

# Perris Union High School District

## Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Mock Trial</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<b>Is this classified as a Career Technical Education course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <b>Was this course <u>previously approved by UC</u> for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject - Social Science</i>  <i>To be completed by Human Resources only.</i> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; width: 60%; text-align: center;"> <i>Stephanie K. Altan</i>  <b>Signature</b> </div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;"> <i>10/30/2019</i>  <b>Date</b> </div> </div>	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by: Marisa Billions</b> <b>Site: Paloma Valley High School</b> <b>Date: 10/30/2019</b>	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:  <i>Calpads Code: 9180 Elective Credit</i>	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		01/24/2024
Asst. Superintendent of Educational Services		
Governing Board		

**Prerequisite(s) (REQUIRED):**

English 9 (will need to have passed the class and have a good foundation on writing an argumentative essay)

**Corequisite(s) (REQUIRED):**

**Brief Course Description (REQUIRED):**

Mock trial is an exercise where students, playing the roles of attorneys and witnesses for either the plaintiff/prosecution and defense, engage in a trial of a fictional civil or criminal case. At the end of the semester, the teams will scrimmage against each other in a mock trial

**B. COURSE CONTENT**

**Course Purpose (REQUIRED):**

*What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.*

This course will prepare students for the challenges of critical thinking in college. Students will learn how to look at multiple perspectives of an issue and be proficient in using valid evidence to argue each side. Students will learn to work in collaborative groups, and present their arguments, building public speaking skills and confidence.

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

Fundamentals of Law- Students will be able to define “law,” Students will be able to differentiate between the different types of law, students will be able to explain why society has laws, students will be able to give general purpose for criminal and civil law.

Settling disputes- Students will be able to give examples of conflict resolution techniques, students will be able to explain examples for solving disputes.

Court system- students will be able to understand the court proceedings and process in the various court systems.

Students will analyze a mock trial case, ultimately acting out the entire case, including witness statements, bailiff, prosecution, and defense.

Students will analyze historical cases and how they shaped current American Legislation and “retry” them.

Students will analyze a piece of American Literature and create a “mock trial” on the perceived crimes of the characters.

Students will analyze current event court cases, and analyze the arguments.

Students will learn the fundamentals of persuasion, logical fallacies, and evaluate political debates.

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

Students will write detailed arguments from multiple perspectives of the case given (from perspectives of defense and prosecution). In these assignments, students will cite case law, and evidence to help build stronger arguments. Students will have to synthesize from multiple sources in order to successfully write compelling arguments.

Students will evaluate current and past court proceedings for weakness of arguments.

Students will write fictional journal prompts based people mentioned and involved in *Just Mercy*.

Students will write an evaluation and summary of the book, *Just Mercy*

Students will write an argumentative essay about Law and Order in the United States, and one about the use of persuasion and propaganda in political ads and debates, about racial and class injustices in the American Justice system as detailed in *Just Mercy*

Students will write persuasive essays about various court cases.

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title: *Just Mercy* (Adapted for Young Adults)

Edition:

Author: Bryan Stevenson

ISBN: 0525580069

Publisher: Ember

Publication Date: September 10, 2019

Usage: <input type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	
<b>Textbook #2</b>	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
Case Packet provided for competition Past Case packets Articles	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: \$ 353	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$353

<b>Key Assignments (REQUIRED):</b>
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
Socratic Seminars discussing cases in current events in the US and how they can be argued The final would be a full through of the mock trial case given to use by the county. Written argumentative essays arguing each side of an issue.
<b>Instructional Methods and/or Strategies (REQUIRED):</b>
Please list specific instructional methods that will be used.
Collaborative learning groups, direct instruction, independent work

<b>Assessment Methods and/or Tools (REQUIRED):</b>
Please list different methods of assessments that will be used.
Argumentative essays at the end of each unit/module (graded with a synthesis essay rubric) where the student shows proficiency in the ability to create an argument using multiple sources and address all sides of an issue - anticipating counter arguments and objections.

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)				
Day(s)	Objective	Standard(s)	Chapter(s) )	Reference
5	Students will get to know one another, class environment, ice breaker activities, class expectations, team building.	CCSS 11-12 S&L, W,		
1	Students will be able to define law	CCSS 11-12 RI		
5-8	Students will be able to differentiate different types of Law	CCSS 11-12 RI		
1-2	Students will be able to explain why society has laws	CCSS 11-12 W, S&L, L		
1-2	Students will be able to give general purpose for criminal and civil law.	CCSS 11-12 W, S&L, L		
3	Students will write an argumentative essay outlining the purpose of law and order in society	CCSS 11-12 W RI		
5	Current event case study. Students will focus on a current event around a court case. They will evaluate the news, coverage, and arguments involved in the case. They will write a short essay about their opinions involving the case.	CCSS 11-12 RI, W		
1	Students will be able to explain trial court	CCSS 11-12 RI		
2	Students will be able to explain and understand various objections used in court	CCSS 11-12 RI		

1	Students will be able to explain appeals and appeals courts	CCSS 11-12 RI		
1	Students will explain Federal and State court systems and explain the differences	CCSS 11-12 RI		
2	Students will be able to explain Supreme Court and its impact on US Legislation	CCSS 11-12 RI		
3	Students will write an informative essay on the US legislative system	CCSS 11-12 W		
2	Read and discuss first two chapters of Just Mercy Collaborative Group discussion, Notes from discussion submitted.	CCSS RL, S&L, L		
5	Current event Case Study. Students will focus on a current event around a court case. They will evaluate the news, coverage, and arguments in the court case, they will write a short essay about their opinions involving the case.	CCSS 11-12 RI, W		
2	Read and discuss chapters 3-4 Just Mercy Socratic Seminar	CCSS 11-12 RL, S&L, L		
1	Students will be introduced to the new case packet for the competition.	CCSS 11-12 RL		
1	Students will rhetorically read through the case and evaluate the information given.	CCSS 11-12 RL		
1	Students will participate in collaborative class discussion regarding the case given	CCSS 11-12 RL, S&L, L		
2	Students will create a timeline of the case analyzing information for importance for defense and prosecution	CCSS 11-12 CCSS 11-12 RL, RI		
2	Read chapters 5-6 Just Mercy Silent Conversation exercise	CCSS 11-12 RL, W, L		
1	Students will pick roles for the mock trial	CCSS 11-12 S&L		
1	Students will be broken into prosecution and defense teams and given expectations of case, teams and roles	CCSS 11-12 RL, W, S&L		
3	Students will be introduced to logical fallacies	CCSS 11-12 S&L L		

2	Read Chapters 7-8 Just Mercy Collaborative Discussion about Race and Law and current events	CCSS 11-12 RL, L, S&L		
5	Students will draft pre-trial arguments	CCSS11-12 W, S&L		
2	Read Chapters 9-10 Just Mercy Write a one 5 word summary for each chapter. Justify your 5 word summary.	CCSS 11-12 RL, L, W		
2	Students will present and evaluate pre-trial arguments	CCSS S&L, W		
10	Students will create trial arguments within their teams. "Witnesses" will perfect characters, statements, "Attorneys" will prepare questions and run through with "witnesses"	CCSS S&L, W, RL		
2	Read Chapters 11-12 Just Mercy Write a journal entry from the perspective of Bryan, Walt, or any of the other people brought up in these chapters.	CCSS RL, W, L		
2	Students will revisit objections, Students will work with their questions, looking at potential objections from "other side", and prepare arguments to counter objections	CCSS W, RI		
3	Students will evaluate clips from televised/recorded court proceedings to identify fallacies, objections, arguments, witness statements	CCSS S&L, W, L		
2	Read Chapters 13-14 Just Mercy Write a response to Stevenson as if you were the opposing counsel on Sullivan's case mentioned in chapter 14			
3	Students will do full trial runthrough	CCSS S&L, L		
5	Current Event court study- Students will evaluate a current event surrounding a court case. They will evaluate arguments, case, etc.	CCSS, RI, S&L, L, W		
4	Midterm Exam- Students will be given a prior case, write an argument from either side, prosecution or defense.			
2	Read Chapters 15, 16, Epilogue of Just Mercy	CCSS RL, W, L		

	Write a summary and review of the book.			
3	Watch movie version Just Mercy, using video guide, followed by discussion of themes of racial injustice in American Justice system.	CCSS S&L, L, W		
3	Trial run through/rehearsal	CCSS S&L L		
2	Run Through Evaluations	CCSS 11-12 W, S&L		
5	Constitution and Bill of Rights - Students will analyze famous cases as they align with with various Amendments and Rights	CCSS RI, W, S&L		
1	Socratic Seminar Constitution Bill of Rights- Students will discuss various issues of laws and rights	CCSS S&L RI		
3	Mock Trial Run Through- Students will run through and rehearse mock trial in preparation for competition	CCSS S&L, RI, RL, L		
1	Run through Evaluations	CCSS W, S&L		
5	Competition Week - Evaluate performances of competing teams, identify team weaknesses, tweak run throughs	CCSS S&L, RI, RL L		
5	Current event case study. Students will focus on a current event around a court case. They will evaluate the news, coverage, and arguments involved in the case. They will write a short essay about their opinions involving the case.	CCSS S&L, W, RI		
5	Persuasion - students will learn about propaganda and persuasion in political ads/debates	CCSS L, RI, S&L		
2	Students will watch a political debate and evaluate each of the participants for logical fallacies, and other techniques	CCSS W, S&L		
3	Students will write an argumentative essay about the use of persuasion, propaganda, and fallacies in politics	CCSS W, RI, L		
15	Mock Trial and Literature- Students will read a piece of literary fiction, and create a trial centered around the perceived crimes of the character(s)	CCSS RL, RI, W, S&L, L		



3	Perform Mock Trial from Literature: Students will perform the mock trial based on the literature read.	CCSS S&L, L		
5	Current event case study. Students will focus on a current event around a court case. They will evaluate the news, coverage, and arguments involved in the case. They will write a short essay about their opinions involving the case.	CCSS RI, S&L, L, W		
5	Constitution and Bill of Rights - Students will analyze famous cases as they align with with various Amendments and Rights (Covering various other	RI, S&L, L, W		
15	Pick a famous court case from history (that impacted current legislation), analyze it and retry it.	RI, S&L, L, W		
5	Final Exam Students will evaluate a prior case and write an argument from any side.	RI, RL, W, L		

### C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

### D. BACKGROUND INFORMATION

#### Context for course (optional)

We have a Mock Trial team that competes in the county and state level. Other high schools that have competitive Mock Trial teams offer a course for the team to become more knowledgeable and competitive. This class can provide depth of knowledge to create a better understanding of persuasion, developing an argument, and why and how laws and the legal system impact daily life.

#### History of Course Development (optional)