

Community Youth Justice Panel CARC Social Studies

Enduring Understanding

This culminating activity incorporates an understanding and application of the Youth Criminal Justice Act through researching a current event involving young offenders. Students will make a recommendation for sentencing based on consideration of the perspectives of the stake-holders involved.

This performance task addresses the following learner outcomes from the Alberta Social Studies Program of Studies.

General Outcome		
9.1 Issues for Canadians: Governance and Rights: Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.		
Specific Outcomes		
Number	Heading and Outcome (and bullet where applicable)	Criteria
9.1.5 9.1.5.3	<p>analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> what is the intention of the <i>Youth Criminal Justice Act</i>? 	apply Youth Criminal Justice Act
9.1.2 9.1.5 9.1.5.1	<p>appreciate the various effects of government policies on citizenship and on Canadian society: (V and A outcome)</p> <p>analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)? 	examine multiple perspectives
9.S.1 9.S.1.3 9.S.1.6	<p>develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> demonstrate the ability to analyze current affairs from multiple perspectives access diverse viewpoints on particular topics, using appropriate technologies 	
9.S.7 9.S.7.2 9.S.7.3 9.S.7.4	<p>apply the research process:</p> <ul style="list-style-type: none"> integrate and synthesize concepts to provide an informed point of view on a research question or issue develop a position supported by information gathered during research draw conclusions based upon research and evidence 	justify recommendation
9.S.8 9.S.8.1	<p>demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration 	communicate ideas

Grade 9 Social Studies
Performance Assessment: Student Task

COMMUNITY YOUTH JUSTICE PANEL

You have been selected to be a member of a Community Youth Justice Panel in Alberta. Your task will be to make an informed sentencing recommendation on a current "hot topic" in Canadian Youth Justice to the Community Youth Justice Panel.

As a Community Youth Justice Panel member, your job is to consider information relevant to the case and recommend a fair consequence for all parties involved.

1. Apply Youth Criminal Justice Act

Research the background of a current event issue and decide how the intent of the Youth Criminal Justice Act would apply to this situation.

2. Examine Multiple Perspectives

Research the perspectives of the various stakeholders and their recommendations for sentencing including the young offender, victim, and any special interest groups involved. What would be the consequences of the sentences each would impose? Special interest groups may involve MADD, SPCA/PETA, community associations, John Howard Society, human rights groups, etc.

3. Justify Recommendation

Decide on a recommendation for sentencing. Justify your decision considering the perspectives of the stakeholders. Does your decision maintain the intent of the Youth Criminal Justice Act? Why or why not?

4. Communicate Ideas

Present your recommendation to the Community Youth Justice Panel. Your presentation must include:

- ❖ An explanation of the situation
- ❖ The perspectives of the stakeholders involved
- ❖ Your recommendation and a justification including how your recommendation meets or does not meet the intent of the Youth Criminal Justice Act.

Your presentation format may be a speech, video, multimedia (i.e., PowerPoint, digital voice recording, etc.) or a format of your own approved by your teacher.

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Community Youth Justice Panel Rubric

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank
Applies Youth Criminal Justice Act (9.1.5.3)	Comprehensive explanation of situation and application of Youth Criminal Justice Act	Complete explanation of situation and application of Youth Criminal Justice Act	Partial explanation of situation and application of Youth Criminal Justice Act	Sketchy explanation of situation and application of Youth Criminal Justice Act	No score is awarded: insufficient evidence of student performance based on the requirements of the task.
Examines Multiple Perspectives (9.1.2, 9.1.5.1, 9.S.1.3, 9.S.1.6)	Includes pertinent information that clearly illustrates perspectives	Includes relevant information that reasonably illustrates perspectives	Includes general information that simplistically illustrates perspectives	Includes trivial information that inaccurately illustrates perspectives	
Justifies Recommendation (9.S.7.2, 9.S.7.3, 9.S.7.4)	Synthesizes information to develop a perceptive recommendation supported by significant evidence.	Synthesizes information to develop a convincing recommendation supported by relevant evidence.	Synthesizes information to develop a simplistic recommendation supported by general evidence.	Synthesizes information to develop a vague recommendation supported by weak evidence.	
Communicates Ideas (9.S.8.1)	Communicates information in a compelling manner to engage the audience.	Communicates information in a purposeful manner to interest the audience	Communicates information in a straight-forward manner that generally holds the attention of the audience	Communicates information in an ineffective manner that does little to sustain attention of the audience.	

TEACHER NOTES**To prepare students for the task:**

- Provide this task to the students as an “end of unit” summative assessment
- Provide students with the opportunity to share and discuss the criteria of the task
- Ensure discussion of the rubric and address any vocabulary concerns
- Students can all research the same current event or different current events depending on the events in the news at the time.
- Teacher can provide a list of resources for students’ research such as news articles, letters to the editor, political cartoons, etc.

To aid students in applying the Youth Criminal Justice Act to the situation (criterion #1),

- use the form “*Research a Current Event*” (following the rubric in this document). Review with students the type of information required for a bibliography depending on the medium they source.

To aid students in examining multiple perspectives on the issue (criterion #2),

- students may use a spreadsheet chart like “*Multiple Perspectives on an Issue*.” The chart may be extended depending on the number of stakeholders involved or to serve the purposes of differentiating instruction.

To aid students in justifying their recommendation (criterion #3),

- use the statements at the bottom of the Multiple Perspectives spreadsheet.

To aid students in communicating ideas (criterion #4),

- use the “*Checklist for Effective Communication*”.

Background Knowledge:

- ❖ Canada’s *Youth Criminal Justice Act*
- ❖ Sentencing factors and options
- ❖ Objectives of the *Youth Criminal Justice Act*

Websites:

- ❖ News articles and political cartoons
- ❖ *Youth Criminal Justice Act* (<http://www.justice.gc.ca/en/ps/yj/ycja/ycja.html>)

Cross-Curricular Connections:

- ❖ *Touching Spirit Bear* novel

Materials:

- ❖ Performance Task and Rubric sheets
- ❖ “Research a Current Event” handout
- ❖ “Multiple Perspectives on an Issue” handout
- ❖ “Checklist for Effective Communication” handout

Research a Current Event

Youth Crime Current Event Issue:	
Who?	
What?	
When?	
Where?	
Why?	
How?	

Resource Information for Bibliography:

Source #1: _____

Source #2: _____

Source #3: _____

Multiple Perspectives on an Issue

Stakeholder and resource information (for bibliography)	Position for Sentencing (actual or concluded)	Inferred Consequences
Stakeholder: Resource info:		1 2 3 4
Stakeholder: Resource info:		1 2 3 4
Stakeholder : Resource info:		1 2 3 4

My recommendation for sentencing is: _____

Positive consequences: _____

Negative consequences: _____

Neutral facts: _____

Student Self-reflection Checklist

Student Name _____ **Date** _____

Task _____

Criteria	Yes	Not Yet	I know this because:
I have explained the current event issue and the intent of the Youth Criminal Justice Act as it pertains to this issue.			
I have clearly explained the positions of the stakeholders and their inferred recommendations for sentencing.			
I have shown consideration of the likely consequences of each of the stakeholder's recommendations for sentencing.			
I have explained my personal recommendation for sentencing and supported my choice.			
I have explained the relationship of my recommendation to the intent of the Youth Criminal Justice Act			