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| **Course and Contact Information** |
| Course Title: Canadian and International Law Course Code: CLN4U1Academic Year : 2015-2016Department: HistoryCurriculum Leader: Mr. Timothy Dingwall Teachers: Ms. Breeshey Hibbert & Ms. Lesley Bunbury | Email Contact: lesley.bunbury@tdsb.on.ca  breesheykathryn.hibbert@tdsb.on.ca Telephone Contact : 416 393 0284 ext (20085)Email contact is preferred |

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| **Course Summary** |
| This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts. |

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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 legal issues in Canada and around the world, and issues relating to international law;
* apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset;
* identify foundational concepts and principles relating to law and explain their significance;
* analyse how and to what extent various legal theories and procedures have influenced the Canadian and international legal systems;
* explain various influences, including those of individuals and groups, on the development of Canadian and international law;
* explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally;
* analyse issues associated with the development of human rights law, in Canada and internationally;
* compare the roles of the legislative and judicial branches of government in protecting human rights and freedoms, with a particular emphasis on Canada;
* analyse various contemporary issues in relation to their impact or potential impact on human rights law;
* explain the legal importance of various key principles and issues in international law;
* analyse how various factors have influenced the development of international law;
* analyse how various agreements, treaties, and conventions in international law influence international conflict and cooperation;
* analyse various key concepts, legal systems, and issues in criminal law, in Canada and internationally;
* analyse factors that influence the effectiveness of domestic and international environmental legislation;
* analyse legal principles, systems, and processes used to protect various parties’ interests in the workplace, in Canada and internationally;
* analyse emerging global issues and their implications for international law;
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*Guidelines, Assessment, and Evaluation*

**Assessment for Learning, Assessment as Learning and Assessment of Learning**

As per *Growing Success,* students will be provided goals, descriptive feedback, modelling, and peer assessment in an ongoing and frequent manner. Structured opportunities to self-assess and reflect will enable students to acknowledge and build on their growth. Near the end of a learning period, the teacher will conduct assessment of learning, on the basis of established criteria and assign a value to represent the quality of the product submitted.

**Student/Teacher/Parent Communication**

Students can make an appointment before or after school; sometimes a teacher might make an appointment during lunch. *Please take advantage of extra help if you are having difficulty with any material and/or preparing for the tests.* Email breesheykathryn.hibbert@tdsb.on.ca; lesley.bunbury@tdsb.on.ca

\*Parents/Guardians may phone the History Department: 416 393-0284 ext. 20085. Please address message to Ms. Hibbert or Ms. Bunbury; a daytime number is required.

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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. It is the policy of the TDSB and the Ministry of Education that marks may be deducted or that zeros may be assigned where a student is late or does not submit an assignment. Please refer to the Northern Secondary School Agenda regarding evaluation of late assignments or unsubmitted assignments. .  | Tests 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 you must discuss your options with your teacher prior to the test, otherwise a mark of zero will be recorded. It is your responsibility to make these alternate arrangements with your teacher *prior to your absence*. If you miss a test due to illness please have a parent/guardian email the teacher. You must speak to the teacher *immediately* 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 that 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 usually translates to better grades and a more complete individual. We 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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| 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 summative evaluations and final summative evaluations in the following achievement categories used to arrive at a percentage grade on the Provincial Report Cards:Knowledge and Understanding (knowledge & understanding of content) 17.5% of final gradeThinking (use of planning skills, processing skills, & of critical/creative thinking processes) 17.5% of final gradeCommunication (expression and organization of ideas and information, communication for different and purposes, & the use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms) 17.5% of final gradeApplication (application of knowledge and skills in familiar contexts, transfer of knowledge and skills to new contexts, & making connections within and between various contexts) 17.5% of final grade | Learning skills are reported on the Provincial Report Card separately from the percentage mark. They will indicate your demonstration of those skills required to be successful in history. These skills are grouped under the following headings:Responsibility (commitment, deadlines, timelines)Organization (planning, process)Independent Work (class time, homework, dedication)Collaboration (positive relationships, conflict resolution, sharing, teamwork)Initiative (opportunistic, innovative, positive attitude, hard-working) Self-Regulation (goal oriented, critical reflection, perseverance) |



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| **Course Materials** |
| Texts: Alexandrowicz, George, et. al. *Dimensions of Law: Canadian and International Law in the 21st Century.* Toronto: Emond Montgomery Publications Limited, 2004. | Replacement Cost to Student:$ 39.99 |
| Supplies: Three-ring binder, paper, pencil, pen access to additional research sources (the internet, school library, TPL, etc.).  |

*Course Profile*

| Dates | Units | Major Assigns. in Brief |
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| September - November | **Canadian Law: Domestic Legal Structures in Review*** Current Legal Issues in Canada
* The progression of constitutional change in Canada
* Majority and Minority Rights: French Language Rights and Aboriginal Rights and Land Claims
* Criminal Law: Journalism and Reporting, Plea Bargaining, Crime Scene Investigation, Mr. Big Cases, Wrongful Convictions, Release Procedures
* Labour Law & Disputes
 | Aboriginal Issues Discussion PaperMock Trial (Domestic) & Trial ReportCrime Scene Investigation Project |
| December - January | **Philosophy of Law*** Political Philosophy and Applied Ethics
* Natural Law, Legal Positivism, Legal Realism, Critical Legal Theory (subaltern), Legal Interpretivism
* Analytic Jurisprudence, Normative Jurisprudence, and Critical Theories of Law
* Socrates, Aristotle, Locke, Bentham, Hobbes, Kelsen, Dworkin, Shue, Hart, Hegel, Kant, Unger
 | Open-Book Test |
| January - February | **International Law, Part I: Introduction to ICJ and ICC*** Development of Int’l Law
* Treaties and Trade Agreements
* Diplomatic Relations and Immunity
* International Organizations, Multilateral bodies, Regional Int’l Organizations, Specialized Int’l Organizations
* International Court of Justice & Criminal Court
* International Human Rights
* International Regulation of Corporations
 | Small Group Research AssignmentMock Trial (International) |
| March - April | **International Law, Part II: Sea, and Space, Environmental Law*** Modern Territorial Issues and Boundary disputes
* Maritime Zones, Fisheries, and the UN Convention on the Law of the Sea
* Airspace, Outer Space and technology
* The Atmosphere and Other Global Resources
* Individual and Governmental Action to Protect the Environment
* Environmental Advocacy
 | Diplomatic Summit & Summit Report  |
| April - May | **International Law, Part III: Legal and Ethical elements of Military law and Acts of War*** History of the Rules of War (Geneva Convention)
* Peaceful Resolution of Disputes
* The UN at War
* Peacekeeping vs. Peacemaking
* Chemical Weapons and Weapons of Mass Destruction
* Child Soldiers and other ethical questions of war (ICC-02/04-01/05 The Prosecuter v. Kony, Otti and Odhiambo)
 | Seminar Project |
| June | **End of Course** | Culminating ActivityExam |

**Course Profile and Assignments are subject to change. Students will be notified about any changes.