

TALENTA ACADEMY

COURSE OF STUDY OUTLINE

Course Title/Grade/Type: Canadian and International Law, Grade 12,
University Preparation

Ministry Course Code: CLN4U

Credit Value: 1.0

Department: Canadian and World Studies

Department Head: Mr. Bisoo

Course Developed by & Date: Mr. Bisoo, Mr. Mahalingam, June 2017

Course Revision by & Date: Mr. Bisoo, June 2018

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Policy Document: The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, (Revised 2016)

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010

Description:

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

OVERALL CURRICULUM EXPECTATIONS

Unit A: The Inquiry Process and Skill Development in Legal Studies

Throughout this course, students will:

- A1. **The Inquiry Process in Legal Studies:** use the legal studies inquiry process and the concepts of legal thinking when investigating legal issues in Canada and around the world, and issues relating to international law;
- A2. **Developing Transferable Skills:** apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset.

Unit B: Legal Foundations

- B1. **Principles of Law:** identify foundational concepts and principles relating to law and explain their significance (**FOCUS ON:** *Legal Significance*)
- B2. **Legal Theory and Procedures:** analyse how and to what extent various legal theories and procedures have influenced the Canadian and international legal systems (**FOCUS ON:** *Interrelationships; Legal Perspective*)
- B3. **Development of Law:** explain various influences, including those of individuals and groups, on the development of Canadian and international law (**FOCUS ON:** *Continuity and Change*)

Unit C: Rights and Freedoms

- C1. **Legal Principles of Human Rights Law:** explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally (**FOCUS ON:** *Legal Significance*)
- C2. **Development of Human Rights Law:** analyse issues associated with the development of human rights law, in Canada and internationally (**FOCUS ON:** *Continuity and Change*)
- C3. **Protection of Human Rights and Freedoms:** compare the roles of the legislative and judicial branches of government in protecting human rights and freedoms, with a particular emphasis on Canada (**FOCUS ON:** *Legal Significance; Interrelationships; Legal Perspective*)
- C4. **Contemporary Issues:** analyse various contemporary issues in relation to their impact or potential impact on human rights law (**FOCUS ON:** *Legal Perspective*)

Unit D: Foundations of International Law and Dispute Resolution

- D1. **Fundamentals of International Law:** explain the legal importance of various key principles and issues in international law (**FOCUS ON:** *Legal Significance*)

- D2. Development of International Law:** analyse how various factors have influenced the development of international law (FOCUS ON: *Legal Significance; Continuity and Change*)
- D3. Conflict and Cooperation:** analyse how various agreements, treaties, and conventions in international law influence international conflict and cooperation (FOCUS ON: *Legal Significance; Interrelationships; Legal Perspective*)

Unit E: International Legal Issues

- E1. Criminal Law:** analyse various key concepts, legal systems, and issues in criminal law, in Canada and internationally (FOCUS ON: *Legal Significance; Interrelationships; Legal Perspective*)
- E2. Environmental Protection:** analyse factors that influence the effectiveness of domestic and international environmental legislation (FOCUS ON: *Continuity and Change; Legal Perspective*)
- E3. Workplace Legal Issues:** analyse legal principles, systems, and processes used to protect various parties' interests in the workplace, in Canada and internationally (FOCUS ON: *Legal Significance; Interrelationships*)
- E4. Emerging Legal Issues:** analyse emerging global issues and their implications for international law (FOCUS ON: *Legal Perspective*)

OUTLINE OF COURSE CONTENT

Unit	Unit Titles	Hours
1	The Inquiry Process and Skill Development in Legal Studies	18
2	Legal Foundations	21
3	Rights and freedoms	21
4	Foundations of International Law and Dispute Resolution	24
5	International Legal Issues	21
	Final Assessment	5
	Total	110

TEACHING AND LEARNING STRATEGIES

Students learn best when they are engaged in a variety of ways of learning. Canadian and world studies courses lend themselves to a wide range of approaches in that they require students to discuss issues, solve problems using applications software, participate in business simulations, conduct research, think critically, work cooperatively, and make decisions. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and to develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations. Some of the teaching and learning strategies that are suitable to material taught in Canadian and world studies are listed in the chart below. In combination, such approaches promote the acquisition of

knowledge, foster positive attitudes towards learning, and encourage students to become lifelong learners.

Since the over-riding aim of this course is to develop an accounting literacy in all students, a wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These include:

- Direct Instruction
- Currency Analysis
- Problem solving
- Decision Making
- Projects
- Reports
- Case studies
- Simulation
- Team work
- Mind Mapping
- Personal reflection
- Multimedia Presentations
- Data Analysis
- Independent Research
- Discussion Groups
- Guided Internet Research
- Teacher-led discussion
- demonstration
- Brainstorming
- Structured discussion
- Small group activities
- Peer analysis
- Critical pedagogies
- One-on-one tutoring

ASSESSMENT AND EVALUATION STRATEGIES

Assessment as or assessment for learning

The primary purpose of assessment is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation (Assessment of Learning) Strategies:

Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality. All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of overall expectations and which ones will be covered in instruction and assessment but not necessarily evaluated.

Evaluation will be implemented at or near the end of a period of learning, and may be used to inform further instruction. It is mainly used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others. These include

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

The tools highlighted will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
<p>Student Product</p> <ul style="list-style-type: none"> <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Learning Logs (anecdotal) <input type="checkbox"/> Entrance tickets <input type="checkbox"/> Exit tickets <input type="checkbox"/> Homework(checklist) <input type="checkbox"/> Completed work(checklist) 	<p>Student Product</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Pre-tests (scale/rubric) <input type="checkbox"/> Quizzes (scale/rubric) <input type="checkbox"/> Rough drafts (rubric) <input type="checkbox"/> Portfolios (rubric) <input type="checkbox"/> Posters (rubric/scale) <input type="checkbox"/> Graphic organizers (scale) <input type="checkbox"/> Peer feedback (anecdotal/checklist) <input type="checkbox"/> Reports (rubric) <input type="checkbox"/> Essays (rubric) <input type="checkbox"/> Webbing/Mapping (rubric/scale) <input type="checkbox"/> Entrance ticket <input type="checkbox"/> Vocabulary notebooks (anecdotal) <input type="checkbox"/> Visual Thinking Networks (rubric) 	<p>Student Product</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Tests (scale/rubric) <input type="checkbox"/> Unit Tests <input type="checkbox"/> Exam <input type="checkbox"/> Rough drafts (rubric) <input type="checkbox"/> Portfolio (rubric) <input type="checkbox"/> Posters (rubric/scale) <input type="checkbox"/> Graphic organizers (scale) <input type="checkbox"/> Reports (rubric) <input type="checkbox"/> Essays (rubric) <input type="checkbox"/> Visual Thinking Networks (rubric) <input type="checkbox"/> ISU (scale/rubric) <input type="checkbox"/> Project (rubric/scale)
<p>Observation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole class discussions (anecdotal) <input type="checkbox"/> Self-proofreading (checklist) <input type="checkbox"/> Interviews (checklist) <input type="checkbox"/> Seeking assistance 	<p>Observation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions (anecdotal) <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> PowerPoint presentations (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale) <input type="checkbox"/> In Class work (checklist) 	<p>Observation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> PowerPoint presentations (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale)

Conversation	Conversation	Conversation
<input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small Group Discussions (checklist) <input type="checkbox"/> Pair work (checklist) <input type="checkbox"/> Debate (rubric)	<input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small group discussions (checklist) <input type="checkbox"/> Pair work (anecdotal) <input type="checkbox"/> Peer-feedback (anecdotal) <input type="checkbox"/> Peer-editing (anecdotal) <input type="checkbox"/> Oral pre-tests (scale/rubric) <input type="checkbox"/> Oral quizzes (scale/rubric)	<input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Question and Answer Session (checklist) <input type="checkbox"/> Oral tests (scale/rubric)

THE FINAL GRADE

A final grade is recorded for every course, and a credit is granted for every course in which the student's final mark is 50% or higher. The final grade for this course will be determined as follows:

Percentage of Final Mark	Categories of Mark Breakdown
Term Work: 70%	<p>Assessment of Learning conducted throughout the Term.</p> <p>This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.</p>
Final Evaluation: 30%	<p>Final Examination</p> <p>This final evaluation will be based on an evaluation of achievement from all four categories for the course and of over all expectations from all units of the course.</p>

The balance of the weighting of the categories of the achievement chart throughout the course is:

Knowledge and Understanding	25%	Application	25%
Thinking and Inquiry	25%	Communication	25%

CONSIDERATION FOR PROGRAM PLANNING

All students can succeed. Some students are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow access to the course without any changes to the knowledge and skills the student is expected to demonstrate. The accommodations required to facilitate the student's learning must be identified. Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners. The areas of concern to all teachers include the following:

Teaching Approaches

Students learn best when they are engaged in a variety of ways of learning. Canadian and world studies courses lend themselves to a wide range of approaches in that they require students to discuss issues, solve problems using applications software, participate in business simulations, conduct research, think critically, work cooperatively, and make decisions. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and to develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

Teachers must provide a wide range of activities and assignments that encourage mastery of basic concepts and development of inquiry/research skills. To make their programs interesting and relevant, they must help students to relate the knowledge and skills gained to issues and situations in the real world. It is essential to emphasize the relationship of Canadian and world studies to the world outside school so that students recognize that these areas of study are not just school subjects but fields of knowledge that affect their lives, their communities, and the world.

English as a Second Language

Students whose first language is not English will be allowed to use dictionaries during assessments for and as learning. They will be encouraged to speak English in class through pair/group work, and small class presentations. Canadian and world studies courses can provide interesting learning opportunities for students who have come to Canada from different countries. Students who come to Ontario from other countries will find the study of the subjects within Canadian and world studies particularly useful. Through this study, they can develop an understanding of Canadian economics, geography, history, law, and politics that will help them to become well-informed Canadian citizens.

Attendance (Absences)

Regular class attendance is critical for students' learning, achievement of course expectations, and successful completion of the course. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff will meet with the student and parents to explain the potential consequences of the absences, including failure to gain credits, and to discuss steps that could be taken to improve student attendance. Students are responsible for acquiring the work missed due to absence before the following class. Students will be accommodated with a make-up class if necessary. The teacher will use his/her professional judgment to determine alternate methods of evaluating students who are absent for a test or presentation, given the appropriate documentation.

The Role of Technology in the Curriculum

The use of technology has given students access to additional and powerful resources. Students can access internet resources and online versions of texts. Although the Internet is a powerful learning tool, however, all students must be made aware of issues of privacy, safety, and responsible use, as well as of the ways in which the Internet can be used to promote hatred. Through Internet websites, students can now access resources held in libraries, archives, public institutions, and private businesses across the country and around the world. They can find the most current information available on topics relevant to Canadian and world studies courses.

Applications software can be used to enhance student learning in Canadian and world studies courses. Applications such as databases, spreadsheets, word processors, and presentation software can be used to support various methods of inquiry. The technology also makes possible simulations of complex systems that are useful for problem-solving purposes or when field studies on a particular topic are not feasible. Students are able to develop job-related computer skills through the use of industry applications such as geographic information systems (GIS) and the global positioning system (GPS).

Career Education

The knowledge and skills students acquire in Canadian and world studies courses will be useful in a variety of careers. For example, the study of economics increases students' awareness of the ways in which local and global events and trends affect not only the economy but also their own career opportunities. A background in geography, history, politics, or law can lead to employment in fields such as law, politics, resource management, information technology, teaching, recreation, hospitality and tourism, and journalism. Students should be made aware of these possibilities and encouraged to explore areas of interest to them.

GENERAL SCHOOL POLICY, AND EXPECTATIONS OF STUDENT BEHAVIOUR

NECESSARY MATERIALS FOR CLASSROOM

Students should come to class with the required books and equipment. This includes three ring binder, notebook, textbook, pen, pencil, graph paper, ruler and calculator. There is not point being here unless you are prepared. Items not required for class should not be in evidence. These include other books, newspapers, magazines, food, drinks, cell phones, and all other electronic devices.

TESTS AND EXAMS

Attendance for tests and exams is a **must**. If the absence is for a valid reason and can be documented (e.g. a medical certificate) a makeup test may be arranged with the teacher. A note from a parent may be accepted at the discretion of the teacher or principal.

HOMWORK

Homework will be assigned regularly. Students are expected to complete all assigned work, on a regular basis, without exception, because it is only through consistent practice that skills and concepts are retained. Students can expect to spend approximately 2-4 hours per week on any one subject for homework or assignments. Completing homework is also a reflection of a positive attitude.

LATE ASSIGNMENTS POLICY AND EXTENSIONS

Students will be given ample time and opportunities to submit their work. It will be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students will be understood that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments as listed in the School's course calendar.

PLAGIARISM

Students are reminded to become familiar with the Toronto CI's policy concerning plagiarism. Any work submitted for one course may not be submitted for another course without the permission of the teachers of both courses. The creation of original work is a celebration of your intellectual curiosity. The unacknowledged use of another person's writing or ideas is a serious academic offence that will result in a zero for the assignment. If unsure about plagiarism, then consult with the teacher.

RESOURCES

- Canadian and International Law, Blair, A, Ryan Elliott, K, Manning, B, Mossuto, M, (2004). Toronto, Ontario: Oxford University Press
- Local news papers
- Television, VCR, DVDs, CDs, Projectors, laptop
- Computer Lab, and Public Library
- Various Internet resources/websites