

# HALIBURTON HIGHLANDS SECONDARY SCHOOL



## Canadian and World Studies Department

### Evaluation Policy

### for Canadian Law, Workplace Level



Course Code: **CLU3E**

Level: **Grade 11, Workplace**

Teacher Contact Information:

Credit Value: **1.0**

Teacher: **Mrs. Johnson**

Period: **Period 2 (on a Week 1)**

By Phone: **(705) 457-2950 ext: 510**

Room Number: **16**

By E-mail: **chris.johnson@tldsb.on.ca**

Department Head: **Mr. Longo**

### Course Description:

This course is designed for any student who has an interest in law in general, Canadian law, police foundations, social services, security, or small business. Students will gain a better understanding of the law in Canada and of their rights and obligations as Canadian citizens.

### Strands of Study and Overall Expectations include:

#### **A. Heritage**

- A1. explain what law is and why we need laws;
- A2. describe the historical development of Canadian law;
- A3. distinguish among the various types and categories of Canadian law.

#### **B. Rights and Freedoms**

- B1. explain how recognition of rights, responsibilities, and freedoms has developed in Canada;
- B2. explain the rights and freedoms outlined in the Canadian Charter of Rights and Freedoms and how people can exercise them.

#### **C. Criminal Law and Procedure**

- C1. explain how a criminal offence is defined under federal and provincial jurisdictions;
- C2. describe the criminal trial process;
- C3. identify the sentencing options available to judges in a criminal trial or a provincial prosecution;
- C4. explain how criminal and provincial laws apply to young people.

#### **D. Regulation and Dispute Resolution**

- D1. describe the process for taking a civil case to trial and resolution;
- D2. explain how the law applies to family matters;
- D3. investigate the role of law in everyday contractual matters;
- D4. examine how tort law supports people who are injured or harmed;
- D5. describe the role of law in the workplace.

#### **E. Methods of Legal Inquiry and Communication**

- E1. use appropriate research methods to gather, organize, evaluate, and synthesize information;
- E2. apply the steps in the process of legal interpretation and analysis;
- E3. explain, discuss, and interpret legal issues using a variety of formats and forms of communication.

Efforts will be made to meet the individual learning needs of students in order to ensure these expectations are being met.

### Course Outline/Units of Study

- |                                |                           |
|--------------------------------|---------------------------|
| 1. An Introduction to Law      | 4. Sentencing             |
| 2. Tort and Dispute Resolution | 5. Youth and Criminal Law |
| 3. Criminal Law                | 6. Final Project          |

**Evaluation Structure:**

Knowledge/Understanding	20%
Thinking/Inquiry	15%
Communication	15%
Application	20%

The above is reflected both in the term work (worth 70% of the final mark) and the summative culminating activities (worth 30% of the final mark). The 30% summative culminating activity includes a 15% final project and a 15% final exam. The final exam will be held during the informal exam period.

**Resources:****Textbook:**

All About Law – Fifth Edition (when needed)

**Policy Document:**

The Ontario Curriculum Grades 11 & 12  
Canadian and World Studies – 2005 (revised)

**Evaluation:**

Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer & self-evaluations will also be utilized.

Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
<b>Knowledge/Understanding</b> <ul style="list-style-type: none"> <li>➤ Knowledge of facts &amp; terms</li> <li>➤ Understanding of concepts &amp; relationships</li> </ul>	Limited display of knowledge, skills and ability to apply concepts	Some success in displaying knowledge, skills and application of concepts	Considerable display of knowledge skills and ability to apply concepts	Thorough understanding of concepts and ability to communicate, think creatively and apply concepts
<b>Thinking/Inquiry</b> <ul style="list-style-type: none"> <li>➤ Critical thinking skills</li> <li>➤ Creative thinking skills</li> <li>➤ Inquiry Skills</li> </ul>				
<b>Communication</b> <ul style="list-style-type: none"> <li>➤ Communication of ideas &amp; information</li> <li>➤ Use of symbols &amp; visuals</li> <li>➤ Oral &amp; written communication</li> </ul>				
<b>Application</b> <ul style="list-style-type: none"> <li>➤ Applications in familiar contexts</li> <li>➤ Transfer of concepts to new contexts</li> <li>➤ Making logical conclusions and predictions</li> <li>➤ Use of technology</li> <li>➤ Making connections</li> </ul>				

**Learning Skills:**

Students are expected to reflect the following skills throughout the course:

<b>Responsibility:</b>	Fulfils responsibilities. Completes & submits work ON TIME. Manages own behaviour.
<b>Organization:</b>	Devises & follows a plan. Establishes priorities & manages time. Uses resources to complete tasks.
<b>Independent Work:</b>	Monitors, assesses & revises plans to complete tasks & meet goals. Uses class time wisely. Follows instructions with minimal supervision.
<b>Collaboration:</b>	Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.
<b>Initiative:</b>	Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.
<b>Self-Regulation:</b>	Sets goals. Seeks help when needed. Reflects on own strengths, needs & interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades: **E** - Excellent **G** - Good **S** - Satisfactory **N** - Needs Improvement

# HALIBURTON HIGHLANDS SECONDARY SCHOOL

## COURSE EXPECTATIONS AND EVALUATION POLICY



### Welcome to CLU3E

#### Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher beforehand of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

#### Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher before the period in which the test is to be written. Students who miss a test for any reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

#### Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

#### Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester.

#### Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension.**

**Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)**

I hereby acknowledge that I am fully aware of the expectations and evaluation in the **Grade 11 Canadian Law, Workplace Level** course.

**Student Signature:** \_\_\_\_\_ **Parent's/Guardian Signature:** \_\_\_\_\_

Should it be necessary to contact you about your child's progress, it would be helpful if you would provide the appropriate information below:

Parent(s)/Guardian(s):

\_\_\_\_\_ Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_

E-mail: \_\_\_\_\_

\_\_\_\_\_ Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_

E-mail: \_\_\_\_\_

For students 18 years of age and over or who will turn 18 during the course:

I give permission for my teacher to contact my parents/guardians with regard to this course: \_\_\_\_\_