



PORT CREDIT S.S. COURSE OVERVIEW



Understanding Canadian Law

DEPARTMENT: Social Science

COURSE CODE: CLU3M0

TEXTBOOK: Blair, Costiniuk, O'Malley, Wasserman (2003) *Law in Action* Toronto: Pearson Education Canada.

TEXTBOOK REPLACEMENT COST: \$115

PREREQUISITE: CHC2D0/CHC2P0

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.

OVERALL EXPECTATIONS

By the end of the course, students will:

- ✓ use the legal studies inquiry process and the concepts of legal thinking when investigating law and legal issues in Canada;
- ✓ apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset
- ✓ explain the role and importance of law and the fundamental principles of justice in Canada
- ✓ demonstrate an understanding of early laws and legal systems and their relationship to the Canadian legal system
- ✓ analyse the role and function of individuals, groups, and governments in Canadian law
- ✓ analyse and describe how various social, scientific, and technological factors have influenced and continue to influence the development of Canadian law
- ✓ 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*
- ✓ analyse how various factors have influenced and continue to influence the development of human rights law in Ontario and Canada
- ✓ analyse the relationship between the formal, legal recognition of rights and freedoms in Canada and how those rights are interpreted and protected in practice
- ✓ analyse situations in which it may be appropriate to limit rights and freedoms, and explain the arguments for and against such limitations
- ✓ analyse the legal foundations of tort law; the factors influencing its development; and the role of individuals, groups, and courts in its processes
- ✓ analyse the legal foundations of family law; the factors influencing its development; and the role of individuals, governments, and courts in its processes
- ✓ analyse the legal foundations of employment law; the factors influencing its development; and the role of employers, employees, and the courts in its processes
- ✓ analyse the legal foundations of contract law; the factors influencing its development; and the role of individuals, groups, and the courts in its processes
- ✓ explain the foundational concepts of criminal law and their legal significance
- ✓ describe the structures and key roles and processes of the Canadian criminal justice system and explain key interrelationships among them
- ✓ assess the ability of the Canadian criminal justice system to provide appropriate and even-handed justice to people living in Canada
- ✓ analyse how various factors have influenced the development of Canadian criminal 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
- ✓ 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



PORT CREDIT S.S. COURSE OVERVIEW



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:

- * **Responsibility**
- * **Organization**
- * **Independent Work**
- * **Collaboration**
- * **Initiative**
- * **Self Regulation**

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): _____

Parent/guardian signature: _____