

FINAL EVALUATION PROJECT

LAW 12, FALL 2015

PORTER CREEK SECONDARY SCHOOL

Ms. R. CARREY

You have a significant range of ownership over what you choose to study and analyze for your Final Evaluation Project of the semester, how you choose to demonstrate your understanding of what you've learned about the social construct that is law, and how you will complete the work required to accomplish sharing your learning.

Please take the time to give thought to what you would like to use as **the vehicle, the topic** you will use to frame expression of your learning, and the shape your expression of that learning will take, in order to help you be your most engaged and therefore your most successful as we move into the final stretch of this course.

CHOICE A - TOPIC / ISSUE

What is the frame work, the topic area, you'd like to use as the lens through which you will examine elements of Canadian Law, the Canadian Charter of Rights and Freedoms, the Canadian Criminal Code, and the psycho-social basis for the social structures of law?

- | | |
|---|---|
| <input type="checkbox"/> a particular crime or series of crimes in Canadian history | <input type="checkbox"/> youth |
| <input type="checkbox"/> the history of a particular type of crime in Canada | <input type="checkbox"/> education |
| <input type="checkbox"/> crimes involving animals / animal welfare | <input type="checkbox"/> families |
| <input type="checkbox"/> racism | <input type="checkbox"/> careers in justice |
| <input type="checkbox"/> music | <input type="checkbox"/> careers in law enforcement |
| <input type="checkbox"/> sports | <input type="checkbox"/> alternatives to the current models of justice and/or law enforcement |
| <input type="checkbox"/> health care including but not limited to life & death, reproductive health | <input type="checkbox"/> immigration |
| <input type="checkbox"/> ageism and aging | <input type="checkbox"/> trade laws |
| <input type="checkbox"/> sexual health and rights | <input type="checkbox"/> history of the RCMP |
| <input type="checkbox"/> food (production, safety etc) | <input type="checkbox"/> comparing non-indigenous and indigenous models of law |
| <input type="checkbox"/> driving and automobiles | <input type="checkbox"/> Other: _____ (discuss with your instructor) |
| <input type="checkbox"/> weapons | |

Please take the time to give thought to how you would like to demonstrate proof of your learning, what the product will be that will “show what you know”. Your product will need to demonstrate that you have engaged in research, critical thinking, it will need you to employ communication skills in your presentation of your product, and allow you to fully explore the topic you choose through the lenses of the psychosocial influences on law, and through the lens of Law and Justice in Canada including relevant elements like the Canadian Criminal Code and the Canadian Charter of Rights and Freedoms. Note: more than one type of product may / may need to be combined to fulfill the process of fully exploring your topic. You will be evaluated on the thought you give to preparing this piece thoroughly, planning all aspects of your presentation of your product to your audience, arranging for the appropriate technology, safety measures if required, etc.

CHOICE B - PRODUCTS

- | | |
|---|---|
| <input type="checkbox"/> re-enactment | <input type="checkbox"/> slide show presentation |
| <input type="checkbox"/> video | <input type="checkbox"/> photo journalism |
| <input type="checkbox"/> podcast(s) | <input type="checkbox"/> speech |
| <input type="checkbox"/> research essay | <input type="checkbox"/> in-class demonstration |
| <input type="checkbox"/> closing argument | <input type="checkbox"/> in depth analysis |
| <input type="checkbox"/> guest speaker | <input type="checkbox"/> Other: _____ discuss with your instructor. |
| <input type="checkbox"/> interviews | |

- Whatever you choose will be planned using the PBL planning kit provided to you by your instructor.
- Your evaluation will be based the rubric from Rubrix.
- Your evaluation includes both the process (calendars, plans, work tracking, reflection) and the product (what you present to the class / audience).
- The process marks will be part of your term mark, the product mark and the reflection piece will be your Final Project Evaluation in lieu of a written final exam.
- The process begins NOW and includes the initial meeting with the instructor to plan your project. All of your use of classroom time and resources from that point on are directly observed and used as part of the assessment and evaluation of this project.
- If you are not in class, there are many elements on which I cannot assess your work. Attendance in class, and keeping the instructor up to date on what you are working on, what is doing well, where you are experiencing road blocks, and how you are going to address them are vital to your success.