

Course Name: Canadian Law 40S

Teacher's Name: Mr. Jarrod Martin

Contact Information: martin.jarrod@bsd.ca **Phone:** (204) 729-3900 **Teams**

Course Description:

This course provides students with the opportunity to broadly explore the major components of Canadian law. Studying law gives students the opportunity to acquire knowledge and competencies that will help them throughout their lives as responsible citizens. In addition to understanding the relevance of law in everyday life, the outcomes of this course are aimed at helping students develop critical thinking skills and form personal opinions on contemporary legal issues.

We will be discussing several topics relevant to the present context, which requires us to explore several controversial issues. The goal is for students to develop and challenge their thinking through considering and debating multiple points-of-view in a respectful, safe environment. ***While I encourage students to engage in good faith discussion and debate, disrespectful conduct will not be tolerated.***

Course Text: Murphy, T.G., Elliot, K.R., Mete, A., & Glass, J. (2010). *All About Law: Exploring the Canadian Legal System*. Nelson Education Ltd.

All unit lengths are subject to change as required.

| Unit Title | Learning Outcomes | Assessment Plan | Proposed Time |
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| Topic 1: Introduction to Law: Its Purpose and History | <ul style="list-style-type: none">- Define law and its purpose in society.- Differentiate and develop an understanding of the various classifications of law.- Distinguish between law and social mores and explore questions regarding relevant issues.- Explore First Nations, Métis, and Inuit practices related to law.- Describe how and why laws change and the consequences of such changes on society.- Demonstrate an understanding of how Canada's legal system has been created.- Demonstrate an understanding of the jurisdiction and powers of | Formative Assessments may include: <ul style="list-style-type: none">- Class discussions- In-class activities- Observations Summative Assessments may include: <ul style="list-style-type: none">- Tests- Projects/Assignments- Case Studies | 3-4 weeks |

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| | <p>each level of government pertaining to law.</p> <ul style="list-style-type: none"> - Explore and compare the roles and responsibilities of key individuals in the judiciary system. - Build knowledge and understanding of key law concepts. | | |
| Topic 2: The Canadian Charter of Rights and Freedoms | <ul style="list-style-type: none"> - Outline the history and evolution of rights in Canada leading to the creation of the Canadian Charter of Rights and Freedoms. - Describe and assess each section of the Charter, its jurisdiction and enforcement. - Examine the ongoing debate around limitations to our rights and freedoms. - Explore the impact of the Charter and other relevant documents. - Analyze to what extent the democratic and mobility rights of Canadians are guaranteed and protected under the Charter. - Outline how the Charter protects your legal and procedural rights. - Compare and contrast the concepts of equality and equity in relation to Section 15 of the Charter. - Describe how minority language rights are protected in the Charter. - Examine how issues such as women's rights, gender identity, medically assisted death, and other current events have had an impact on current interpretations of the Charter, making the Charter a living document. | <p>Formative Assessments may include:</p> <ul style="list-style-type: none"> - Class discussions - In-class activities - Observations <p>Summative Assessments may include:</p> <ul style="list-style-type: none"> - Tests - Projects/Assignments - Case Studies | 3-4 weeks |
| Topic 3: Criminal Law | <ul style="list-style-type: none"> - Define the purpose and characteristics of criminal law in Canadian society. - Demonstrate an understanding of the elements of a criminal offence. - Describe and analyze criminal offences that involve people. - Describe and analyze criminal offences that involve property. | <p>Formative Assessments may include:</p> <ul style="list-style-type: none"> - Class discussions - In-class activities - Observations <p>Summative Assessments may include:</p> <ul style="list-style-type: none"> - Tests - Projects/Assignments - Case Studies | 3-4 weeks |

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| | <ul style="list-style-type: none"> - Develop an understanding of how persons other than a principal offender can be charged and convicted of a criminal act. - Describe the major steps involved in investigation and arrest. - Identify and describe defences for the accused. - Describe the structure of the Canadian criminal court system and the roles of participants - Describe the steps of a criminal trial. - Discuss the various goals of sentencing. - Distinguish between adult sentencing and the procedures for sentencing young offenders, as outlined in the Youth Criminal Justice Act. - Explore the concept of restorative justice through alternative measures. | | |
| Topic 4: Civil Law | <ul style="list-style-type: none"> - Define civil law and how it differentiates from criminal law. - Assess the various elements involved in civil procedures. - 4.3 Describe various types of compensation. - Examine Indigenous practices and case law regarding rights on reserves, land titles, and treaty lands. - Analyze elements, examples, and defences of intentional and non-intentional torts. - Explain the main elements of contracts. | <p>Formative Assessments may include:</p> <ul style="list-style-type: none"> - Class discussions - In-class activities - Observations <p>Summative Assessments may include:</p> <ul style="list-style-type: none"> - Tests - Projects/Assignments - Case Studies | 3-4 weeks |
| Topic 5: Family Law | <ul style="list-style-type: none"> - Explore the definition of a family in legal terms in Canada. - Describe and understand the legal requirements of marriage and common law relationships. - Examine the legal requirements and procedures of separation and divorce. - Describe the rights and responsibilities of parents and guardians and how family law protects the rights of children. | <p>Formative Assessments may include:</p> <ul style="list-style-type: none"> - Class discussions - In-class activities - Observations <p>Summative Assessments may include:</p> <ul style="list-style-type: none"> - Tests - Projects/Assignments - Case Studies | 3 weeks |

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| | <ul style="list-style-type: none"> - Explore issues related to custody of children. - Examine past and present policies related to customary Indigenous practices and interventions into Indigenous families by governmental agencies. - Analyze issues related to family law. | | |
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Assessment Guidelines:

There are various purposes of assessment:

- Assessment **for** learning (formative assessment): where assessment helps the teacher gain insights into what students understand in order to plan and guide instruction, as well as provide helpful feedback to students. *Informal observations, review of processfolios, and conferencing.*
- Assessment **of** learning (summative assessment): where assessment informs students, teachers, and parents of achievement at a certain point in time in order to celebrate success, plan interventions, and support continued progress. *Assignments/projects, review of processfolios, and conferencing.*

Academic Achievement:

This course will employ a combination of traditional assignment marking and a collaborative marking system. The goal of assessment is to evaluate deeper, transferable learning through self-reflection and metacognition. Students will demonstrate their achievement based on evidence collected throughout the term in their coursework, projects, and conferences with Mr. Martin. Conferencing grades will be assigned in collaboration with students and defence of their learning during conferences.

Mr. Martin reserves the right to adjust all final grades based on professional judgement and accurate/adequate demonstration of meeting learning outcomes.

Assignments/Projects/Tests/Presentations 85%

Final Assessment/Exam/Project 15%

Learning Behaviours:

Assessment and reporting of learning behaviours will be according to the Brandon School Division Learning Behaviours Rubric.

Academic Dishonesty:

Academic dishonesty is to knowingly act or fail to act in a way that results in or could result in unearned academic credit or advantage. Wherever in this Policy an offence is described as “knowingly”, the offence is deemed to have been committed if the person ought reasonably have known.

Plagiarism:

Representation of another person’s thoughts, writing/creative work, etc. as one’s own. In the School community, plagiarism includes, but is not limited to the following:

- Work which is submitted or presented in partial fulfillment of course requirements as one’s own work that was completed, in whole or in part, by another individual.
- Portions of the work extracted from another source without proper and full credit to the original author (e.g. concepts, sentences, graphics, data, ideas presented through paraphrase)
- The entirety of a work copied from another source.

Plagiarism can also include re-using one’s own work without permission, such as submitting work in one course that has been or is simultaneously being submitted for credit in another course without the expressed permission of all teachers involved. In such cases, the entirety of the work may originate with the students; nevertheless, plagiarism has occurred.

Use of A.I.:

Any unauthorized use of ChatGPT (or other AI tools) on assessment is a breach of academic honesty.

Below are some guiding principles for maintaining academic honesty in relation to artificial intelligence:

- A.I. does not replace your own thinking, analysis, or judgment. Using A.I. inappropriately doesn’t demonstrate your understanding of a topic and it doesn’t help you learn the skills that are expected of you both within the classroom and in the workplace.
- Whether or not A.I. use is appropriate depends on your teacher. Unless you are asking to use A.I. on a course assignment, **assume you are not allowed to use it.**

- A.I. can be detected. There are tools that can detect A.I. produced content. Your teachers will assess your work based on their expertise, the learning objectives of the course and comparisons to your previous work.
- If you have used A.I. without your teacher's permission, you are at risk of facing allegations of academic dishonesty. A finding of academic dishonesty has academic and personal consequences, including lowering your grades, delaying your graduation, and possibly failing the course. If in doubt whether A.I. is permitted – remember: **IF YOU NEED TO KNOW, ASK.**
- A.I. generated content can be redundant, inaccurate and repetitive at best, and offensive or biased at worst. Remember that whatever you submit for a course assignment is your full and ultimate responsibility.
- If you are permitted to use A.I., **you must cite it.**

Breaches of Academic Honesty:

Breaches of academic honesty policy will result in work being taken as incomplete. Assignments/Assessments that are found to breach the academic honesty policy will be returned to the student to be revised/repeated to meet the standards of academic honesty. A mark of INCO (Incomplete Zero) will be entered into PowerSchool until the assignment has been completed to standard.

Repeated breaches of the academic honesty policy will result in a referral to administration for further review. The consequences of such may be decided in collaboration between parent/guardian, administration, and the classroom teacher.

Classroom Expectations:

In this class, you have the expectation to be **respectful, responsible, and safe** towards yourselves, others, and the school **AT ALL TIMES.**

Dress Code Expectation:

Students are expected to remove hats, bandanas, outerwear, and backpacks when they enter the school and store these items in their lockers. Clothing regulations and student dress code take into account safety, health, and the maintenance of an atmosphere suitable for a learning environment. Response to Behaviour - Students will be reminded of the expectation. Students who persist on wearing hats and/or clothing that is prohibited will be referred to Administration. Students who wear clothing that is provocative or unacceptable for a learning environment will be asked to cover up or change.

Cellphone Policy:

On August 15, 2024, the Government of Manitoba has banned the use of cellular phones in the classroom for grades 9-12. Phones are permitted to be used on breaks and lunch. Phones may be used within a classroom with the permission of the classroom teacher for educational purposes only, supporting students with medical concerns or available to support student learning.