

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

Understanding Canadian Laws, Grade 11: University/College 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*
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

1. Course Details

- Program Area: Social Sciences
- Course title: Understanding Canadian Law, Grade 11 University (CLU3M). Credit Value 1.0
- Prerequisites: Canadian History since World War I, Grade 10, Academic or Applied
- Textbook(s) and resource materials that are essential to the course: Law in Action: Understanding Canadian Law McGraw-Hill Ryerson Ltd., 2011. (Cost for lost textbook: \$100).

2. Overall Goals

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.

Strand A 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 law and legal issues in Canada 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 THE ONTARIO CURRICULUM, GRADES 11 AND 12 | Canadian and World Studies 450 Grade 11, University/College Preparation Overview (continued) Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E. Strands B–E Overall Expectations and Related Concepts of Legal Thinking Big Ideas* Framing Questions*

B. Legal Foundations B1. Legal Principles: explain the role and importance of law and the fundamental principles of justice in Canada (FOCUS ON: Legal Significance) Law is based on principles derived from society's beliefs about what is fair and just. What is just? What is fair? How does the judiciary hold the legislative and executive branches constitutionally accountable for their actions? How has the law changed and how has it stayed the same? B2. Legal Heritage: demonstrate an understanding of early laws and legal systems and their relationship to the Canadian legal system (FOCUS ON: Interrelationships) Legal systems of the past have influenced the Canadian legal system. B3. Legal Roles and Responsibilities: analyse the role and function of individuals, groups, and governments in Canadian law (FOCUS ON: Legal Significance; Interrelationships; Legal Perspective) Canadian law is administered by individuals and groups working together within the justice system. B4. Development of Law: analyse and describe how various social, scientific, and technological factors have influenced and continue to influence the development of Canadian law (FOCUS ON: Legal Significance; Continuity and Change) Law changes over time in response to a variety of factors, including what society values and believes in, technological advances, and political trends. C. Rights and Freedoms

C1. Human Rights: 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 (FOCUS ON: Legal Significance) The Canadian Bill of Rights, the Ontario Human Rights Code, the Canadian Human Rights Act, and the Canadian Charter of Rights and Freedoms represent Canadian beliefs about what constitutes a human right. Why are human rights laws important? How do diversity and changing beliefs about gender equality, freedom of expression, and freedom of religion influence Canadian law? Does Canadian law provide adequate protection of

human rights? What happens legally when different rights compete with each other? C2. Development of Human Rights Law: analyse how various factors have influenced and continue to influence the development of human rights law in Ontario and Canada (FOCUS ON: Continuity and Change) Canadian human rights laws and their interpretation by the courts are influenced by changing societal values, technological developments, and political trends. C3. Protecting Rights and Freedoms: analyse the relationship between the formal, legal recognition of rights and freedoms in Canada and how those rights are interpreted and protected in practice (FOCUS ON: Legal Significance; Interrelationships; Legal Perspective) Balancing minority and majority rights is a principle in Canadian human rights legislation. C4. Legal Limitations of Human Rights: analyse situations in which it may be appropriate to limit rights and freedoms, and explain the arguments for and against such limitations (FOCUS ON: Legal Significance; Legal Perspective) Canadian law attempts to achieve a balance between the good of society as a whole and the rights and freedoms of individuals. * See page 17 for a discussion of the purpose of big ideas and framing questions. Understanding Canadian Law CLU3M 451 OVERVIEW Overall Expectations and Related Concepts of Legal Thinking Big Ideas* Framing Questions*

D. Civil Law D1. Introduction to Tort Law: analyse the legal foundations of tort law; the factors influencing its development; and the role of individuals, groups, and courts in its processes (FOCUS ON: Legal Significance) Tort law provides compensation for people who have been injured by the wrongdoing of those who had a duty of care. Why is civil law necessary? Why is a greater degree of proof of guilt required in a criminal case than in a civil case? How does family law reflect societal values, beliefs, and norms? Does the law adequately protect workers? How do labour laws reflect the influence of unions? What criteria should you use when deciding whether to sign a contract? D2. Introduction to Family Law: analyse the legal foundations of family law; the factors influencing its development; and the role of individuals, governments, and courts in its processes (FOCUS ON: Legal Significance; Continuity and Change) Family law exists to protect all members in domestic relationships, even when the relationships end. D3. Introduction to Employment Law: analyse the legal foundations of employment law; the factors influencing its development; and the role of employers, employees, and the courts in its processes (FOCUS ON: Interrelationships; Legal Perspective) Employment law attempts to balance the rights of business owners and workers. D4. Introduction to Contract Law: analyse the legal foundations of contract law; the factors influencing its development; and the role of individuals, groups, and the courts in its processes (FOCUS ON: Legal Significance; Continuity and Change; Legal Perspective) Contract law outlines voluntary legal obligations between two people or two groups.

E. Criminal Law E1. Foundations of Criminal Law: explain the foundational concepts of criminal law and their legal significance (FOCUS ON: Legal Significance) Criminal law is based on the principle that all members of society deserve to be protected from wrongdoing. Is the Youth Criminal Justice Act a “good” law? What criteria can we use to judge whether a law is “good”? How are the rights of the accused protected during a trial? Do punishments fit the crime? Should a prisoner have rights? How do the media influence perceptions and expectations related to a criminal trial and legal procedures? What are some changes that have occurred in ideas about criminal justice in Canada? What are the reasons for the changes? E2. Legal Processes and Procedures: describe the structures and key roles and processes of the Canadian criminal justice system and explain key interrelationships among them (FOCUS ON: Interrelationships) The rules governing the criminal trial process represent an attempt to balance the rights of the accused and the rights of the victim and society. E3. Criminal Justice System: assess the ability of the Canadian criminal justice system to provide appropriate and even-handed justice to people living in Canada (FOCUS ON: Legal Perspective) There are different perspectives on how effectively the Canadian criminal justice system achieves a balance between crime control and prevention on the one hand and the principles of justice, fairness, and the protection of individual rights on the other. E4. Development of Criminal Law: analyse how various factors have influenced the development of Canadian criminal law (FOCUS ON: Legal Significance; Continuity and Change) Precedent-setting legal cases, scientific advances, and societal trends have led to changes in Canadian criminal law and the criminal justice system.

• Course Content

Unit 1 – Our Legal Heritage

Unit 2 – Rights, Freedoms and Responsibilities

Unit 3 – Criminal Law

Unit 4 – Civil Law and Dispute Resolution

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 course 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 that 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.

6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learning to work in new situations.
- *Independent Study* refers to the range of instructional methods that are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

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.

- This course is structured for students interested in pursuing a university or college education. The class features many characteristics of an introductory university/college level social science course: weekly readings, lectures, seminars, essays, debates, tests and final examination. This method of program delivery is an attempt to facilitate the transition from secondary education to post-secondary education. Since Grade 10 Canadian history is a mandatory junior course and students will be exposed to various teaching strategies. Some of these include: teacher-directed instruction (e.g. lectures and didactic questioning); indirect instruction (e.g. student-centred inquiry); interactive instruction (e.g. small and large group discussion); experiential learning (e.g. role play and analysis) and independent study (e.g. guided library research).

Active participation in class discussion and regular reading of the text and assigned readings are essential for the successful completion of this course. Students will be required to take part in group presentations and performance tasks. There will be unit tests, research and writing, opinion pieces, theory application and a final exam. Students will practice writing opinion paragraphs, creating theses and paraphrasing before they complete formal assessments. Research skills will be developed throughout the course. The final summative assignment will be a research essay and a final exam.

8. Achievement Chart

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. Ministry curriculum documents provide detailed description of student achievement levels. In this course, students are evaluated in four strands, according to the weightings shown:

Knowledge/Understanding (25%)	Thinking and Inquiry (25%)	Communication (25%)	Application (25%)
Subject-specific content acquired in each course (knowledge of facts and terms), and the comprehension of its meaning and significance (understanding of concepts, principles, and theories and their relationships).	The use of critical and creative thinking skills and/or processes, as follows: – planning skills (e.g., focusing research, gathering information, organizing an inquiry) – processing skills (e.g., analysing, evaluating, synthesizing) – critical/creative thinking processes (e.g., inquiry, problem solving, decision making, research)	The conveying of meaning through various forms, as follows: – oral (e.g., role play, presentation, debate) – written (e.g., report, research essay, interview) – visual (e.g., model, chart, movement, video, computer graphics)	The use of knowledge and skills to make connections within and between various contexts. – application of ideas and skills in familiar contexts – transfer of concepts, skills, and procedures to new contexts – making connections (e.g., between personal experiences and the subject, and the world)

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.

The course is made up of a series of formative assessments and summative assignments for each unit. In each unit students will practice opinion paragraph writing and development of a thesis. For example, in the first unit students will write paragraphs on the causes of WWI and conscription then in unit three they will apply the same topics to WWII. Summative assignments include opinion writing, analysis of graphs, written tests and quizzes. Review and practice will be developed before formal evaluations.

A formal essay on an aspect of history studied in the course will be incorporated into the course mark. This essay will give students an opportunity to use writing skills practiced throughout the year.

10. 30% Grade Based on Course Culminating Activities and Final Examination

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last two weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester. In this course the final examination is worth 15% and a class project will be also be 15%.

The student is required demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments.

11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

12. 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.

13. Contact Information

History Department Room 132, 416-393-1860 x20085

Extra Help: Available before and after school by arrangement with the teacher.