



# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Mock Trial</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<p><b>Subject Area:</b></p> <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	<p><b>Grade Level(s)</b></p> <input type="checkbox"/> MS <input 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				
<p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>Is this classified as a Career Technical Education course?</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
<p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">101801, 101802</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p><b>CREDIT TYPE EARNED:</b>      <b>CALPADS CODE:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">G Elective Credit</td> <td style="width: 50%; padding: 2px;">9180</td> </tr> </table>	G Elective Credit	9180	<p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>			
G Elective Credit	9180					
<p><b>Was this course <i>previously approved by UC</i> for PUHSD?</b></p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <p style="text-align: center;">(Will be verified by Ed Services)</p> <p>Which A-G Requirement does/will this course meet?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">G Elective Credit</td> <td style="width: 50%; padding: 2px;"><input checked="" type="checkbox"/> Pending</td> </tr> </table>	G Elective Credit	<input checked="" type="checkbox"/> Pending	<p><b>Credential Required to teach this course:</b> <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Single Subject: Social Science</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px; text-align: center;"> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p style="text-align: center;"><b>Signature</b></p> </td> <td style="width: 30%; padding: 5px; text-align: center;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">4/22/2024</div> <p style="text-align: center;"><b>Date</b></p> </td> </tr> </table>		<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p style="text-align: center;"><b>Signature</b></p>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">4/22/2024</div> <p style="text-align: center;"><b>Date</b></p>
G Elective Credit	<input checked="" type="checkbox"/> Pending					
<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p style="text-align: center;"><b>Signature</b></p>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">4/22/2024</div> <p style="text-align: center;"><b>Date</b></p>					
<p><b>Submitted by: Matthew Thomas</b>  <b>Site: SSC</b>  <b>Date: 04/18/24</b>  <b>Email: matthew.thomas@puhsd.org</b></p>	<p>Unit Value/Length of Course:</p> <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:					
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>				
Director of Curriculum & Instruction		4/22/24				
Asst. Superintendent of Educational Services	Kindy Lee Mackamul	4/22/24				
Governing Board						

<b>Prerequisite(s) (REQUIRED):</b>
English I
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
<p>Students will receive a comprehensive education concerning the Judicial branch of the government and the legal system of the United States. Students will learn, practice and perform courtroom procedure for both civil and criminal cases, develop character, write and perform direct examination, cross examination, opening statements, closing arguments and explore an exhaustive variety of constitutional issues. Students will develop their own trial strategies and compete in small groups against other schools. Finally, students will learn the California Evidence code and practice objections in various courtroom simulations. Furthermore, students will prepare to participate in the Constitutional Rights Foundation's Orange County Mock Trial competition.</p>

<b>B. COURSE CONTENT</b>
<p><b>Course Purpose (REQUIRED):</b>  <i>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.</i></p>
<p><b>Course Outline (REQUIRED):</b>  <i>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.</i></p>
<p><b>Unit 1: Rules of Evidence</b>  During this unit, students will learn about the United States constitutional structure as well as the Fourteenth Amendment's Due Process and Equal Protection clauses. Students will learn and debate the protections afforded speech and religion from the First Amendment. Students will discover the cases and variations from common law to present statute concerning the Fourth Amendment right against unlawful search and</p>

seizure. Students will explore the cases leading up to and guaranteeing their Fifth Amendment right against self-incrimination and their Sixth Amendment right to counsel.

#### **Assignments:**

- **Reviewing Questions and Interpretations:** Students will review a series of direct and cross exam questions and will locate several evidentiary issues. Students will then argue their interpretation of the relevant evidence code concerning each evidentiary issue.
- **Writing Counter-arguments:** Students will write and practice counter-arguments to their opponent's evidence interpretation. Students will finally go back and refine the questions to remove the evidentiary issues.
- **Persuasive Argument Writing and Delivery:** Students will be presented with a fact pattern and precedent Supreme Court cases pertaining to the underlying issues. Students write and deliver persuasive arguments advocating for or against the inclusion of evidence from the fact pattern in a trial, analogizing and differentiating the precedent cases to support their arguments. Students answer impromptu questions from volunteer judges and attorneys regarding the various legal authorities and their application to the students' arguments.

#### **Unit 2: Constitutional Law**

Students will learn about our constitutional structure as well as the Fourteenth Amendment's Due Process and Equal Protection clauses. Students will learn and debate the protections afforded speech and religion from the First Amendment. Students will discover the cases and variations from common law to present statute concerning the Fourth Amendment right against unlawful search and seizure. Students will explore the cases leading up to and guaranteeing their Fifth Amendment right against self-incrimination and their Sixth Amendment right to counsel.

#### **Assignments:**

- **Constitutional Argument:** Students will be given a fictional case with a constitutional question. From a series of actual case excerpts, students will form a constitutional argument concerning the validity of the actions taken in the fictional scenario. Students will present their argument in front of a judge and will respond to questions from the judge concerning the scenario, the actual case law, and their opponent's argument.
- **Constitutional Argument Rebuttal:** Students will reflect on their opponent's case. They will then create rebuttal arguments to their opponent's case. They will practice writing and performing their rebuttal arguments.
- **Persuasive Argument Writing and Delivery:** Students will be presented with a fact pattern and precedent Supreme Court cases pertaining to the underlying issues. Students write and deliver persuasive arguments advocating for or against the inclusion of evidence from the fact pattern in a trial, analogizing and differentiating the precedent cases to support their arguments. Students answer impromptu questions from volunteer judges and attorneys regarding the various legal authorities and their application to the students' arguments.

#### **Unit 3: Speech and Debate**

Students will learn and practice the art of verbal and nonverbal communication. Students will be instructed on how to listen to their opponent and practice using the facts to support their view. Students will learn how

to be professional in their delivery while practicing poise, volume, inflection, pacing and pronunciation. Students will learn debate terminology and how to argue the facts persuasively. Students will learn how to create and deliver redirect, rebuttal and summary statements.

**Assignments:**

- **Case Review:** Students will review a criminal or civil case and identify the elements to be proved, as well as the evidence that will be presented.
- **Opening Statement Writing:** Students will write an opening statement using persuasive language that tells the story of the case in the light most favorable to their side.
- **Opening Statement Delivery:** Students will deliver their opening statement in a courtroom setting.
- **Persuasive Argument Writing and Delivery:** Students will be presented with a fact pattern and precedent Supreme Court cases pertaining to the underlying issues. Students write and deliver persuasive arguments advocating for or against the inclusion of evidence from the fact pattern in a trial, analogizing and differentiating the precedent cases to support their arguments. Students answer impromptu questions from volunteer judges and attorneys regarding the various legal authorities and their application to the students' arguments.

**Unit 4: Criminal Versus Civil Law**

Students will learn about the many acts of intentional harm to both individuals and property that make up criminal law. Students will explore the negligent acts that cause harm to individuals and property and cases of dispute between private parties that make up civil law. Students will examine cases tried in both criminal and civil courts to compare the differing standards of proof. Students will explore the notion of punishment and how punishment is applied differently in criminal and civil law cases. Students will learn the elements in proving criminal and civil law cases under different burdens of proof.

**Assignments:**

- **Criminal Law Case Review:** Students will review a criminal law case and create direct and cross exam questions designed to prove the elements of the crime or create reasonable doubt, respectively.
- **Direct and Cross Exams Practice:** Students will repeatedly perform their direct and cross exams with small groups in courtroom settings, constantly refining their questions to meet the standard of proof. Students will practice their questions in a courtroom setting to learn courtroom procedure and both prosecution and defense strategies for a criminal case.
- **Persuasive Argument Writing and Delivery:** Students will be presented with a fact pattern and precedent Supreme Court cases pertaining to the underlying issues. Students write and deliver persuasive arguments advocating for or against the inclusion of evidence from the fact pattern in a trial, analogizing and differentiating the precedent cases to support their arguments. Students answer impromptu questions from volunteer judges and attorneys regarding the various legal authorities and their application to the students' arguments.

**Unit 5: The Judicial Branch**

Students will learn the origin and authority of the United States court systems. Students will explore the difference between the federal and state court systems. Students will examine the Supreme Court of the United States and the role it plays in making laws and policy. Students will identify the local, federal district and circuit courts that govern the California judicial system. Students will explore influential case law from

the United States and state supreme courts including the majority, minority and dissenting opinions.

**Assignments:**

- **Judicial Review Text Analysis:** Students will identify the origin of judicial review. Students will read excerpts from Chief Justice John Marshall's 1803 decision in *Marbury v. Madison*. Students will write three open-ended questions designed to help other students understand the text.
- **Socratic Seminar Presentation:** Students will take the three open-ended questions from the previous assignment and present their questions in a socratic seminar.
- **Persuasive Argument Writing and Delivery:** Students will be presented with a fact pattern and precedent Supreme Court cases pertaining to the underlying issues. Students write and deliver persuasive arguments advocating for or against the inclusion of evidence from the fact pattern in a trial, analogizing and differentiating the precedent cases to support their arguments. Students answer impromptu questions from volunteer judges and attorneys regarding the various legal authorities and their application to the students' arguments.

**Writing Assignments (REQUIRED):**

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

- **Writing Counter-arguments:** Students will write and practice counter-arguments to their opponent's evidence interpretation. Students will finally go back and refine the questions to remove the evidentiary issues.
- **Persuasive Argument Writing and Delivery:** Students will be presented with a fact pattern and precedent Supreme Court cases pertaining to the underlying issues. Students write and deliver persuasive arguments advocating for or against the inclusion of evidence from the fact pattern in a trial, analogizing and differentiating the precedent cases to support their arguments. Students answer impromptu questions from volunteer judges and attorneys regarding the various legal authorities and their application to the students' arguments.
- **Constitutional Argument Rebuttal:** Students will reflect on their opponent's case. They will then create rebuttal arguments to their opponent's case. They will practice writing and performing their rebuttal arguments.
- **Opening Statement Writing:** Students will write an opening statement using persuasive language that tells the story of the case in the light most favorable to their side.
- **Judicial Review Text Analysis:** Students will identify the origin of judicial review. Students will read excerpts from Chief Justice John Marshall's 1803 decision in *Marbury v. Madison*. Students will write three open-ended questions designed to help other students understand the text.

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

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

Edition: September 10th, 2019

Author: Bryan Stevenson

ISBN: 0525580069

Publisher: Ember	Publication Date:
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 a backup as applicable.	
Cost for a 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
<ul style="list-style-type: none"> <li>● <b>Reviewing Questions and Interpretations:</b> Students will review a series of direct and cross exam questions and will locate several evidentiary issues. Students will then argue their interpretation of the relevant evidence code concerning each evidentiary issue.</li> <li>● <b>Constitutional Argument:</b> Students will be given a fictional case with a constitutional question. From a series of actual case excerpts, students will form a constitutional argument concerning the validity of the actions taken in the fictional scenario. Students will present their argument in front of a judge and will respond to questions from the judge concerning the scenario, the actual case law, and their opponent's argument.</li> <li>● <b>Case Review:</b> Students will review a criminal or civil case and identify the elements to be proved, as well as the evidence that will be presented.</li> </ul>

- **Opening Statement Delivery:** Students will deliver their opening statement in a courtroom setting.
- **Criminal Law Case Review:** Students will review a criminal law case and create direct and cross exam questions designed to prove the elements of the crime or create reasonable doubt, respectively.
- **Direct and Cross Exams Practice:** Students will repeatedly perform their direct and cross exams with small groups in courtroom settings, constantly refining their questions to meet the standard of proof. Students will practice their questions in a courtroom setting to learn courtroom procedure and both prosecution and defense strategies for a criminal case.
- **Judicial Review Text Analysis:** Students will identify the origin of judicial review. Students will read excerpts from Chief Justice John Marshall's 1803 decision in Marbury v. Madison. Students will write three open-ended questions designed to help other students understand the text.

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be used.

Instruction methods lecture, research, presentation, socratic seminar, and group work.

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

Assessment methods include research papers, presentations, quizzes, group work, argumentative presentations, and analysis papers.