

YOU & THE LAW 1 (AS A CONSUMER AND AS A FAMILY MEMBER)

LGS1010-1

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Module Learner Expectation: The student will examine the foundations for these laws

Criteria and Conditions: Assessment of student achievement will be based on preparing a report that describes the background and reason for the existence of one law that has been discussed in class, e.g., the *Unfair Trade Practices Act*, the *Personal Properties Security Act*, the *Matrimonial Properties Act*.

CRITERIA CHECKLIST

The student:

Preparation and Planning

- sets goals and follows instructions accurately
- responds to directed questions and follows necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately using correct technical terms
- uses time effectively

Content

- discusses changes that have taken place in society which should the need for the law which is being discussed
- indicates case law and its development, if appropriate
- discusses the reasons for changes to existing laws or the need to pass new laws in regard to the topic

Content (continued)

- exhibits awareness and understanding of the issues and presents personal opinion about the reason for the existence of the law chosen to be discussed

Presenting/Reporting

- demonstrates effective use of one or more communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provides a reference list of three or more basic information sources

TEACHER COMMENTS:

YOU & THE LAW 2 (IN SOCIETY AND IN THE WORKPLACE)

LGS1020–1

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Module Learner Expectation: The student will examine the foundations for these laws

Criteria and Conditions: Assessment of student achievement will be based on preparing a report that describes what led to the development of the *Canadian Charter of Rights and Freedoms*.

CRITERIA CHECKLIST

The student:

Preparation and Planning

- sets goals and follows instructions accurately
- responds to directed questions and follows necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately using correct technical terms
- uses time effectively

Content

- discusses changes that have taken place in society in regard to individual rights and freedoms
- indicates case law and its development, if appropriate
- discusses the need for various sources of protection for individual rights and freedoms
- discusses the reasons for changes to existing Canadian laws or the need to pass new laws in order to protect individual rights and freedoms

Content (continued)

- exhibits awareness and understanding of the issues and presents personal opinion

Presenting/Reporting

- demonstrates effective use of one or more communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provides a reference list of three or more basic information sources

TEACHER COMMENTS: