

Social Grade 9 K&E

Module 2

Justice System

Name:

Date Received:

Date in:

Mark:

Chapter 2

9.1 - Canada: Governance and Citizenship

Name: _____ Date: _____

| Knowledge and Employability: Chapter 2 – 9.1 – Canada: Governance and Citizenship | | | |
|---|--|--|--|
| Outcome | Assignment | Complete/Date | |
| Read | Do | Student | |
| Teacher | | | |
| <ul style="list-style-type: none"> Demonstrate understanding of vocabulary. | <ul style="list-style-type: none"> <input type="checkbox"/> Split Page Vocabulary (pp. 37–38) | | |
| <ul style="list-style-type: none"> What is the intention of the Youth Criminal Justice Act? | <ul style="list-style-type: none"> Article: Harper Vows Changes to Failed Youth Justice (pp. 61–63) Pages 66–67 Read chart: Youth Crime | <ul style="list-style-type: none"> <input type="checkbox"/> Harper Vows Changes to Youth Justice Act (p. 39) <input type="checkbox"/> Graphic Organizer: Inside the Justice System (pp. 40–41) <input type="checkbox"/> Youth Criminal Justice Act (pp. 42–43) <input type="checkbox"/> Questions 1–5 Youth Crime Looking At the Numbers (p. 44–45) <input type="checkbox"/> Message: Political Cartoon (p. 46) | |
| <ul style="list-style-type: none"> What roles do citizens and organizations play in Canada's justice system? | <ul style="list-style-type: none"> Pages 79–81 Pages 84–85 Page 82 | <ul style="list-style-type: none"> <input type="checkbox"/> Jury Duty (p. 47) <input type="checkbox"/> Role of Elders (p. 47) <input type="checkbox"/> Justice Advocacy (p. 47) | |
| <ul style="list-style-type: none"> What did I learn? | | <ul style="list-style-type: none"> <input type="checkbox"/> Final Project: Should the youth justice system be tougher on young people who commit crimes? (pp. 48–51) | |
| <ul style="list-style-type: none"> Occupational Skills | | <ul style="list-style-type: none"> <input type="checkbox"/> K&E Works (pp. 52–53) | |



Split Page Vocabulary

To what extent is the justice system fair and equitable for youth?

Directions:

Look up the definition for each term in the glossary at the back of your *Issues for Canadians* textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

| Term | Definition | Example/Picture |
|-------------------------------|-------------------|------------------------|
| Fair and equitable Page 56 | | |
| Justice system Page 56 | | |
| Legislation Page 58 | | |
| Community service Page 64 | | |



Name: _____ Date: _____

Split Page Vocabulary

2 of 2

| Term | Definition | Example/Picture |
|----------------------------|-------------------|------------------------|
| Criminal record Page 64 | | |
| Rehabilitation Page 70 | | |
| Reintegrate Page 70 | | |
| Advocacy Page 82 | | |

Name: _____ Date: _____



Assignment: Read the first three paragraphs of the article 'Harper Vows Changes to Youth Justice Act,' found at [http://www.canada.com/topics/news/national/story.html?id = a69024fb-c635-4b23-af82-2ee5cb7ddea1](http://www.canada.com/topics/news/national/story.html?id=a69024fb-c635-4b23-af82-2ee5cb7ddea1) and answer the questions below.

1. Should the youth justice system be tougher on young people who commit crimes?

2. What is your position?

3. What are your reasons for this answer?



Name: _____ Date: _____

Inside the Justice System

1 of 2

Read the article 'Inside the Justice System,' on pages 61–63 of your textbook.

- Fill in the chart below and continue on the next page with what happens to the girl as she goes through the justice system.

Caught by store security for stealing.
Police are called.





Inside the Justice System

2 of 2





Name: _____ Date: _____

Youth Criminal Justice Act

1 of 2



Young people, from ages 12–17, who break the law are called young offenders and are charged under the Youth Criminal Justice Act (YCJA).

It allows young offenders to have consequences that might include counselling or community service. Young offenders between the ages of 12 and 14 cannot be charged as adults. The privacy of the young offender is protected: this means that their name can't be published in a newspaper or given on the news.

Read the flowchart on pages 66 and 67 of your *Issues for Canadians* textbook and answer the questions below.

1. What does a prosecutor do?

2. What consequences (other than jail) might a young person face?

Name: _____ Date: _____



Youth Criminal Justice Act

2 of 2

3. What is your opinion of the YCJA? Do you think it is a fair and equitable system?

4. If you could change anything about the YCJA what would it be?

**Court, youth cases by decision**

(Total all decisions 2001 to 2006)

| | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 |
|--|-------------------------------|---------------|---------------|---------------|---------------|
| | Total all decisions number | | | | |
| Total offences | 77,828 | 76,153 | 64,002 | 57,588 | 56,271 |
| Total Criminal Code | 62,828 | 61,744 | 53,107 | 48,089 | 46,878 |
| Criminal Code (without traffic) | 61,485 | 60,415 | 51,891 | 46,953 | 45,829 |
| Crimes against the person | 18,313 | 18,446 | 16,716 | 15,127 | 15,166 |
| Property crimes | 32,100 | 31,359 | 25,532 | 22,722 | 21,522 |
| Administration of justice | 6,142 | 5,924 | 5,186 | 4,904 | 4,793 |
| Other Criminal Code offences | 4,930 | 4,686 | 4,457 | 4,200 | 4,348 |
| Criminal Code traffic | 1,343 | 1,329 | 1,216 | 1,136 | 1,049 |
| Other federal statutes | 15,000 | 14,409 | 10,895 | 9,499 | 9,393 |
| Drug possession | 3,950 | 3,899 | 2,214 | 2,198 | 2,236 |
| Drug trafficking | 1,866 | 1,635 | 1,427 | 1,309 | 1,243 |
| Youth Criminal Justice Act /Young Offenders Act | 9,000 | 8,678 | 7,118 | 5,828 | 4,966 |
| Residual federal statutes | 184 | 197 | 136 | 164 | 948 |

Source: Statistics Canada, CANSIM, table (for fee) 252-0049 and Catalogue no. 85-002-X. Last modified: 2008-01-10.Source: Statistics Canada <http://www.statcan.ca>. Used with permission.



Youth Crime: Looking at the Numbers

Assignment:

1. Look at the table of Youth Crime Numbers from Statistics Canada.
2. Compare the numbers in the first column—2001/2002 with the numbers in the last column—2005/2006. What do you notice?

3. Now compare the numbers in the middle column—2003/2004 with the numbers in the last column—2005/2006. What do you notice?

4. Why do you think there was such a big difference from the first year—2001/2002 to the last year—2005/2006?

5. Do you think the Youth Criminal Justice Act is working?



Name: _____ Date: _____

Political Cartoons



"I won't be home for dinner"



"That's ok..."



"...I'm staying afterschool to work on an **art project**"

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Political cartoons are used by the artist to give a message to the reader about the artist's opinion. They usually use humour to pass their message on about a current event.

This artist has chosen the topic of youth crime.

To analyze this cartoon look at:

1. any symbols used
2. the picture—look at the faces of the characters
3. the words used

What is the message the artist is trying to get across in this political cartoon?



Justice System

What role do Canadian citizens and organizations play in the fairness and equity of Canada's justice system for youth?

Jury Duty

(read pages 79–81 in your *Issues for Canadians* textbook)

- A person 14 years or older may choose to be tried by a _____ and jury for serious offences.
- Juries have _____ people and all must agree on the decision.
- Anyone over 18 and who is a Canadian _____ may be picked for jury duty.
- Serving on a jury is a _____ of a Canadian citizen.
- **If you are chosen for jury duty you must attend**—only those who can show undue hardship will be excused.

Role of Elders

(read pages 84–85)

- Elders play an important role in Youth Justice Committees and Sentencing circles.
- Sentencing circles come from the _____ of some Aboriginal peoples.
- The committees act on the idea that breaking a law harms everyone in the _____.
- Elders represent a person molded by traditional culture.

Justice Advocacy (page 82)

Advocacy groups are organizations led by citizens who are not part of _____. They work to solve underlying reasons for _____, and provide public education about law and the justice system. They stand up for the rights of adults and youth who have broken the _____ and help them return to their communities.

In Canada, there are two major advocacy groups.

1. The Elizabeth Fry Society: works on justice issues for _____ and _____.
2. The John Howard Society: works with men, women, and youth in trouble with the _____.



Name: _____ Date: _____

Final Project 1 of 4

Assignment: Should the youth justice system be tougher on young people who commit crimes?

Your assignment is to choose a position on the question above and support it with evidence. You may use a:

1. persuasive essay
2. PowerPoint presentation
3. photo story
4. poster presentation

****Do not choose PowerPoint or photo story if you do not have daily access to a computer.**

What to include:

1. The question: Should the youth justice system be tougher on young people who commit crimes?
2. Your position and evidence. Read 'How do I write about this?' for ideas about organizing your information.

Assessment:

Look over the rubric on the next page before you begin.





Final Project 2 of 4

Research Report

| | Excellent 4 | Good 3 | Adequate 2 | Needs Work 1 |
|--------------|--|---|--|--|
| Research | <ul style="list-style-type: none"> Researches a variety of sources: textbook, workbook, library, and Internet | <ul style="list-style-type: none"> Researches three sources | <ul style="list-style-type: none"> Researches two sources | <ul style="list-style-type: none"> Researches one source |
| Organization | <ul style="list-style-type: none"> Includes thoughtful, interesting, easy-to-read ideas about the topic Includes a thoughtful interesting, easy-to-read introduction that includes a hook and a thesis statement Uses organized paragraphs supported by excellent details Includes a thoughtful and interesting conclusion | <ul style="list-style-type: none"> Includes interesting, easy-to-read ideas about the topic Includes an interesting introduction that includes a hook and a thesis statement Uses organized paragraphs Includes an interesting conclusion | <ul style="list-style-type: none"> Includes ideas about the topic Includes an introduction Uses paragraphs Includes a conclusion | <ul style="list-style-type: none"> Includes few ideas Introduction and/or conclusion are missing Limited or no paragraph organization |
| Content | <ul style="list-style-type: none"> Project promotes an excellent understanding of the topic Facts are accurate, detailed, and elaborate | <ul style="list-style-type: none"> Project promotes a good understanding of the topic Facts are accurate and detailed | <ul style="list-style-type: none"> Project promotes an adequate understanding of the topic Some facts are present | <ul style="list-style-type: none"> Project shows limited understanding of the topic Facts are missing or inaccurate |
| TOTAL | | | | |
| | Wow | | | |
| | To think about | | | |



Name: _____ Date: _____

Final Project 3 of 4

How do I write about this?

Should the youth justice system be tougher on young people who commit crimes?



Paragraph 1

Hook: use an interesting fact or a statistic about your topic

General Statement: include a general idea

Thesis Statement: state your position—you must choose one position and stick to it!

The youth justice system should be tougher on young people who commit crimes and should be changed.

Or

The youth justice system deals with young people fairly and should not be changed.

Paragraph 2

Describe how the youth justice system works right now.

Paragraph 3

Describe the consequences a young offender would face if he or she was convicted under the Youth Criminal Justice Act.

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Final Project 4 of 4

Paragraph 4

Provide evidence by describing a case that proves your position. Try finding a current example from a news source.

Paragraph 5

Restate your position from paragraph 1 and do not add any new evidence. This is your conclusion; just summarize your position.

K&E Works

What can government do for me?

Try this scavenger hunt using the website - youth.gc.ca

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> • Under Jobs, click on Prepare your job search • Click on writing résumés • Read it over | <ul style="list-style-type: none"> • Under Jobs, click on Prepare your job search • Click on interview skills • Read it over |
| <ul style="list-style-type: none"> • Click on Starting a Business • Read it over | <ul style="list-style-type: none"> • Under Education, click on Planning Your Post-Secondary Education • Click on career options • Read it over | <ul style="list-style-type: none"> • Under Get Involved, click on Volunteer • Read Why Volunteer? |
| <ul style="list-style-type: none"> • Under Jobs, click on Prepare your job search • Under Be safe at work! Know your rights! click on employment standards • Under Helpful Web Sites, Click on Alberta • Read over Standards and Definitions | <ul style="list-style-type: none"> • Under Jobs, click on How to gain work experience • Click on apprenticeship program • Under Helpful Web Sites, Click on Alberta • Browse Tradesecrets web site | <ul style="list-style-type: none"> • Under Quick Links, click on Publications • Click on Are You in Danger? • Read Myths & Realities |

What if I don't have access to a computer?

Go old school, use the phone book.

Government

Emergency information is listed on the first two pages of your white pages directory. Take a look: what are some of the services listed there?

Government services are found on the blue pages in the beginning of your phone book. There is a section for municipal, provincial, and federal government listings.

All information is listed alphabetically. Using a current copy of the white pages find:

1. City of _____ listings—What is their general number? (Using this number you can reach all departments.)
_____.
2. Alberta Government Programs and Services—What is their general number? (Using this number you can reach all departments.)
_____.
3. Government of Canada—What is their general number? (Using this number you can reach all departments.) _____.