



# PORT CREDIT S.S. COURSE OVERVIEW



## Canadian and International Law

**DEPARTMENT:** Social Science

**COURSE CODE:** CLN4U0

**TEXTBOOK:** Blair, A., Ryan Elliott, K., Manning, B. & Mossuto, M. (2004) *Canadian and International Law* Don Mills: Oxford University Press.

**TEXTBOOK REPLACEMENT COST:** \$130

**PREREQUISITE:** Grade 11 Social Science or English

### COURSE DESCRIPTION

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.

### OVERALL EXPECTATIONS

By the end of the course, students will:

- ✓ use the legal studies inquiry process and the concepts of legal thinking when investigating legal issues in Canada and around the world, and issues relating to international law
- ✓ apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset
- ✓ identify foundational concepts and principles relating to law and explain their significance
- ✓ analyse how and to what extent various legal theories and procedures have influenced the Canadian and international legal systems
- ✓ explain various influences, including those of individuals and groups, on the development of Canadian and international law
- ✓ explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally
- ✓ analyse issues associated with the development of human rights law, in Canada and internationally
- ✓ compare the roles of the legislative and judicial branches of government in protecting human rights and freedoms, with a particular emphasis on Canada
- ✓ analyse various contemporary issues in relation to their impact or potential impact on human rights law
- ✓ explain the legal importance of various key principles and issues in international law
- ✓ analyse how various factors have influenced the development of international law
- ✓ analyse how various agreements, treaties, and conventions in international law influence international conflict and cooperation
- ✓ analyse various key concepts, legal systems, and issues in criminal law, in Canada and internationally
- ✓ analyse factors that influence the effectiveness of domestic and international environmental legislation
- ✓ analyse legal principles, systems, and processes used to protect various parties' interests in the workplace, in Canada and internationally
- ✓ analyse emerging global issues and their implications for international law

### PLAGIARISM & ACADEMIC DISHONESTY

Students are encouraged to research and use other people's ideas to help prove their hypothesis and argument. However, it is a crime to take these ideas and use them as their own. Students who do the following will be considered to have completed an act of academic dishonesty and/or plagiarism.

- ✓ Directly copy another person's work and claim it as their own
- ✓ Use less than the recommended number of footnotes or references per page



# PORT CREDIT S.S. COURSE OVERVIEW



- ✓ Use a thesaurus to simply change some of the key words in a sentence without referencing
- ✓ Paraphrase without properly referencing
- ✓ Reference a work but do not paraphrase sufficiently
- ✓ Do not include a bibliography

## EVALUATION

Assessment and evaluation in this course will be based on provincial curriculum expectations. Evaluation throughout the course and the final evaluation will incorporate four broad categories.

**A final grade will be calculated: Term Work = 70%; Final Evaluation = 30%**

Knowledge & Understanding	Thinking	Communication	Application	Final Summative Evaluation
TERM WORK			= 70%	30%
Knowledge of facts & terms  Understanding of concepts & relationships between concepts	Critical & creative thinking  Inquiry skills (generating ideas, formulating questions, planning, selecting strategies & resources)	Communication of ideas & information through writing, visual & oral presentations	Application of concepts, skills & procedures in familiar contexts  Transfer of concepts, skills & procedures to new contexts	May take the form of an examination, a final project, a presentation, a formal essay, or a combination of these tasks

The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student's final marks.

## LEARNING SKILLS

The following learning skills will be taught and assessed throughout the course and rated on the report card:

- |                         |                       |                           |
|-------------------------|-----------------------|---------------------------|
| * <b>Responsibility</b> | * <b>Organization</b> | * <b>Independent Work</b> |
| * <b>Collaboration</b>  | * <b>Initiative</b>   | * <b>Self Regulation</b>  |

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

## AUDIO-VISUAL CURRICULUM DELIVERY

- ✓ Any Social Science curriculum has multi-media instruction as part of the delivery process.
- ✓ Peel District School Board Policy requires parental permission for any media rated 14A-18A by the Ontario Film Board, regardless of the age of the student. It is illegal to show R rated material in the classroom, regardless of parental consent or the age of the student.
- ✓ By signing this course outline, parents acknowledge that material up to and including 18A may be shown in the classroom. If you have any specific concerns, contact the individual teacher.

## ACKNOWLEDGEMENT

I acknowledge that I have read & understood the expectations described in this course outline:

Student name (printed): \_\_\_\_\_



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Parent/guardian signature: \_\_\_\_\_