

SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School Board
 STUDENT OUTLINE
CLU 3M
Understanding Canadian Law

Credit Value: 1 credit

Hours: 110 hours

Course Overview

This course explores legal issues that directly affect students' lives. Students will acquire a practical knowledge of Canada's legal system and learn how to analyze legal issues. They will also be given opportunities to develop informed opinions on legal issues and to defend those opinions and communicate legal knowledge in a variety of ways and settings, including legal research projects and debates.

| Unit Title | Hours | Performance Tasks | Specific Expectations |
|---|-------|---------------------------|--|
| 1. Heritage | 10 | 1. Tests and Quizzes | - assess the contributions to contemporary law of early legal systems. |
| 2. Rights and Freedoms | 25 | 2. Culminating Activities | - explain how key developments in English common law influence Canadian law. |
| 3. Criminal Law and Procedures | 35 | 3. Group Work | - explain how human rights legislation and the courts attempt to balance minority and majority rights. |
| 4. Regulation and Dispute Resolution | 20 | 4. Library Research | - explain the key aspects of the criminal trial process. |
| 5. Methods of Legal Inquiry and Communication | 20 | 5. Oral Presentations | - describe the elements that must exist for a person to be convicted of a crime under Canadian law. |
| | | 6. Newspaper Articles | - describe the differences between public law and private law. |
| | | 7. Essays | - conduct research on legal topics using traditional and non-traditional sources of information. |
| | | 8. Skills Development | |
| | | 9. Debates | |
| | | 10. Film Reviews | |
| | | 11. Case Analysis | |
| | | 12. Reflective Writing | |
| | | 13. Formal Examination | |

STUDENT RESPONSIBILITIES

- Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete work in a timely manner.
- Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.*
- All incomplete work will be factored into the final mark. When a student fails to demonstrate competence with a task for this or any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the performance.
- Students may on occasion negotiate with the teacher to have an assignment submitted late. All work accepted for marking will be professionally evaluated; however, written feedback and anecdotal remarks on late submissions may not be possible based on time constraints.
 - **See School Assessment, Evaluation, and Reporting Policy for details.**

Academic Fraud is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. Plagiarism is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as one's own.

Evaluation

| Term reports | Final Report |
|---|--|
| <i>Categories for each assessment tool including approximate percentages.</i> | Term 70 % |
| Knowledge & Understanding 25% | Summative task* 15 % |
| Thinking/Inquiry/Problem Solving 25% | Final Exam** 15 % |
| Communication 25% | 100% |
| Application 25% | |
| 100% | <i>The summative mark may include but not limited to the form of an examination, test, performance task or other method of evaluation suitable to the course content and administer towards the end of the course.</i> |
| <i>Assessment tools include tests/quizzes, assignments, performance tasks and rich assessment tasks</i> | * may include an in-class task towards the end of term ** will evaluate whole term's work |

Text: All About Law.

LITERACY

Success in Canadian and World Studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in CHC2D involve the use of written, oral, and visual communication skills. The study of this subject will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively.

Antidiscrimination Policy

The Canadian and World Studies curriculum is designed to help students acquire the “habits of mind” essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

Accommodations for Exceptional Students

The (name) department makes every effort to accommodate the identified needs of exceptional (IPRC’ d) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student’s individual education plan (IEP).