

COURSE INFORMATION SHEET

DATE: January 1, 2007
SECONDARY SCHOOL: BREBEUF C.H.S., TCDSB
DEPARTMENT HEAD: B. Margou
TEACHER: B. Margou, M. Dacosta, D. DiMauro
DEPARTMENT: Canadian and World Studies



Curriculum Policy Document:		Canadian and World Studies	
Course Title:	Canadian and International Law	Course Code	CLN4U
Pre-requisite:	Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities	Grade & Type	Grade 12 University
Full Year / Semester:	Semester	Credit Value	1
COURSE DESCRIPTION (AS SPECIFIED IN MINISTRY OF EDUCATION POLICY DOCUMENT)			
<p>This course explores elements of Canadian Law and the role of law in social, political, and global contexts. Students will learn about the connections between the historical and philosophical sources of law and the issues in contemporary society. They will also learn to analyse legal issues, conduct independent research, and communicate the results of their inquiries in a variety of ways</p> <p>How This Course Supports The Ontario Catholic School Graduate Expectations:</p> <p>Canadian and International Law provides Catholic students with the opportunity to examine, from a legal perspective, some of the major themes of Catholic social teaching. In the first unit entitled, Heritage, students are asked to interpret legal concepts such as “justice.” This interpretation should also include an understanding that, “In a world marked by poverty, oppression and war, we are commanded to work for justice and peace” (Ontario Conference of Catholic Bishops, 1989). When students study the rights and freedoms we enjoy as Canadians, they also need to examine the Church’s teachings on human rights and responsibilities in order that they may act to promote social responsibility, human solidarity, and the common good, and to consider how many core values Catholicism has in common with the values inherent in Canadian human rights law. When students examine Canadian labour laws, they learn to appreciate the dignity of work and the belief that people have a right to decent and productive work, fair wages, private property, and economic initiative. The study of environmental laws invites our students to examine Church teachings on stewardship – providing them with a unique perspective for evaluating domestic and international protection provisions. Finally, the study of international law asks our students to move beyond the borders of Canada. An understanding of Church teachings in the area of human solidarity will help them to appreciate our responsibilities to each other across national, racial, economic, and ideological differences. We are called to work globally for justice</p>			
Strand / Unit Titles	Hours	Overall Expectations / Unit Description	
1. Heritage	(25 hrs app.)	<p>Heritage</p> <ul style="list-style-type: none"> ➤ demonstrate an understanding of the historical and philosophical origins of law and their connection and relevance to contemporary society ➤ evaluate different concepts, principles, philosophies, and theories of law; ➤ demonstrate an understanding of the relationship between law and societal values; ➤ assess the influence of individual and collective action on the evolution of law. 	
2. Rights and Freedoms	(25 hrs app.)	<p>Rights and Freedoms</p> <ul style="list-style-type: none"> ➤ demonstrate an understanding of the historical development of human rights legislation in Canada; ➤ explain the development of constitutional law in Canada; ➤ demonstrate an understanding of the rights and responsibilities of individuals under the Canadian Charter of Rights and Freedoms; ➤ explain the role of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in Canada; ➤ analyse the conflicts between rights and freedoms and between minority and 	
3. Criminal Law and Procedures	(20 hrs app.)		
4. Regulation and Dispute Resolution: International Law, Labour and Environmental Law	(40 hrs app.)		

	<p>majority rights in a democratic society and describe the methods available to resolve these conflicts</p> <p>Criminal Law and Procedures</p> <ul style="list-style-type: none"> ➤ analyse theories about criminal conduct and the nature of criminal behaviour and explain what constitutes a crime in Canadian law; ➤ analyse the Canadian criminal trial process; ➤ demonstrate an understanding of the competing concepts of justice as they apply to the criminal justice system. <p>Regulation and Dispute Resolution</p> <ul style="list-style-type: none"> ➤ demonstrate an understanding of the role of governments, the courts, and individual and collective action in protecting the environment; ➤ demonstrate an understanding of the legal process, of legal systems, and of sanctions used to protect the rights of the employer and the employee in the workplace; ➤ demonstrate an understanding of the major concepts, principles, and purposes of international law; ➤ evaluate the effectiveness of international law, treaties, and agreements in resolving conflicts of a global nature; ➤ demonstrate an understanding of the complexity of making, interpreting, and enforcing law on a global scale. <p>Methods of Legal Inquiry</p> <ul style="list-style-type: none"> ➤ use research methods appropriately to gather, organize, and synthesize information; ➤ evaluate the credibility of sources; <p>explain, discuss, and interpret legal issues orally and in writing</p>
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STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		<i>Term Work:</i> tests, short assignments, homework and class work checks, group work, & presentations =40% (K.=13%;A.=9%;T.=9%;C.=9%) <i>Culminating Unit Assignments (app.3):</i> written, seminar or group (10% EACH =30%) TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
KNOWLEDGE/UNDERSTANDING	25	Written exam	20	
INQUIRY/THINKING	15	Final Assign.	10	
COMMUNICATION	15			
APPLICATION	15			
TERM TOTAL	70	FINAL TOTAL	30	
ASSESSMENT FORMAT USED				
WRITTEN		PERFORMANCE		OTHER
Papers/Reports/Essay		Presentations		Conferencing
Tests, quizzes		Debates		Social Justice cause—choice from Letter Writing, Article writing Web Site creation, physical activist
Graphic organizers		Simulation/role playing activities		Case Studies
Argumentative paragraphs/Essays		Moral/Legal Dilemmas/Scenario Analysis		Computer-assisted learning
Case Study Analysis		Use of Powerpoint/Projector		Cooperative Learning
Document analysis		Documentation of Sources		Lectures
Editorial analysis		Surveys		Guest Speakers -Police, Lawyers, etc
Theory Analysis		Classifying		Researching the Internet
RESOURCES (EXAMPLES PROVIDED)				
TEXTBOOK	<i>Understanding The Law</i> , Dickinson, et.al., McGraw-Hill 1996 (\$70) <i>Dimensions of Law</i> Edmond Montgomery Publ., 2003 (\$65)			
STUDENT MATERIALS	binder, pens, paper, internet very helpful			
EXCURSIONS	Visit to the Courts			

COMPUTER USE	Connection to the internet at home very useful but not mandatory
COURSE RELATED WEBSITES	http://eclass.tcdsb.org/ --the course is also on e-class

DEPARTMENT POLICIES, PROCEDURES AND STUDENT EXPECTATIONS

WRITTEN WORK

- Teachers in this subject area are required under most circumstances to give at least a ONE week due date notice for all evaluations or assignments. Unit culminating assignments require at least a TWO week notice. Thus, the final due date will have passed 7 days (i.e. or 14 days for major assignments) for the student at the start of the class period to receive a “no mark” **unless** prior to the due date alternate arrangements are made with the teacher (e.g. for family emergencies, extended school trips, special educational considerations, etc.). The teacher will also accept a late assignment handed in along with a written explanation as to why the assignment was late and use his/her professional judgment as to whether the assignment will be evaluated. The teacher will take into consideration legitimate extenuating circumstances for the assignment not having been submitted electronically or by other means by the student on time. The teacher will also provide an alternative assignment in cases where the assignment was already handed back to the class and where the student explanation was deemed appropriate by the teacher. The teacher will also provide a **no** mark for skill related assignments (e.g., paragraph structure, bias, graphing, etc) and will provide a new due date to make up the skill related work. The onus is on the student to approach the teacher for any alternative opportunity. All “no marks” will be translated into zeros at the official reporting period if expectations are not met in alternate ways. The teacher during the official reporting period will also consider the student’s most consistent level of achievement within the 4 evaluative categories and will use professional judgment to adjust.

PLAGIARISM:

- Students shall be reminded that the use of an author's ideas in a student paper without giving proper credit to the author constitutes plagiarism. Likewise the use of an author's words without providing proper citation is plagiarism. All information and ideas taken from a source must be noted! One must use a footnote or endnote to give proper credit to the author. Also, works (i.e. including images) taken from the internet must adhere to copyright laws. Finally, a bibliography is a requirement for all major research papers.
- Students submitting other students’ work in full or partially will be deemed as plagiarism and both the copier and provider (i.e. if provider has prior knowledge or through negligence) will receive a mark of zero.
- Students must hand in original copies and are expected to produce upon request a second copy of all research information and rough copies and drafts within 24 hours of the request. Failure to meet the requested expectations will result in a zero mark given. ***This also means that students are expected to have duplicate copies of all major assignments at hand to be submitted to the teacher if necessary.***

SEMINAR OR ORAL PRESENTATIONS

- Attendance for a seminar or oral presentation on the date assigned is an academic responsibility, both to a student’s classmates and to the teacher. Firstly, cancellation of a seminar will create serious curriculum problems for the teacher. Only a certain amount of planned time is allotted for such seminars so that the core curriculum specified through the Ministry of Education is covered. Secondly, your classmates also plan their agenda in accordance with what is to be covered on a particular class day. Therefore, the consequences for missing a seminar are more severe compared to any other assignment.
- In the case of a medical or family emergency, the following procedures must be adhered to, otherwise a mark of zero will be assigned:
 1. Phone the school office by 8:00 a.m. and leave a brief message with the secretary **or** e-mail your teacher
 2. Upon return to school, provide the teacher with a medical certificate explaining your absence. For family emergency situations, please have your parent leave a message via an e-mail or directly on the teacher’s voice mail box if this is indicated by the teacher to be the preferred method.
 3. Upon return to school, provide the teacher with proof that the presentation is complete.

*Please note that the above three expectations may be waived by the teacher if the absent student has switched dates with a classmate. Written proof of such is highly recommended along with teacher approval.

GROUP WORK EXPECTATIONS

Successful group work depends upon the individual effort and participation of each of the members of the group. It is therefore the student’s responsibility to be present and actively involved in group discussions and presentations. To ensure that a student and the group are not penalized because of an absence, it is essential that:

- the group chairperson have at least rough copies of all the members’ work
- the group be prepared to present even in the absence of one or more members

- it is the student’s responsibility to call or e-mail each member of the group and the teacher prior to the presentation in the event of a crisis that prevents his participation.

ABSENCES FROM CLASS

Please note that it is the responsibility of the student to find out what work has been missed in his absence. Whenever possible, see the teacher to receive class assignments prior to an absence if it is known ahead of time (e.g. sporting events). If that is not possible, use the e-mail system. (your own teacher or margouv@tcdsb.org---Dept. Head)

In case an assignment was due on the day of an absence (with the exception of homework—show the teacher first day back), the student is responsible to either e-mail the assignment or deliver it to the teacher by some other means on the due date. Failure to deliver the assignment on the due date would result in an assigned mark of zero. Tests and quizzes must be written first day back accompanied by a parental note and in consultation with the teacher’s preference of time (i.e., usually before school begins).

HOMEWORK	-all homework lessons for most courses are given at the start of the semester— they may also be found on e-class.
TEACHER CONTACTS	<u>your own teacher or margouv@tcdsb.org --Dept. Head</u>
EXTRA HELP	-please make arrangements with the teacher outside of class time -e-class website -- http://eclass.tcdsb.org/
REPORTING DATES	Early “Warning” letter within first month approx., print out of class mark whenever requested by student or parent, mid-term report card & final report card.

Learning Skills Criteria	
In each reporting period, the quality of the learning skills demonstrated by the student in each of the FOLLOWING categories WILL BE identified on the report card using the following letter symbols.	
E–EXCELLENT	G–GOOD
S–SATISFACTORY	N–NEEDS IMPROVEMENT
SKILL: WORKS INDEPENDENTLY INDICATORS:	
<ul style="list-style-type: none"> accomplishes tasks independently accepts responsibility for completing tasks follows instructions regularly completes assignments on time and with care demonstrates self-direction in learning independently selects, evaluates, and uses appropriate learning materials, resources, and activities 	<ul style="list-style-type: none"> demonstrates persistence in bringing tasks to completion uses time effectively uses prior knowledge and experience to solve problems and make decisions reflects on learning experiences
SKILL: ORGANIZATION INDICATORS:	
<ul style="list-style-type: none"> organizes work when faced with a number of tasks devises and follows a coherent plan to complete a task follows specific steps to reach goals or to make improvements revises steps and strategies when necessary to achieve a goal 	<ul style="list-style-type: none"> manages and uses time effectively and creatively demonstrates ability to organize and manage information follows an effective process for inquiry and research uses appropriate information technologies to organize information and tasks
SKILL: INITIATIVE INDICATORS:	
<ul style="list-style-type: none"> seeks out new opportunities for learning responds to challenges and takes risks demonstrates interest and curiosity about concepts, objects, events, and resources seeks necessary and additional information in print, electronic, and media resources identifies problems to solve, conducts investigations, and generates questions for further inquiry requires little prompting to complete a task, displaying self-motivation and self-direction 	<ul style="list-style-type: none"> approaches new learning situations with confidence and a positive attitude develops original ideas and devises innovative procedures attempts a variety of learning activities seeks assistance when needed uses information technologies in creative ways to improve learning for self or others
SKILL: TEAMWORK INDICATORS:	
<ul style="list-style-type: none"> works willingly and cooperatively with others shares resources, materials, and equipment with others responds and is sensitive to the needs and welfare of others solves problems collaboratively accepts various roles, including leadership roles 	<ul style="list-style-type: none"> questions the ideas of the group to seek clarification, test thinking, or reach agreement shows respect for the ideas and opinions of others in the group or class listens attentively, without interrupting

<ul style="list-style-type: none"> • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions 	<ul style="list-style-type: none"> • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions
SKILL: WORK HABITS/HOMEWORK INDICATORS:	
<ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively 	<ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices