



Ancaster High School
Course Outline 2013/2014
CLU 3M – Understanding Canadian Law, Grade 11 U/C
Department: Business



TEACHER: Mr. J. Russell

PREREQUISITE: Canadian History, Grade 10, Academic or Applied

HOURS: 110

CREDIT VALUE: 1

DEPARTMENT HEAD: Mr. J. Russell

TEXTBOOK: Law in Action

GUIDELINE: The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2005, (revised)

The text will be provided free of charge. However, the student is responsible for returning the book in reasonable condition. The student will be charged for loss or damage.

OVERALL EXPECTATIONS:

Heritage – 20%

By the end of this course, students will:

- explain what law is and why societies have laws, and describe the different categories of law;
- analyse the contemporary impact of major historical developments in Canadian law;
- explain the law-making process in Canada, including how laws are developed, interpreted, applied, challenged, and enforced.

Rights and Freedoms – 20%

By the end of this course, students will:

- describe the sources of rights and freedoms in Canada and explain how particular rights and freedoms may conflict;
- describe historical and contemporary barriers to the equal enjoyment of human rights in Canada.

Criminal Law and Procedures – 20%

By the end of this course, students will:

- explain how a criminal offence is defined in Canada;
- describe the processes, legal institutions, and methods involved in bringing a criminal case to trial and in resolving it;
- analyse the purposes of sentencing, including those relating to alternative methods of imposing sanctions or regulating behaviour;
- explain how the criminal law applies to young people.

Regulation and Dispute Resolution – 20%

By the end of this course, students will:

- distinguish between private and public law;
- describe the processes, legal institutions, and methods involved in bringing a civil dispute to trial and resolution;
- explain how the law applies to family matters;
- analyse the role of law as it applies to contractual obligations and claims for compensation for personal injury or loss;
- explain the dynamic nature of law, including the way in which it evolves in response to technology and changes in societal values.

Methods of Legal Inquiry and Communication – 20%

By the end of this course, students will:

- use appropriate research methods to gather, organize, evaluate, and synthesize information;
- apply the steps in the process of legal interpretation and analysis;
- explain, discuss, and interpret legal issues using a variety of formats and forms of communication.

TEACHING STRATEGIES (include, but not limited to):

- Providing appropriate accommodation for students on IEP's and for English Language Learners and for those who are First Nations, Metis or Inuit;
- Utilizing Student Support and Student Alternative Support Programs;
- Contacting parents for support and assistance;
- Using diagnostic assessment and check-in points to monitor student progress;
- Providing differentiation of instruction and assessment to meet the needs of diverse learners;
- Providing ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved student learning;
- Creating lessons, and assessment and evaluations, that are carefully planned to relate to the curriculum expectations and learning goals, and as much as possible to the interests, learning styles and preferences of all students;
- Developing students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

ASSESSMENT AND EVALUATION OF WORK:

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum policy document. Students will be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories of knowledge and skills.

Evidence of achievement can be determined from a variety of sources, including but not limited to: in-class assignments, class presentation, open-ended questions, observations, quizzes, unit tests, investigations, projects, conversations, portfolios, anecdotal records, self-assessments, etc. Not every assessment will count towards a student's final grade. The primary purpose of assessment and evaluation is to improve student learning.

CULMINATING ACTIVITY

Culminating activities occur at or near the end of a course. They form part of the final 30% of a student's mark. If a student is absent from a culminating activity, they must provide a doctor's note. The culminating activity will not normally be re-scheduled.

For this course, the culminating activity will occur: *June 9, 10, 13 2014*

And will consist of the following: *Creation of a brochure using MS Pub/Word or other word processing software utilizing student's guest speaker notes taken throughout the course.*

MARK CALCULATION:

Interim: A report will be given to reflect how well the student is progressing with suggestions for improvement.

Term Work: 70% of the overall grade (from all term evaluations)

Final Evaluation(s) : 30% of the overall grade (20% culminating activity and 10% final exam)

Teachers will take various considerations into account before making a decision about the grade to enter on the report card. Determining a report card grade will involve teacher's professional judgement and interpretation of the evidence and should reflect the student's most consistent level of achievement with special considerations given to the more recent evidence. Marks are not merely a calculation of averages, but an evaluation of the consistent achievement of the student.

CONTACT INFORMATION:

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