



Locally Developed/Department Authorized Course Framework Template

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School Name: Aurora Virtual School	Signature of Superintendent:
Committee Approval Date:	Committee Chair Signature:
Course Name: Criminology	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Department Authorized Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Online Self-Directed Course: Requires computer (updated plugins/web browser) and robust internet connection.

Course Synopsis:

This course focuses on the study of crime. Possible explanations for criminal behaviour from various perspectives (psychological, biological, sociological), categories and social consequences of crime, as well as the criminal justice system's handling of criminals and their crimes will all be explored and discussed. The course will investigate possible factors that shape the criminal case process from arrest through punishment.

Goals and Rationale:

Crime and deviant behavior are often one of the top concerns of society members and criminology has become an area of greater interest. Students will examine factors that influence crime and the criminal justice system, investigate how crimes and criminals are handled by the criminal justice system, explore why people commit crimes, and examine the consequences of crime to individuals and the larger society.

Yukon First Nations Perspectives:

In delivery Criminology 12 seeks to integrate these Yukon First Nations Perspectives:

- Learning is understanding identity and one's relationship with the external environment
- Learning requires exploration of identity
- Learning involves recognizing the consequences of actions
- Learning involves generational roles and responsibilities
- Learning involves the teacher as facilitator of a student-centered course
- Learning ultimately supports the well-being of the community, family, and self.
- Learning is holistic, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning recognizes the role of Yukon First Nations ways of knowing and doing
- Learning is embedded in memory, history, and oral story
- Learning involves patience and time
- Learning involves recognizing that some knowledge and protocol is sacred and only shared with permission and/or in certain situations.

Furthermore, in engaging with statistics relating to the Criminal Justice System links between colonial processes and indigenous representation will be explored.

BIG IDEAS

Criminology requires knowledge of various perspectives on human behavior and causes of crime.

Understanding the different legal categories of crime is an important aspect of studying criminology.

Criminology investigates the stages of the criminal case process within the justice system.

Effects of crime go beyond punishment for the criminal.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Discuss the definition of criminology and how it relates to other disciplines.</p> <p>Examine research methods and crime statistic sources used to study crime.</p> <p>Identify and explain the major categories of theory of crime.</p> <p>Investigate legal definitions of insanity.</p> <p>Demonstrate knowledge of physical and social conditions, as well as social structure concepts, and the relation to crime.</p> <p>Examine the different legal categories within both a) crimes against property, and b) crimes against people.</p> <p>Investigate types of white-collar, occupational, and corporate crimes.</p> <p>Investigate the components of the criminal justice system and how they work together throughout the stages of the criminal case process.</p>	<p><i>Students are expected to know the following:</i></p> <p>The pros and cons of crime statistic sources and research designs for studying crime.</p> <p>The theories of crime, including biological explanations (chemical and hormonal), psychoanalytic, as well as modeling and self-control theories.</p> <p>The use of psychological profiling in solving crimes.</p> <p>How social transitions, rapid social change, colonialism, and inequality influence crime.</p> <p>The cost of various crime categories (for example, larceny, homicide, white-collar, corporate).</p> <p>How the juvenile criminal case process differs from the adult case process.</p> <p>Possible solutions for controlling organized crime.</p>

Discuss the factors that influence law enforcement decisions and their model of criminals in the criminal justice system.

Describe what occurs in a typical criminal trial.

Understand the different types of facilities used to incarcerate or hold offenders, and examine alternative sanctions such as probation, community service, or house arrest.

The reasons for and against the death penalty, and what research has shown about the consequences of death penalty sentences.

The cost of correctional institutions to society.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Content – Elaborations

Recommended Instructional Components:

Recommended Assessment Components: Ensure alignment with the [Communicating Student Learning E-book](#) and the [Principles of Quality Assessment](#)

Learning Resources:

Additional Information: