indian Act*. (k)
- 11.1.5 Assess the impact of changes made in the *Indian Act* through *Bill C-31*. (a)
- 11.1.6 Differentiate between Aboriginal Rights and Treaty Rights. (k)
- 11.1.7 Compare the concept of Aboriginal self-government with the Canada's federal system of governance. (a)
- 11.1.8 Evaluate the impact of integrating concepts of aboriginal self-government into Canada's current system of governance. (a)

***SCO 11.2: Students will be expected to understand the legal issues surrounding Innu, Inuit, Mi'kmaq and Métis of Newfoundland and Labrador.***

- 11.2.1 Identify the Aboriginal peoples of Newfoundland and Labrador. (k)
- 11.2.2 Explain the impact of the *Terms of Union* (1949) on Aboriginal legal and cultural issues. (k)
- 11.2.3 Assess the current legal status of the Aboriginal peoples of Newfoundland and Labrador. (a)
- 11.2.4 Evaluate the impact of past and present legislation concerning Aboriginal peoples on Aboriginal communities and culture. (i)

***SCO 11.3: Students are expected to understand how Aboriginal cultural influences the application of law within of various parts of Aboriginal society.***

- 11.3.1 Identify the rights of Aboriginal peoples regarding hunting and fishing. (k)
- 11.3.2 Examine legal decisions that validate Aboriginal cultural practices concerning the concept of the family: (a)
  - marriage
  - adoption
- 11.3.3 Identify the principles used to govern Aboriginal property rights. (k)
- 11.3.4 Assess the need for legislation such as the *First Nations Policing Policy*. (a)
- 11.3.5 Explain the concept of restorative justice. (k)
- 11.3.6 Evaluate the impact of incorporating concepts of Aboriginal justice into Canada's judicial system. (i)



## Appendix B - Additional Information

### Assessment and Rubrics

The Teacher's Resource for *Law in Action* contains a comprehensive set of general and content specific rubrics. These rubrics are also included on the supplied CD, and may be edited/modified to suite the needs of teachers, schools and districts.

### Teaching Strategies

In addition to the instructional strategies listed in Section 3 of this guide, and the purpose of the course as discussed in Sections One and Two, it is important to note again that the teaching of law is not concerned merely with the teaching of facts or legislation, but rather critical thinking.

The use of case studies and mock trials are intended to have students integrate their knowledge of various areas of law with the basic principles of jurisprudence.

The Teacher's Resource binder also contains extensive information on the teaching of law.

As this is in Intern Guide, teachers are encouraged to share their ideas for teaching with their department head and district program coordinator so that they may be included in the next version of this guide.