



CLU3M1/3 Course Outline – *Understanding Canadian Law*, Grade 11, University/College Preparation

ONE FULL CREDIT

QUADMESTER CALENDAR

Social and Global Studies, Harbord Collegiate Institute, TDSB

REVISED after Ministry Direction on Final Exams & Culminating Activities

COURSE DESCRIPTION:

This course explores Canadian law with a focus on criminal and human rights issues relevant to now and the everyday. Students will investigate fundamental legal concepts, current legal issues, past and present leading cases and legal problems to gain both a theoretical and practical understanding of Canada's legal system and the core areas of law, including criminal law, intellectual property law, privacy law, contract law and torts. Students will learn to relate these topics to current issues in Canadian society. Students will use problem-based learning and both critical and creative thinking skills to analyze legal issues and leading cases, conduct independent research, negotiate, debate, advocate in mock trials, and present the results of their inquiries in innovative ways.

TEACHING STRATEGIES:

Students will work individually and in groups through a series of challenges, activities, projects, reading assignments, lectures, films, multi-media clips, online research activities, presentations, simulations, debates, writing projects and briefs, and seminars designed to stimulate and teach problem-based learning, critical and creative thinking and legal competencies. Students will use thinking skills to develop foundational knowledge, use criteria for judgment, build and use a critical thinking vocabulary, implement creative thinking strategies and develop critical habits of mind. Critical thinking skills and strategies involve establishing legal significance, using primary and secondary evidence, identifying continuity and change, analyzing interrelationships, evaluating legal perspectives and exploring the ethical dimensions of law and justice. The four concepts of legal thinking – *legal significance*, *continuity and change*, *interrelationships*, and *legal perspective* – underpin thinking and learning in the law program.

COURSE RESOURCES:

Bauer, Mark B. *Social & Global Studies Course Website*. Mark Bauer. Web. <www.socialglobalstudies.com>.

Google Classroom (*the course assessment & evaluation platform*).

Roach, Kent. *Criminal Law* 7th Ed. Toronto: Irwin Law, 2018.*

Blair, A. *Law in Action: Understanding Canadian Law*. Toronto: Pearson, 2009.*

*This textbook will occasionally be used as a resource.

INSTRUCTORS:

Mark Bauer can be reached in the *Social and Global Studies* Office (Rm. 328), at 416.393.1650 x 20085 or by email at Mark.Bauer@tdsb.on.ca.

Course Leader & Instructor: M. Bauer

Curriculum Leader: A. Magney

UNIT DESCRIPTION AND EVALUATION:

COURSEWORK (Units 1 to 3) is 100% of your final mark.

All course evaluations are equally weighted across all four categories of achievement and designed to allow students the opportunity to exhibit learning across the *Achievement Chart for Canadian and World Studies*. The Achievement Chart is published in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*.

NOTE: This Course is designed with 5 STRANDS. The first strand, *The Inquiry Process and Skill Development in Legal Studies*, is interwoven with instruction and learning related to the expectations from the other four strands which are *Legal Foundations, Rights and Freedoms, Civil Law, Criminal Law*. Units 1-3 correspond directly with these 5 strands.

UNIT → TITLE	EVALUATION 100 % of final mark (160 Possible Coursework Marks)
Unit 1: Legal Principles & Problems	R. v. Jacob Legal Opinion , 40 marks (25 %) K/U: /10 T: /10 COM: /10 APP: /10
Unit 2: The Charter & Criminal Law	Causal Modelling the Criminalization of HIV , 40 marks (25 %) K/U: /10 T: /10 COM: /10 APP: /10 Charter Scenario Test , 40 marks (25 %) K/U: /10 T: /10 COM: /10 APP: /10
Unit 3: Advocacy	Online Hate Speech Mock Trial , 40 marks (25 %) K/U: /10 T: /10 COM: /10 APP: /10

Evaluations are subject to change based on informed professional judgment of the instructor, other teachers delivering the course and the curriculum leader of Social & Global Studies.

This course incorporates considerations for program planning that align with ministry and board policy and initiatives (e.g., planning related to students with special education needs, English language learners, equity and inclusive education, and the *Ontario First Nation, Métis, and Inuit* education policy framework). Every effort is made to maximize student learning and success within the guidelines, policies and procedures specified by *Growing Success, Assessment, Evaluation and Reporting in Ontario Schools* and the TDSB.

Levels of Achievement

LEVEL 1

Level 1 represents achievement that falls well below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in the course or at the next grade level. Mark range 50% to 59%.

LEVEL 2

Level 2 represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success. Mark range 60% to 69%.

LEVEL 3

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their child will be prepared for work in subsequent courses. Mark range 70% to 79%.

LEVEL 4

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the course, rather the student has exceeded the provincial standard for achievement. Mark range 80% to 100%.

CLU3M is based on *The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2015* <<https://www.socialglobalstudies.com/curriculumdocuments.htm>>. Students will be expected to demonstrate the following ministry curriculum overall expectations:

A “*big idea*” is an enduring understanding, an idea that we want students to delve into and retain long after they have forgotten many of the details of the course content. The big ideas address basic questions such as “*Why am I learning this?*” or “*What is the point?*” Through exploration of the big ideas, students are encouraged to become creators of understanding and not passive receivers of information. Many of the big ideas are transferable to other subjects and, more broadly, to life itself. In many cases, they provide the opportunity for students to think across disciplines in an integrated way. The big ideas are connected to the overall expectations and the related concepts of disciplinary thinking in each strand. The big ideas are also connected to the general framing questions that are provided for each strand. The big ideas combined with the framing questions are intended to stimulate students’ curiosity and critical thinking and to heighten the relevance of what they are studying. The framing questions are broad and often open-ended and can be used to frame a set of expectations or an entire strand.