

Glendale Unified School District School

High School

December 11, 2018

(Revised Course Title Board Approved October 7, 2019)

Department: English

Course Title: Mock Trial 1-8 (Formerly Mock Trial)

Course Code: 1539D/1540D

Grade Level(s): 9-12

School(s)  
Course Offered: Clark Magnet High School

UC/CSU Approved  
(Y/N, Subject): Yes, "g" College Prep Elective

Course Credits: 10

Recommended  
Prerequisite: "B" in English, and/or Teacher Recommendation

Recommended  
Textbook(s): *Criminal Justice in America, 5<sup>th</sup> Edition*. Publisher: Constitutional Rights Foundation  
  
*California Mock Trial Program (Updated Annually)*. Publisher: Constitutional Rights Foundation

Course Overview: This course will be primarily focused on teaching students public speaking skills and debate through trial advocacy. Students will learn, practice, and perform courtroom procedure primarily through criminal cases, but also will be exposed to criminal courtroom procedure. Students will develop character, write and perform direct examination, cross examination, opening statements, closing arguments, and explore a variety of constitutional issues. Students will learn to recognize and prepare arguments regarding objections in various courtroom simulations. Students will develop their own trial strategies and compete in small groups against their peers/classmates as well as against other schools.

Guest speakers will visit the class, and there will be at least one attorney coach to help advise the students about the law and the trial system. Students will be required to prepare for and attend the Mock Trial regional competition designed by the Constitutional Rights Foundation (CRF) and held in a Los Angeles courtroom.

### **First Semester-Course Content**

#### **STANDARDS:**

ELA RI1, ELA RI3, ELA RI10

ELA W1a-e (9-10 grade) and 1a-f (11-12 grade); ELA W2b-f ; ELA W3a-e; ELA W4; ELA W5;  
ELA W10

ELA SL1a-d; ELA SL2; ELA SL3; ELA SL4a-b; ELA SL6

ELA L1a-e; ELA L2a-b

#### **Unit 1: Rules of Evidence**

*(10 weeks)*

- A. Topics include: Students will learn to identify applicable law to a given situation. Students will practice spotting evidentiary issues through fictional cases that are based on real trials and cases. Students will learn to locate the applicable rule of law, or the correct legal principle if no such rule of law exists, and apply that rule or principle to an evidentiary issue. Students will be able to explain how and why a particular evidentiary rule applies.

Assessment tools: in-class discussion and participation, teacher-created quizzes, written questions and arguments and their revisions.

- 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. Students will write and practice counter-arguments to their opponent's evidentiary interpretation. Students will practice editing and rewriting to refine the questions to remove the evidentiary issues.

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

*(10 weeks)*

- A. Topics include: Students will learn about the Fourteenth Amendment's Due Process and Equal Protection Clauses. 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.

Assessment tools: in-class discussion and participation, teacher-created quizzes, written questions and arguments and their revisions.

- 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. Students will then practice writing and performing rebuttal arguments to their opponent's case.

## Second Semester-Course Content

### STANDARDS:

ELA RI1, ELA RI3, ELA RI10

ELA W1a-e (9-10 grade) and 1a-f (11-12 grade); ELA W2b-f ; ELA W3a-e; ELA W4; ELA W5;  
ELA W10

ELA SL1a-d; ELA SL2; ELA SL3; ELA SL4a-b; ELA SL6

ELA L1a-e; ELA L2a-b

### Unit 3: Speech and Debate

*(10 weeks)*

- A. Topics include: 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.

Assessment tools: Participation in Socratic Seminar, debates in class against fellow students, peer and teacher review, teacher-created rubric to assess speaking skills

- B. Students will review a criminal case and identify the elements to be proved, as well as the evidence that will be presented. Students will write using persuasive language, that tells the story in the light most favorable to their side. Students will deliver their opening statement in a courtroom setting in front of a judge. Students will explore current open cases and will present their questions and findings in a Socratic seminar.

### Unit 4: Criminal Law

*(5 weeks)*

- A. Topics include: Students will learn about the many acts of harm to both individuals and property that make up criminal law. Students will compare and contrast the cases that would appear in a criminal court and a civil court. Students will compare the differing standards of proof for a criminal case versus a civil case. 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.

Assessment tools: in-class discussion and participation, teacher-created quizzes, written questions and arguments and their revisions, end of chapter review questions, and student-created projects.

- B. Students will review a criminal law case and create direct and cross exam questions.

Unit 5: **The Judicial Branch**

*(5 weeks)*

- A. Topics include: 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.

Assessment tools: student-created tutorials, in-class discussion and participation, end of chapter review questions

- B. Students will explore influential case law from the United States and state supreme courts. Students will read excerpts from Chief Justice John Marshall's 1803 decision in *Marbury v. Madison*. Students will write open-ended questions designed to help other students understand the complex nature of the text. Students will present their knowledge to the class.