

Grade 12, University: Credit Value 1

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

**Course Instructor:** James Bencze

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**Assistant Curriculum Leader:** Catherine Hunnisett

**Revised:** September 2021

**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

<b>Description</b>	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.
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<b>Resource Materials</b>	<ul style="list-style-type: none"><li>• In class – Classroom materials (subject binder, writing utensils, paper etc.)</li><li>• Online - Brightspace platform</li></ul>
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<b>Overall Goals</b>	<ul style="list-style-type: none"><li>• Use the legal studies inquiry process and the concepts of legal thinking when investigating law and legal issues in Canada</li><li>• Apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset</li><li>• Explain the role and importance of law and the fundamental principles of justice in Canada</li><li>• Demonstrate an understanding of early laws and legal systems and their relationship to the Canadian legal system</li><li>• Analyse the role and function of individuals, groups, and governments in Canadian law</li><li>• Analyse and describe how various social, scientific, and technological factors have influenced and continue to influence the development of Canadian law</li><li>• 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</li><li>• Analyse how various factors have influenced and continue to influence the development of human rights law in Ontario and Canada</li><li>• Analyse situations in which it may be appropriate to limit rights and freedoms, and explain the arguments for and against such limitations</li><li>• Analyse the legal foundations of tort law, family law; contract law, and labor law, the factors influencing its development; and the role of individuals, governments, and courts in its processes</li><li>• Explain the foundational concepts of criminal law and their legal significance</li><li>• Assess the ability of the Canadian criminal justice system to provide appropriate and even-handed justice to people living in Canada</li></ul>
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<b>Major Units</b>	<ul style="list-style-type: none"><li>• Unit 1: Heritage and Legal Foundations</li><li>• Unit 2: Human Rights and Freedom</li><li>• Unit 3: Criminal Law and Procedure</li><li>• Unit 4: International Law</li><li>• Unit 5: Course Culminating Activities</li></ul>
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## Assessment, Evaluation and reporting

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<b>Strategies</b>	<ul style="list-style-type: none"><li>• Students will be evaluated on content and skills throughout the year with a focus on legal thinking</li><li>• Assessment and evaluation methods will vary with each unit, and over the course of the year will include: Essays, written tests, critical responses, various projects, role-play activities, group and individual presentations, and research and writing skills.</li><li>• Students will be formatively assessed before engaging in unit culminating activities and will be given due notice of timelines of specific expectations and method of evaluation.</li></ul>
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<b>Rules for Tests, Quizzes, and Assignments</b>	<ul style="list-style-type: none"><li>• <b>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.</b></li><li>• All assignments are expected to be handed in on their assigned due dates. <b>Extenuating circumstances should be discussed with the teacher <u>in advance</u> of due dates.</b> Extensions may be negotiated in certain unforeseeable situations. While credit rescue opportunities will be available, they may be only for students achieving &lt; 50%, and missed work can still result in a mark of zero.</li><li>• Should serious illness or extenuating circumstances (<i>i.e.</i>: 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.</li><li>• <b>Note:</b> 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 <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</i> (page 43).</li><li>• <b>The teacher will use their professional judgment to determine what other strategies, as outlined in <i>Growing Success</i>, may be used to help prevent and/or address late and missed assignments.</b></li></ul>
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<b>Academic Honesty and Plagiarism</b>	<p><u>Academic Honesty and Plagiarism</u>: 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, 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.</p>
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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.

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<b>Achievement Category Weightings</b>	Knowledge: 25%	Thinking: 25%	Communication: 25%	Application: 25%
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<b>Term Grades throughout the Year</b>	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 his/her entire work is evaluated at the end of the course.
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<b>Course Work 70%</b>	<ul style="list-style-type: none"><li>• Specific evaluation dates will vary from class to class, but all dates will be clearly communicated to the students.</li><li>• Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated.</li></ul>
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<b>Course-Culminating Activities 30%</b>	<ul style="list-style-type: none"><li>• In-class Course Culminating Activity (TBD)</li><li>• All students must take part in the culminating and summative activities.</li><li>• Attendance is absolutely mandatory</li><li>• There will be NO exam for this course, this year</li></ul>
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<b>Learning Skills</b>	Learning skills play a critical role in the achievement of curriculum expectations and student success.
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Students are expected to be academically honest by submitting original work. The marks they receive are intended to reflect personal academic achievement.

Students are also expected to be punctual and to arrive prepared for class and log in to our online classroom regularly.

Regular participation both in class and online are expected

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## Communication

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<b>Teacher Information</b>	<ul style="list-style-type: none"><li>• Email: James.Bencze@tdsb.on.ca</li><li>• Office: Room 302A</li><li>• Phone Number 416-393-1480</li></ul>
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<b>Help</b>	Extra help is available and can be arranged by contacting the teacher
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