***Oakwood Collegiate Institute***

*991 St. Clair Ave, West. Toronto, Ontario M6E 1A3 416-393-1780*

*Website:* [*http://schools.tdsb.on.ca/oakwoodci/*](http://schools.tdsb.on.ca/oakwoodci/)

***Course Outline: Understanding Canadian Law***

|  |  |
| --- | --- |
| ***Academic Year 2019-2020*** | ***Teacher Name: G. Clarke*** |
| ***Department: Canadian & World Studies*** | ***CL / ACL: G. Clarke***  |
| **Course Title** | Understanding Canadian Law | **Course Code** | CLU3M |
| **Prerequisite** | CHC2D/CHC2P | **Grade**  | 11 |
| **Level** | University/College  | **Credit Value** | 1 |

|  |
| --- |
| **Course Description** |
| **Ontario Ministry of Education Document:** |
| 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.  |
| **Textbook and Other Resources:**  |
| **Textbook:** Law in Action ($104.95), TDSB profiles and other relevant resources |

|  |
| --- |
| **Course Overview: Instructional Strands/Units** |
| ***Strands*** | ***Approximate******Timeline*** | ***Strand Description*** | ***Assessment & Evaluation Tasks*** |
| Strand A: Inquiry Process and Skill Development in Legal Studies  | Throughout year  | Use of legal studies inquiry process and concepts when investigating law and legal issues in Canada  | Throughout year; see examples below  |
| Strand B: Legal Foundations  |  7 weeks | Legal principles, heritage, roles and responsibilities, and development of law  | Assignment, quiz |
| Strand C: Rights and Freedoms  |  10 weeks | Human rights, development of human rights law, protecting human rights, legal limitations of human rights  | Assignment, debates |
| Strand D: Civil Law  |  9 weeks | Introduction of tort law, family law, employment law, contract law  | Project, debates, oral assessment |
| Strand E: Criminal Law  |  10 weeks | Foundations of criminal law, legal processes and procedures, criminal justice system, development of criminal law  | Debates, quizzes, oral assessment |
| Unit 5: Culminating Task |  4 weeks | Exam and Culminating Activity  | Exam and Culminating activity  |

|  |
| --- |
| **Learning Supports for Students** |
| Supports for Students with Individual Education Plans (IEP’s)Subject teachers provide accommodations and modifications as outlined on student IEP’s. Supports may include: organizational support, additional time, graphic organizers, reduced work load, chunking of information, note-taking assistance, assistive technology (computer), and preferential seating. |
| Extra Help* Teachers post the time that they are available for extra help in their classrooms. Students are encouraged to speak with their teachers to arrange other times as required.
* Students can also see their Guidance Counselor for information on other academic supports available.
 |

|  |
| --- |
| **Student Evaluation Criteria** |
| **Term Work** | **Culminating Activities** |
| **Curricular Strands** |
| Knowledge/Understanding | 17.5% | Exam  | 15% |
| Thinking | 17.5% | Culminating Activity  |  15% |
| Communication | 17.5% |  |  |
| Application | 17.5% |  |  |
| *Term Work 70%* | *Culminating Activity Total 30%* |

|  |
| --- |
| **Report Card Schedule** |
|  | **1st Report Card** | **2nd Report Card** | **Interim****Report Card** | **Final****Report Card** |
| **Report Cards** | Nov. 20th /19 | Feb. 7th /20 | April 16th /20 | June 25th /20 |
| **Parent-Teacher****Interviews** | Nov. 28th /19 | Feb. 13th /20 | N/A | N/A |
| **Assessment of Learning Skills** |
| **Independent Work** – Uses class time appropriately to complete tasks |
| **Collaboration** – Accepts various roles and an equitable share of work in a group |
| **Organization** - Arrives to class prepared and on time, meets deadlines with quality work and maintains a complete notebook |
| **Responsibility** – Fulfils responsibilities and commitments within the learning environment |
| **Initiative** – Looks for and acts on new ideas and opportunities for learning |
| **Self-Regulation** – Sets own individual goals and monitors progress towards achieving them |

|  |
| --- |
| **Department Expectations, Policies and Procedures** |
| STUDENT RESPONSIBILITIES**PUNCTUALITY** – When the bell rings, students are expected to be at their desks, with notebooks and materials out, ready to begin. **ATTENDANCE** – If students are absent, they are expected to bring a note explaining the absence and to complete missed work.**MATERIALS** – Students are required to bring the following items to each class: pen/pencil, lined paper, three ringed binder, textbook and any other items as requested by the teacher.**FOLLOW THE BEHAVIOUR EXPECTATIONS** – Please see the school handbook and code of conduct.LATE ASSIGNMENTS - Submitting course work on time is an important aspect of student learning and time management. As such, late assignments will be reported on as part of the learning skills on the report card and a variety of strategies will be used for dealing with late assignments: (parent / student conferences, counseling with student success and guidance, student contracts, as well as mark deductions.) Deadlines will be communicated to students in advance and it is the expectation that not meeting these deadlines will result in **mark deductions for late assignments, up to and including the full value of the assignment. (PR.614)**MISSED TESTS / PRESENTATIONS - If a student is absent on the day of a test, the student is expected to bring a note from a parent/guardian explaining the absence on the day of their return to school. A doctor’s note may be required. The missed test or presentation will be written on the first day of return to school or on a date agreed upon by the teacher.ACADEMIC DISHONESTY / PLAGIARISM: Plagiarism is copying, reproducing or paraphrasing more than 5 words of someone else’s published or unpublished material, and representing these as one’s own by not acknowledging the appropriate source or by failure to use the appropriate quotation marks. If a student is found guilty of plagiarism, one or more of the following penalties will apply: inform parents/guardians for students under the age of 18 years old, requirement for submission of a new piece of work, total loss of marks on the assignment. OTHER CLASSROOM ROUTINES AND PROCEDURES: Students are expected to follow the provincial, school, and classroom codes of conduct. Use of personal mobile devices is prohibited unless agreed upon by the teacher. Please keep room need and tidy ☺ If you need extra help, your teacher is available during lunch and after school. Please make an appointment. **Electronic Communication:** Email: gillian.clarke@tdsb.on.caRemind101 - message @7ah9kf to 289-216-0027Class D2L page: <https://tdsb.elearningontario.ca> (AW – Resources – Brightspace) |