

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 2 IN EACH APPLICABLE AREA

Rating Scale (<i>italics</i> are optional)	
<i>The student:</i>	
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. <i>Leads others to contribute team goals.</i>
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. <i>Works cooperatively and contributes ideas and suggestions that enhance team effort.</i>
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. <i>Works cooperatively to achieve team goals.</i>
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. <i>Works cooperatively.</i>
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Module Learner Expectation: The student will investigate the laws regarding different types of personal relationships

Criteria and Conditions: Assessment of student achievement will be based on preparing a report that describes a minimum of four changes in the law as a result of changes in personal relationships which have taken place over the last 50 years.

CRITERIA CHECKLIST	
<i>The student:</i>	
<p>Preparation and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> sets goals and describes steps to achieve them <input type="checkbox"/> uses personal initiative to formulate questions and find answers <input type="checkbox"/> accesses a range of relevant in-school/community resources <input type="checkbox"/> interprets, organizes and combines information into a logical sequence <input type="checkbox"/> records information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> gathers and responds to feedback regarding approach to task and project status <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> discusses changes in personal relationships over the last 50 years <input type="checkbox"/> indicates changes in relevant Canadian cases as a result of the changes in personal relationships <input type="checkbox"/> discusses the reasons for changes to Canadian laws with regard to current relationships 	<p>Content (continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> exhibits awareness and understanding of the issues and presents personal opinion <p>Presenting/Reporting</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates effective use of at least two communication media: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal)</i> <i><u>Oral:</u> voice projection, body language, appearance</i> <i><u>Audio-visual:</u> techniques, tools, clarity</i> <input type="checkbox"/> maintains acceptable grammatical and technical standards through proofreading/editing <input type="checkbox"/> provides an introduction that describes the purpose and scope of the project <input type="checkbox"/> communicates ideas into a logical sequence supporting detail <input type="checkbox"/> states a conclusion by synthesizing the information gathered <input type="checkbox"/> provides a reference list that includes five or more relevant information sources
TEACHER COMMENTS:	

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 2 IN EACH APPLICABLE AREA

<p>Rating Scale (<i>italics</i> are optional)</p> <p><i>The student:</i></p> <p>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. <i>Leads others to contribute team goals.</i></p> <p>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. <i>Works cooperatively and contributes ideas and suggestions that enhance team effort.</i></p> <p>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. <i>Works cooperatively to achieve team goals.</i></p> <p>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. <i>Works cooperatively.</i></p> <p>0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>	
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Module Learner Expectation: The student will propose changes in labour legislation

Criteria and Conditions: Assessment of student achievement will be based on preparing a report that proposes possible solutions to a challenging issue in labour law after gathering information about the issue, investigating Canadian law, comparing the legislation with that in other countries, and examining alternatives.

CRITERIA CHECKLIST

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant in-school/community resources
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- gathers and responds to feedback regarding approach to task and project status

Content

- presents issue(s) related to the topic
- investigates Canadian law related to the issue
- compares legislation with that in other countries, if applicable
- proposes possible solutions

Content (continued)

- recommends the change(s) to be made
- discusses implications of the changes

Presenting/Reporting

- demonstrates effective use of at least two communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
- maintains acceptable grammatical and technical standards through proofreading/editing
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence supporting detail
- states a conclusion by synthesizing the information gathered
- provides a reference list that includes five or more relevant information sources

TEACHER COMMENTS:

FRAMEWORK FOR ASSESSING AN ENVIRONMENTAL HEARING ★

LGS2030–1

Date: _____

Student Name: _____

Indicate the level of performance for each section by checking the appropriate level of competency. A minimum requirement for each item is a **standard of 2**.

Module Learner Expectation: The student will outline procedures for a formal hearing

Criteria and Conditions: Assessment of student achievement will be based on planning and conducting a formal hearing related to a current environmental issue

CRITERIA	OBSERVATION/RATING					
Opening Remarks/ Preliminary matters	4	3	2	1	0	N/A
Submissions	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

Rating Scale (*italics* are optional)

The student:

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- 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.

★Adapted from ERCB Guide 29

OPENING REMARKS/PRELIMINARY MATTERS	RATING				
	4	3	2	1	0
The purpose of the hearing is stated Panel and staff are introduced Participants are registered Note order of registration—applicant is registered first Any procedural, legal or similar matters are considered					
SUBMISSIONS (in registration order, applicant first)	4	3	2	1	0
For each submission: Documents are registered as exhibits Witnesses are introduced and credentials presented Submission is highlighted by the witnesses Appropriate use of white space Page headings Line spacing Document free of smudges and wrinkles					
CONTENT	4	3	2	1	0
Opportunity is identified Opportunity is assessed (rationale) Idea is formulated based on the identified opportunity Idea is assessed based on specified criteria Overall goal and objectives of the venture are identified Implementation and management strategy is organized Risks involved are assessed Finances and funding information are prepared Back-up strategy is developed Opportunity costs are considered					
TEACHER COMMENTS:					

ENVIRONMENTAL LAW

LGS2030–2

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 2 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.*
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- 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 propose new legislation or changes to existing legislation

Criteria and Conditions: Assessment of student achievement will be based on preparing a report on an environmental issue, which includes a review of current provincial and/or federal legislation; examines alternate legal options; proposes a possible solution(s) and suggests possible implications.

CRITERIA CHECKLIST

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant in-school/community resources
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- gathers and responds to feedback regarding approach to task and project status

Content

- identifies an environmental issue
- reviews current provincial and/or federal legislation relating to the environmental issue
- presents a minimum of three potential solutions for resolving the issue

Content (continued)

- selects most promising solution in regard to the role the law can play
- justifies selection and suggest possible implications

Presenting/Reporting

- demonstrates effective use of at least two communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
- maintains acceptable grammatical and technical standards through proofreading/editing
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence supporting detail
- states a conclusion by synthesizing the information gathered
- provides a reference list that includes five or more relevant information sources

TEACHER COMMENTS:

PRESENTATIONS/REPORTS: LAW & THE TRAVELLER

LGS2050-1

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

Module Learner Expectation: The student will identify and describe the legal considerations when individuals travel domestically and internationally

Criteria and Conditions: Assessment of student achievement will be based on appropriately analyzing case studies/scenarios that involve the legal responsibilities of carriers, innkeepers, travel agencies and others within Canada who provide services for the traveller.

STANDARD IS 3 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.

CRITERIA CHECKLIST

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approach to task and project status based on feedback and reflection

Content

- identifies the various documents needed to travel outside of Canada and required to enter and travel within the foreign country/countries
- identifies legal problems and the customs travellers may encounter in foreign countries and provides possible solutions
- investigates the penalties and limitations that exist in regard to purchases made outside of Canada

Content (continued)

- identifies local customs and attitudes toward women, if appropriate
- discusses how culture may influence the laws in the country you are planning to visit
- identifies any problems for a traveller which may result from Canada's relationship with that country

Presentation

- demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing
- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- states a conclusion by analyzing and synthesizing the information gathered
- gives evidence of adequate research through a reference list that includes relevant information sources

TEACHER COMMENTS: