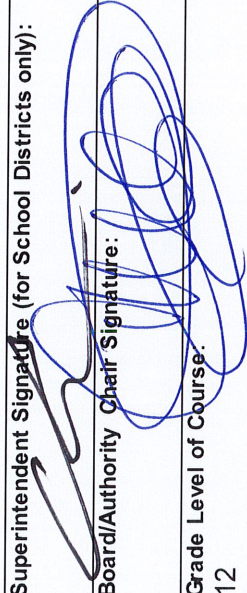
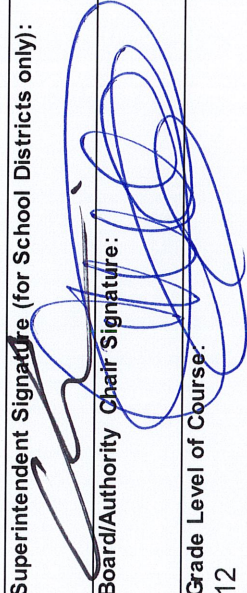


## Board/Authority Authorized Course Application

School District/Independent School Authority Name: Cariboo-Chilcotin School District	School District/Independent School Authority Number (e.g. SD43, Authority#432): SD 27
Developed by: Cordell Wiebe	Date Developed: May 2019
School Name: Graduation Routes Other Ways (GROW)	Principal's Name: Curt Levens
Superintendent Approval Date (for School Districts only): <i>June 25, 2019</i>	Superintendent Signature (for School Districts only): 
Board/Authority Approval Date: <i>June 25, 2019</i>	Board/Authority Chair Signature: 
Course Name: BA Protective Services 12A (Criminology) / YPSS 2A	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

**Board/Authority Prerequisite(s):**

None

**Special Training, Facilities or Equipment Required:**

Internet and computer access

**Course Synopsis:**

In today's world, crime and deviant behavior rank at or near the top of many people's concerns. In this course, we will study the field of Criminology – the study of crime.

We will look at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also their misdeeds.

Why do some individuals commit crimes why others do not? What aspects in our culture and society promote crime and deviance?

Why are different punishments given for the same crime? What factors...from arrest to punishment...help shape the criminal case process?

## Goals and Rationale:

The rationale for this course has three components and will address an ongoing need we have in SD 27 Cariboo-Chilcotin Distributed Learning (The GROW Centre), supporting the needs of our high school learners in our district.

- The first piece is to support our students who are not sure about the direction they want to pursue in relation to addressing their graduation requirements while allowing them to develop their skills and explore their passions and interests as outlined in the new curriculum. Providing other options for academic and career exploration electives increases our number of elective offerings and allows students to pursue an area of focus based on their educational goals and graduation requirements.
- The second piece is that our students are often looking for electives to take particularly in areas they are interested in. This course would fill that gap and address an emerging need we are seeing in our high schools in the district. Through our course selection meetings, we are seeing an increase in number of students who are interested exploring fields that have been historically relegated to post-secondary education. In addition, through our grad transitions interviews we are seeing an increase in number of students who are interested in pursuing careers in a list of ever expanding fields. As an elective course, students would be able to learn about a topic related to those academic and career fields. Further to that, as more and more Distributed Learning schools throughout the province offer a wider variety of courses, our students have increasingly more course options available. Students are able to enroll and take courses at any Distributed Learning course in the province. Our intent at The GROW Centre is to be responsive to and supportive of the learning needs of our students in our district. At this time, this course addresses an emerging need.
- Finally, this course is designed to give students who may be interested in criminology an overview to the content. Students will be introduced to the field of criminology looking the definition of crime, the variety of careers connected to criminology, research methods used to understand criminals and crime and the idea of criminal intent. Students will investigate a variety of explanations and theories of crime including biological and psychological theories, and environmental and social influences on crime. In addition, students will learn about various categories of crime and what criminologists have learned concerning these categories. Finally, students will receive an overview of criminal case process, law enforcement, the courts and the correctional system. Students who are interested in career in law enforcement, the judicial system or other legal related fields would be ideal candidates for this course.

## Aboriginal Worldviews and Perspectives:

Learning within Protective Services 12A (Criminology) inherently acknowledges and addresses many aspects within **The First Peoples Principles of Learning**. Specifically:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students will learn how the environment, surroundings and personal health can be affected by various types of crime.
- Learning involves recognizing the consequences of one's actions. Students will examine the consequences of the choices that we make as a society and the direct impact it has on their land and within their community
- Learning is embedded in memory, history, and story. Students will learn how their past, and the past of others, creates a shared connection that will enhance understanding.
- Learning involves patience and time. Students will work through the course at their pace allowing them to internalize the effects of crime on the individual and society.
- Learning involves generational roles and responsibilities. Students will compare and contrast the past and future of Criminology in this course and the role that society plays in deterring or promoting criminal activity (societal conditions, laws and beliefs).

- Learning recognizes the role of indigenous knowledge. Students will investigate the role of indigenous knowledge in the implementation of restorative action as a viable act of restitution.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students will examine their own reactions to the content, and their personal responses to the stories of others.

**BIG IDEAS**

Analyze the factors that influence crime and the criminal justice system

Investigate how crimes and criminals are handled in the criminal justice system.

Explore why people commit crimes.

Examine the consequences of crime for individuals and society.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions.</li> <li>• Analyze the background components to the world of criminology.</li> <li>• Examine the biological and psychological theories of crime.</li> <li>• Assess labelling, conflict, environmental, and radical theories</li> <li>• Investigate violent crimes and crimes against property</li> <li>• Examine white-collar corporate and public order crimes</li> <li>• Explain the criminal case process</li> <li>• Identify various enforcements of law and identify the nature of courts</li> <li>• Make reasoned judgements about the current punishment and correction processes</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Criminology Terminology, statistics and research methods</li> <li>• Biological and psychological explanations for crime</li> <li>• Environmental and social conditions that affect crime</li> <li>• Violent crimes and crimes against property</li> <li>• White-collar, corporate &amp; Public Order crimes</li> <li>• Criminal case process including stages of a criminal case (entry into the system, prosecution, sentencing, corrections, and diversions)</li> <li>• Enforcing the Law &amp; the nature of the courts</li> <li>• Overview of punishment &amp; corrections including probation, parole, effects on society, and the controversy of the death penalty</li> </ul>

## Big Ideas – Elaborations

**Analyze the factors that influence crime and the criminal justice system:** including criminal intent, socio-economic environments, and research methods used in the field of criminology in order to better understand crime and criminals.

**Investigate how crimes and criminals are handled in the criminal justice system:** including the processes involved with bringing a criminal to trial and the corrections and diversions.

**Explore why people commit crimes:** including introductory theories and the development of these theories and how deterrents to crime continue to evolve through research.

**Examine the consequences of crime for individuals and society:** including the costs associated with this to both the individual and society.

## Curricular Competencies – Elaborations

**Analyze the background components to the world of criminology.**

- Sample activities:
  - Learn what crime is and how it is related to deviance.
  - Discuss what criminology is and how it relates to other disciplines.
  - Investigate legitimate reasons why a crime might be excused.
  - Examine crime statistic sources and the issues with each.
  - Look at some of the research methods that criminologists use to study crime.

**Examine the biological and psychological theories of crime.**

- Sample activities:
  - Learn about early biological explanations of crime such as phrenology.
  - Discuss chemical and hormonal theories of crime.
  - Look at psychoanalytic theories of crime.
  - Examine modeling and self-control theories.
  - Investigate the legal definitions of insanity and how psychological profiling is used to solve crimes.

**Asses labelling, conflict, environmental, and radical theories**

- Sample activities:
  - Learn what social structure and social conditions are and how they relate to crime.
  - Examine how social transition and rapid change can result in crime.
  - Discuss how individuals may adapt to cultural goals in a way that leads to crime.
  - Investigate how physical conditions affect crimes.
  - Discuss the roles that inequality and power have in crime

### **Investigate violent crimes and crimes against property**

- Sample activities:
  - Learn about crimes against persons and crimes against property.
  - Understand the different legal categories of homicide.
  - Examine the different categories of thieves.
  - Investigate the cost of crimes like larceny.
  - Discuss the social conditions that factor into crimes such as burglary.

### **Examine white-collar corporate and public order crimes**

- Sample activities:
  - Identify the differences between occupational and corporate crimes.
  - Discuss the costs of white-collar and corporate crimes to society.
  - Examine different types of corporate crimes.
  - Discuss possible solutions for controlling organized crime.
  - Investigate the controversies over public order crimes and their enforcement.

### **Explain the criminal case process**

- Sample activities:
  - Learn about the criminal justice system and what is included in the system.
  - Discuss how the criminal justice system had its beginnings.
  - Examine the goals of the criminal justice system.
  - Investigate the various stages of the criminal case process.
  - Look at how the juvenile criminal case process differs from the adult criminal case process

### **Identify various enforcements of law and identify the nature of courts**

- Sample activities:
  - Learn about the conflicting models toward crime and criminals in the criminal justice system.
  - Discuss the factors that influence law enforcement decisions.
  - Examine what occurs in a typical criminal trial.

### **Make reasoned judgements about the current punishment and correction processes**

- Sample activities:
  - Understand the different facilities used to hold and incarcerate offenders.
  - Learn about the history of the correctional system.
  - Examine the cost of correctional institutions to society.
  - Discuss probation and why it is used.
  - Examine alternative sanctions, such as house arrest and community service.

## Content – Elaborations

### **Criminology Terminology, statistics and research methods:**

Sample topics: similarities and differences between criminologists, criminalists, and criminal justice professionals, criminal intent

### **Biological and psychological explanations for crime:**

Sample topics: phrenology and somatotyping, pollution and hormones, psychoanalytic theory, modeling theory, and self-control theory

### **Environmental and social conditions that affect crime including: disorganization theory, strain theory, conflict theories, and radical criminology**

Sample topics: negative labeling, inequality, power, and the physical environment influence crime

### **Violent crimes and crimes against property:**

Sample topics: homicide, assault, robbery, larceny, burglary, and arson

### **White-collar, corporate & Public Order crimes:**

Sample topics: occupational, corporate crime and organized crime

### **Criminal case process including: stages of a criminal case (entry into the system, prosecution, sentencing, corrections, and diversions):**

Sample topics: criminal justice system, including deterring crime and punishing those who break the law, the juvenile court process vs. the adult criminal case process

### **Enforcing the Law & the nature of the courts:**

Sample topics: selection and role of police officers, community policing, court system structure

### **Overview of punishment & corrections including: probation, parole, effects on society, and the controversy of the death penalty**

Sample topics: different types of facilities and the history of the correctional system, other forms of punishments, including probation and alternative sanctions

### **Recommended Instructional Components:**

The instructional component of this course is delivered and completed online. The content for the course is included within the online course and students are self-guided through the lessons. Support is provided through The GROW Centre if students have questions about the assessments. Students will be met with on a regular basis to review their progress in the course.

**Recommended Assessment Components:**

The course will be marked in accordance with the Principles of Quality Assessment Guidelines and the Reporting Policies set out by the Ministry of Education. The distribution of grades for the course is broken down as follows:

Units 1 – 8	10% each
Midterm Exam	10%
Final Exam	10%
Total	100%

The course syllabus indicates “homework” as being part of the student’s marks. The “homework” will be renamed as “Assignment Text Questions” and “Lab Questions” in the online course and will be counted towards the unit grade for the students. Feedback will be provided to the students from the teacher. Each unit carries the following breakdown for marks.

Assignment Text Questions	10 pts
Lab Questions	10 pts
Quiz	15 pts
Discussion Questions	10 pts

The Lab Questions for the course are part of a web journey lab that the students will have to complete for each unit. Each lab relates to a series of questions that are developed as a result of a web based video series or web based exploration that they complete. Within each lab are links to educational material developed by various organizations around the globe. The labs are directly related the unit content and lead the students through a series of inquiries and questions. The labs are very interactive and add an additional element to the online learning environment.

The discussion questions are part of an online forum associated with the course where the students are required to answer questions posted on the forum. The intent behind the discussion questions is to illicit conversation that would normally come in a face-to-face delivery of the course.

There is a full teacher guide provided for the course with detailed responses to the assessments in the course. This resource is available to the teacher who marks the course. The online quizzes that have selected response components to them are auto corrected and immediate feedback is provided to the students upon completion of the assessment.

**Learning Resources:**

The course content and assessments are provided through eDynamic Learning. SD27 Distributed Learning has a contract with eDynamic to provide course content for some of our online courses. Through eDynamic Learning we have the opportunity to offer many courses using this format.