

**Course Title – Discussion and Debate**

**Implement start year – 2015-2016**

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**Unit # 3, topic – Mock Trial**

**Transfer Goal –**  
Students will be able to independently use their learning to examine whether justice was served in a real trial.

**Stage 1 – Desired Results**

**Established Goals**  
**2009 NJCCC Standard(s), Strand(s)/CPI #**  
(<http://www.nj.gov/education/cccs/2009/final.htm>)  
**Common Core Curriculum Standards for Math and English**  
(<http://www.corestandards.org/>)

CCSS.ELA-LITERACY.RI.11-12.7  
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.W.11-12.1  
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.2  
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.8  
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas,

**21<sup>st</sup> Century Themes**  
**( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

**21<sup>st</sup> Century Skills**

*Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

*Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

*Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

- Productivity and Accountability
- Leadership and Responsibility

<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• specific and precise measures must be taken to produce a mock trial debate.</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• mock trials concentrate on the specific facts of a case and the given legal precedents.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• clear and distinct speaking and role-playing skills are key to mock trial.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What are the roles and procedures in mock trial debates?</li> <li>• How do effective participants prepare for a mock trial?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• What roles do facts and legal precedents play in mock trial?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Why are mock trial ethics and etiquette important?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• how mock trial differs from other competitive debates.</li> <li>• the roles of participants in a mock trial.</li> <li>• the procedures of mock trial.</li> <li>• key mock trial terms.</li> <li>• the differences between a civil and criminal case.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• facts related to a specific mock trial case.</li> <li>• strategies to use in mock trial debates.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• the effect of proper and improper speaking and role-playing skills on the outcome of mock trial.</li> <li>• the order of direct and indirect examination and direct and indirect cross-examination.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• contrast mock trial with other competitive debates.</li> <li>• describe the roles and participants in a mock trial.</li> <li>• explain the procedures of mock trial.</li> <li>• define key mock trial terms.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• outline facts related to mock trial cases</li> <li>• evaluate facts and evidence of cases.</li> <li>• create depositions and interrogatories.</li> <li>• develop appropriate canned and extemporaneous cross examination questions.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• differentiate between proper and improper etiquette.</li> <li>• write and deliver planned opening statements and closing arguments.</li> <li>• adopt a convincing persona based on assigned role.</li> <li>• apply appropriate pacing, volume, and eye contact to mock trial performance.</li> </ul>

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quizzes on trial terms and all mock trial protocol.
- Reflections on performance.
- Essay on whether or not justice was served.
- Post-trial verbal feedback from peers.

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Read and discuss selected chapters from course text. (A, M)
- Compare and contrast mock trial with other competitive debates. (A, M)
- Research and define key mock trial terms and protocol. (A, M)
- Discriminate between useful and useless evidence. (M)
- Delineate appropriate ethical standards and debate practices. (A, M)
- Practice trial technique before actual mock trial. (M)
- Conduct dry-run performances prior to actual trial. (M)
- Write depositions, opening and closing statements (M, T)
- Create cross-examination questions for trial. (M, T)
- Create self-reflection of performance. (M, T)
- Analyze peer performance. (T)
- Trip to Burlington County Courthouse to view parts of a civil and criminal case. Students will be debriefed by a judge and/or an attorney. (T)