



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Mock Trial

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved July 25, 2022*



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Tim Kielty ~ Principal

Candice Schiano ~ Supervisor of Humanities

Amy Herrington ~ Teacher

Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

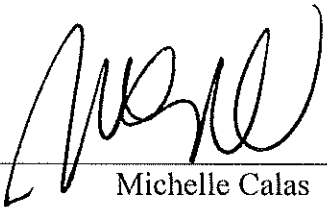
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area:	SS/ELA	Grade Level:	Grade 8	Unit Title:	Introduction to Mock Trial
Unit Summary: Students will develop an understanding of the fundamentals of the American legal system and the role a trial plays within that system. Students will obtain an understanding of the main concepts of the trial process, including the purpose of a trial, the layout of the courtroom and the roles of the people involved in a civil and criminal trial. Students will analyze various methods of dispute resolution including negotiation, mediation and trial.					
Primary Interdisciplinary Connections: ELA					
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale: This unit will serve as an introductory unit focusing on defining the trial system in the United States and more particularly New Jersey. Students will identify the basic purposes of a trial, differentiate between civil and criminal trials and understand the roles of lawyers, judges, witnesses and jurors. Students will review the relevant constitutional amendments and rights relating to the legal process in the United States. Students will compare and contrast various methods of dispute resolution including mediation, negotiation and trial.					
Career Readiness (Standard 9): 9.4.8.TL.2; 9.4.8.CI.4;9.4.8.CT.1; 9.4.8.CT.2;9.4.8.CT.3;WRK 9.2.8.CAP.2					

Learning Targets

Standards:	NJSLS Social Studies, NJSLS Language Arts, NJSLS Social and Emotional Learning, NJSLS-Career Readiness, Life Literacies and Key Skills
Content Statements:	Social Studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities. Language Arts education includes the skills necessary for formal presentations, and requires students to develop a range of broadly useful oral communication and interpersonal skills, writing skills, such as the ability to plan, revise, edit, and publish.
CPI#:	Cumulative Progress Indicator (CPI):
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument
LA.RH.6 - 8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.SL.8.1.D	Establish and maintain a formal style.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
6.3.8CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
SOC.K-12.4	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.2.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest
SEL PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
SEL PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Unit Essential Questions:

- What role does dispute resolution, including mediation, negotiation and trial, play within the structure of American democracy?

Unit Enduring Understandings:

- The Amendments to the U.S. Constitution provide individual rights to citizens.
- Individuals are entitled to due process in resolving disputes and facing criminal charges.
- Each actor in the courtroom has a specific and necessary role to play.



- A trial presents a forum for resolving disputes between the State and individuals as well as between individuals and between individuals and business entities.

Unit Learning Targets:

Students will:

- Define the trial system in the United States and more particularly New Jersey.
- Identify the basic purposes of a trial, differentiate between civil and criminal trials and understand the roles of lawyers, judges, witnesses and jurors.
- Review the relevant constitutional amendments and rights relating to the legal process in the United States.
- Compare and contrast various methods of dispute resolution including mediation, negotiation and trial.



Evidence of Learning

Summative Assessment: Ugli Orange Mediation and Plea Bargain Negotiation

Equipment Needed: Laptops; worksheets; definition sheets; role play sheets; projector; online access; yellow pads

Teacher Resources: Street Law's Classroom Guide to Mock Trial (2021 edition)
The Paper Chase (excerpt)
<https://njsbf.org/school-based-programs/mock-trial/>
<https://www.flocabulary.com>
The Constitution for Dummies videos

Formative Assessments:

- Class and small group discussions
- Student questions and answers
- Analysis of Relevant Amendments
- Critique of Mediation and Negotiation results

Lesson Plans

Lesson	Time Frame
Lesson 1 Mock Trial: Setting the Scene	2 hours/2 days
Lesson 2 Courtroom: Set up and Roles	1 hours/1 day
Lesson 3 Mediation and Negotiation	2-3 hours/2-3 days

Teacher Notes:

Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP or 504.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://store.streetlaw.org/mock-trial-guide>



Lesson Plan 1 Template

Content Area:	SS/ELA	Lesson Title:	Mock Trial: Setting the Scene	Time Frame:	2 class periods/2 days
----------------------	--------	----------------------	----------------------------------	--------------------	------------------------

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Interdisciplinary Connections: Communication Arts-Social Studies

Integration of Technology: Laptops; OnCourse

Equipment Needed: Laptops; Document Camera; Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Share their prior knowledge of trials and courtroom procedures - Prepare statements about themselves subject to verification - Determine witness veracity through testimony and questioning	Lesson Sequence - Do Now: What prior knowledge do you bring to this class- discussion. - Teacher overview of the class. - Students will complete a worksheet entitled Nothing But the Truth (two truths and a lie). - Students will take turns questioning their classmates to identify which fact is false. - Class discussion about finding the truth, body language, and questioning as well as reading a witness. - Closure: Show excerpt from <i>The Paper Chase</i> (1 min 26 seconds) on becoming a law student.	- Answers to prior knowledge questions during class discussion - Completion of Nothing But the Truth worksheet - Questions posed during classmate interrogation - Responses and remarks regarding finding the truth



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Differentiation: Students will be active participants in their learning by identifying prior knowledge, sharing facts about themselves and questioning their classmates. This lesson enables students to use their voice. It empowers them and makes them realize that they are able to analyze situations and determine veracity like a juror or attorney. Students will determine their overall involvement and depth to which they involve themselves in each discussion.

Resources Provided:

Nothing But The Truth Worksheet
The Paper Chase video clip



Lesson Plan 2 Template		
Content Area: SS/ELA	Lesson Title: Courtroom Set Up and Roles	Time Frame: 1 hour/1 day
Lesson Components		
<u>21st Century Themes</u>		
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy Health Literacy		
<u>21st Century Skills</u>		
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy		
Interdisciplinary Connections: Communication Arts and Social Studies		
Integration of Technology: Projection of Courtroom Set Up		
Equipment Needed: Projector or Document Camera; Laptop		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the set up in a courtroom - Identify the various players in a trial and where they are located during a trial - Describe the job of each of the actors in the courtroom	Lesson Sequence - Projection on the screen of a typical Courtroom in New Jersey (the classroom will be set up to mimic the courtroom before the students arrive). - As students enter the classroom they will be given a slip of paper describing a person who would be found in a courtroom during a trial: For example- the defense attorney, the judge, a juror, a witness etc - Students will review the description of their actor's role within the courtroom and the trial. - Students will move about the room to find their place within the courtroom.	- Identifying the locations of each trial player - Finding the proper place for each actor - Sharing the description of the roles in a courtroom - Summative class discussion of why each player is located where they are.



5. Once each student has found their proper location each student in turn will share who they are and what their description says.
6. Summary discussion as to why each person is located where they are and how it might impact the course of the trial.

Differentiation: Students will be active participants in their learning by identifying various roles of the players in a trial. This lesson enables students to analyze the set up of the courtroom and share their ideas as to why each actor is located where they are in the courtroom. Students will determine their overall involvement and depth to which they involve themselves in each discussion.

Resources Provided:

Projected Courtroom Image
Description sheets for Courtroom roles



Lesson Plan 3 Template			
Content Area: SS/ELA	Lesson Title: Mediation and Negotiation	Time Frame: 2-3 hours /2-3 days	
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy Health Literacy			
<u>21st Century Skills</u>			
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy			
Interdisciplinary Connections: Communication Arts - Social Studies			
Integration of Technology: Laptops as needed			
Equipment Needed: Laptops; yellow pads			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Take on roles of mediators, attorneys and clients - Mediate a dispute as an alternative to a trial - Negotiate to enter into a plea bargain	Lesson Sequence - Ugli Orange: The class will be broken into small groups of 3 or 4 students. Within each group, students will be assigned the role of the mediator, one of two attorneys and the farmer. Each Do Now: Students will be advised that there are times that legal disputes or criminal charges are often resolved through settlement, negotiation or through forms of alternative dispute resolution including mediation or arbitration without the need for a trial. - Activity 1: The case of the participant in each group will only be given an information sheet about	- Mediated solutions - Plea bargains - Class discussions



their role and claims in the dispute. Once the students are familiar with their role/claim they will conduct a mediation and reach a resolution of the dispute through the mediation process. Once all groups have come to a resolution each group will share how they resolve the claims.

3. As a class we will compare and contrast the various resolutions and discuss what students did and did not like about the mediation process.
4. Activity 2: Students will be given the facts regarding Jimmy a 16 year old student at Tyee H.S. and the criminal charges he faces. Again the class will be broken into small groups and each member of a group will be provided with confidential information relating to their role as the prosecutor, defense attorney or defendant who has been charged with assault.
5. Each group will work out a plea bargain and complete a reporting sheet and share their bargain with the rest of the class.
6. The class will conclude with a discussion about each of the various plea bargains, how the students felt about the negotiation process and whether they felt they came to a fair determination for all the parties involved.



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Differentiation: Students will be active participants in their learning by taking on the roles of claimants, defendants, attorneys and mediators. This lesson enables students to use their advocate on behalf of one of the players in these disputes. It empowers them and makes them realize that they are able to analyze situations as they take on the roles of others. Students will determine their overall involvement and depth to which they involve themselves as the actors in the mediation and the plea bargain.

Resources Provided:

Information sheets for the Ugli Orange Mediation

Fact sheets and confidential information for the plea bargain negotiation



Lesson Reflection

Reflect on the lessons you have developed and rate the degree to which the lessons *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: SS/ELA	Grade Level: Grade 8	Unit Title: Introduction to Mock Trial
Created: Amy Herrington	Board Approved on:	



Unit Overview Template

Content Area:	SS/ELA	Grade Level:	Grade 8	Unit Title:	The Civil Trial
Unit Summary: Students will develop an understanding of civil disputes and the trial process. Students will obtain an understanding of the steps of a civil trial. Students will demonstrate the ability to reflect, analyze and use creative skills to take on the role of an advocate to prepare and write legal arguments on behalf of a given client and to act as witnesses and jurors and to present a trial from start to finish. Students will reflect on the trial presentations and have the opportunity to critique their work and that of their classmates.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale: This unit will serve as the foundation of the Mock Trial class and the civil trial process. Students will identify the steps in a trial, differentiating between civil and criminal trials and understand their roles as witnesses and jurors as well as advocates presenting persuasive arguments for a given theory of a case and for a given client. Students will write and present opening and closing arguments, direct and cross examinations and present arguments in favor and against objections and evidence within a trial. Through the trial process students will practice and apply writing and public speaking skills and explore career skills that come from the experience of the mock trial.					
Career Readiness (Standard 9): 9.4.8.TL.2; 9.4.8.CI.4;9.4.8.CT.1; 9.4.8.CT.2;9.4.8.CT.3;WRK 9.2.8.CAP.2					

Learning Targets

Standards:	NJSLS Social Studies, NJSLS Language Arts, NJSLS Social and Emotional Learning, NJSLS-Career Readiness, Life Literacies and Key Skills
Content Statements:	Social Studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities. Language Arts education includes the skills necessary for formal presentations, and requires students to develop a range of broadly useful oral communication and interpersonal skills. writing skills, such as the ability to plan, revise, edit, and publish.
CPI#:	Cumulative Progress Indicator (CPI):
6.3.8CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
6.3.8CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument
LA.RH.6 - 8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA. SL.8.1.D	Establish and maintain a formal style.
LA.SL.8..6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.K-12.4	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
SEL PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
SEL PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Unit Essential Questions:

- How does the civil trial provide a peaceful method of dispute resolution within the United States system of jurisprudence?



Unit Enduring Understandings:

- The civil trial allows for a peaceful method of resolving disputes and claims between individuals, business entities and government entities.
- The plaintiff, or claimant in a civil trial holds the burden of proof.
- Through a social contract, people give up some of their freedom to the government to preserve order and peace.
- Democratic governments work to balance social order and the protection of individual rights.

Unit Learning Targets:

Students will....

- Identify the order of a civil trial and the roles of the actors in it.
- Understand that the claimant is the Plaintiff and has the burden of proof in a civil trial in order to find a defendant liable.
- Prepare and present an opening statement that summarizes the claim, evidence and determination that is sought by a given client.
- Understand the basic rules of the admissibility of evidence in a trial.
- Distinguish between the roles of lay and expert witnesses in the civil trial.
- Understand that a jury verdict in a civil trial does not require unanimity.



Evidence of Learning

Summative Assessment: Student case presentations

Equipment Needed: Podium, laptops, yellow pads, projector

Teacher Resources: Street Law's Classroom Guide to Mock Trial (2021 edition)

My Cousin Vinny (excerpts)

[https://njsbf.org/school-based-programs/mock-trial/case scenarios](https://njsbf.org/school-based-programs/mock-trial/case-scenarios)

Formative Assessments:

- Class and small group discussions
- Student preparation and presentations of opening statements
- Student preparation and presentations of direct examinations
- Critique of student presentations



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 Rules of Evidence	1 hours/1 day
Lesson 2 The Opening Statement	2 hours/2 days
Lesson 3 Direct Examination	2 hours/2 days

Teacher Notes:

Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP or 504.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://store.streetlaw.org/mock-trial-guide>

<https://njsbf.org/school-based-programs/mock-trial/>



Lesson Plan 1 Template

Content Area: SS/ELA **Lesson Title:** The Rules of Evidence **Time Frame:** 1 hour/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Interdisciplinary Connections: Communication Arts- Social Studies

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops; projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the basic rules of evidence in a trial - Analyze what evidence may be admissible or inadmissible - Recognize that evidence can be a physical object or witness testimony - Understand that evidence can be direct and indirect and compare and contrast the two - Identify what basic objections can be raised to evidence presented by adversary in a trial	Lesson Sequence - Do Now: What is evidence? Students will brainstorm what they believe serves as evidence in a trial. - Class discussion that evidence can come from physical objects and witness testimony. - Distribute basic evidentiary rules information sheet and discuss each rule including: - relevance - first-hand knowledge - hearsay - direct knowledge - opinion - narration - leading - Discuss how objections can be made to evidence that does not follow the rules. - Students will work in small groups to analyze various	- Student responses to do now - Class discussion involvement - Student group presentations of evidence admissibility analysis



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- evidence scenarios and decide admissibility of the evidence in each scenario.
6. Regroup as a class and discuss each groups findings and determination

Differentiation: Students will be given the opportunity to participate in each class and small group activity based upon their abilities and comfort level.

Resources Provided:

Evidence Rules Information sheet
Admissibility scenario worksheet



Lesson Plan 2 Template			
Content Area: SS/ELA	Lesson Title: Opening Statements	Time Frame:	2-3 hrs/2-3 days
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy Health Literacy			
<u>21st Century Skills</u>			
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy			
Interdisciplinary Connections: Communication Arts- Social Studies			
Integration of Technology: Laptop; Oncourse			
Equipment Needed: Laptop; projector; yellow pads			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the elements of a well-written and presented opening statement - Write an opening statement for either the prosecution or defense in a given civil case - Simulate presenting an opening argument at a civil trial - Evaluate their opening statement and those of other students in the class	Lesson Sequence Intro Activity: - The class will break into small groups and each group will be given a pile of puzzle pieces and will be given 5 minutes to put the pieces together (students will not be given the box/picture of what the puzzle is supposed to look like when put together) Discuss how easy their task was? - Next students will be given their puzzle box/picture and given a few minutes to try again to put the pieces together. - Discuss how with the picture their task was much easier. How does this relate to the importance of an opening statement in a trial? Why does the jury	- Student input in discussion - Student presentations of Opening Arguments - Class critique of presentation



need a complete picture to reach the verdict you want on behalf of your client?

Activity

1. As a class we will discuss the elements to be included in an opening statement.
2. The teacher will model an opening statement.
3. The class will be shown a few video examples of opening statements.
4. Distribute handouts- opening statement tips and opening statement outline.
5. Students will be broken into small groups of 2-3 students and each group will be given a case scenario and will be tasked with preparing an opening statement for either the plaintiff or defendant in the case.
6. The teacher will circulate and meet with each student group as they prepare their openings to offer suggestions and assistance.
7. Groups will determine which member will present their Opening.
8. The chosen presenter will practice their opening and the other group members will evaluate the presentations and make suggestions or changes
9. Student presenters will take turns giving their opening arguments to the class.
10. Summary- As a class we will critique the opening: deciding what worked and what may not have in each.



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Differentiation: Students will be active participants in their learning by taking on the roles of plaintiff or defense attorneys. Students will have a choice how short or long to make their openings. Students will be given a template to complete their opening statement if needed. Since this will be the first oral presentation of the semester, students will be able to record their openings if they are not comfortable presenting them to the class.

Resources Provided:

Case scenarios <https://njsbf.org/school-based-programs/mock-trial/>
Puzzle pieces
Civil trial Opening Statement template
Opening Statement Tips sheet

Lesson Plan 3 Template

Content Area: SS/ELA	Lesson Title: Direct Examination	Time Frame: 2 hrs/2 days
-----------------------------	---	---------------------------------

Lesson Components

21st Century Themes



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy ICT Literacy

Interdisciplinary Connections: Communication Arts- Social Studies

Integration of Technology: Laptop; video clips

Equipment Needed: Laptop, projector, podium

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define the terms: <i>cross-examination</i>, <i>direct examination</i>, and <i>redirect examination</i> - Write a logical sequence of a direct examination for one witness - Evaluate and give feedback to other groups' examinations of their witnesses	Lesson Sequence - Introduce the idea of presenting witnesses in a trial. Have the students share their prior knowledge. - Discuss the definition of a direct examination and how it differs from cross-examination and re-direct examination. - Watch video clip examples from <i>My Cousin Vinny</i> and <i>The Verdict</i> direct examinations. - With a student volunteer model a direct examination of that student for the class. - Using the mock trial cases from the New Jersey Bar Foundation students will work in pairs to review the case details and write a logical sequence of direct questions for one witness. Students will be provided with a template to write	- Student presentations - Written direct examinations - Question and answers during class discussion and critique



their first direct examination.

6. Ask for the student pairs who wish to present their direct examinations for the class.

7. The teacher and students will evaluate and give feedback to other groups' examinations of their witnesses.

Differentiation: Students will be active participants in their learning by taking on the roles of plaintiff or defense attorneys, and witnesses. Students will have a choice of how short or long to make direct examination questions and whether they will present their work product orally or in writing.

Resources Provided:

Video clips

Mock Trial cases <https://njsbf.org/school-based-programs/mock-trial/>

Direct Examination Template



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: SS/ELA	Grade Level: Grade 8	Unit Title: The Civil Trial
Created: Amy Herrington	Board Approved on:	



Unit Overview Template

Content Area: SS/ELA **Grade Level:** Grade 8 **Unit Title:** The Criminal Trial

Unit Summary: Students will develop an understanding of the criminal justice system and the criminal trial process. Students will obtain an understanding of the steps of a criminal trial. Students will demonstrate the ability to reflect, analyze and use creative skills to take on the role of an advocate for the state and write legal arguments on behalf of the government or defendant and to act as witnesses and jurors and to present a trial from start to finish. Students will reflect on the trial presentations and have the opportunity to critique their work and that of their classmates.

Primary Interdisciplinary Connections:

[21st Century Themes](#) **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ICT Literacy
X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration Media Literacy

Unit Rationale: This unit will serve as the foundation of the Mock Trial class and the criminal trial process. Students will identify the steps in a trial, differentiating between civil and criminal trials and understand their roles as prosecutors and defense attorneys, witnesses and jurors as well as advocates presenting persuasive arguments for a given theory of a case resulting from a given criminal charge and for a given client (the state or defendant). Students will write and present opening and closing arguments, direct and cross examinations and present arguments in favor and against objections and evidence within a trial. Through the trial process students will practice and apply public speaking skills and explore career skills that come from the experience of the mock trial.

Career Readiness (Standard 9): 9.4.8.TL.2; 9.4.8.CI.4;9.4.8.CT.1; 9.4.8.CT.2;9.4.8.CT.3;WRK 9.2.8.CAP.2

Learning Targets

Standards: NJSL Social Studies, NJSL Language Arts, NJSL Social and Emotional Learning, NJSL-Career Readiness, Life Literacies and Key Skills

Content Statements: Social Studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities. Language Arts education includes the skills necessary for formal presentations, and requires students to develop a range of broadly useful oral communication and interpersonal skills.writing skills, such as the ability to plan, revise, edit, and publish.

CPI#:	Cumulative Progress Indicator (CPI):
6.3.8CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
6.3.8CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument
LA.RH.6 - 8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA. SL.8.1.D	Establish and maintain a formal style.
LA.SL.8..6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning an
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.K-12.4	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
SEL PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
SEL PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways



Unit Essential Questions:

- What type of evidence can and cannot be presented in a criminal trial?
- What is the burden of proof to find a defendant guilty of a crime?
- What are the different types of witnesses?
- What is the purpose of the opening and closing arguments in a criminal trial?
- What role do witnesses and evidence play in the presentation of a criminal trial?
- What is the job of the judge and jury in a criminal trial?

Unit Enduring Understandings:

- Generally, crimes require the concurrence of action and intention and the trial process requires a high burden of proof on the Prosecutor of the case.
- Because criminal charges bring with them the potential for loss of freedom or property, a jury trial is essential to protect the constitutional rights of those individuals that are charged with a crime.
- Trials must follow set procedures to ensure a fair trial.
- Through a social contract, people give up some of their freedom to the government to preserve order and peace.
- Democratic governments work to balance social order and the protection of individual rights.

Unit Learning Targets:

Students will....

- Understand the burden of proof on the Prosecutor in a criminal trial.
- Identify the rights of the accused and the role of witnesses and evidence in securing a conviction or acquittal.
- Prepare all elements of a criminal trial including opening statements, direct and cross examinations, and closing arguments
- Critique the presentation of the each mock criminal trial
- Identify tactics to be used in preparing direct and cross examination of witnesses
- Recognize the difference between a civil and criminal trial



Evidence of Learning

Summative Assessment: Student Case Presentations

Equipment Needed: Podium, projector, laptops, yellow pads

Teacher Resources: Street Law's Classroom Guide to Mock Trial (2021 edition)

My Cousin Vinny (excerpts)

The Verdict (excerpts)

Legally Blond (excerpts)

[https://njsbf.org/school-based-programs/mock-trial/case scenarios](https://njsbf.org/school-based-programs/mock-trial/case-scenarios)

Formative Assessments:

- Class and small group discussions
- Student preparation and presentations of direct and cross examinations
- Student preparation and presentations of closing arguments
- Critique of student presentations



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 Cross Examination	1-2 hours/1-2days
Lesson 2 The Expert Witness and Opinion Evidence	1-2 hours/1-2days
Lesson 3 Closing Arguments	2-3 hours/2-3days

Teacher Notes:

Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP or 504.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://store.streetlaw.org/mock-trial-guide>

<https://njsbf.org/school-based-programs/mock-trial/>



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 1 Template

Content Area: SS/ELA **Lesson Title:** Cross Examination **Time Frame:** 2 hrs/2 days

Lesson Components

21st Century Themes

Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ICT Literacy

Interdisciplinary Connections: Social Studies- Communication Arts

Integration of Technology: Laptops; video clips

Equipment Needed: Laptops, projector, podium, yellow pads



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: 1. Define the term <i>cross-examination</i> 2. Write a logical sequence of cross examination questions for one witness 3. Understand how cross examination questions differ from questions appropriate for direct examination 4. Simulate the examination of one witness 5. Evaluate and give feedback regarding their own work and that of their classmates	Lesson Sequence: 1. As a class, discuss what students have learned about preparing a direct examination of a witness at a trial. 2. Discuss the definition and rules of a cross examination and how it differs from the direct examination of witnesses. 3. Watch video clip examples from <i>My Cousin Vinny</i> and <i>Legally Blond</i> of cross examinations. 4. With a student volunteer model a cross examination of that student for the class. 5. Using the mock trial cases from the New Jersey Bar Foundation students will work in pairs to review the case details and write a logical sequence of cross examination questions for one witness. Students will be provided with a template to write their first cross examination. 6. Ask for the student pairs who wish to present their cross examinations for the class. 7. The teacher and students will evaluate and give feedback on the cross-examinations presented.	● Class discussions ● Student group presentations ● Class critique



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Differentiation: Students will be active participants in their learning by taking on the roles of prosecutor or defense attorney, and witnesses. Students will have a choice of how short or long to make cross examination questions and whether they will present their work product orally or in writing.

Resources Provided:

Cross-examination template

<https://njsbf.org/school-based-programs/mock-trial/>



Lesson Plan 2 Template					
Content Area:	SS/ELA	Lesson Title:	The Expert Witness and Opinion Evidence	Time Frame:	1 hour/1 day
Lesson Components					
<u>21st Century Themes</u>					
Global Awareness	✗ Financial, Economic, Business and Entrepreneurial Literacy				
✗ Civic Literacy	Health Literacy				
<u>21st Century Skills</u>					
✗ Creativity and Innovation	✗ Critical Thinking and Problem Solving		✗ Information Literacy		
✗ Life and Career Skills	✗ Communication and Collaboration		✗ Media Literacy	ICT Literacy	
Interdisciplinary Connections: Social Studies- Communication Arts					
Integration of Technology: Laptops; video clips					
Equipment Needed: Podium, Projector, Laptops, yellow pads					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define the terms expert witness and <i>voir dire</i> - Compare and contrast lay witness and expert witness testimony - Determine when an expert witness is needed to prosecute or defend a case for a client - Prepare a <i>voir dire</i>, direct and cross examination questions for an expert witness	Lesson Sequence - What is a witness? What is a lay witness? What is an opinion? Can all types of witnesses offer their opinion or can they only state the facts? Class discussion. - Define an expert witness for the class. Why would someone need an expert witness in a case? Why can an expert witness offer his/her opinion? - What would make someone an expert witness? Watch video clips of expert witnesses including from <i>My Cousin Vinny</i>. - After watching the excerpts discuss what a <i>voir dire</i> of an expert witness is for in a	- Class discussions - Student presentations - One on one and small group conferencing



trial. Why did the Prosecutor in *Vinny* want to conduct a *voir dire*?

5. Provide students with a list of potential expert witnesses in criminal trials. Working in pairs have students write a sequence of questions to test the expertise of the given expert witness they choose.
6. Present the voir dire questions from some or all student groups.

Summary:

1. Bring the class together to evaluate their opinion of expert witnesses and the value of the *voir dire* process as well as the value of opinion evidence in a trial.

Differentiation: Students will be active participants in their learning by taking on the roles of prosecutor or defense attorneys, and witnesses. Students will have a choice of their roles. They will present their work product orally and/or in writing.

Resources Provided:

Example expert witness *voir dire*

Teacher created expert witness scenarios



Lesson Plan 3 Template			
Content Area: SS/LA	Lesson Title: Closing Arguments	Time Frame: 2-3 hours/2-3 days	
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy Health Literacy			
<u>21st Century Skills</u>			
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy ICT Literacy			
Interdisciplinary Connections: Social Studies- Communication Arts			
Integration of Technology: Laptops; OnCourse			
Equipment Needed: Projector; podium			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the elements of a well-written and presented closing argument • Write a closing argument for either the prosecution or defense • Simulate presenting a closing argument at trial • Evaluate their closing arguments and those of the other groups in the class	Lesson Sequence Introduction 1. Ask students to turn to a classmate nearby and define the word <i>argument</i>. 2. Have the pairs come up with a definition based on their individual definitions. 3. Invite a few pairs to volunteer their composite definitions. 4. Share with them that one dictionary's definition is "<i>a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong.</i>"	• Class discussion • Student group work product • Student presentations • Critique of closing arguments



5. Explain that today the class will be writing closing arguments, the last step in the trial process. Ask students to make a hypothesis about the role of closing arguments in a trial.
6. Distribute Handout-Closing Argument Tips.
7. Allow students 10–15 minutes to read the information while highlighting or underlining important vocabulary and concepts.
8. Review the list of key elements on the tip sheet and check for understanding.
9. Remind students that their group should incorporate the elements of a crime into their well-written closing argument.

Activity:

1. What makes an effective closing argument? Show video clips of effective closings (*ex. The Verdict*) Ask students for questions and clarify if needed.
2. Distribute case scenarios to student groups of 2-3.
3. Allow students 20 minutes to work in their small groups to answer the questions and compose a closing argument for their assigned side of the case. Circulate to offer feedback.
4. Instruct students to choose a presenter from their group.



5. Allow students 10 minutes to have their group's presenter practice giving the closing argument to the group. The rest of the group members should listen closely, check off the elements of an effective closing argument that they hear, and share their feedback. The group should then revise their closing argument to ensure all elements are incorporated.
6. Alternating between prosecution and defense teams, have each group present and allow a few minutes after each presentation for students to complete their evaluations of each group on an evaluation handout provided.
7. After each set of closing arguments, take a moment to highlight the elements each group effectively demonstrated.

Summary

1. Ask students to reflect on their own group's closing argument and ask what they might do differently the next time they write one.
2. Now that they have completed all the building blocks of preparing for a mock trial, ask students to reflect on the process as a whole.
3. What will they find most challenging when they prepare for their first mock trial? Ask for volunteers to



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

share their thoughts with
the class.

Differentiation: Students will be active participants in their learning by taking on the roles of prosecutor or defense attorneys. Students will have a choice of presenting their work product orally or supporting their group members in that presentation.

Resources Provided:

Closing Argument Tips handout
Closing Argument Evaluation handout
Case scenarios



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: SS/ELA	Grade Level: Grade 8	Unit Title: The Criminal Trial
Created: Amy Herrington	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension