

Engaging in Reading • Find important ideas • Summarize • Make notes

2. You are preparing a report on the history of youth law in Canada. Using the information in the selection, identify the main ideas and details that you will use in your report. Organize your notes in the T-chart below.

LEVEL ONE

Example One

Main Ideas	Details
<ul style="list-style-type: none"> -Youth Crime -Youth acts of law -Law in the past and how it has changed -2003, youth Criminal justice Act. 	<ul style="list-style-type: none"> -Youth Crime rate has been declining for the last five years -They wanted to create change because if young people get counseling they can become fine citizens

Example Two

Main ideas	details
<p>I don't think that children should not be whipped but they should be deltte with.</p> <p>I think that if we had more youth grups and activads the city will be a bit better.</p>	<p>Kids should not be whipped or hanged for stealing a few potatoes I think that he or she should be talked to like a kid would be. A youth grup or more activeatis kids will stay of the sterys that means les crime.</p>

Knowledge and Understanding	Level 1	Level 2	Level 3	Level 4
<p><i>Demonstrating Understanding</i> Identifies important ideas and supporting details using both written text and visual/graphic features</p>	<p>Limited: largely inaccurate and/or incomplete</p> <ul style="list-style-type: none"> • some main ideas • some relevant supporting details • key information omitted 	<p>Partial: somewhat accurate</p> <ul style="list-style-type: none"> • most main ideas • some relevant supporting details • too much or too little information 	<p>Considerable: generally accurate and complete</p> <ul style="list-style-type: none"> • most main ideas • most relevant supporting details • appropriate amount of information (may be synthesized) 	<p>Thorough: accurate and comprehensive</p> <ul style="list-style-type: none"> • all main ideas • precise, well-chosen supporting details • effective amount of information (often synthesized)

Responses require students to understand explicit and implicit information in the text.

Communication	Level 1	Level 2	Level 3	Level 4
<p><i>Organizing Ideas</i> Uses a graphic organizer to categorize information</p>	<p>Limited organization and clarity; unstructured and hard to follow</p>	<p>Some organization and clarity; generally easy to follow</p>	<p>Considerable organization and clarity; structured and easy to follow</p>	<p>High degree of organization and clarity; highly effective</p>

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LEVEL TWO

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Main Ideas	Details
<ul style="list-style-type: none"> • Roots of youth law are embedded deep in CDN history • 200 years ago • The Juvenile Delinquents • Young Offenders Act • Youth Criminal Justice Act 	<ul style="list-style-type: none"> • because of this there are many questions in it • Justice system treated children over 7 just like adults • in 1908 1st CDN law granted young ppl specific rights • In 1984 it was revised to be less harsh • In 2003 it was revised to be like it is today for youth crime which is: for vandalism they do community service but for crimes like murder they have the same sentence as adults but with 10 years in jail instead of 20.

Example Two

Main Ideas	Details
<p>Youth law has changed over the years.</p> <p>Youth can be influenced easily by people close to them.</p> <p>The youth justice acts.</p>	<p>-Three acts were made for youth crimes. Each of them getting harsher on crimes, but more fair and understandable.</p> <p>-A youth could be guided toward a life of crime by someone they know and love.</p> <p>-Since a child/youth dont have the ability do completely understand what their doing, they could wind up doing almost anything.</p> <p>-The youth justice acts were created only to help youth get back on the right track if they went “off course” in their life. These acts are a guideline to redemption. Despite what other people might say.</p>

Ontario Comprehension Assessment—Grade 9 Exemplar: Is the Law Too Soft on Youth Crime? Question 2, Level 2

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LEVEL THREE

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Main Ideas	Details
<ul style="list-style-type: none"> • youth law in the past • youth law transition • youth law present • Highest crime rate [1992-2002] theft 	<ul style="list-style-type: none"> • 200 years ago, children over seven years old were treated just like adults • whipped, sent to prison or hanged • The Junevile Delinquents Act 1908, [first Canadian law to grant young people certain privileges] • Young offenders act replaced the first act in 1984 because the Act was not fair • In 2000 the act was revised again, because people said that the offenders got off easy with three months in prison • Youth Criminal Justice Act was then created in 2003 • act recognizes that young people should have special rights under law but be accountable for their actions • serious offenses-murder assault • less offenses-vandalism

Example Two

Main Ideas	Supporting Details
<ul style="list-style-type: none"> • 200 hundred years ago, the justice system treated children over the age of 7 just like adults • The Juvenile Delinquents Act, 1908 is the 1st Candian law to grant youth specific rights • the Youth Criminal Justice Act, 2003 this is the revised act of Young offenders Act in 1984 	<ul style="list-style-type: none"> -a child over seven could be whipped for a small crime -the child could be sent to prison for a few years or lifetime -possibly be hanged for stealing a few potatoes -first Act to help the youth -cause of lack of experience needed to understand their consequences -happened 20 years later of Y.O.A -mainly due to criticism that it was not tough enough -serious offenses go to murder and assault -for sentence to something other than incarceration, are for vandalism, crimes that are non-violent

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LEVEL FOUR

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Main Ideas	Supporting Details
<ul style="list-style-type: none"> • Youth law in the past • Changes in youth law • Youth law in the present • Why the acts have changed <p style="margin-left: 100px;">-refer to the graph, 'fast facts' and pictured captions</p>	<ul style="list-style-type: none"> -children over the age of seven were treated with the severity of the laws towards crimes which were committed by adults -The Juvenile Delinquents Act, 1908 <ul style="list-style-type: none"> -first Canadian law to allow young people certain rights -Young Offenders Act, 1984 <ul style="list-style-type: none"> -Ages 12-17 had the right to be anonymous in media broadcasts, articles etc. -Violent crimes (ex. murder) would sentence the young offender for 3 years -Youth Criminal Justice Act, 2003 (Abides by both main ideas) <ul style="list-style-type: none"> -Gives special rights, but must be responsible for their actions -The more severe the crime, the 'harder' the punishment -Some people believe that young offenders might have been influenced -The acts were simply less 'hard' on them -people believe that they could be turned around and be 'productive citizens'

Example Two

Main Ideas	Supporting Details
A child's crime should not be dealt with as an adults crime (they shouldn't have the same punishment)	-Because children lack experience and don't realize the consequences of their actions -because they can be easily influenced -and also because they might not have the direction they need to become responsible citizens
<u>The different Acts</u> -The Juvenile Delinquent Act (1908)	-they had to change it because the citizens felt that the youth were still not receiving fair treatment under the law
-Young Offenders Act (Y.O.A) (1984)	-ages 12-17 were guaranteed anonymity if charged with a crime -guaranteed a maximum sentence of three years for violent crimes, such as murder.
-Youth Criminal Justice (2003)	-For serious crime (like murder) a maximum of 10 years

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