

Understanding Canadian Law

CLU3M

Grade 11: University/College Preparation Credit Value 1.0

Canadian and World Studies • Malvern C.I. • Toronto District School Board

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Equity Statement

Malvern CI stands together for human rights. Our school community stands together to recognize that we are all entitled to a life of equality, dignity, and respect — a life free from discrimination. All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Course Content

Description This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.
Ministry of Education. (2013). The Ontario Curriculum Grades 9 to 12: Canadian and World Studies
<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

Prerequisite Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

Resource Materials

- Individual subject binder, loose leaf paper and writing utensils
- *Law In Action: Understanding Canadian Law* (2009), Pearson (in-class text)

Major Units

- Unit 1: Foundations of Law**
- Unit 2: Rights and Freedoms**
- Unit 3: Civil Law**
- Unit 4: Criminal Law**

STRAND	OVERALL EXPECTATIONS
	Throughout this course, students will:
A. The Inquiry Process and Skill Development in Legal Studies	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; and 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
	By the end of this course, students will:
B. Legal Foundations	B1. Legal Principles: explain the role and importance of law and the fundamental principles of justice in Canada; B2. Legal Heritage: demonstrate an understanding of early laws and legal systems and their relationship to the Canadian legal system; B3. Legal Roles and Responsibilities: analyse the role and function of individuals, groups, and governments in Canadian law; and 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
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; 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; 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; and 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
D. Criminal Law	D1. Foundations of Criminal Law: explain the foundational concepts of criminal law and their legal significance; D2. Legal Processes and Procedures: describe the structures and key roles and processes of the Canadian criminal justice system and explain key interrelationships among them; D3. Criminal Justice System: assess the ability of the Canadian criminal justice system to provide appropriate and even-handed justice to people living in Canada; and D4. Development of Criminal Law: analyse how various factors have influenced the development of Canadian criminal law
E. Civil Law	E1. 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; E2. 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; E3. 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; and E4. 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.

Assessment, Evaluation and Reporting

- Strategies**
- Students will be evaluated on content and skills throughout the year
 - Assessment and evaluation methods will vary with each unit, but over the course of the year may include:
 - quizzes and tests, written responses and analyses, individual and group projects, seminar presentations, individual and group presentations and a formal research essay
 - Students will be given notice of timelines, due dates, criteria and expectations for assignments, and marking schemes.

Achievement Category Weightings	Knowledge / Understanding 25%	Thinking 25%	Communication 25%	Application 25%
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- Term Grades throughout the Year**
- The grade for each reporting period is based on evaluations that have been conducted to that point in the course, and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The student's grades will most likely change when their entire work is evaluated at the end of the course.

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- Course Work 70%**
- 70% of the final grade will be based on evaluations undertaken throughout the course. Consideration will be given to the most recent evaluations.
 - Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated.

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- Course-Culminating Activities 30%**
- 30% of the final grade will be based on evaluations administered towards the end of the course. Final summative evaluations may be a combination of:
 - Culminating Activity
 - Final Exam (*to be determined*)
 - All students must take part in the culminating activities.

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- Learning Skills**
- Students will also be assessed for development in a variety of learning skills:
 - Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation
 - Learning skills play a critical role in the achievement of curriculum expectations and student success.

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- Learning Skills (continued)**
- Students are expected to be academically honest by submitting their own original work. The marks they receive are intended to reflect their own academic achievement.
 - Academic Integrity: See School Evaluation Policy
 - Attendance is crucial for satisfactory achievement. **Regular attendance and active participation are expected.** Students cannot replace the in-class experience by simply getting notes or handouts. All assignments have an impact on students' growth and final achievement in each unit as well as the final evaluations; therefore, students are expected to submit work in each unit in order to meet course expectations. Students are expected to manage their time and workload, and to respect the time constraints imposed. End of reporting period "catch-up" submissions are discouraged, and may not be possible.
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Rules for Tests, Quizzes, and Assignments

- **Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and should understand that there could be consequences for not completing assignments or for submitting them late.**
- All assignments are expected to be handed in on their assigned due dates. **Extenuating circumstances should be discussed with the teacher in advance of due dates.** Extensions may be negotiated in certain unforeseeable situations. While credit rescue opportunities will be available, they may be only for students achieving < 50%, and missed work can still result in a mark of zero.
- Should serious illness or extenuating circumstances (*i.e.*: beyond your control) occur on the day of an evaluation, it is the responsibility of the student to inform the teacher as soon as possible.
- **Note:** The policies applicable to missed tests and late assignments are in line with the guidelines as outlined in TDSB policy and the Ministry of Education Policy document *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (page 43).
- **The teacher will use their professional judgment to determine what other strategies, as outlined in *Growing Success*, may be used to help prevent and/or address late and missed assignments.**

Academic Honesty and Plagiarism

Academic Honesty and Plagiarism: The success of students is built upon the development of learning skills and strategies. Assignments are planned to ensure students have the opportunity to consult a variety of resources, select appropriate and authentic examples, and most important, contribute their own understanding of the given topic. The use of information or ideas without due credit to the author is a serious offense because it breaches an ethical code of honesty within the academic community. It is easily avoided when appropriate citation conventions are used, and students are expected to honour these conventions consistently. Using a translation site to translate sentences, using AI technology to write evaluations, cheating on a test, assignments or other evaluation are examples of academic dishonesty. Students are expected to demonstrate their own learning in order for assessment and evaluation to be considered valid.

The penalty for plagiarism or academic dishonesty may result in a zero on that assignment.

A repeated pattern of academic dishonesty may result in an escalating severity of consequences.

Communication

Teacher Information

- Email: Jessica.Collura@tdsb.on.ca
- Office: Room 302A
- Phone Number 416-393-1480 ext 20075

Help

Extra help is available by contacting the course instructor directly.
