**North East School Division**

**Unpacking Outcomes – Law 30 – CV2**

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| **Unpacking the Outcome** | | |
| Investigate --> implications | | |
| **Outcome**(circle the verb and underline the qualifiers) | | |
| Investigate the legal implications that result from forming, changing and terminating various types of family relationships. | | |
| **KNOW** | **UNDERSTAND** | **BE ABLE TO DO** |
| **Vocabulary**:   * Cohabitation, marriage, family, separation, divorce and annulment, child custody, child support, emancipation, residential schools, sixties scoop   **Common Legal Requirements \*:**   * age, mental capacity, marital status, consanguinity, affinity   **Relationship – legal status \*:**   * polygamy, polyamory, arranged marriages, marriages outside Canada   **Marriage related contracts \*:**   * Prenuptial agreements, the division of family property, divorce, custody and access to children, child and spousal support. | * That marriage and common law relationships have many legal requirements that must be met by each party * That the definitions of family, marriage and cohabitation have evolved and will continue to evolve * That cultural and religious customs of marriage sometimes conflict with the Charter as to the legal status of the relationship * That different contract/agreements can be entered into before, during or after a marriage or cohabitation relationship each with benefits and disadvantages * That there are specific legal grounds and implications for separation, divorce and annulment * That when children are involved their well-being takes precedence in a family matter * That past and present government policies have impacted Indigenous children and families in many ways (intergenerational trauma) * That family law affects families differently depending on societal values, cultural expectations and economic circumstances | 1. Analyze case studies to identify common legal requirements \* of a marriage and common-law relationships in Saskatchewan and other provinces of Canada. 2. Examine how the definitions of family, marriage and cohabitation have evolved and continue to evolve through legislation and court decisions. 3. Assess the complex interplay between cultural and/or religious customs, marriage laws and the Charter in terms of the legal status of a relationship \*. 4. Evaluate the different contracts or agreements \* that parties can enter into before, during, or after a marriage or cohabitation relationship. 5. Assess the benefits and disadvantages of court orders, voluntary agreements or mediated settlements in the termination of family relationships. 6. Examine the grounds for and legal implications of separation, divorce and annulment. 7. Describe the rights and responsibilities of parents and guardians and how family law protects the rights of children, including topics such as:  • considerations of the best interests of the child;   • safety, parenting arrangements;  • adoption; and,  • the role of government agencies and programs.   1. Differentiate between past and present government policies and traditional Indigenous practices related to interventions into Indigenous families, such as adoption of Indigenous children, the Sixties Scoop, residential schools, Jordan’s Principle and interactions with government agencies and programs 2. Analyze how family law affects families with differing societal values, cultural expectations, and economic circumstances. |
| **ESSENTIAL QUESTIONS** | | |
| Why are there requirements that make a marriage or common law relationship legal in Canada?  Why is important for the definitions marriage, cohabitation, and family continue to change and how is it impacted by the needs of society?  When might cultural and religious customs come into conflict with Charter and the legal status of a relationship? Why is this more complex that it first seems?  When might a marriage contract be beneficial? Disadvantage?  Why is it important to understand the legal grounds and implications related to separation, divorce and annulment?  How does family law support the well-being of the child?  How has the past and present government policies negatively impacted Indigenous children and families?  How do social values, cultural expectations and economic circumstances impact families differently according to family law? | | |