

Law 12

Flex: posted weekly (often Wednesdays 11:10- 12:00pm)

Content:

Law 12 is a survey course designed to develop critical thinking skills and an awareness of Canadian laws and how they work in our daily lives. The course can be divided into four main content areas: the foundations of law, criminal, civil and family law. We will be studying these areas on their own and in connection to each other.

Skills: (also known as competencies)

Within these units, students will be **assessed** on the development of the following skills:

- **comprehension of legal concepts, legal process, and related terminology**
- **application of legal concepts and related terminology**
- **analysis and argumentation of legal issues/cases (making connections between concepts, units, legal and ethical dilemmas)**
- **development of collaboration skills**
- **the development of metacognitive skills (the ability to reflect upon and articulate their learning, constructively self/peer assess in connection to criteria / expectations outlined in class).**
- **oral communication skills**
 - ◆ **active listening**
 - ◆ **questioning**
 - ◆ **active participation in class discussions and group discussions**
 - ◆ **individual discussions with the teacher**
 - ◆ **individual/group presentations (both informal and formal)**

To demonstrate the development of the skills above, students will be expected to work both independently **and** in groups. Law 12 has a large **discussion** component and participation is mandatory. Undoubtedly some of the topics discussed will involve sensitive and/ or personal issues and responses to which people may have strong feelings or opinions. Therefore, it is important that everyone has the opportunity to express his or her ideas in a safe and respectful environment. In addition, students will work on learning to apply the law / legal language in their writing through varied simulation activities, case studies, and responses to legal related issues in the news.

Evaluation: General (term grades)

Evaluation will be based on a variety of individual and group assignments, projects, tests, quizzes, discussions, and *oral presentations. **Throughout the term students will receive oral and/or written feedback individually, in groups and as a class.** This will be done in a

variety of ways through the use of samples, modelling expectations, and rubrics. Students will also be taught and expected to participate in self/peer assessment (based on criteria and expectations outlined in class) and reflections. Towards the end of each term, students will prepare portfolios and conference with the teacher regarding their term progress. Further details regarding portfolio assessment will be outlined in class.

There are two main types of assessment:

Formative assessment can be described as a process that attempts to involve the student in the learning process to develop competence and confidence through the provision of ***descriptive feedback*** that is ***not*** evaluative (numeric or percentage) and through the explanation of, or provision of, quality examples that will enable the student to develop the capacity to monitor and make improvements upon the quality of their own work. It is intended for the student to use the feedback to improve their skills and be properly and better prepared for summative assessment exercises which will be reflected in their report card mark. Students will have multiple opportunities to develop these skills.

Summative assessment is the measurement of learning (grade) that the student has achieved for reporting purposes and represents the extent to which a student has reached the learning outcomes of the course. For example a term or semester grade.

Expectation: ***All*** students are expected to complete ***all*** assignments regardless of their perceived value. Not all assigned material will count for marks (formative) for report card purposes. To successfully complete the course, students will need to complete a number of ***formative*** assessments/assignments. Students who do not complete assigned tasks that form part of the learning outcomes for the course will ***not*** receive a zero mark. ***They will instead receive an “Incomplete” or “I” which means that they do not have enough evidence to support a grade at this time, and will therefore have no “mark” (letter grade or percentage) for reporting purposes.***

If students do not complete formative assignments they may not be permitted to write/submit summative assessments. To obtain a summative grade the student must complete the required assignment(s) or an alternate assignment under teacher supervision (flex time, before or after school) or through other arrangements made in consultation with the teacher.

Important: At times most students struggle to keep pace with the expectations and the course content. As a result, not all students will do well on the ***summative*** assessments. However, if a student wishes they may discuss with the teacher, during flex time, ways they plan to improve and ask for an alternative summative assessment (assignment / presentation / test) at a future date when they have evidence that they have done something new / different to improve upon their grade (eg. practice essay, study cards, attending flex for assistance, note from a tutor, help from an LST teacher). The intention is to put students in the driver seat in charge of their own learning with the teacher supporting them as much as possible. Each student will be expected

to participate to the best of their ability. **At the end of the year there will be a final assessment project and presentation worth 25% of their overall grade.**

Written Assignments:

Students must **keep all** notes/planning or other process work - this includes printing **or saving** a copy of any work done on the computer at **each** stage of the assignment! Work handed in without evidence of process **may not** be accepted.

Any written work must also be in your own words (**see departmental plagiarism policy for more information.**) Unless otherwise specified, assignments must be written **in blue / black pen, or typed**, double spaced and edited. No messy assignments will be accepted.

Supplies:

- Agenda
- Pens (blue/black for assignments and / or other colors for note-taking and marking)
- Pencils, erasers, ruler, pencil crayons, scissors, glue, plain paper, etc. will be used from time to time
- A neat, well organized binder (2-3 inch)
- Texts - when assigned
- **Positive attitude !**

Getting Help...

Flex Times? will vary (due to dept, club or committee meetings) - see note above

Where? Room 213

I am available for extra help or questions after school most days. If you need help urgently (for example prior to an exam or project deadline), please arrange an appointment time with me.

How to Reach me?

Students: Contact me via email lees_v@surreyschools.ca if you are having trouble (with assignments, class work / expectations, deadlines, group dynamics, attendance). Even if I do not respond in the evening, I will see that you needed help and be able to better respond to your needs. Students should also **use our class blog to communicate with the class and myself** - it is being designed to help facilitate a collaborative and supportive classroom climate.

Parents: It is easiest to reach me through email lees_v@surreyschools.ca

Additionally, you can find me through the Fraser Heights' website. Please do not hesitate to contact me if you have questions, concerns, or other information (illness, family emergency or other confidential information) about your son or daughter that may be helpful to improving their

learning in Law 12.

At times students will be asked to stay after school or come in at lunch to get extra help or complete missed work. If this is not possible, when requested, an alternate time can be arranged. Your cooperation will be greatly appreciated.

Let's work together to make this an interesting and successful semester!