

SCHOOL DISTRICT NO. 63 (SAANICH)

EDUCATION DIRECTIONS COMMITTEE AGENDA

Agenda

Committee Members: Trustee VanWell, Chair
Trustee Silzer
Trustee Stelck

Staff Support: Carly Hunter, Director of Instruction
Paul McKenzie, Assistant Superintendent

Partner Representatives: Helena Takhar (SAA) – elementary
Kelly De Klerk (SAA) – secondary
James Taylor (COPACS)
Don Peterson (STA)
Dean Coates (CUPE)

Other Attendees: Monica Braniff Director of Instruction; Karen Fello Principal SIDES; Sean Hayes Vice-Principal SIDES; Leo Holdstock Student Advocate; Kim Koenig Student Advocate; Ronato Pama Student Advocate

Tuesday, May 11, 2021
3:00pm, MS Teams

A. PRESENTATIONS AND QUESTIONS

1. Online learning: Looking back and moving forward – Karen Fello and Sean Hayes
2. Student Advocate Yearly Update – Kim Koenig, Ronato Pama, Leo Holdstock and Monica Braniff

B. ITEMS FOR DISCUSSION

(None)

C. ITEMS FOR RECOMMENDATION

1. Board Authority/Authorised Course – Paul McKenzie
Staff Recommendation:
That the Board approve the following Board Authority/Authorised course:
 - Criminology – grade 12 – Claremont Secondary

D. ITEMS FOR INFORMATION

(None)

E. FUTURE AGENDA ITEMS



Criminology 12 Board/Authority Authorized Course

School District/Independent School Authority Name: Saanich School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): 63
Developed by: Aaron Macri	Date Developed: 2014 / Update 2021
School Name: Claremont Secondary School	Principal's Name: Peter Westhaver
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: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Social Studies 10 and English 12. Law 12 strongly recommended, but not required.

Special Training, Facilities or Equipment Required:

Qualified Secondary Social Studies Teacher with Law 12 experience, classroom with wifi, classroom computer with online capability and projector, Criminology 12 Course Pack, Intro to Canadian Criminology textbook (updated every three years).

Course Synopsis:

Criminology 12 will provide instruction in the fundamental elements of crime, law enforcement and the penal system. Students will receive instruction on: The Structure of the Canadian Criminal Justice System, the current challenges facing the Canadian Criminal Justice System, the ideology and practices of restorative justice, policing in Canada, the court's role in the Canadian justice system, prosecution and trials in the Canadian justice system, sentencing, alternatives to confinement, correctional institutions, release and re-entry into Canadian society, and career pathways related to Criminology.

Rationale:

Numerous students over the past several years have expressed an interest in further opportunities for studies in law enforcement and crime, which Criminology 12 will provide.

Goals and Objectives:

- To provide instruction on the fundamental principles of the Canadian Criminal Justice System in greater depth than Law 12, and to prepare students for the issues and topics covered in post secondary Criminology courses;
- To provide instruction on the basic principles of the Canadian justice system;
- To provide instruction on the roles governments, communities, policing agencies, correctional institutions and individuals play in the creation and administration of the Canadian justice system;
- To encourage critical thinking about and identification of some of the current issues facing the administration and design of the Canadian justice system;
- To explore the ideology and application of restorative justice and alternatives to confinement in the Canadian justice system;
- To allow students to identify specific career paths in the field of Criminology and the instruction and training they would need to pursue them;
- To develop skills for post secondary education, such as group collaboration and self motivation, direction, and advocacy;
- To explore employment opportunities;
- To support the cognitive and practical growth of students; and
- To support the transition of students from BC schools into post secondary education and/or the workforce.

Aboriginal Worldviews and Perspectives:

The following, but not limited to:

- Connectedness and Relationship;
- Emphasis on Identity; and
- Experiential Learning.

Incorporation and Recognition of First Peoples Principles of Learning:

The Big Ideas for this course have been designed to include and incorporate the best practices in the Indigenous Principles of Learning such as:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors;
- Learning is holistic, reflexive, experiential and relational (focused on connectedness, on reciprocal relationships and a sense of place);
- Learning involves patience and time; and
- Learning involves exploration of one's identity.

BIG IDEAS

<p>The Canadian justice system is designed to promote an orderly society that reflects the values of Canadians.</p>	<p>Government Law enforcement agencies and citizens create laws and decide how they will be enforced.</p>	<p>The Canadian criminal justice system promotes rehabilitation and this is reflected in how the convicted are sentenced.</p>	<p>There are many career paths in the Canadian criminal justice system and each requires specialized training.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Students will develop competencies in the field of criminology to prepare them for possible careers in criminal justice and success in post secondary institutions:</p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, analyze the effectiveness of systems, and communicate findings and conclusions); • Determine the values of Canadian society reflected in the country’s justice system and assess their importance (significance); • Explain the role governments, enforcement agencies and individuals play in the creation of justice systems (perspective); • Assess and compare different concepts around sentencing the convicted and determine which is most effective in specific contexts (ethical judgment); and • Identify the various career paths available in the field of criminology and explain the training needed to qualify for them (personalize). 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The structure of the Canadian criminal justice system; • The roles governments and citizens play in the Canadian criminal justice system; • Policing in the Canadian criminal justice system; • The operation of the court system in the application of Canadian justice with particular regards to trials and sentencing; • The effectiveness of restorative justice and alternatives to confinement in the Canadian criminal justice system; • The numerous inequities and failures of the Canadian justice system when dealing with minority populations and, in particular, Indigenous peoples; • The role correctional institutions play in the Canadian criminal justice system; • The idea of rehabilitation and the processes in place in Canada with regards to release and re-entry for the convicted; • Criminology and the Canadian criminal justice system involve many different professions all of which require specialized training; and • Career paths in the field of criminology

Big Ideas – Elaborations

Big Idea: The Canadian justice system is designed to promote an orderly society that reflects the values of Canadians.

Big Idea: Government law enforcement agencies and citizens create laws and decide how they will be enforced.

Big Idea: The Canadian criminal justice system promotes rehabilitation and this is reflected in how the convicted are sentenced

Big Idea: There are many career paths in the Canadian criminal justice system and each requires specialized training.

Curricular Competencies – Elaborations

See detailed course breakdown in the course content section for further elaborations and a course model suitable for individual teacher and student adaptation

Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, analyze the effectiveness of systems, and communicate findings and conclusions)

Sample Activities:

- Examine the reasons behind the overrepresentation of indigenous people in the Canadian criminal justice system and propose solutions;
- Investigate instances of alleged police brutality and assess the benefits of “defunding” police models in dealing with individuals dealing with crises involving mental health; and
- Explain the principles behind and the processes of Restorative Justice.

Determine the values of Canadian society reflected in the country’s justice system and assess their importance (significance)

Sample Activities:

- Create a criminal justice system for a fictional place. Make sure it incorporates all aspects of the Canadian criminal justice system, but varies based on individual community needs; and
- Examine specific sections in the Canadian Charter of Rights and Freedoms and explain their function within the Canadian criminal justice system.

Explain the role governments, enforcement agencies and individuals play in the creation of justice systems (perspective)

Sample Activities:

- Create a Proposal for a grassroots movement to decriminalize of narcotic possession that includes all steps including legislation;
- Examine the history, importance and success of Gladue reports; and
- Analyze the role and success of the [Victoria Integrated Community Outreach Team](#) in addressing mental health and the criminal justice system in the Capital Region.

Assess and compare different concepts around sentencing the convicted and determine which is most effective in specific contexts (ethical judgment)

Sample Activities:

- Create a sentencing recommendation for a convicted criminal aligning with the principles of restorative justice and rehabilitation consistent with diverse Canadian societal values such as those of Indigenous peoples;
- Examine the role of both victim and criminal in the practice of restorative justice; and
- Analyze Indigenous practices, such as healing circles, within penitentiaries and in the parole and probation process.

Identify the various career paths available in the field of criminology and explain the training needed to qualify for them (personalize)

Sample Activities:

- Describe, in detail, the courses and training required to achieve a specific career in Criminology;
- Develop the skills necessary to locate and access resources needed for a career in Criminology; and
- Develop community contacts in the field of Criminology.

Content – Elaborations

Students are expected to know the following:

- The Structure of the Canadian criminal justice system;
- The roles governments and citizens play in the Canadian criminal justice system;
- Policing in the Canadian criminal justice system;
- The operation of the court system in the application of Canadian justice with particular regards to trials and sentencing;
- The effectiveness of restorative justice and alternatives to confinement in the Canadian criminal justice system;
- The numerous inequities and failures of the Canadian justice system when dealing with minority populations, and in particular Indigenous peoples;
- The role correctional institutions play in the Canadian criminal justice system;
- The idea of rehabilitation and the processes in place in Canada with regards to release and re-entry for the convicted;
- Criminology and the Canadian criminal justice system involve many different professions all of which require specialized training; and
- Career paths in the field of Criminology.

Proposed Breakdown of units and Content Elaborations

Unit 1: Structure of the Canadian Justice System

Time: 15 hours

Students will:

- Identify the different components that make up the structure of the Canadian justice system;
- Explain and apply the structure of the Canadian justice system to certain specific criminal scenarios;
- Identify responsibilities of the various levels of Canadian government in making and enforcing laws;
- Identify the inequities in the Canadian Justice System created by colonialism and attempts at reconciliation;
- Understand, explain and critically think about the role of all level of governments in the Canadian justice system;
- Follow a law from community need, to legislation, to enforcement and finally application of sentencing;
- Identify specific key elements of the Canadian Charter of Rights and Freedoms and how they apply to the Canadian justice system;
- Show an awareness of their charter protected rights with regards to the Canadian justice system and apply that awareness in a variety of scenarios;
- Identify the steps in and explain the flow of criminal court cases through the Canadian justice system;
- Identify and explain the foundations of the Canadian legal system and how they apply to criminal justice; and
- Identify the principles of Canadian law and explain how they apply to criminal justice.

Unit 2: Challenges Facing the Canadian Legal System Time: 15 hours

This unit will focus on some of the challenges facing the Canadian justice system in the 21st century. Topics will include: the high cost of criminal justice, providing justice in a multicultural society, dealing with organized crime and terrorist threats, meeting the needs of special groups of offenders, public perception of criminal justice in Canada, the development of criminal justice policies, community involvement and addressing the needs of the victims of crime, and crime and justice in indigenous communities.

Students will:

- Identify the factors that contribute to the high cost of criminal justice enforcement in Canada
- Understand the concept of justice and explain how cultural beliefs and traditions affect criminal justice and enforcement in Canada
- Identify multicultural groups in Canada and their beliefs with regards to criminal justice
- Identify, acknowledge and explain the failures of the Canadian Justice System when serving minority populations, and in particular Indigenous peoples;
- Identify the issues around organized crime in Canada, and how the Canadian criminal justice system deals with the issues
- Apply their knowledge of police procedures and the charter to various instances of organized crime in Canada
- Identify and explain the effects that terrorism has had on the Canadian justice system
- Identify special groups of offenders in the Canadian justice system and explain how their needs and the needs of communities are met by Canadian law enforcement agencies
- Explain and be able to participate in community programs and groups that influence policy on the Canadian justice system
- Identify specific needs of the victims of crimes and explain and develop programs designed to help them
- Identify and explain the criminal justice needs of First Nations communities in Canada

Unit 3: Restorative Justice Time: 5 hours

This unit will look at the movement within the Canadian justice system towards a restorative justice model. Restorative justice, its ideologies, practices and application will be discussed in depth in this unit as well as a look at its effectiveness as a crime deterrent.

It is expected that students will:

- Identify the fundamental principles and rationale of restorative justice;
- Describe restorative justice applications and sentencing;
- Apply restorative justice to various criminal scenarios;
- Analyze restorative justice practices in **Indigenous** communities; and
- Analyze restorative justice in the penal system.

Unit 4: Policing in Canada Time 10 hours

This unit will look at the development of policing as a means of enforcement within the Canadian justice system. Topics will include: a brief history of policing, the definition of police work, the structure of policing, the structures of police governance, police accountability and community policing.

Students will:

- Explain the evolution of policing;
- Describe and identify the structure of policing;
- Identify, describe and apply the structures of internal police governance;
- **Examine the inherent racial bias associated with policing**
- **Identify the means in which police are accountable to the public;**
- Apply the processes in evaluating police complaints;
- **Explain the rationale behind “defunding police” and the need for mental health and cultural supports within law enforcement;**
- **Examine the evolution of Indigenous police forces in communities, as a means of addressing Indigenous overrepresentation in correctional facilities;**
- Describe the role of the general public in community policing;
- Identify the extent of police powers, with regards to arrest and detainment, and search and seizure; and
- Explain how the effectiveness of police strategies are measured.

Unit 5: The Courts Time 10 hours

This unit will look at the role the court system plays in the administration of Canadian justice. Topics will include: The structure and role of the provincial court system as well as specialized provincial courts, the role of federal courts, the appointment of judges, the laying of charges, means of getting the accused to appear, and plea bargaining.

Students will:

- Identify the various components of the Provincial Court system and the role specialized provincial courts play;
- Identify and explain the role federal courts play in the Canadian justice system;
- Explain the process one would go through to become a judge;
- Understand the process of laying charges and be able to apply the process to specific cases;
- Identify the strength and weaknesses of the various means of compelling an individual to appear in court; and
- Explain the concept of plea bargaining, the various forms of plea bargaining and identify its strengths and weaknesses.

Unit 6: Prosecution and Trial Time 10 hours

This unit will look at the trial process itself, the choices the accused must make when standing trial and the various programs and safeguards for those who are tried. Topics will include: mode of trial, preliminary inquiry, Appeal, legal aid, judicial accountability, victims and the court process, and wrongful convictions.

Students will:

- Identify the various modes of trial, and explain the strengths and weaknesses of each;
- Apply the various modes of trial to specific cases;
- Explain the process of preliminary inquiry;
- Identify the circumstances of Appeal, and explain the process;
- Advise a peer on how to access legal aid;
- Identify the conditions that must be met to determine fitness to stand trial;
- Identify the reason for backlog and delay in the Canadian justice system and suggest solutions;
- **Identify inequities in the Canadian justice system for Indigenous peoples;**
- Explain the safeguards in the Canadian justice system that promote judicial accountability;
- Recognize the effects the court process has on the victims of crime and identify the various practices, agencies and organizations in place to help them;
- Explain how wrongful convictions occur, the remedies for individuals and suggest solutions to this issue.

Unit 7: Sentencing Time 10 hours

This unit will look at the purpose of sentencing the convicted and the options open to judges in doing so. Topics will include: the purpose and principles of sentencing, sentencing options, judicial determination in sentencing, various types of sentences and the effectiveness of sentencing

Students will:

- Explain the purpose of sentencing and identify the principles of sentencing;
- Identify and explain the various sentencing options available to judges in the Canadian justice system;
- Identify the circumstances when concurrent and consecutive sentences apply;

- Explain the role judges play in sentencing and the factors that influence a judge's decision on sentencing;
- Identify additional sentencing options, taking into account extraordinary measures; and
- Understand the concept of Gladue Reports and their role in sentencing as an attempt to acknowledge the effects of colonialism on Indigenous offenders.

Unit 8: Alternatives to Confinement Time 10 hours

This unit will look at alternatives to traditional confinement sentences. Topics will include: probation, conditional sentences, electronic monitoring, behaviour change programs and fines.

Students will:

- Identify and explain alternatives to confinement such as, diversion, probation, conditional sentences, electronic monitoring, behaviour change programs;
- Recommend alternatives to sentencing in specific circumstances; and
- Further explore the use of Gladue Reports with regards to specific alternatives to confinement for Indigenous offenders and Indigenous community supports

Unit 9: Correctional Institutions Time: 10 hours

This unit will focus on the role correctional institutions play in the Canadian justice system. The structure of the Canadian Correctional System will be explained as well as the everyday lives of inmates. Topics will include: the structure of the penal system, life inside a prison, treatment programs available to inmates, employment in corrections, accountability in corrections and the effectiveness of incarceration.

Students will:

- Identify the different components of the correctional system;
- Explain everyday life in prison;
- Assess inmate risk and specific needs;
- Overrepresentation of Indigenous Canadians in the correctional system;
- Identify treatment programs available to inmates;
- Explain the benefits, for colonial and non colonial inmates, of Indigenous programs, such as healing circles, within correctional facilities; and
- Describe means of measuring the effectiveness of incarceration.

Unit 10: Release and re-entry Time: 10 hours

This unit will focus on the reintegration of criminals into society. Topics will include: the parole process, conditional release, parole board decision making and the reintegration process and parole supervision.

Students will:

- Identify the various steps in the parole process;
- Explain the regulations around conditional release;
- Identify the factors involved in the decision making process of parole boards as well as explain the conditions of parole;
- Identify the various steps involved in the reintegration process and the jobs of individuals in reintegration;
- Identify community and cultural supports available to Indigenous offenders;
- Explain the role of parole officers in the Canadian criminal justice system; and
- Identify conditions and expectations on a parolee.

Unit 11: Careers in Criminology

Time: 20 hours

In this unit, students will explore the various career paths within the field of Criminology. As much instruction as possible will be delivered through presentations from both Camosun, the Justice Institute, local law enforcement and correctional agencies, and local lawyers' students.

Students will:

- Identify the various career paths in the field of Criminology;
- Describe, in detail, the courses and training required to achieve a specific career in Criminology;
- Develop the skills necessary to locate and access resources needed for a career in Criminology; and
- Develop community contacts in the field of Criminology.

Recommended Instructional Components:

Organizational Structure

Criminology 12 will concentrate on four big ideas: The Canadian justice system is designed to promote an orderly society that reflects the values of Canadians, governments, law enforcement agencies and citizens to create laws and decide how they will be enforced, the Canadian criminal justice system promotes rehabilitation and this is reflected in how the convicted are sentenced and incarcerated, there are many career paths in the Canadian criminal justice system and each requires specialized training.

The organizational structure of Criminology 12 is divided into 11 units that will focus on topics that will allow students the opportunity to further develop their learning on the course's big ideas. Those units include: The structure of the Canadian criminal justice system, the current challenges facing the Canadian criminal justice system, the ideology and practices of restorative justice, policing in Canada, the court's role in the Canadian justice system, prosecution and trials in the Canadian justice system, sentencing, alternatives to confinement, correctional institutions, release and re-entry into Canadian society, and career pathways related to Criminology.

Wherever possible Criminology 12 will look at the ways in which the colonial Canadian justice system must evolve to resolve the inequities within it as a result of cultural bias. The current model has failed minority communities, and particularly Indigenous peoples, as well as those suffering from mental illness, as shown by overrepresentation of these cohorts in correctional facilities and instances of violent encounters. While not always explicitly laid out in the curriculum document for Criminology 12, the need to address the cultural inequities in the colonial Canadian criminal justice system must always be considered and incorporated wherever possible for the continued decolonization of the Social Sciences within our schools.

Within those units, students will be assessed using both formative and summative methods on their development with regards to the curricular competencies of Criminology 12. Those curricular competencies include: using Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, analyzing the effectiveness of systems, and communicating the findings), identifying the values of Canadian society reflected in the country's justice system and assess their importance, explaining the role governments, enforcement agencies and individuals play in the creation of justice systems, assessing and comparing different concepts around sentencing the convicted and determining which is most effective in specific contexts, identifying the various career paths available in the field of Criminology and explain the training needed to qualify for them.

Organizational Structure:

Unit	Title/Topic	Time (suggested)
Unit 1	Structure of the Canadian Legal System	15 hours
Unit 2	Challenges of the Canadian Legal System	15 hours
Unit 3	Restorative Justice	5 hours
*Unit 4	Policing in Canada	10 hours
*Unit 5	The Canadian Courts	10 hours
*Unit 6	Prosecution and Trial	10 hours
*Unit 7	Sentencing	10 hours
*Unit 8	Alternatives to Confinement	10 hours
*Unit 9	Correctional Institutions	10 hours
*Unit 10	Release and Re-entry	10 hours
Unit 11	Career Paths in Criminology	15 hours
Total Hours		120 hours

* These units can be taught by a Camosun instructor, consistent with Camosun College's Criminology 154 curriculum.

When Criminology 12 is taught in partnership with Camosun College the structure of the course will involve two components. An 8 week component taught by a secondary school teacher and a 12 week component taught by a Camosun instructor. During the 12 week Camosun component the delivery model for this partnership will be three classes a week being taught by the Camosun instructor with the secondary teacher assisting, and 2 days of seminar instruction provided by the secondary school teacher.

Students who are successful in both components of the course will receive dual credit for the board authorized Criminology 12 on their high school transcript, as well as Camosun credit for Criminology 154. The Camosun credit is directly transferable to Simon Fraser University and transfers to other Canadian post secondary institutions as an unassigned first year elective credit.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

One hundred percent (100%) of the students' grade will be based on evaluations conducted throughout Criminology 12. Student assessment will be based on the professional judgment of qualified teachers consistent based on the current expectations in Social Studies courses, while incorporating the principles of 21st century personalized learning as described in the B.C. Ministry of Education draft Integrated resource package for Social Studies 9-11.

When offered in conjunction with Camosun College, students' final grade for Criminology 12 will reflect the students' achievement in both components of the course. The units of Criminology 12 taught by a secondary will count for 40% of their final grade and Camosun College's Criminology 154 will make up the remaining 60%. For Camosun purposes the final grade for Criminology 154 will be solely based on the learning outcomes demonstrated in that component of the course.

With regards to assessment Criminology 12 will incorporate several of the B.C. Ministry of Education's proposed changes to student evaluations in secondary school courses. In Criminology 12 a greater emphasis will be placed on assessment for learning.

Assessment will be ongoing throughout the course, and inseparable from instruction, assessment and the learning cycle. Criminology 12 incorporates the idea of personalization in assessment by directly involving the students in setting criteria for assignments and the using the process of self and peer assessments. Flexibility in both the learning environment and demonstration of learning will be available to students within particular assignments and instruction.

The goal for the assessment methods for Criminology 12 will endeavor to align assessments with curriculum and utilize the methods best suited for the curricular content or competency being assessed. Both formative and summative assessments will be used in Criminology 12. Assessment will be ongoing, timely and provide information to support the personalization of learning. A variety of assignments will be provided accompanied by clear criteria in the form of rubrics and examples so that students know what is expected of them. Criminology 12 will endeavor to put the student in the centre of their learning.

Assessment in Criminology 12 will look at how students use core as well as curricular competencies to demonstrate their learning of the big ideas in the course. Potential assignments are based on the "big ideas" of Criminology and the curricular expectations of a particular unit.

Learning Resources:

Textbooks:

- Canadian Criminal Justice: A Primer

Additional resources:

- Online resources
- Various documentaries
- Guest speakers
- Field Trips
- Minority Report
- Batman: The Long Halloween