

Forest Hill Collegiate Institute Fall 2019 / Spring 2020
Course of Study and Evaluation Statement

Canadian and International Law (CLN4U), Grade 12: University Preparation

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition Covering Grades 1-12.* www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

1. Course Details

- Program Area: Canadian and World Studies
- Date of Development: June 2006; Revision: June 2006; February 2017
- Course title: Analysing Current Economic Issues, (CLN4U), Grade 12. Credit Value 1.0
- Prerequisites: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
- Textbook(s) and resource materials that are essential to the course: *Dimensions in Law: Canadian and International Law in the 21st Century*. (\$100)

2. Overall Goals

- Course Description:

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.

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated throughout the course.

- A. The Inquiry Process and Skill Development in Legal Studies Overall Expectations A1.The Inquiry Process in Legal Studies: 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 A2.Developing Transferable Skills: apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset.
- B. Legal Foundations B1.Principles of Law: identify foundational concepts and principles relating to law and explain their significance (FOCUS ON: Legal Significance)
B2. Legal Theory and Procedures: analyse how and to what extent various legal theories and procedures have influenced the Canadian and international legal systems (FOCUS ON: Interrelationships; Legal Perspective).
B3.Development of Law: explain various influences, including those of individuals and groups, on the development of Canadian and international law (FOCUS ON: Continuity and Change)
- C.Rights and Freedoms C1. Legal Principles of Human Rights Law: explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally
C2.Development of Human Rights Law: analyse issues associated with the development of human rights law, in Canada and internationally
C3.Protection of Human Rights and Freedoms: compare the roles of the legislative and judicial branches of government in protecting human rights and freedoms, with a particular emphasis on Canada (FOCUS ON: Legal Significance; Interrelationships;
C4. Contemporary Issues: analyse various contemporary issues in relation to their impact or potential impact on human rights law.
- D. Foundations of International Law and Dispute Resolution D1. Fundamentals of International Law: explain the legal importance of various key principles and issues in international law
D2.Development of International Law: analyse how various factors have influenced the development of international law
D3.Conflict and Cooperation: analyse how various agreements, treaties, and conventions in international law

influence international conflict and cooperation.

E. International Legal Issues E1.Criminal Law: analyse various concepts, legal systems, and issues in criminal law, in Canada and internationally

E2. Environmental Protection: analyse factors that influence the effectiveness of domestic and international environmental legislation

E3.Workplace Legal Issues: analyse legal principles, systems, and processes used to protect various parties' interests in the workplace, in Canada and internationally

E4. Emerging Legal Issues: analyse emerging global issues and their implications for international law

• **Course content:** unit titles in the sequence in which the material will be studied

Unit 1: Heritage

Unit 2: Rights and Freedoms

Unit 3: Criminal Law

Unit 4: Labour and Environmental Law

Unit 5: International Law

3. Program Planning Considerations

• *Individual Education Plan:* Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.

• *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

• *English As a Second Language (ESL):* Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.

• *Career Education:* Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.

• *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

4. Learning Skills

Learning Skills are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

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Unit 1 • In this course, the following evaluation strategies will be used:

Tests Independent Study Research Assignments Individual Verbal Presentations
Quizzes Diagnostic and Formative Assessment Graph Analysis – i.e. Supply and Demand
Seminars Cooperative Group Exercises Data Analysis

25 8. Achievement Chart

Know: The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course.

25% Ministry curriculum documents provide detailed description of student achievement levels.

Appro:

In this course, students are evaluated in four strands, according to the weightings shown:

9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

- *Dates, type, components of the evaluations during the course (as much as is known at the time of writing)*

Unit 1

10. 30% Grade Based on Course Culminating Activities at the end of the semester (15% exam, 15% ISU)

11. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

Contact Information:

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Unit 1