

# MODULE CURRICULUM AND ASSESSMENT STANDARDS:

## SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Legal Studies.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

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## MODULE LGS2010: FAMILY LAW

**Level:** Intermediate

**Theme:** Social Context

**Prerequisite:** None

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

**Module Parameters:** No specialized equipment or facilities.

**Supporting Modules:** LGS1010 You & the Law 1 (As a Consumer and as a Family Member)  
LGS1020 You & the Law 2 (In Society and in the Workplace)

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>investigate the laws regarding different types of personal relationships</li></ul>	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"><li>preparing a report that describes a minimum of four changes in the law as a result of changes in personal relationships which have taken place over the last 50 years. <i>Assessment Tool</i> <i>LGS2010–1: Family Law</i> <i>Standard</i> <i>Rating of 2</i></li></ul>	25
	<ul style="list-style-type: none"><li>demonstrate basic competencies.</li></ul> <ul style="list-style-type: none"><li>observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></li></ul>	75  Integrated throughout

**MODULE LGS2010: FAMILY LAW** (continued)

Concept	Specific Learner Expectations	Notes
History of Family Law	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• research the development of laws related to the family.</li> </ul>	
Marriage and Cohabitation Contracts	<ul style="list-style-type: none"> <li>• describe the law regarding the distribution of property of legally married partners and partners who are not legally married</li> <li>• describe the advantages and disadvantages of marriage and cohabitation contracts</li> <li>• explain the circumstances in which such contracts are considered valid by the court</li> <li>• prepare a sample marriage or cohabitation contract.</li> </ul>	<p><i>Matrimonial Properties Act</i></p> <p>Sample contracts from Mediation Services (Provincial Court)</p>
Breakdown of Marriage and Cohabitation Relationships	<ul style="list-style-type: none"> <li>• research the rights and responsibilities of a partner in regard to credit, disposal of property, etc.</li> <li>• describe the obligations of parents to support children</li> <li>• analyze case studies of court decisions regarding distribution of property where there has been a breakdown of a marriage or a common-law relationship</li> <li>• research the laws designed to:               <ul style="list-style-type: none"> <li>– protect victims of spousal, elder and child abuse</li> <li>– provide consequences for abusers and deter prospective abusers.</li> </ul> </li> </ul>	
Extended Family	<ul style="list-style-type: none"> <li>• research the legal implications of the marriage of people who have been previously married, in particular if there are children from the previous marriages</li> <li>• research the rights of grandparents to have access to grandchildren</li> <li>• describe the legal obligations of adult children to their aging parents</li> <li>• describe the advantages and disadvantages of the enduring power of attorney.</li> </ul>	<p><i>Change of Name Act</i></p> <p><i>Dependent Adults Act</i></p> <p>Canadian Grandparents' Rights Association (P.O. Box 64128, 5512-4 Street NW, Calgary, AB T2K 6J1)</p> <p>Alberta Human Rights and Citizenship Commission</p> <p>Alberta Council on Aging</p> <p>Power of Attorney</p> <p><i>Domestic Relations Act</i></p>

**MODULE LGS2010: FAMILY LAW (continued)**

Concept	Specific Learner Expectations	Notes
Access to Services	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• list services available to the family</li> <li>• research the legal obligations of the government to supply services to the family</li> <li>• evaluate the ability of individuals to secure equal access to services.</li> </ul>	<p>Alberta Human Rights and Citizenship Commission</p> <p>Humans on Welfare</p> <p><i>Individual's Rights Protection Act</i></p>
Challenging Issues	<ul style="list-style-type: none"> <li>• identify some challenging issues such as:               <ul style="list-style-type: none"> <li>– surrogate mothers</li> <li>– living wills</li> <li>– private and public adoption</li> <li>– abortion</li> <li>– health issues</li> <li>– midwifery</li> <li>– homosexual parents</li> <li>– spousal and child maintenance</li> <li>– family violence</li> <li>– substance abuse</li> <li>– child neglect</li> </ul> </li> <li>• research one of these issues</li> <li>• research the laws in Canada regarding the issue</li> <li>• compare legislation in Canada with that in other countries</li> <li>• research alternatives</li> <li>• propose possible solutions.</li> </ul>	
Law-related Careers	<ul style="list-style-type: none"> <li>• describe careers in family law; e.g.:               <ul style="list-style-type: none"> <li>– mediator</li> <li>– family court counsellor</li> <li>– surrogate court staff.</li> </ul> </li> </ul>	



**MODULE LGS2020: LABOUR LAW****Level:** Intermediate**Theme:** Social Context**Prerequisite:** None**Module Description:** Students learn about unions and collective bargaining, contracts of employment, employment insurance, workers' compensation and women in the workplace. Challenging issues and law-related careers are also considered.**Module Parameters:** No specialized equipment or facilities.**Supporting Modules:** LGS1010 You & the Law 1 (As a Consumer and as a Family Member)  
LGS1020 You & the Law 2 (In Society and in the Workplace)**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>identify and explain present labour legislation</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>analyzing appropriately 6 of 10 cases related to contracts of employment, unions and collective bargaining, workers' compensation regulations and women in the workplace.</li> </ul> <p><i>Assessment Tool</i> <i>LGSCSTDY: Framework for Assessing Analysis of a Case Study or Scenario</i></p> <p><i>Standard</i> <i>Rating of 2</i></p>	75
<ul style="list-style-type: none"> <li>propose changes in labour legislation</li> </ul>	<ul style="list-style-type: none"> <li>preparing a report that proposes possible solutions to a challenging issue in labour law after gathering information about the issue, investigating Canadian law, comparing the legislation with that in other countries, and examining alternatives.</li> </ul> <p><i>Assessment Tool</i> <i>LGS2020-1: Labour Law</i></p> <p><i>Standard</i> <i>Rating of 2</i></p>	25
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

**MODULE LGS2020: LABOUR LAW** (continued)

Concept	Specific Learner Expectations	Notes
Employment Relationships	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• research the various types of employment relationships; e.g., master and servant, principal and agent, independent and apprenticeship</li> <li>• research the various kinds of legal contract between the employer and the employee</li> <li>• describe how labour contracts can be terminated</li> <li>• describe various types of fringe benefits in the employment contract</li> <li>• describe the liability of employers and employees to third parties.</li> </ul>	<p><i>Alberta Labour Relations Act</i></p> <p>Alberta Federation of Labour</p> <p>Labour lawyer</p>
Unions and Collective Bargaining	<ul style="list-style-type: none"> <li>• research how a union is certified or decertified</li> <li>• analyze union membership (open shop, closed shop)</li> <li>• compare unionized labour with non-unionized labour with respect to making proposals; bargaining; conciliation, mediation and arbitration; agreement; strikes/lock-outs; and grievance procedures.</li> </ul>	<p><i>Alberta Labour Relations Act/Board</i></p> <p>Representative of labour relations board</p> <p>Alberta Arbitration and Mediation Society</p> <p>Copy of any collective agreement</p>
Employment Insurance and Workers' Compensation	<ul style="list-style-type: none"> <li>• research the protection offered to labour</li> <li>• differentiate between legislation at the federal and provincial level</li> <li>• compare the rights of the natural mother and father with those of people adopting a child.</li> </ul>	<p><i>Workers' Compensation Act</i></p> <p><i>Employment Insurance Act</i></p> <p>Workers' Compensation Board</p>

**MODULE LGS2020: LABOUR LAW** (continued)

Concept	Specific Learner Expectations	Notes
<p>Women in the Workplace</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• outline the laws that protect women from discrimination in the workplace</li> <li>• describe the concept of equal pay for work of equal value</li> <li>• research and describe legislation in other countries.</li> </ul>	<p>Alberta Status of Women Action Committee</p> <p><i>Canadian Charter of Rights and Freedoms</i></p> <p><i>Individual's Rights Protection Act</i></p> <p>Changing Together—a Centre for Immigrant Women</p> <p>Relevant legislation from other countries; e.g., equal rights amendment proposal from American Constitution</p> <p><i>Gender in the Workplace</i> – a Study by the Alberta Law Society</p>
<p>Challenging Issues</p>	<ul style="list-style-type: none"> <li>• identify some challenging issues; e.g.:             <ul style="list-style-type: none"> <li>– age of retirement</li> <li>– confidentiality</li> <li>– public disclosure</li> <li>– right of access to information</li> <li>– day care in the workplace</li> <li>– “whistle blowing”</li> <li>– right to strike</li> <li>– affirmative action</li> <li>– employment benefits in regard to homosexual couples</li> <li>– employment protection of domestic workers</li> <li>– wrongful dismissal</li> <li>– sexual harassment</li> <li>– eligibility for unemployment insurance and other benefits</li> </ul> </li> <li>• research one of these issues</li> <li>• research the laws in Canada regarding the issue</li> <li>• compare legislation in Canada with that in other countries</li> <li>• research alternatives</li> <li>• propose possible solutions.</li> </ul>	

**MODULE LGS2020: LABOUR LAW** (continued)

Concept	Specific Learner Expectations	Notes
Law-related Careers	<i>The student should:</i> <ul style="list-style-type: none"><li>• describe careers in labour law, e.g.:<ul style="list-style-type: none"><li>– arbitrator</li><li>– mediator</li><li>– negotiator.</li></ul></li></ul>	

**MODULE LGS2030: ENVIRONMENTAL LAW**

**Level:** Intermediate

**Theme:** Social Context

**Prerequisite:** None

**Module 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.

**Module Parameters:** No specialized equipment or facilities.

**Supporting Modules:** LGS1010 You & the Law 1 (As a Consumer and as a Family Member)  
LGS1020 You & the Law 2 (In Society and in the Workplace)

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• review present legislation on the environment</li> <li>• outline procedures for a formal hearing</li> <li>• propose new legislation or changes to existing legislation</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• correctly answering 50% of the questions from a test bank related to environmental protection legislation. <i>Assessment Tool</i> <i>Teacher developed test</i></li> <li>• planning and conducting a formal hearing related to a current environmental issue. <i>Assessment Tool</i> <i>LGS2030–1: Framework for Assessing an Environmental Hearing</i> <i>Standard</i> <i>Rating of 2</i></li> <li>• preparing a report on an environmental issue, which includes a review of current provincial and/or federal legislation, examines alternate legal options, proposes a possible solution(s) and suggests possible implications. <i>Assessment Tool</i> <i>LGS2030–2: Environmental Law</i> <i>Standard</i> <i>Rating of 2</i></li> <li>• observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></li> </ul>	<p>40</p> <p>40</p> <p>20</p> <p>Integrated throughout</p>

**MODULE LGS2030: ENVIRONMENTAL LAW** (continued)

Concept	Specific Learner Expectations	Notes
Environmental Protection Legislation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• research provincial and federal legislation governing the discharge of pollutants into air and water</li> <li>• analyze the division of power as set out in the <i>Constitution Act, 1867</i>, regarding the conservation and protection of the environment</li> <li>• describe changes in the division of power</li> <li>• explain the purpose of the Canadian Environmental Network</li> <li>• propose changes to existing provincial legislation or propose new legislation</li> <li>• research environmental legislation in other countries</li> <li>• research court decisions regarding non-compliance with the law.</li> </ul>	<p><i>Environmental Protection Enhancement Act</i></p> <p>Energy Resources Conservation Board</p> <p>Occupational Health and Safety</p> <p>Pamphlets from Canadian Environmental Network</p>
The Role of Groups and Individuals	<ul style="list-style-type: none"> <li>• research examples of private legal action taken on environmental concerns; e.g., the Old Man River Dam, the Kananaskis Highway, coal mining near Cadomin</li> <li>• describe a public review of a project or development that has an impact on the natural environment or the community's quality of life</li> <li>• describe the effect of the public interest lobby in environmental law-making</li> <li>• analyze a plan of action for public involvement to persuade government to act on an environmental issue</li> <li>• compare the public interest groups formed to encourage conservation and protection of the wilderness with those groups formed to resolve environmental problems.</li> </ul>	<p>Friends of the Old Man River Association</p> <p>Alberta Wilderness Society</p> <p>Any local environment group</p> <p>Edmonton Recycle Society</p> <p>National Parks Service</p> <p>Newspaper or magazine articles about actions taken by various environmental groups</p>

**MODULE LGS2030: ENVIRONMENTAL LAW** (continued)

Concept	Specific Learner Expectations	Notes
Challenging Issues	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify some challenging issues such as:               <ul style="list-style-type: none"> <li>– finding landfill sites</li> <li>– toxic waste management</li> <li>– worldwide environmental issues</li> <li>– international pollution</li> </ul> </li> <li>• research one of these issues</li> <li>• research the laws in Canada regarding the issue</li> <li>• compare legislation in Canada with that in other countries</li> <li>• research alternatives</li> <li>• propose possible solutions.</li> </ul>	Federal Green Plan
Law-related Careers	<ul style="list-style-type: none"> <li>• describe careers in environmental law; e.g.:               <ul style="list-style-type: none"> <li>– consultant</li> <li>– arbitrator</li> <li>– mediator</li> <li>– environmentalist.</li> </ul> </li> </ul>	



## MODULE LGS2050: LAW & THE TRAVELLER

**Level:** Intermediate

**Theme:** Social Context

**Prerequisite:** None

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

**Module Parameters:** No specialized equipment or facilities.

**Supporting Modules:** LGS1010 You & the Law 1 (As a Consumer and as a Family Member)  
LGS1020 You & the Law 2 (In Society and in the Workplace)

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>identify and describe the legal considerations when individuals travel domestically and internationally</li></ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"><li>appropriately analyzing case studies/scenarios that involve the legal responsibilities of carriers, innkeepers, travel agencies and others within Canada who provide services for the traveller.</li></ul> <p><i>Assessment Tool</i> <i>LGSCSTDY: Framework for Assessing Analysis of a Case Study or Scenario</i></p> <p><i>Standard</i> <i>Rating of 2</i><ul style="list-style-type: none"><li>preparing a presentation/guide that identifies the legal problems travellers may encounter in a foreign country (countries) and providing possible solutions.</li></ul><p><i>Assessment Tool</i> <i>LGS2050-1: Presentations/Reports: Law &amp; the Traveller</i></p><p><i>Standard</i> <i>Rating of 2</i></p></p>	100
<ul style="list-style-type: none"><li>demonstrate basic competencies.</li></ul>	<ul style="list-style-type: none"><li>observations of individual effort and interpersonal interaction during the learning process.</li></ul> <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

**MODULE LGS2050: LAW & THE TRAVELLER** (continued)

Concept	Specific Learner Expectations	Notes
Legal Documents	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify the various documents needed to travel inside and outside of Canada</li> <li>• explain laws regulating documents such as visas, passports and international driving licences</li> <li>• describe the possible consequences of not having the appropriate documents when travelling inside and outside of Canada</li> <li>• describe the procedures to replace lost or stolen documents when travelling.</li> </ul>	<p><i>Canadian Passport Order, Citizenship Act</i>            Public health nurse            Travel agent            Foreign consulates            Criminal Code of Canada            Addresses of foreign embassies are in the <i>Canadian Almanac</i>            Canadian Department of External Affairs  <i>Law Now</i> (Oct. 1990)</p>
Scheduling and Reservation	<ul style="list-style-type: none"> <li>• explain the legal rights and responsibilities of carriers, innkeepers, travel agents and travellers</li> <li>• describe the legal implications of making, changing or cancelling a reservation.</li> </ul>	<p>Transport Canada  <i>Innkeepers Act</i></p>
Travel Agencies and Consultants	<ul style="list-style-type: none"> <li>• research the role and legal responsibilities of travellers</li> <li>• describe the licencing of travel consultants.</li> </ul>	<p>Consumer Services            Department of Municipal Affairs            Lawyer            Representative from a travel agency</p>
Insurance Decisions	<ul style="list-style-type: none"> <li>• describe the “standard form” ticket and its legal implications</li> <li>• research and interpret regulations relating to various types of insurance policies</li> <li>• research the process of making a claim on travel-related insurance.</li> </ul>	<p>Superintendent of Insurance            Insurance agent            Insurance policies</p>

**MODULE LGS2050: LAW & THE TRAVELLER** (continued)

Concept	Specific Learner Expectations	Notes
Purchases Abroad	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe restrictions on bringing goods back to Canada</li> <li>• analyze the role of Canada Customs as it relates to bringing in goods from abroad</li> <li>• research the penalties and limitations that exist in regard to purchases made abroad</li> <li>• describe the need for monitoring goods brought into Canada.</li> </ul>	<p>Agriculture Canada  <i>Canada Customs Act</i></p> <p>RCMP Customs and Excise Section</p> <p>Canada Customs  <i>Narcotic Control Act</i></p>
Laws and Customs in Other Countries	<ul style="list-style-type: none"> <li>• describe how culture has influenced or may influence laws in other countries</li> <li>• identify problems travellers may encounter entering and exiting Canada and foreign countries</li> <li>• research penalties and consequences for violation of laws in other countries</li> <li>• research methods of seeking legal assistance or guidance in a foreign country</li> <li>• analyze how relationships with other countries may influence a country's laws toward foreign nationals.</li> </ul>	<p>Department of External Affairs</p> <p>Foreign Embassies or Consulates</p> <p>Foreign travel bureaus</p>
Challenging Issues	<ul style="list-style-type: none"> <li>• identify some challenging issues such as: <ul style="list-style-type: none"> <li>– bankruptcies in travel industries</li> <li>– extradition agreements</li> <li>– local customs and attitudes toward women</li> <li>– Canadians charged and imprisoned abroad</li> </ul> </li> <li>• research one or more of these issues</li> <li>• compare our laws and judicial system with those of other countries in regard to this issue(s).</li> </ul>	
Law-related Careers	<ul style="list-style-type: none"> <li>• describe careers in law; e.g.: <ul style="list-style-type: none"> <li>– diplomatic corps</li> <li>– customs officer</li> <li>– foreign services</li> <li>– travel agent.</li> </ul> </li> </ul>	

