***RICHVIEW COLLEGIATE INSTITUTE***

***2016/2017***

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| **PROGRAM AREA: Canadian and World Studies** | **COURSE NAME: Understanding Canadian Law- French Immersion** |
| **COURSE CODE: CLU3M5-01** | **GRADE/LEVEL: 10** |
| **PREREQUISITE: Canadian History since World War I,**  **Grade 10, Academic or Applied** | **CREDIT VALUE: 1** |

**Cost of Textbook/equipment replacement**: $145.00 **Additional Course Costs**:

*(if lost or damaged)*

**Textbooks(s)/Resources: Le Droit canadien**

**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; 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.

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

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

**A: The Inquiry Process**

Overall Expectations:

By the end of this course, students will:

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.

\*These expectations will be incorporated throughout the course.

**B: Legal foundations**

Overall Expectations:

By the end of this course, students will:

B1. **Legal Principles:** explain the role and importance of law and the fundamental principles of justice in Canada (FOCUS ON: *Legal Significance*)

B2. **Legal Heritage:** demonstrate an understanding of early laws and legal systems and their relationship to the Canadian legal system (FOCUS ON: *Interrelationships*)

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*)

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*)

**C: Rights and freedoms**

Overall Expectations:

By the end of this course, students will:

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 (the Charter), and the Canadian Human Rights Act (FOCUS ON: *Legal Significance*)

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*)

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*)

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*)

**D: CRIMINAL LAW**

Overall Expectations:

By the end of this course, students will:

E1. **Foundations of Criminal Law:** explain the foundational concepts of criminal law and their legal significance (FOCUS ON: *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 (FOCUS ON: *Interrelationships*)

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*)

E4. **Development of Criminal Law:** analyse how various factors have influenced the development of Canadian criminal law (

FOCUS ON: *Legal Significance; Continuity and Change*)

**E: CIVIL LAW**

Overall Expectations:

By the end of this course, students will:

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*)

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*)

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*)

***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 task.***

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| --- | --- | --- | --- |
| Communication  (25%) | Knowledge/Understanding  (25%) | Thinking and Inquiry  (25%) | Application/Making  Connections (25%) |
| *Case Study Presentations*  *Research Projects*  *Presentations*  *Tests/Quizzes*  *Minor Assignments*  *Mock Trial* | *Tests / Quizzes*  *Case Analysis*  *Research Projects*  *Presentations*  *Minor Assignments*  *Mock Trial* | *Tests / Quizzes*  *Case Analysis*  *Research Projects*  *Presentations*  *Minor Assignments*  *Mock Trial* | *Tests / Quizzes*  *Case Analysis*  *Research Projects*  *Presentations*  *Minor Assignments*  *Mock Trial* |

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

***Components of Final Evaluation:*** Summative 30%

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| --- | --- | --- | --- |
| Communication  (25%) | Knowledge/Understanding  (25%) | Thinking and Inquiry  (25%) | Application/Making  Connections (25%) |

***\*\* A detailed explanation of the culminating activity/activities will be distributed to students in 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, Organization, Independent Work, Collaboration, Initiative and 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.***