**CLU3M COURSE OUTLINE**

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| **Course and Contact Information** |
| **Course Title:** Understanding Canadian Law**Course Code:** CLU 3M1/6**Grade:** 11**Credit Value:** 1**Level:** Academic/Gifted**Academic Year :** 2016-2017 | **Department:** History**Curriculum Leader:** Mr. Dingwall**Teachers :** Ms. Hibbert & Mr. Maltarec**Email Contacts:** breesheykathryn.hibbert@tdsb.on.ca damir.maltarec@tdsb.on.ca**Telephone Contact :** 416 393-0284 ext (20085)***\*Email Preferred*** |

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| **Course Summary** |
| This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of our legal system and how it developed; rights and freedoms in Canada; criminal law; civil law, including tort, contract, and family law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them. Students are expected to apply this knowledge in a variety of ways and settings including case analysis, legal research projects, negotiation role play, debates, and mock trials.  |

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| **Overall Expectations** |
| By the end of this course, students will: use the legal studies inquiry process and the concepts of legal thinking when investigating law and legal issues in Canada; apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset; explain the role and importance of law and the fundamental principles of justice in Canada; demonstrate an understanding of early laws and legal systems and their relationship to the Canadian legal system; analyse the role and function of individuals, groups, and governments in Canadian law; analyse and describe how various social, scientific, and technological factors have influenced and continue to influence the development of Canadian law; explain the legal significance of the Canadian Bill of Rights, the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms, and the Canadian Human Rights Act; analyse how various factors have influenced and continue to influence the development of human rights law in Ontario and Canada; analyse the relationship between the formal, legal recognition of rights and freedoms in Canada and how those rights are interpreted and protected in practice; analyse situations in which it may be appropriate to limit rights and freedoms, and explain the arguments for and against such limitations; analyse the legal foundations of tort law; the factors influencing its development; and the role of individuals, groups, and courts in its processes; analyse the legal foundations of family law; the factors influencing its development; and the role of individuals, governments, and courts in its processes; analyse the legal foundations of employment law; the factors influencing its development; and the role of employers, employees, and the courts in its processes; analyse the legal foundations of contract law; the factors influencing its development; and the role of individuals, groups, and the courts in its processes; explain the foundational concepts of criminal law and their legal significance; describe the structures and key roles and processes of the Canadian criminal justice system and explain key interrelationships among them; assess the ability of the Canadian criminal justice system to provide appropriate and even-handed justice to people living in Canada; analyse how various factors have influenced the development of Canadian criminal law. |

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| **Late Assignments** | **Missed Tests** |
| Students are responsible for completing and submitting work on time. Students must make every effort to abide by due dates. Please refer to the Northern Secondary School Agenda regarding evaluation of late assignments.  | Tests and presentations will be scheduled in advance and students are expected to make every effort to attend. If you know you are going to miss a test or presentation you must discuss your options with your teacher in advance, otherwise a mark of zero will be recorded. It is your responsibility to make alternate arrangements with your teacher. If you miss a test or presentation due to illness please have a parent/guardian email the teacher. Also, you must speak to the teacher upon your return to school to reschedule the evaluation. |

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| **Attendance and Punctuality** |
| Every class is an opportunity to think, learn and socialize. Every class missed is an opportunity lost. The consistent decision to skip, or arrive late to class, and forgo knowledge and betterment eventually becomes irrevocable. Though attendance is not worth marks, better attendance translates to better grades and a more complete individual. I suggest that you attend class unless you are quite ill, there is a family emergency or you are excused for school activities.  |

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| **Academic Integrity** |
| Ongoing evaluation in a variety of forms provides students the opportunity to provide evidence of their learning. In order for teachers to accurately assess student learning all tests/exams and assignments must be the student's own work and must be submitted on time. Cheating, plagiarism, not completing work and submitting work late may result in a mark of “0” for part or all of the evaluation opportunity. Consequences will adhere to Northern Secondary School and TDSB policy and will be determined by the student’s teacher, the Curriculum Leader and, at times, the student’s guidance counsellor and Vice-Principal. Northern policies are outlined in the student handbook. Students and their parents should review these policies together. Additional resources addressing plagiarism are available from the UofT Writing Centre at  [http://www.writing.utoronto.ca/advice/using-sources](https://webmail.tdsb.on.ca/owa/redir.aspx?C=vQmfkwZmkk65v0W3MIddp5RhOkNzltEI6IZSWJ8dcDrcsvB8CUtKZmXScdxhHP6WFiCGAJhma58.&URL=http%3a%2f%2fwww.writing.utoronto.ca%2fadvice%2fusing-sources" \t "_blank). Students and their parents should pay particular attention to the Writing Centre’s “How Not To Plagiarize” [http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize](https://webmail.tdsb.on.ca/owa/redir.aspx?C=vQmfkwZmkk65v0W3MIddp5RhOkNzltEI6IZSWJ8dcDrcsvB8CUtKZmXScdxhHP6WFiCGAJhma58.&URL=http%3a%2f%2fwww.writing.utoronto.ca%2fadvice%2fusing-sources%2fhow-not-to-plagiarize) |

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| **Course Materials** |
| **Text:** Blair, Annice, Costiniuk, W, Moles, G, O’Malley, L, and Wasserman, A . *Law in Action: Understanding Canadian Law*. (Toronto: Pearson, 2009). Replacement cost to student: $96.50 |

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| **Course Units:** |
| **Unit I** | **Legal Foundations** |
| **Unit 2** | **Rights and Freedoms** |
| **Unit 3** | **Criminal Law** |
| **Unit 4** | **Civil Law** |
| **Unit 5** | **Final Evaluations** |

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| **Evaluations** |
| Students will be evaluated through summative and final summative evaluations. Evaluations aim to be a valuable reflection, demonstration and assessment of classroom and independent learning.  |
| **Term Evaluations** | **Final Evaluations** |
| Term evaluations will comprise 70% of the final grade divided evenly through the achievement categories.  | Final evaluations will comprise 30% of the final grade divided evenly through the achievement categories.  |
| **Achievement Categories** | **Learning Skills** |
| Students will be evaluated through term and final summative evaluations in the following achievement categories used to arrive at a percentage grade on the Provincial Report Cards:**Knowledge and Understanding-** 17.5 % of final grade* knowledge of content • understanding of content

**Thinking-** 17.5% of final grade* use of planning skills • use of processing skills • use of critical/creative thinking processes

**Application**- 17.5% of final grade* application of knowledge and skills in familiar contexts • transfer of knowledge and skills to new contexts • making connections within and between various contexts

**Communication-** 17.5 of final grade* expression and organization of ideas and information• communication for different audiences and purposes • use of conventions, vocabulary, and terminology of the discipline
 | Learning skills are reported on the Provincial Report Card separately from the percentage mark. **Responsibility** • fulfils responsibilities within the learning environment • submits work according to timelines • takes responsibility for own behaviour.**Organization** • devises and follows a process for completing tasks; • establishes priorities and manages time to achieve goals; • evaluates, and uses information, technology, and resources to complete tasks.**Independent Work** • revises plans to complete tasks and meet goals; • uses class time appropriately • follows instructions with minimal supervision. **Collaboration** • accepts an equitable share of work in a group; • responds positively to the ideas of others; • works with others to achieve group goals; • shares information, resources, and expertise to solve problems and make decisions. **Initiative** • looks for new ideas and opportunities for learning; • demonstrates innovation and a willingness to take risks as well as curiosity and interest in learning; •advocates appropriately for the rights of self and others. **Self-Regulation** • sets own goals and monitors progress; • seeks clarification when needed; • reflects on strengths and needs; • perseveres and makes an effort when responding to challenges. |