

MODULE LGS3080: CRIMINAL LAW**Level:** Intermediate**Theme:** Societal Context**Prerequisite:** None**Module Description:** Students examine the criminal justice system, including the criminal process and the roles and responsibilities of the participants. Students also explore challenging issues and law-related careers.**Module Parameters:** No specialized equipment or facilities.**Supporting Modules:** LGS1010 You & the Law 1 (As a Consumer and as a Family Member)
LGS1020 You & the Law 2 (In Society and in the Workplace)**Curriculum and Assessment Standards**

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> examine the Canadian criminal justice system | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> correctly answering 50% of the questions from a test bank related to the following concepts: the criminal justice system, criminal process, police, crown and defence, consequences, conditional release, challenging issues and law-related careers. <p><i>Assessment Tool</i> <i>Refer to test banks from authorized resources</i></p> | 75 |
| | <ul style="list-style-type: none"> given two cases, one related to a summary offence and one related to an indictable offence, describing the criminal process from the initiation of a criminal charge, to the resolution of the case. <p><i>Assessment Tool</i> <i>See procedures chart for an indictable offence and for a summary offence in authorized resources</i></p> | 25 |
| <ul style="list-style-type: none"> demonstrate basic competencies. | <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | Integrated throughout |

MODULE LGS3080: CRIMINAL LAW (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------|--|--|
| Criminal Justice System | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the historical basis of criminal law and the Criminal Code • identify statutes setting out criminal and provincial quasi-criminal law; e.g., Criminal Code, <i>Narcotics Control Act</i>, the <i>Highway Traffic Act</i>, the <i>Young Offenders Act</i> • describe the role of the provincial and federal Departments of Justice • identify the jurisdiction of the courts within Alberta • identify alternatives to courts for dispute resolution (Sec. 4 and 69 of the <i>Young Offenders Act</i>, Aboriginal Tribal Councils, Adult Alternative Measures, etc.) • analyze the power and function of appeal courts and the role of the Supreme Court of Canada. | <p><i>British North America Act</i> Martin's Criminal Code Alberta Criminal Lawyers Association Law Society of Alberta John Howard Society</p> |
| Criminal Process | <ul style="list-style-type: none"> • differentiate between summary (including provincial), hybrid and indictable offences • outline the legal procedure for handling the various criminal offences from the commission of the offence to the trial • explain the purpose of a preliminary hearing • describe trial by judge or by judge and jury • describe how a jury is selected. | <p>Magna Carta Criminal Code <i>Canadian Charter of Rights and Freedoms</i> <i>Individual's Rights Protection Act</i> <i>Young Offenders Act</i> Legal Aid Society of Alberta Student Legal Services</p> |
| Police | <ul style="list-style-type: none"> • describe the role of the police in our criminal justice system • describe the powers of the police with respect to arrest, questioning, search and seizure, custody and release • explain the right of "habeas corpus." | <p>Municipal police</p> |

MODULE LGS3080: CRIMINAL LAW (continued)

| Concept | Specific Learner Expectations | Notes |
|---------------------|---|--|
| Crown and Defence | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the role of the Crown • explain the onus and burden of proof • describe sources of legal services • identify and describe the various defences and their effect on sentencing. | <p>Criminal lawyer Crown prosecutor</p> |
| Consequences | <ul style="list-style-type: none"> • analyze the purpose of and guidelines for sentencing • describe the various types of sentences • differentiate between federal penitentiaries and provincial jails • explain the purpose of different correctional institutions • analyze the relationship of the crime to the sentence administered • explain the implications of coming into conflict with the law even if acquitted (finger printing, job loss, publicity, etc.). | <p>Correctional Services personnel Victim Services Correctional Services personnel Victim Services</p> |
| Conditional Release | <ul style="list-style-type: none"> • differentiate between temporary absence program, parole and statutory release • describe the factors that determine the granting of conditional release • describe the role of the National Parole Board in federal and provincial paroles • describe the role of the Temporary Absence program in Alberta • describe the nature of after-care agencies. | <p>Parole Board of Canada Halfway houses</p> |

MODULE LGS3080: CRIMINAL LAW (continued)

| Concept | Specific Learner Expectations | Notes |
|---------------------|---|-------|
| Challenging Issues | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify some challenging issues such as the following: <ul style="list-style-type: none"> – prison reform – parole and mandatory supervision – plea bargaining – conditions for probation including community service, restitution and treatment (do they work?) – victims of crime – criminal law reform – the repeat offender – capital punishment – legal aid in Alberta – organized crime in Canada – the role of the police – young offenders and the law • research one or more of the issues • research the laws in Canada regarding the issue(s) • compare legislation in Canada with that in other countries • analyze alternatives • propose possible solutions. | |
| Law-related Careers | <ul style="list-style-type: none"> • describe careers in the criminal justice system; e.g.: <ul style="list-style-type: none"> – court reporter – clerk of the court – bailiff – court attendant – sheriff – legal assistant – correctional and prisoner security officer – community corrections officer (probation and parole) – police officer – process server – investigator: fraud, insurance, arson, private. | |