



ÉCOLE ST. MARY HIGH SCHOOL
380-14th Street West
Prince Albert, SK S6V 3L5

ÉCOLE ST. MARY HIGH SCHOOL
COURSE OUTLINE 2019-20
GRADES 10 - 12

COURSE NAME: Law 30	PRE-REQUISITE: N/A
TEACHER: Mr. Carriere	ROOM NUMBER: B14
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SUBJECT COMPETENCIES

Foundations of Law

LAW30-FL1 Evaluate the purposes and functions of law in societies.

LAW30-FL2 Analyze how and why laws change over time.

LAW30-FL3 Assess the importance of the Charter of Rights and Freedoms for Canadians.

Criminal Law

LAW30-CR1 Investigate the elements and processes of Canadian criminal law.

LAW30-CR2 Critique the impact and effectiveness of the Canadian justice system.

LAW30-CR3 Analyze interactions between participants in the Canadian justice system and the community.

Civil Law

LAW30-CV1 Examine the elements and processes of Canadian civil law.

LAW30-CV2 Investigate the legal implications that result from forming, changing and terminating various types of family relationships.

LAW30-CV3 Explore how civil law impacts the daily lives of Canadians.

Law in Canada Today

LAW30-LT1 Examine how and why youth are treated differently in Canadian law.

LAW30-LT2 Investigate contemporary legal issues that affect Canadians.

Student-Directed Inquiry

LAW30-SI1 Design and carry out a detailed exploration of one or more topics of personal interest relevant to Law 30.

COURSE AIMS AND GOALS (Taken directly from Curriculum)

The aim of K-12 Social Studies and Social Sciences education is to help students know and appreciate the past, understand the present, influence the future, and make connections between events and issues of the past, the present, and the future. Further, its purpose is to make students aware that, just as contemporary events have been shaped by actions taken by people in the past, they have the opportunity to shape the future. The ultimate aim is for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.

Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. The goals of K-12 Social Studies and Social Sciences education are to:

- examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN).
- analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future (DR).
- investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations (PA).
- examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development (RW).

COURSE DESCRIPTION

Unit 1: Foundations of Law

Unit 2: Criminal Law

Unit 3: Civil Law

Unit 4: Law in Canada Today

Course Resources
Textbook: All About Law (Fifth Edition): Exploring the Canadian Legal System

ASSESSMENT AND EVALUATION

Grades 10-12 students will be provided with a percentage score and competency levels.

The student's achievement mark will be based on the following:

Assessment Categories	Assessment Weighting	Learning Outcomes Assessed
Assignments	20%	LAW30- FL1, FL2, FL3
Unit Exams and Quizzes	25%	LAW30- CR1, CR2, CR3
Current Events in Law	10%	LAW30- CV1, CV2, CV3
Individual Project	15%	LAW30- LT1, LT2
Final Exam	30%	LAW30- S1
Total	100%	

COMPETENCIES RUBRIC

The competencies come from the aims and goals of the curriculum which are broad statements identifying what students are expected to know, understand, and be able to do upon completion of study of this course:

1-Beginning	2-Developing	3-Progressing	4-Established
With help understands parts of the simpler concepts and performs a few of the simpler processes.	Understands the simpler concepts and performs the simpler processes.	Understands more complex concepts and is able to perform complex processes that are explicitly taught.	Has a deep understanding of complex concepts and processes and can apply to new situations.

FACTORS AFFECTING ACHIEVEMENT RUBRIC

Those habits, expectations, behaviours and attitudes that affect learning: The Factors Affecting Achievement have been grouped under four categories: Confidence, Collaboration, Organization, and Responsibility.

1-Beginning	2-Developing	3-Progressing	4-Established
Meets some expectations with continual guidance and frequent reminders.	Meets most expectations with some guidance and several reminders.	Meets all expectations with minimal guidance and occasional reminders.	Meets all expectations independently, provides a positive influence.

Academic Legend

Grades 10-12	
95-100	- Demonstrates mastery of the term outcomes
80 -94	- Consistently meets the term outcomes
65 -79	- Usually meets the term outcomes
50-64	- Approaches the term outcomes
<49	- Does not yet meet the term outcomes
INS	- Insufficient evidence to evaluate
NA	- Not Applicable this term

ASSESSMENT EXPECTATIONS

Teacher Guidelines *as per Division Policy and the Assessment and Evaluation Handbook*

In instances where it isn't practical to speak directly to the classroom teacher due to time restrictions students are asked to speak with an administrator. It is always preferable to be done in advance but we understand that in legal, medical and compassionate situations time does not always allow for advanced warning.

Submitting/Demonstrating Assessments	Please submit your assignments directly to the classroom teacher or to the location determined by the teacher for submitted work on the assigned due date.
Late Assessments	In the event that an extension is needed, the student is required to meet with the teacher in advance, if possible to determine a mutually agreed-upon plan of action. If extensions are becoming habitual, the teacher may contact an administrator to determine the best course of action.
Reassessment	Circumstances may warrant the provision of the opportunity to be reassessed on an assignment, activity, or an examination in order to establish the most consistent demonstration of learning. If a student thinks this applies to his/her situation the student is required to meet with the teacher to determine a mutually agreed-upon plan of action.

Recommend Policy

The following criteria must be met for a student to be considered for a recommend in each of his or her classes: student absences must fall within the guidelines in the school handbook and students are to have no more than ten lates in a semester. Although school approved absences are excluded, students need to be aware that when combined with excused and unexcused absences, school approved absences could take a student over their totals. If this occurs, a meeting between the appropriate grade level administrator and the teacher will take place to consider the absences.

All assignments and exams must be completed by their due dates and examinations must be written on the assigned date unless alternative arrangements have been made between the student and teacher in advance of the due date. The student is responsible to initiate such a request. *Completion is dependent upon the student adequately meeting the criteria of the assignment in breadth and depth.*

The number of exams that must be written are as follows: Grade ten through twelve students will be required to write a minimum of two final exams per semester regardless of the number of classes the student takes in a particular semester. *Where required, Language Arts classes written may be either in French or English.*

In grade ten a student must write one Math or Science exam and one *Language Arts* or Social Science exam as two of the four exams written; for Immersion students a minimum of one of these core exams must be in French.

During the grade eleven and twelve years combined, a student must write each of the following: one Math, one Science, one Language Arts, and one Social Science; of these four exams a minimum of two must be at the 30 level. As well French Immersion students must write at least two exams in French.

If a student attends École St. Mary School for only grade twelve the grade twelve student exam requirements would be one Math or Science and one Language Arts or Social Science; for Immersion students one of which must be in French.

ACADEMIC INTEGRITY

École St. Mary High School supports the development of a culture of student responsibility and academic integrity. Students are expected to familiarize themselves with the expectations outlined in the student handbook regarding academic honesty and to uphold the expectations with regard to plagiarism, cheating, timeliness and overall student responsibility.

Academic Integrity is:

- Providing evidence of one's own learning through demonstration of responsibility, honesty, trust and respect.
- Planning for and completing assignments and assessments to the best of one's ability by following the assignment guidelines given by the teacher.
- Citing research, knowledge and evidence of others.
- Meeting deadlines set by the teacher. Extenuating circumstances must be discussed with the teacher.

Lack of Academic Integrity is:

- Cheating.
 - Plagiarism:
 - turning in someone else's work as your own;
 - copying words or ideas from someone else without giving credit;
 - failing to put a quotation in quotation marks;
 - giving incorrect information about the source of a quotation;
 - changing words but copying the sentence structure of a source without giving credit;
 - copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not ;
 - Using an image, video or piece of music in a work you have produced without receiving proper permission or providing appropriate citation is plagiarism.
- What Is Plagiarism?* (n.d.) Retrieved May 20, 2015, from <<http://plagiarism.org/citing-sources/whats-a-citation>>
- Having others complete the work.
 - Buying papers from the internet.
 - Resubmission of previously submitted work.

Cases of Infringement

- Each incident infringement with academic integrity must be reported to the grade-level administrator.

Criteria for Recommends

Grade 10
1 Math OR 1 Science
1 Language Arts (English or French) OR 1 Social Science
<ul style="list-style-type: none"> • Students must write at least 2 exams per semester (4 within the year) regardless of the number of classes taken each semester. • French Immersion students must write a minimum of 1 exam in French. • Social Science options include History, Native Studies, Psychology, Law.

Grade 11 and Grade 12
1 Math
1 Science
1 Language Arts (English or French)
1 Social Science
<ul style="list-style-type: none"> • Students must write at least 2 exams per semester (4 within the year) regardless of the number of classes taken each semester. • Of the 4 required exams, 2 must be at the 30 level. • French Immersion students must write a minimum of 2 exams in French. • Social Science options include History, Native Studies, Psychology, Law.

Students Attending ESMHS in Grade 12 ONLY
1 Math OR 1 Science
1 Language Arts (English or French) OR 1 Social Science
<ul style="list-style-type: none"> • Students must write at least 2 exams per semester (4 within the year) regardless of the number of classes taken each semester. • Of the 2 required exams, 1 must be at the 30 level. • French Immersion students must write a minimum of 1 exam in French. • Social Science options include History, Native Studies, Psychology, Law.