

**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"> <li>identify laws related to the workplace</li> <li>examine the rights and responsibilities of the individual in society</li> <li>examine the foundations for these laws</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 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.</li> </ul>	30
	<p><i>Assessment Tool</i> <i>Refer to test banks from authorized resources</i></p>	60
	<ul style="list-style-type: none"> <li>preparing a report that describes what led to the development of the <i>Canadian Charter of Rights and Freedoms</i>.</li> </ul> <p><i>Assessment Tool</i> <i>LGS1020–1: You &amp; the Law 2 (In Society and in the Workplace)</i></p> <p><i>Standard</i> <i>Rating of 1</i></p>	10
<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 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"> <li>• explain the need for laws in the workplace</li> <li>• describe the roles of the employer and the employee</li> <li>• research the protection offered to non-unionized labour</li> <li>• research methods of providing financial support to unemployed, injured or pregnant workers.</li> </ul>	<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"> <li>• explain the need for anti-discrimination laws in the workplace</li> <li>• outline the remedies available for the wrongful dismissal of an employee.</li> </ul>	<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"> <li>• describe criminal wrongs</li> <li>• explain the need to treat children differently than adults with respect to criminal laws</li> <li>• describe major provisions of the <i>Young Offenders Act</i></li> <li>• list examples of federal and provincial statutes and municipal bylaws that create criminal wrongs</li> <li>• identify the major federal and provincial courts</li> <li>• identify and describe various selected offences and give consequences for each, e.g., motor vehicle, impaired, illegal possession, break and enter</li> <li>• describe sanctions available under criminal law.</li> </ul>	<p><i>Young Offenders Act</i> Police constable Psychologist Criminal Code of Canada</p>
Protecting Ourselves and Others	<ul style="list-style-type: none"> <li>• describe civil wrongs</li> <li>• compare remedies for tort action with those for criminal action.</li> </ul>	

**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"> <li>• 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></li> <li>• describe the relationship between rights and responsibilities</li> <li>• describe the role of an advocate; e.g., Children's Advocate, Patient's Advocate, Public Trustee, Ombudsman</li> <li>• describe the right to an education</li> <li>• describe the rights and responsibilities of students.</li> </ul>	<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>