

# **Ancaster High School**

## Course Outline 2013/2014

## CLN 4U - Canadian and International Law, Grade 12 University **Department: Business**



TEACHER: Mr. J. Russell

PREREQUISITE: Any university or university/college preparation course in Canadian and World Studies, English, or

Social Sciences and Humanities

**HOURS:** 110 **CREDIT VALUE: 1** 

**DEPARTMENT HEAD:** Mr. J. Russell **TEXTBOOK:** Canadian and International Law

**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 the historical and philosophical origins of law and their connection and relevance to							
contemporary society;							
evaluate different concepts, principles, philosophies, and theories of law;							
describe the relationship between law and societal values;							
assess the influence of individual and collective action on the evolution of law.							
Rights and Freedoms – 20%							
By the end of this course, students will:							
describe the historical development of human rights legislation in Canada;							
explain the development of constitutional law in Canada;							
explain the rights and responsibilities of individuals under the Canadian Charter of Rights and Freedoms;							
explain the roles of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in							
Canada;							
analyse the conflicts between minority and majority rights and responsibilities in a democratic society, and examine the methods available to resolve these conflicts.							
Criminal Law and Procedures – 20%							
By the end of this course, students will:							
analyse theories about criminal conduct and the nature of criminal behaviour, and explain what constitutes a crime in Canadian law;							
analyse the Canadian criminal trial process;							
compare the competing concepts of justice as they apply to the criminal justice system.							
Regulation and Dispute Resolution – 20%							
By the end of this course, students will:							
<ul> <li>evaluate the effectiveness of governments, courts, and individual and collective action in protecting the</li> </ul>							
environment;							
analyse the legal process, legal systems, and sanctions used to protect the rights of the employer and the							
employee in the workplace;							
explain the major concepts, principles, and purposes of international law;							
<ul> <li>evaluate the effectiveness of international laws, treaties, and agreements in resolving conflicts of a global</li> </ul>							
nature;							
<ul> <li>explain the factors that make framing, interpreting, and enforcing law on a global scale a complex and difficult</li> </ul>							
process.							
Methods of Legal Inquiry and Communication – 20%							

By the end of this course, students will:

💶 us	e appropria	te researci	n methous	i to gatni	er, organize,	, evaluate,	and S	ynthesize in	ionnation
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- apply the steps in the process of legal interpretation and analysis;
- a 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 2, 3 and 4, 5, 2014 – computer lab

June 9-13, 2014 - presentations

**And will consist of the following:** Presentation based on legal topic student has chosen. Student is also

responsible for creating a one page summary of their topic that will be posted for other students to review. Terminology review will be based on students creating a crossword on their key terms from the legal topic

chosen.

### **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 (10% culminating activity and 20% 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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