



St. Francis Xavier Catholic High School
Grade 11 Understanding Canadian Law
Mixed Levels, CLU3M
2015-2016



Teacher: Mrs. LA Galveias (*phonetic: GAL-VAY-US*)

Prerequisite Course: Civics Grade 10

Description and Overall Expectations: Students will learn about the historical development and philosophical foundations of our legal system. Students will develop a respect for the law, an understanding of its relevance to everyday life, and an appreciation of the benefits of a dynamic legal system. The study of law enhances students' ability to participate effectively in society and to think critically and communicate effectively.

Heritage of Law: This strand relates to the historical and philosophical roots of our legal system. Canadian law is drawn from a number of sources, including English and French law. As well, its philosophic base and concepts of justice and equity have been shaped by the work of various philosophers of natural and positive law. Through study of these sources, students will understand not only where our legal system has come from but also how it may change and develop in the future. This includes the *study of politics in Canada* in order to comprehend the making of laws.

Rights and Freedoms: This strand focuses on human rights and freedoms as seen from a historical and philosophical point of view. Students will examine what is meant by a right and how rights can be claimed. They will also investigate how the concept of human rights has evolved in Canada and the world, how minority rights are recognized, and how the conflict between minority and majority rights can be resolved in a democratic society. This includes the *Charter of Rights and Freedoms*, among other Acts.

Criminal Law and Procedures: This strand deals with the way society defines criminal actions and behaviour and with the systems and structures established to investigate, prosecute, and impose sanctions on what is considered criminal. Embedded in these definitions and structures is the concept of justice. Students will study and evaluate both the principles and the procedures of the criminal justice system. This includes: *What is a Crime; Pre-trial Procedures; Trial Procedures; Sentencing; and Youth and Crime*.

Regulation and Dispute Resolution: Law deals with the regulation of conduct, the settling of disputes, and the resolution of conflicts. Civil law may include tort, contract, family, and employment law. Students will study both traditional and non-traditional methods of controlling or regulating conduct and settling disputes. In addition to investigating how disputes are settled in Canada, students will also examine international law and consider questions about the international implementation and enforcement of law. This includes: *Private and public law; dispute resolution (statements of claim, defence, examination for discovery, mediation, etc); contractual obligations and tort law; family law; and how law changes and evolves*.

Methods of Legal Inquiry and Communication. Students of law draw on a wide range of skills and Information technologies. Students will integrate primary sources such as court visits, trial transcripts, and original documents with secondary sources such as newspaper articles or textbooks. They will also justify and support opinions on a variety of legal issues, using proper legal terminology. They will examine career opportunities in the legal field and work to communicate their findings effectively in written, oral, or visual forms. This includes: *Interpretation and Analysis (full judicial question analysis and research project, what is fact vs opinion); Research (credible sources, legal careers, compile summary notes, research, edit, charts); and Communication (trials, debates, reports, charts, illustrations, interviews, seminars, case review)*.

Course Resources: *Law in Action*; website slides for instructional purposes; guest speakers; current cases; and newspapers.

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Catholic Graduate Expectations: Our goal for all students is to experience an education based on our Catholic Graduate Expectations.

We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

Assessment, Evaluation and Reporting

The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of **learning skills and work habits** is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

1. Responsibility fulfills responsibilities and commitments (*e.g. accepts and acts on feedback*)
2. Organization manages time to complete tasks and achieve goals (*e.g. meets goals, on time*)
3. Independent work uses class time appropriately to complete tasks (*e.g. monitors own learning*)
4. Collaboration works with others, promotes critical thinking (*e.g. provides feedback to peers*)
5. Initiative demonstrates curiosity and an interest in learning (*e.g. sets high goals*)
6. Self-Regulation sets goals, monitors progress towards achieving goals (*e.g. sets, reflects goals*)

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill.

Evaluation completed in class will be based only on **individual student work**, even if they work as part of a group. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for **providing evidence of their own learning** (with references where required, and when asked), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The **achievement chart** identifies four levels, based on achievement of the **overall curriculum expectations**:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement. Report card grades are reported in percentage format.

Mark Breakdown

Term Work (70%) will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations.

Summative evaluation (30%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know, and the skills they have learned, based on the overall expectations. In grade 11 law, the summative evaluation will consist of a **rich summative assessment task (15%)** and a **final exam (15%)**. These summative evaluations **must be done on the assigned dates** and cannot be "made up" except in "exceptional" circumstances. **The CLU3M exam is on January 28, 2016. The RST takes place from January 4-12, inclusive.** Please do not plan vacations during these time periods.

Awarding of Course Credit

Students who demonstrate evidence of achievement of **overall expectations**, **and earn a mark** of 50% or greater, will earn one credit for the course with the following exception: **Students who do not complete their summative evaluation (exam and/or end of year summative task) will not earn their credit regardless of their mark.**

Student and Parent/Guardian Acknowledgement

We have read the above course outline and are aware of the outlined student responsibilities which are **to attend class** on a regular basis and to **provide evidence of learning within the established timelines**. This means that late work may not be accepted.

We understand that our son or daughter is encouraged to **BRING THEIR OWN ELECTRONIC DEVICE** to school, such as a laptop, chrome book, tablet, etc in order to enhance their learning; however, this is not a requirement and resources will be available whenever possible to bridge the gap between those who have a device and those who many not have one to bring.

We recognize that there is an **APP** being used in class to keep students, and parents aware of key deadlines. I also understand that the teacher will be uploading some important information and learning resources to a **website**, which my son/daughter should utilize often for their own scholastic benefit.

We have taken note of the **summative dates**.

No signature required.