



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD33
Developed by: Tracy Wolbeck	Date Developed: April 2, 2024
School Name: GW Graham Secondary School	Principal's Name: Chuck Lawson
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Criminology	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s):

None. This course would be open to all grade 11 and 12 students interested in criminology.

Special Training, Facilities or Equipment Required:

It is recommended that the teacher hold a university degree, major or minor, in Criminology or have some form of applicable practical experience in the field of criminal justice. Law enforcement grade forensic fingerprint powder, brushes and lifters necessary for an effective forensic unit. A classroom should be provided with an overhead projector and a sink if possible.

Course Synopsis:

Criminology is the scientific study of criminal behaviour. Students who take traditional Law 12 are exposed to a broad sample of various legal studies. However, this course will focus exclusively on the criminal justice system. The presentation of content will take students on a journey from analyzing why certain actions have been deemed criminal, to how police investigations are conducted, and attempts to reintegrate offenders back into society. Students will be challenged to reflect on their own beliefs and engage in discussions that will enhance their understanding of our Canadian criminal justice system from an objective perspective.

Goals and Rationale:

1. Explore the Canadian Criminal justice system at a deeper, grassroots level.
2. Analyze the roles personal and social morality play in the creation of crime.
3. Discuss the importance of rehabilitative programs in Canadian prison systems to reduce the recidivism rates.
4. Analyze how the Charter of Rights and Freedoms impacts the application of criminal laws, from both a substantive and procedural perspective.

Indigenous Worldviews and Perspectives:

Sentencing provisions under the Criminal Code as they pertain to citizens with Indigenous Status

Indigenous/Band Police Forces across Canada

Historical injustices experienced in the Canadian criminal justice system, specifically Indigenous people.

Indigenous reintegration and healing programs, restorative circles,

First Principles of Learning

- Learning involves recognizing the consequences of one's own actions.
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's Identity.

BIG IDEAS

Understanding crime from various perspectives allows people to think more critically.

Significant advancements in forensic science have led to the identification of suspects and solving of crimes that would otherwise remain unsolved.

Theories of crime play a crucial role in understanding the motivations and impetus behind criminal behaviour.

Mass media coverage of true crime events influences the lens through which society interprets and processes acts of violent crime.

The social cultural impact of the ongoing Missing and Murdered Indigenous Women investigation.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Investigate and apply crime theories to current and previous cases. • Create legal theories for a given criminal case, from both the Crown and defence’s perspective. • Evaluate how student’s moral compass impacts their assessment of whether an action is deemed criminal or not. • Engage their peers in a student-led panel discussion on a crime, current event/topic/issue. • Analyze forensic evidence/data and make inferences based on the findings. • Explain the process of a criminal investigation and the steps involved. • Evaluate the credibility of media sources in crime reporting. • Evaluate how crime impacts communities and individuals in the community. • Analyze crime from the perspective of the victims, law enforcement, correctional institutions. • Make reasoned ethical judgements about the portrayal of crime in the media and how this influences public perception. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The Fundamental Freedoms section within the Canadian Rights and Freedoms • The Hare Psychopathy Scale and how it applies to incarcerated individuals. • The Glaude Report legal provisions for Indigenous offenders • The causes of crime in Canada versus the United States • The investigative steps that have been taken in the Missing and Murdered Indigenous Women police investigation. • The theories used in explaining criminal behaviour/actions. • Guidelines for sentencing and parole based on current trends. • Forensic techniques used in positively identifying and convicting individuals responsible for committing crime using Canadian standards. • How deductive reasoning is necessary in criminal investigations.

Big Ideas – Elaborations

Mental processes- critical thinking, questioning, taking a variety of viewpoints

Social, cultural, and biological perspectives why/how people commit crime

How variations in personality, socio-economic status, early childhood trauma/neglect connect to criminality

Recidivism rates with violent, property, and sexually motivated crimes

Concept of victimology and who/how it pertains to broad range of people

Curricular Competencies – Elaborations

- Investigate and apply case law to current legal cases
Sample Student Activities:
 1. Assess how courts apply case law
 2. Evaluate the evolution of case law over time, based upon society's changing moral structure
- Create legal theories for a given criminal case, from the Crown and defense's perspective
Sample Student Activity:
 1. Investigate legal theories that can help establish motive
 2. Investigate legal theories that can help establish reasonable doubt in the Crown's case
- Evaluate how our personal moral compass impacts our assessment of whether an action is deemed criminal or not
Sample Student Activities:
 1. Analyze moral dilemmas and ethical decision making from given scenarios
 2. Identify the correlation between personal moral compass to a deviant versus criminal act
- Evaluate how the media reports on certain crimes
Sample Student Activities:
 1. Research a significant crime in Canada and view the media coverage that was presented
 2. Evaluate whether the media helped or hindered the investigation
 3. Analyze the credibility of news sources
- Analyze the impacts of crime on communities, individuals, emergency responders, and corrections
Sample Student Activities:
 1. Interview panel of guest speakers to gain their perspective on how crime has impacted them
 2. Evaluate the role of the police, corrections, sheriffs, and justice system in crime prevention
- Analyze the media strategy used in the Terry Driver case and its effectiveness in identifying him
Sample Student Activities: Compare and contrast media strategies from other cases

Content – Elaborations

- The Fundamental Freedoms section within the Canadian Charter of Rights and Freedoms

Sample Topics:

1. Freedom of Conscious and Religion
2. Freedom of Thought, Belief, Opinion and Expression
3. Freedom of Peaceful Assembly
4. Freedom of Association

- The Hare Psychopathy Scale

Sample Topics:

1. Effectiveness in a prison setting
2. Value of score after incarcerated person has been released
3. Use during a parole hearing
4. Psychopathy versus Sociopathy

- The Gaudet Report legal provisions for Indigenous offenders

Sample Topics:

1. Restorative Justice
2. Gaudet considerations for bail
3. Gaudet considerations for sentencing

- Causes of crime in Canada versus the United States

Sample Topics:

1. Poverty and crime
2. Gun control and registry
3. Addictions and substance abuse
4. Mental illness and lack of resources leading to criminality

- Forensic science advancements

Sample Topics:

1. Techniques used to identify offenders
2. Cold cases solved using advancements in DNA profiling
3. Fingerprint patterns and minutiae characteristics

- Investigation into Missing and Murdered Indigenous Women

Sample Topics:

1. Investigation to date
2. Media effectiveness
3. Victimology
4. Advocacy and attention
5. Impact on Indigenous culture

Recommended Instructional Components:

1. Direct Instruction
2. Indirect Instruction

3. Interactive Instruction
4. Independent Instruction
5. Group work
6. Guest speakers
7. Place-based learning
8. Inquiry projects

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- The Principles of Quality Assessment outlined within the Ministry of Education's guidelines will be followed
- 85% of the grade will be based on formative evaluations conducted during the course. This formative evaluation will provide an indication of the student's mastery of the major instructional components covered during the course.
- 15% of the final grade will be based on the practical final project

Learning Resources:

1. Internet
2. The Criminal Code of Canada
3. Charter of Rights and Freedoms
4. Articles/Case studies
5. Book "Law's Indigenous Ethics" by John Burrows
6. Book "Canadian Aboriginal Law in 2018: Essays and Case Summaries" www.firstpeopleslaw.com
7. First Peoples Law WEBSITE "First Peoples Law is dedicated to defending and advancing Indigenous peoples' Indigenous title, rights and Treaty rights" <http://www.firstpeopleslaw.com> has multiple blogs on many Indigenous law topics across Canada
8. Canadian Criminology 4th Edition, John Winterdyk
9. Book 'Through the Shadow of the Valley: The Search for the Abbotsford Killer. Local case study
10. Introduction to Criminal Investigation: Processes, Practices and Thinking. Rod Gehl, Darryl Plecas. Justice Institute of British Columbia