

RICHVIEW COLLEGIATE INSTITUTE

PROGRAM AREA: Canadian and World Studies	COURSE NAME: Understanding Canadian Law
COURSE CODE: CLU 3M	GRADE/LEVEL: 11
PREREQUISITE: Canadian History since World War I, Grade 10, Academic or Applied	CREDIT VALUE: One
TEACHER: Mrs. Markakos	CONTACT: georgia.markakos@tdsb.on.ca (416) 394-7980 ext. 20105

Cost of Textbook/Equipment Replacement: \$80.00 (If lost or damaged) **Additional Course Costs:** N/A

Textbooks(s)/Resources: All About Law—Exploring the Canadian Legal System (6th Edition)

COURSE 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.

CURRICULUM STRANDS and OVERALL EXPECTATIONS:

This 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.

Throughout this course, students will:

Strand 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.

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.

Strand 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.

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.

Strand C: Rights and Freedoms

C1. Human Rights:

- explain the legal significance of the Canadian Bill of Rights, the Ontario Human Rights Code, and the Canadian Charter of Rights and Freedoms (the Charter), 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.

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.

CURRICULUM STRANDS (UNITS) and OVERALL EXPECTATIONS: (continued)

Strand 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.

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.

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.

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.

Strand E: Criminal Law

E1. Foundations of Criminal Law:

- explain the foundational concepts of criminal law and their legal significance.

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.

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.

E4. Development of Criminal Law:

- analyse how various factors have influenced the development of Canadian criminal law.

Assessment and Evaluation

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card.

A final mark will be calculated using the following categories or strands.

70% Course Evaluation (based on the following % breakdown of categories/strands):

All four achievement categories/strands do not need to be evaluated in each evaluation task.

Communication (25%)	Knowledge/Understanding (25%)	Thinking and Inquiry (25%)	Application/Making Connections (25%)
<i>Case Study Presentations</i> <i>Research Projects</i> <i>Essays</i>	<i>Tests / Quizzes</i> <i>Case Analysis</i>	<i>Tests / Quizzes</i> <i>Case Analysis</i>	<i>Newspaper Article Analysis</i> <i>Position Papers</i> <i>Research Projects</i>

30% Final Evaluation (based on the above % breakdown of categories/strands):

Components of Final Evaluation: 1. Final Examination

**** A detailed explanation of the culminating activity/activities will be distributed to students in the class.**

Learning Skills: The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: **Responsibility, Independent Work, Initiative, Organization, Collaboration, Self-Regulation**. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.

It is Imperative that all students adhere to “Richview’s Evaluation Policy” regarding their 70% Term Work and 30% Culminating Activities.