Course Name: ACCL	**Semester:** TBD
Course Section: Mock Trials	**Duration of this course section:** 19 hours

PLC Question One: What do we want all students to know and be able to do?

Objectives covered from the course outline:

- **Objective 1**: Describe the mock trial process and legal documents contained in a mock trial case
- **Objective 2**: Analyze case materials to determine what information is relevant to proving a case, including a differentiation of helpful and harmful information
- **Objective 3**: Draft witness examination questions and answers using professional language and grammar
- **Objective 4**: Demonstrate substantive trial skills in an organized and professional manner
- **Objective 5**: Analyze and interpret legal documents and laws to develop legal arguments and conclusions
- **Objective 6**: Convey relevant legal information in an organized and cohesive opening statement or closing argument
- **Objective 7**: Present a well organized trial presentation that utilizes professional language and focuses on satisfying all applicable legal standards

Supporting Objectives (if any):

- ***Teachers will reference their own local and state education standards to identify supporting standards that may apply to the course***

Essential Questions:

- What are important steps that take place in a mock trial?
- How do you draft trial examination questions and answers?
- What are the differences between direct, cross, redirect, and recross examination questions?
- How do you introduce trial evidence?
- How do you impeach a witness?
- What information is contained in common legal documents that are part of a mock trial case?
- Can you differentiate case information that is helpful and harmful to your case?
- How do you draft an opening statement or closing argument?
- Can you present trial information in an organized and professional manner?

Student-Friendly Learning Targets (*Learning Targets are based on the "Objectives" in the course outline):

- I can explain each step of the mock trial process

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- I can describe the function and use of legal documents contained in a mock trial case, including: affidavits, jury instructions, a complaint, statutes, precedent, stipulations, motions, orders, and other common documents
- I can differentiate and describe the role of important persons in a mock trial, including witnesses, attorneys, the judge, and the jury
- I can differentiate the purpose and format of direct examinations, cross examinations, re-direct examinations, and re-cross examinations
- I can analyze affidavits to identify which information is helpful vs harmful to each side's case
- I can analyze exhibits to determine what their probative value is and which party could use them to prove their case
- I can use an analysis of case materials to determine the most important points each side needs to prove to win their case
- I can categorize important issues into macro points and supporting facts in order to create a well organized argument
- I can use an analysis of case materials to develop a case theory for each side of a case
- I can draft direct examination questions in the appropriate format
- I can draft cross examination questions in the appropriate format
- I can draft examination questions that accurately prove a case theory
- I can categorize questions and answers into groups that each prove a distinct macro point in order to create a well organized argument
- I can utilize clear and professional grammar in the drafting of trial examinations
- I can introduce evidence using the correct steps and etiquette
- I can impeach a witness using the correct steps and etiquette
- I can explain how and when objections are used
- I can explain the purpose and meaning of common objections
- I can determine whether evidence or testimony could give rise to an objection and explain why
- I can analyze and interpret common documents such as an indictment, a complaint/answer, jury instructions, motions, stipulations, and jury instructions
- I can determine what precedent will be relevant to proving a given case and explain why
- I can determine what statutes will be relevant to proving a given case and explain why
- I can draft an opening statement and/or closing argument that includes a description of applicable laws and standards from a case
- I can develop and clear and cohesive case theory that is based on evidence
- I can use professional language and grammar in an opening statement or closing argument
- I can organize evidence and testimony into a clear and compelling argument. Legal standards such as the burden of proof and statutory elements should be mentioned.

- I can present direct and cross examinations in the correct form
- I can use professional language and grammar in the presentation of legal arguments and/or case material
- I can present legal arguments that accurately prove a case theory
- I can present legal arguments that satisfy all applicable legal standards
- I can demonstrate professional etiquette and language throughout a mock trial presentation

Essential Vocabulary

Key Academic Vocabulary:

- Affidavits
- Jury instructions
- Crime elements
- Burden of proof
- Complaint
- Statutes
- Precedent
- Stipulations
- Motion
- Order
- Direct examination
- Cross examination
- Jury
- Judge
- Relevant
- Prejudicial
- Exhibits
- Admissible
- Inadmissible
- Objection
- Sustained
- Overruled
- Impeachment
- Authenticating evidence
- Admitting evidence into the record

- Hearsay
- Opening Statement
- Closing Argument
- Rebuttal

Scaffolded/Review Academic Vocabulary:
- **Essential vocabulary words contain all the most important vocabulary issues*

PLC Question Two: How will we know when students have learned?

Assessment and Evidence

Classroom Assessments:
- **Trial Vocabulary Quiz**
- **Case Builder Assignment**
- **Objection Assignment**
- **Affidavit Analysis**
- **Case Analysis Assignment**
- **Helpful / Harmful Differentiation Analysis Assignment**
- **Macro Point Product Assessment**
- **Direct Examination Product Assessment**
- **Cross Examination Product assessment**
- **Introduction of Evidence Assignment**
- **Impeachment Assignment**
- **Opening Statement & Closing Argument Assignment**
- **Classroom Presentation**

Proficiency Scales

Score 4.0	*The student will:* ● Accurately describe the full mock trial process and legal documents contained in a mock trial case ● Demonstrate an ability to analyze case materials to identify information that is helpful and harmful to proving a case ● Draft witness examination questions and answers using the correct formatting, professional language, and grammar ● Categorize case information into well organized groups that clearly convey the main issues of a case

	• Analyze exhibits to identify information that is most helpful and harmful to proving a case • Demonstrate substantive trial skills in an organized and professional manner • Analyze and interpret legal documents and laws to develop conclusions in a case • Examine statutes and describe their content, as well as how they can be used to prove or disprove a case • Examine precedent and describe the legal issues contained within, as well as how they can be used to prove or disprove a case
Score 3.0	*The student will:* • Accurately describe the full mock trial process • Demonstrate an ability to find important information in case materials • Draft witness examination questions and answers using the correct formatting • Demonstrate substantive trial skills • Analyze and interpret legal documents and laws to develop conclusions in a case • Examine statutes or precedent and describe their significance
Score 2.0	*The student will:* • Accurately describe events that occur in a mock trial • Read case materials and determine what information is relevant to proving the case • Draft witness examination questions and answers • Describe substantive trial skills • Identify legal documents • Describe how precedent and statutes can be used to prove a case

Planning Question: How will teachers facilitate the learning?

Daily Lesson Outline	Ensuring engagement	Supporting materials with links
Objective 1 - Segment #1 **Time - 1 hour** (*Broken up as described in the document below) **Opening/Sponge/Motivator**	**How are students being engaged?** • Students interact with trial information in a way that prepares them for a full trial exercise. Group	• Mock Trial case document • Full Trial Process full handout • **Affidavit #1 - Prosecution Witness**: Kennedy Lyon -

• Case introduction and poll - (review step x step instructions in the *teacher supplement)* **Activity** • Mock trial concepts reading and group activity - (review step x step instructions in the *teacher supplement)* **Assessment** • Answer questions in a race format - (review step x step instructions in the *teacher supplement)* **Closure** • Submission of questions and answers - (review step x step instructions in the *teacher supplement)*	work allows students to share ideas and increase learning through peer engagement. **How are students using/applying content?** • Students fill in handouts with information they uncover and participate in an engaging group activity	*Pages 20-25 of the Mock Trial case document • **Affidavit #2 - The Defendant**: Blake Hart - *Pages 39-44 of the Mock Trial case document • Trial Concepts • Teacher supplement • *All links are also included in the activity document mentioned in the left column* • Student computers & Overhead projector for teacher
Objective 1 - Segment #2 **Time - 1 hour** (*Broken up as described in the document below) **Opening/Sponge/Motivator** • Mock case overview - (review step x step instructions in the *teacher supplement)* **Activity** • Case document analysis - *(review step x step instructions in the teacher supplement)* **Assessment** • Class presentation - (review step x step instructions in the *teacher supplement)*	**How are students being engaged?** • Group work and exposure to legal documents used in real cases **How are students using/applying content?** • Analysis of legal documents in pursuit of developing their opinions and decisions about a case	• *See links above*

Closure ● Submission of work and final presentations - (review step x step instructions in the *teacher supplement)*		
Objective 2 - Segment #1 **Time - 1 hour** (*Broken up as mentioned in the document below) **Opening/Sponge/Motivator** ● Affidavit introduction and reading - (review step x step instructions in the *teacher supplement)* **Activity** ● Case analysis assignment - (review step x step instructions in the *teacher supplement)* **Assessment** ● Submission of day's work - (review step x step instructions in the *teacher supplement)* **Closure** ● Submission of day's work and teacher review of assignment expectations - (review step x step instructions in the *teacher supplement)*	**How are students being engaged?** ● Group work and exposure to legal documents used in real cases **How are students using/applying content?** ● Analysis of legal documents in pursuit of developing opinions and decisions about a case	● Case development rubric considerations ● Exhibit section of the Mock Trial case document *Pages 57-72 ● Case analysis assignment ● Macro-points assignment ● Teacher supplement ● *All links are also included in the activity document mentioned in the left column* ● Student computers & Overhead projector for teacher
Objective 2 - Segment #2 **Time - 1 hour** (*Broken up as mentioned in the document below) **Opening/Sponge/Motivator**	**How are students being engaged?** ● Analysis of case materials engages students with a sense of "solving" a case and	● *See links above*

● Case discussion - (review step x step instructions in the *teacher supplement)* **Activity** ● Case analysis assignment - (review step x step instructions in the *teacher supplement)* **Assessment** ● Case Analysis assignment evaluation, *full details covered in teacher supplement)* **Closure** ● Submission of day's work and teacher review of what criteria they will be looking for in the assignment to discuss tomorrow - (review step x step instructions in the *teacher supplement)*	motivates them to try harder as they are part of a case **How are students using/applying content?** ● Analysis of legal documents in pursuit of developing their opinions and decisions about a case	
Objective 2 - Segment #3 **Time - 1 hour** (*Broken up as mentioned in the document below) **Opening/Sponge/Motivator** ● Macro points overview and discussion - (review step x step instructions in the *teacher supplement)* **Activity** ● Macro points assignment drafting - (review step x step instructions in the *teacher supplement)* **Assessment**	**How are students being engaged?** ● Students start to develop a position about each side of a case and they are engaged from the argumentative aspect **How are students using/applying content?** ● Drafting of case argument material in pursuit of developing an evidence based position in a case	● *See links above*

● Macro points work product evaluation - (review step x step instructions in the *teacher supplement)* **Closure** ● Work product submission after reviewing assignment expectations - (review step x step instructions in the *teacher supplement)*		
Objective 2 - Segment #4 **Time - 1 hour** (*Broken up as mentioned in the document below) **Opening/Sponge/Motivator** ● Feedback about the prior day's work is provided, along with an opportunity for Q&A from students. Example work products are displayed on the overhead. *Full details covered in teacher supplement)* **Activity** ● Macro points assignment drafting - (review step x step instructions in the *teacher supplement)* **Assessment** ● Macro points work product evaluation - (review step x step instructions in the *teacher supplement)* **Closure** ● Work product submission after reviewing assignment expectations - (review step x step instructions in the *teacher supplement)*	**How are students being engaged?** ● Students start to develop a position about each side of a case and they are engaged from the argumentative aspect **How are students using/applying content?** ● Drafting of case argument material in pursuit of developing an evidence based position in a case	● *See links above*

Objective 3 - Segment #1 **Time - 1 hour** (*Broken up as mentioned in the document below) **Opening/Sponge/Motivator** ● Direct & Cross introduction and experimentation - (review step x step instructions in the *teacher supplement)* **Activity** ● Direct Exam Q&A drafting exercise - (review step x step instructions in the *teacher supplement)* **Assessment** ● Work product submission for review by the teacher - (review step x step instructions in the *teacher supplement)* **Closure** ● Teacher reviews criteria they will be looking for in the assignment, to be discussed the next day when assignments are returned - (review step x step instructions in the *teacher supplement)*	**How are students being engaged?** ● Question and answer activities put students in the shoes of a legal professional and engages their professional interest **How are students using/applying content?** ● Drafting of case argument material in pursuit of developing an evidence based position in a case	● Case development rubric considerations ● Macro-points assignment ● Direct and Cross formatting requirements ● Teacher supplement ● Student computers & Overhead projector for teacher
Objective 3 - Segment #2 **Time - 1 hour** (*Broken up as mentioned in the document below) **Opening/Sponge/Motivator**	**How are students being engaged?** ● Question and answer activities put students in the shoes of a legal professional and	● *See links above*

● Review of critiques on the prior day's work product. Teacher displays submitted Q&A's on the overhead to critique and compliment. *Full details covered in teacher supplement)* **Activity** ● Direct Exam Q&A drafting exercise - (review step x step instructions in the *teacher supplement)* **Assessment** ● Work product submission for review by the teacher - (review step x step instructions in the *teacher supplement)* **Closure** ● Teacher reviews criteria they will be looking for in the assignment, to be discussed the next day when assignments are returned - (review step x step instructions in the *teacher supplement)*	engages their professional interest **How are students using/applying content?** ● Drafting of case argument material in pursuit of developing an evidence based position in a case	
Objective 3 - Segment #3 **Time - 1 hour** (*Broken up as mentioned in the document below) **Opening/Sponge/Motivator** ● Review of critiques on the prior day's work product. Teacher displays submitted Q&A's on the overhead to critique and compliment. *Full details covered in teacher supplement)* **Activity**	**How are students being engaged?** ● Cross examination activities help students see the other side of the argument and helps their motivation to strengthen their positions	● *See links above*

● Cross Exam Q&A drafting exercise - (review step x step instructions in the *teacher supplement)* **Assessment** ● Work product submission for review by the teacher - (review step x step instructions in the *teacher supplement)* **Closure** ● Teacher reviews criteria they will be looking for in the assignment, to be discussed the next day when assignments are returned - (review step x step instructions in the *teacher supplement)*	**How are students using/applying content?** ● Case argument development applies knowledge of how to analyze a case and develop legal arguments	
Objective 3 - Segment #4 **Time - 1 hour** (*Broken up as mentioned in the document below) **Opening/Sponge/Motivator** ● Review of critiques on the prior day's work product. Teacher displays submitted Q&A's on the overhead to critique and compliment. *Full details covered in teacher supplement)* **Activity** ● Cross Exam Q&A drafting exercise - (review step x step instructions in the *teacher supplement)* **Assessment**	**How are students being engaged?** ● Cross examination activities help students see the other side of the argument and helps their motivation to strengthen their positions **How are students using/applying content?** ● Case argument development applies knowledge of how to analyze a case and	● *See links above*

• Work product submission for review by the teacher - (review step x step instructions in the *teacher supplement)* **Closure** • Teacher reviews criteria they will be looking for in the assignment, to be discussed the next day when assignments are returned - (review step x step instructions in the *teacher supplement)*	develop legal arguments	
Objective 4 - Segment #1 **Time - 1 hour** (*Broken up as described in the document below) **Opening/Sponge/Motivator** • Exhibit exploration - (review step x step instructions in the *teacher supplement)* **Activity** • Evidence activity - (review step x step instructions in the *teacher supplement)* **Assessment** • Evaluation of introducing evidence activity - (review step x step instructions in the *teacher supplement)* **Closure** • Presentation of evidence introduction and discussion/feedback - (review step x step instructions in the *teacher supplement)*	**How are students being engaged?** • Students engage with exhibits to provide a more in-depth view of the case and encourage deeper thought about case arguments **How are students using/applying content?** • Students attempt to use and introduce evidence to prove a position	• Introducing evidence handout • Impeachment handout • Objection overview handout • Objection practice handout • Teacher supplement • Student computers & Overhead projector for teacher

Objective 4 - Segment #2 **Time - 1 hour** (*Broken up as described in the document below) **Opening/Sponge/Motivator** ● Impeachment demonstration and introduction - (review step x step instructions in the *teacher supplement)* **Activity** ● Practice impeachment activity - (review step x step instructions in the *teacher supplement)* **Assessment** ● Completed impeachment evaluation - (review step x step instructions in the *teacher supplement)* **Closure** ● Impeachment presentation and discussion/feedback - (review step x step instructions in the *teacher supplement)*	**How are students being engaged?** ● Students practice with one another to challenge their understanding of how to use case materials **How are students using/applying content?** ● Students attempt to impeach a witness to sharpen their communication and legal argument skills	● *See links above*
Objective 4 - Segment #3 **Time - 1 hour** (*Broken up as described in the document below) **Opening/Sponge/Motivator** ● Objection overview introduction - (review step x step instructions in the *teacher supplement)* **Activity**	**How are students being engaged?** ● Students practice with one another to challenge their understanding of how to use case materials. Students are also engaged with the same	● *See links above*

● Practice objection application activity - (review step x step instructions in the *teacher supplement)* **Assessment** ● Completed objection activity evaluation - (review step x step instructions in the *teacher supplement)* **Closure** ● Volunteers present and receive feedback, plus teacher reviews final submission expectations - (review step x step instructions in the *teacher supplement)*	rules that attorneys follow. **How are students using/applying content?** ● Students apply their knowledge of objections to an analysis of case materials	
Objective 5 - Segment #1 **Time - 1 hour** (*Broken up as described in the document below) **Opening/Sponge/Motivator** ● Legal document exploration - (review step x step instructions in the *teacher supplement)* **Activity** ● Document analysis - (review step x step instructions in the *teacher supplement)* **Assessment** ● Helpful/Harmful analysis assessment - (review step x step instructions in the *teacher supplement)* **Closure**	**How are students being engaged?** ● Students are challenged to differentiate helpful and harmful information and discuss this with peers. The challenge of seeing both sides of a position keeps their argumentative nature active. **How are students using/applying content?** ● Students apply their knowledge of case materials to a document analysis activity	● Mock Trial case document ● Helpful/Harmful analysis assignment ● Case Builder activity ● Teacher supplement ● Student computers & Overhead projector for teacher

● Sharing of work product and review of assignment requirements for submission - (review step x step instructions in the *teacher supplement)*		
<u>Objective 5 - Segment #2</u> **<u>Time</u> - 1 hour** (*Broken up as described in the document below) **<u>Opening/Sponge/Motivator</u>** ● Legal document exploration - (review step x step instructions in the *teacher supplement)* **<u>Activity</u>** ● Document analysis activity - Helpful/Harmful focus - (review step x step instructions in the *teacher supplement)* **<u>Assessment</u>** ● Evaluation of Helpful/Harmful analysis assignment - (review step x step instructions in the *teacher supplement)* **<u>Closure</u>** ● Sharing of work product and review of assignment requirements for submission - (review step x step instructions in the *teacher supplement)*	**<u>How are students being engaged?</u>** ● Students are challenged to differentiate helpful and harmful information and discuss this with peers. The challenge of seeing both sides of a position keeps their argumentative nature active. **<u>How are students using/applying content?</u>** ● Students apply their knowledge of case materials to a document analysis activity	● *See links above*
<u>Objective 5 - Segment #3</u> **<u>Time</u> - 1 hour** (*Broken up as described in the document below)	**<u>How are students being engaged?</u>** ● Students engage in debate activities and	● *See links above*

Opening/Sponge/Motivator ● Document based debate - (review step x step instructions in the *teacher supplement)* **Activity** ● Case builder activity submission - (review step x step instructions in the *teacher supplement)* **Assessment** ● Submission of completed case builder assignment - (review step x step instructions in the *teacher supplement)* **Closure** ● Sharing of work product and review of assignment requirements for submission - (review step x step instructions in the *teacher supplement)*	take ownership of building case evidence **How are students using/applying content?** ● Students compile information from across documents to build case information into an organized planner	
Objective 6 - Segment #1 **Time - 1 hour** (*Broken up as described in the document below) **Opening/Sponge/Motivator** ● Opening statement exploration - (review step x step instructions in the *teacher supplement)* **Activity** ● Opening/Closing drafting - (review step x step instructions in the *teacher supplement)* **Assessment**	**How are students being engaged?** ● Students take leadership in planning an opening/closing and they can work on this with peers to help challenge their creativity and stretch their communication and analysis skills **How are students using/applying content?**	● Mock trial case packet ● Opening and closing handout ● Teacher supplement ● Student computers & Overhead projector for teacher

● Formative evaluation of current progress - (review step x step instructions in the *teacher supplement)* **Closure** ● Submit current draft for feedback - (review step x step instructions in the *teacher supplement)*	● Students develop their own personal opening/closing that applies to a class case	
Objective 6 - Segment #2 **Time - 1 hour** (*Broken up as described in the document below) **Opening/Sponge/Motivator** ● Review progress from the prior day, and volunteer sharing - (review step x step instructions in the *teacher supplement)* **Activity** ● Complete Opening/Closing drafting - (review step x step instructions in the *teacher supplement)* **Assessment** ● Students submit completed videos - (review step x step instructions in the *teacher supplement)* **Closure** ● Students finish recording videos for final submission - (review step x step instructions in the *teacher supplement)*	**How are students being engaged?** ● Students take leadership in planning an opening/closing and they can work on this with peers to help challenge their creativity and stretch their communication and analysis skills **How are students using/applying content?** ● Students develop their own personal opening/closing that applies to a class case	● *See links above*

Objective 7 - Segment #1 **Time - 1 hour** (*Broken up as described in the document below) **Opening/Sponge/Motivator** ● Mock trial steps review - (review step x step instructions in the *teacher supplement)* **Activity** ● Presentation practice - (review step x step instructions in the *teacher supplement)* **Assessment** ● Assessment occurs the following day - (review step x step instructions in the *teacher supplement)* **Closure** ● Review expectations for presentations - (review step x step instructions in the *teacher supplement)*	**How are students being engaged?** ● Students present or record a case presentation. Students will also be placed in the role of jurors to help them see and evaluate the case from a different perspective. **How are students using/applying content?** ● Students compile their understanding of the case thus far into a coherent case presentation that is fact & evidence based	● Mock Trial Concepts handout ● Case development rubric considerations ● Teacher supplement ● Student computers & Overhead projector for teacher
Objective 7 - Segment #2 **Time - 1 hour** (*Broken up as described in the document below) **Opening/Sponge/Motivator** ● Review trial steps and voting requirements - (review step x step instructions in the *teacher supplement)* **Activity**	**How are students being engaged?** ● Students present or record a case presentation. Students will also be placed in the role of jurors to help them see and evaluate the case from a different perspective.	● *See links above*

• Presentation of the case and submission of any written/video assignments - (review step x step instructions in the *teacher supplement)* **Assessment** • Evaluation of the case project - (review step x step instructions in the *teacher supplement)* **Closure** • Voting and feedback about presentations - (review step x step instructions in the *teacher supplement)*	**How are students using/applying content?** • Students compile their understanding of the case thus far into a coherent case presentation that is fact and evidence based	

PLC Question Three: What will we do when students have not learned?

Interventions

- **Pair students with peer tutors**
- **Provide examples of exemplary work products**
- **After school meetings**

PLC Question Four: What will we do when students have learned?

Enrichment

- **See this enrichment document containing options for students that have participated in one or more mock trial lessons before taking this course. Most students will benefit from completing the section plans exactly as they are written, however, the teacher may use discernment to decide when to provide lesson adjustments for students who may benefit from additional enrichment.**
- **Designate a student a case leader who rotates to groups of students and assists them with completing assignments**
- **Challenge students to take on a role they are unfamiliar with in a trial**

Additional Information Related to the Course Section:

- ***N/A***

SkillsUSA Connection(s):

- **This is connected to the SkillsUSA Trial Skills Area**

Notes:

- ***N/A***

Pacing from a comprehensive high school with 90 minute block class periods: