

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

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

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations are shaded and are requirements of Alberta Education. They define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module LGS1010: You & the Law 1 (As a Consumer and as a Family Member)	D.3
Module LGS1020: You & the Law 2 (In Society and in the Workplace)	D.7

MODULE LGS1010: YOU & THE LAW 1 (AS A CONSUMER AND AS A FAMILY MEMBER)

Level: Introductory

Theme: Personal Context

Prerequisite: None

Module Description: Students learn about laws affecting consumers and family members through the use of realistic scenarios and case studies.

Module Parameters: No specialized equipment or facilities.

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"> • investigate laws related to the consumer and to the family • examine the foundations for these laws • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • correctly answering 50% questions, randomly generated from a test bank, including the following concepts: purchasing goods and services, renting accommodation, living with the family, living with a partner, living with children, leaving a partner, preparing your will and estate. <p><i>Assessment Tool</i> <i>Refer to test banks from authorized resources</i></p> <ul style="list-style-type: none"> • preparing a report that describes the background and reason for the existence of one law that has been discussed in class, e.g., the <i>Unfair Trade Practices Act</i>, the <i>Personal Properties Security Act</i>, the <i>Matrimonial Properties Act</i>. <p><i>Assessment Tool</i> <i>LGS1010–1: You & the Law 1 (As a Consumer and as a Family Member)</i></p> <p><i>Standard</i> <i>Rating of 1</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>80</p> <p>20</p> <p>Integrated throughout</p>

MODULE LGS1010: YOU & THE LAW 1 (AS A CONSUMER AND AS A FAMILY MEMBER)
(continued)

Concept	Specific Learner Expectations	Notes
Purchasing Goods and Services	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the need to have laws related to purchasing goods and services: <ul style="list-style-type: none"> – deposits, returns – essential elements, forms and types of contracts – rights and responsibilities of a minor when purchasing a necessary with that of a non-necessary – warranties and guarantees – documents required and the legal implications of obtaining credit, defaulting and obligations, bankruptcy • describe common remedies and services, e.g., complaining to the business and/or the Better Business Bureau, types of insurance coverage. 	<p>Consumer Services Regional Offices</p> <p><i>Unfair Trade Practices Act</i></p> <p><i>Personal Properties Security Act</i></p> <p>Personal Properties Security Registry</p> <p><i>Credit and Loans Agreement Act</i></p>
Renting Accommodation	<ul style="list-style-type: none"> • describe the law that addresses common problems between a landlord and tenant, e.g., giving notice, not paying the rent, disturbances • describe the advantages and disadvantages of signing a lease • research the legal implications of two or more people living together for economic reasons. 	<p><i>Individual's Rights Protection Act</i></p> <p><i>Residential Tenancies Act</i></p>
Living with the Family	<ul style="list-style-type: none"> • describe the impact of laws that relate to living with the family, e.g., the responsibilities of the federal and provincial government with respect to family law • list examples of abusive or violent behaviour within families and discuss potential remedies. 	<p><i>Marriage Act</i></p> <p><i>Alberta Child Welfare Act</i></p> <p>Criminal Code of Canada</p> <p>Kit from Office for the Prevention of Family Violence</p>
Living with a Partner	<ul style="list-style-type: none"> • describe the laws that relate to living with a partner: <ul style="list-style-type: none"> – requirements of a legal marriage – differences between the rights and responsibilities of two people who are legally married and two people who are cohabiting. 	<p><i>Domestic Relations Act</i></p>

MODULE LGS1010: YOU & THE LAW 1 (AS A CONSUMER AND AS A FAMILY MEMBER)
(continued)

Concept	Specific Learner Expectations	Notes
Living with Children	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe the roles of government, parents, children and others who have an interest in the child, e.g., support, neglect, abuse, adoption. 	<p><i>Individual's Rights Protection Act</i></p> <p>Alberta Children's Advocate</p> <p>Adoption Option (Private agency)</p> <p><i>Alberta Child Welfare Act</i></p>
Leaving a Partner	<ul style="list-style-type: none"> describe the laws that relate to leaving a partner by: distinguishing between legal separation and divorce; explaining the grounds for divorce and related issues describe laws regarding property, custody, access and maintenance research legal options if support ordered by the court is not being provided. 	<p><i>Matrimonial Properties Act</i></p> <p>Mediation Services (Provincial Court)</p> <p>Divorce lawyer</p> <p>Family Court judge</p> <p><i>Dower Act</i></p> <p><i>Maintenance Enforcement Recovery Act</i></p>
Preparing Your Will and Estate	<ul style="list-style-type: none"> describe the need for laws related to wills and estates describe the two types of wills valid in Alberta describe the legal requirements for preparing a will explain responsibilities for dependents. 	<p>Funeral Services Board</p> <p>Intestate Succession Act</p> <p>Estate lawyer</p> <p>Legal Resource Centre</p> <p><i>Family Relief Act</i></p> <p><i>Wills Act</i></p> <p><i>Public Trustees Act</i></p>

MODULE LGS1020: YOU & THE LAW 2 (IN SOCIETY AND IN THE WORKPLACE)**Level:** Introductory**Theme:** Personal Context**Prerequisite:** None**Module Description:** Students identify laws that affect people in the workplace, and examine elements of criminal and civil laws that the average citizen should know about.**Module Parameters:** No specialized equipment or facilities.**Supporting Module:** LGS1010 You & the Law 1 (As a Consumer and as a Family Member)**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"> identify laws related to the workplace examine the rights and responsibilities of the individual in society examine the foundations for these laws 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> correctly answering 50% of randomly generated questions from a test bank related to working for pay and equality in the workplace, and to protecting society and protecting ourselves and others. <p><i>Assessment Tool</i> <i>Refer to test banks from authorized resources</i></p>	30
	<ul style="list-style-type: none"> preparing a report that describes what led to the development of the <i>Canadian Charter of Rights and Freedoms</i>. <p><i>Assessment Tool</i> <i>LGS1020–1: You & the Law 2 (In Society and in the Workplace)</i></p> <p><i>Standard</i> <i>Rating of 1</i></p>	60
	<ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	10
<ul style="list-style-type: none"> demonstrate basic competencies. 		Integrated throughout

MODULE LGS1020: YOU & THE LAW 2 (IN SOCIETY AND IN THE WORKPLACE)
(continued)

Concept	Specific Learner Expectations	Notes
Working for Pay	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain the need for laws in the workplace • describe the roles of the employer and the employee • research the protection offered to non-unionized labour • research methods of providing financial support to unemployed, injured or pregnant workers. 	<p>Canada Labour Code Employment Standards Code Workers' Compensation Board Labour Relations Code Copy of <i>Employment Insurance Act</i>, application forms</p>
Equality in the Workplace	<ul style="list-style-type: none"> • explain the need for anti-discrimination laws in the workplace • outline the remedies available for the wrongful dismissal of an employee. 	<p><i>Individual's Rights Protection Act</i> Hire-a-Student <i>Canadian Charter of Rights and Freedoms</i></p>
Protecting Society	<ul style="list-style-type: none"> • describe criminal wrongs • explain the need to treat children differently than adults with respect to criminal laws • describe major provisions of the <i>Young Offenders Act</i> • list examples of federal and provincial statutes and municipal bylaws that create criminal wrongs • identify the major federal and provincial courts • identify and describe various selected offences and give consequences for each, e.g., motor vehicle, impaired, illegal possession, break and enter • describe sanctions available under criminal law. 	<p><i>Young Offenders Act</i> Police constable Psychologist Criminal Code of Canada</p>
Protecting Ourselves and Others	<ul style="list-style-type: none"> • describe civil wrongs • compare remedies for tort action with those for criminal action. 	

MODULE LGS1020: YOU & THE LAW 2 (IN SOCIETY AND IN THE WORKPLACE)
(continued)

Concept	Specific Learner Expectations	Notes
Studying Our Rights and Responsibilities	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the need for various sources of protection for individual rights and freedoms, e.g., the <i>Canadian Charter of Rights and Freedoms</i>, the <i>Individual's Protection Act</i> • describe the relationship between rights and responsibilities • describe the role of an advocate; e.g., Children's Advocate, Patient's Advocate, Public Trustee, Ombudsman • describe the right to an education • describe the rights and responsibilities of students. 	<p>Alberta Human Rights and Citizenship Commission</p> <p>Human Rights Institute (57 Louis Pasteur, Ottawa, ON K1N 6N5)</p> <p><i>School Act</i></p> <p>School Handbook</p>

