CLU 3M1: Unit I Breakdown:

Day I: Intro of Self, Course, and Expectations

 Watch and Participate in “Canadian Legal Knowledge” PowerPoint

 Read “R v Dudley and Stevens” and Take Up Qs

Day II: Complete and Discuss “What Do You Know?” Quiz

 Watch and Participate in “Rule of Law” PowerPoint

 Read and Discuss “Roncarelli v Duplessis”

 Read “Kroeger Gets Fine” and Take Up Qs

Day III: Watch “Collateral Damage” and Take Up Qs

Day IV: Watch and Participate in “The Need For Law” PowerPoint

Participate in “Desert Island” Activity and Complete Journal

Day V: Work on and Take Up “Why Do People Become Criminals?”

Watch and Participate in “Historical Roots Part I” PowerPoint

 Participate in “Hammurabi Intro” and “Hammurabi Extension” Activities

 Read “Stunt Driving Grandma” and Hand In Qs

 Read and Discuss “London Police Officer Cell Phone”

Day VI: Discuss “MLK Quotation”

Watch and Participate in “Historical Roots Part II” PowerPoint

 Watch “Grail” Clips and Take Up Qs

 Complete “Historical Roots of Law” Reading and Fill-in-the-Blanks

 Read and Discuss “King John and The Magna Carta”

Day VII: Watch and Participate in “Rules and Laws” PowerPoint

 Take Up “Formal and Informal Rules” Qs

Day VIII: Discuss “The Functions of Law”

 Watch and Participate in “Public and Private Law” PowerPoint

Read “The Iroquois Great Law of Peace”; Take Up Qs

 Work on Skeleton Essay

Day IX: Work on and Hand in Skeleton Essay

 Discuss “History of Law in Canada”

 Look at and Discuss “Stanislaus Lacroix” Image

 Discuss “Constitutional Timeline”

Day X: Discuss “Structure of Canadian Law”

 Discuss “Canadian Legal Principles”

Watch and Participate in “Alicia Ross” PowerPoint

 Complete and Hand in “Ross Analysis Qs”

Day XI: Work on and Take up “Does Canada Have Too Many Laws?”

Day XII: Intro and Work on Culminating Activity

Day XIII: Work on Culminating Activity

Day XIV: Hand in Culminating Activity

 Review and Study for Unit Test

Day XV: Write Unit Test

Lessons will intersperse “Strange Canadian Laws” frequently; note that diagnostic work is in blue, formative work is in black, and summative work is in red.