

## MODULE LGS3060: CONTROVERSY & CHANGE

**Level:** Advanced

**Theme:** Social Context

**Prerequisite:** None

**Module Description:** Students explore how controversial issues evoke responses that may bring about changes in the law, and describe a wide variety of strategies that may be used for changing the 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
<i>The student will:</i> <ul style="list-style-type: none"><li>describe how different views of people are expressed in controversial issues which may have legal implications</li><li>describe the various methods used to bring about changes in the law</li><li>demonstrate basic competencies.</li></ul>	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"><li>preparing a research document on a controversial issue which describes different views of people but stating a position on the legal issue(s) and the reasons for adopting that position. <i>Assessment Tool</i> <i>LGS3060–1: Controversy &amp; Change</i> <i>Standard</i> <i>Rating of 3</i></li></ul>	70
	<ul style="list-style-type: none"><li>preparing an article that describes an event (real or fictional) in which people use various methods; e.g., lobbying, advocacy groups, public protests, court challenges, administrative appeals and petitions, to bring about changes in the law. <i>Assessment Tool</i> <i>LGS3060–2: Controversy &amp; Change</i> <i>Standard</i> <i>Rating of 3</i></li></ul>	30
	<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>	Integrated throughout

**MODULE LGS3060: CONTROVERSY & CHANGE (continued)**

Concept	Specific Learner Expectations	Notes
Controversial Issues	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define and provide examples of what constitutes a controversial issue</li> <li>• identify a number of controversial issues locally, nationally and internationally</li> <li>• research the legal elements of those issues</li> <li>• research laws relevant to the defined issue; e.g., historical perspective, current legislation, implications for society, in other countries</li> </ul>	<p>Legal Education and Action Fund (LEAF)</p> <p>Politicians</p> <p>Information from various lobby groups (e.g., profile organizations, National Rifle Association, Local Chapter of Victims of Violence, local police service, women’s rights groups, AIDS Network)</p> <p>An annotated Criminal Code</p> <p>Lawyer</p>
Effecting Change	<ul style="list-style-type: none"> <li>• analyze various methods used to bring about changes in the law</li> <li>• propose possible solutions to effect changes in the law.</li> </ul> <p><b>Note:</b> In this module, research and interest will determine what issues the student decides to investigate. Some possible topics for investigation are listed below.</p> <ul style="list-style-type: none"> <li>• victims of crime</li> <li>• pornography and censorship</li> <li>• substance abuse</li> <li>• same sex marriage</li> <li>• environment</li> <li>• sexually transmitted diseases</li> <li>• capital punishment</li> <li>• abortion</li> <li>• gun control</li> <li>• right to die</li> <li>• prison reform</li> <li>• immigration</li> <li>• mandatory drug testing</li> <li>• aboriginal issues.</li> </ul>	