


Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Law and Justice	Social Studies	10-12	.5
Course Description:			
This course explores fundamental concepts of law and justice in the United States. Students will examine competing definitions of justice, the structure and constitutional principles of the U.S. court system, and the distinction between criminal and civil law. Students also learn about the specifics of criminal law, including the major categories of offenses against persons and property, as well as the stages of the criminal justice process, from arrest through sentencing and corrections. The course culminates in a mock trial experience where students apply their knowledge of legal procedures, argumentation, and courtroom roles.			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
		CIVIC LITERACY <ul style="list-style-type: none">Participate effectively in civic life through knowing how to stay informed and understanding governmental processesExercise the rights and obligations of citizenship at local state, national and global levels CRITICAL THINKING AND PROBLEM SOLVING <ul style="list-style-type: none">Collect, assess and analyze relevant informationReason effectively. Use systems thinkingReflect critically on learning experience, processes and solutions	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
<ul style="list-style-type: none">Modern American History or concurrent registration in Modern American History		<ul style="list-style-type: none"> Law and Justice Equity Curriculum Review	
Unit Links			
Unit 1: Defining Law and Justice Unit 2: Criminal Law and Types of Crime Unit 3: Criminal Justice Process Unit 4: Mock Trial			

Unit 1: Defining Law and Justice

Overview

Relevant Standards: Bold indicates priority

- CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.
- CG.Civ.4.b. Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government (e.g., separation of powers, checks and balances, necessary and proper clause, supremacy clause, 10th Amendment).
- CG.Civ.8.b. Evaluate how different levels of government work to promote civic virtue and enact democratic principles (e.g., municipal, state, and federal).
- CG.Civ.14.a. Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, constitutional amendments, Supreme Court decisions, exercising constitutional rights).
- CG.Civ.3.b. Analyze how federal and state court systems are articulated and maintained by constitutions and laws in the United States (e.g., District Courts, Circuit Courts, Appellate Court, Supreme Court).

Overview

This unit introduces students to fundamental concepts of law and justice while exploring the structure and functions of the U.S. court system. Students will examine the distinctions between legality and morality, analyze different conceptions of justice, and investigate how constitutional principles shape our judicial institutions and processes. The unit culminates in an analysis of one institution or role within the criminal justice system in relation to other parts of the system, constitutional principles, and definitions of justice.

Essential Question(s):

- What is justice?
- Is the U.S. criminal justice system organized to deliver justice?

Enduring Understanding(s):

- While laws are codified rules created by authorities, justice encompasses broader ethical principles about fairness and moral rightness. This distinction creates an inherent tension, as laws may be technically followed while still producing results that some would consider unjust, especially since differing conceptions of justice influence people's expectations of the legal system and their assessment of specific laws, procedures, and outcomes.

<ul style="list-style-type: none"> The U.S. criminal justice system operates through a complex network of federal, state, and local institutions with distinct yet interconnected roles, deliberately designed to distribute power among multiple participants—including citizens, attorneys, and judges. This structure emphasizes procedural fairness and reflects constitutional principles of checks and balances, federalism, and due process. While these procedures aim to ensure consistent treatment under law, the system is not immune from a larger tension between technical legal compliance and broader concepts of justice. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> Competing Interpretations Essay 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students will dive into the workings of the criminal justice system in much greater detail in future units, but continue to return to competing interpretations of justice and how various components of the system do/do not align with these varying perspectives.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> 6 classes, 1 flex day
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Lesson on definitions of justice
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> Students study the divisions between state and federal governments, as well as constitutional principles such as federalism, checks and balances in Civics. 	<ul style="list-style-type: none"> Students may equate law entirely with justice, assuming that if an action is legal according to the codified rules, it must inherently be fair or morally right, or that anything illegal must be inherently unjust Students may not have considered that there may be differing interpretations of justice, assuming that there is a single “dictionary” definition that is factual, rather than an array of competing values. Students may view the U.S. criminal justice system as monolithic, potentially overlooking the complexity of the interactions between federal, state, and local levels or the reasons for its structure

Differentiation through [Universal Design for Learning](#)

UDL Indicator

- CONSIDERATION 7.2 Optimize relevance, value, and authenticity

Teacher Actions:

- Begin with current events or relatable scenarios that raise questions about law, fairness, and justice.
- Use "think-pair-share" or small group discussions for students to explore their own conceptions of justice and morality before introducing formal definitions.
- Connect discussions of constitutional principles to students' lives (e.g., rights in school, local governance issues).
- Allow student choice in selecting which specific institution or role within the justice system they focus on for their initial analysis.

Supporting Multilingual/English Learners

Related [CELP standards](#):

- An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Learning Targets:

- Level 1: I can respond to simple yes no questions about familiar situations to evaluate whether they are fair or just.
- Level 2: I can present basic information about one type of justice by responding to "what" and "why" questions during short conversations.
- Level 3: I can participate in short conversations or written exchanges about one type of justice by explaining my ideas and asking follow up questions
- Level 4: I can participate in short conversations comparing two types of justice by building on the ideas of others and summarizing key points or agreement.
- Level 5: I can participate in short conversations comparing two types of justice by asking questions that probe reasoning and summarizing key points.

Unit 1: Introduction to Law and the Legal System

Lesson Map

Lesson	Text/Topic	Learning Target	Knowledge	Vocabulary
1	Shipwrecked Sailors	<ul style="list-style-type: none"> I can explain the distinction between legality and morality. 		Legal Moral Ethical
2	Four Approaches to Justice	<ul style="list-style-type: none"> I can explain and evaluate competing definitions of justice. 	Retributive Justice Restorative Justice Distributive Justice Procedural Justice	
3	Federalism in the Justice System	<ul style="list-style-type: none"> I can describe similarities and differences between various courts in the United States. I can explain how the organization of the United States court system reflects constitutional principles. 	Federalism Checks and Balances Due Process District Courts Circuit Courts Supreme Courts State Courts	Hierarchy Oversight
4	Checks and Balances in the Justice System	<ul style="list-style-type: none"> I can describe the roles and responsibilities of various individuals within the criminal justice system. I can explain how the division of responsibilities within the United States court system reflects constitutional principles. 	Executive Branch Legislative Branch Judges Attorneys Jurors Witnesses Citizens	Allocate Constrain
5		<ul style="list-style-type: none"> I can evaluate components of the criminal justice system from multiple perspectives. 		
6	Assessment			
7	Flex			

Unit 2: Criminal Law and Types of Crime

Overview

Relevant Standards: **Bold indicates priority**

- CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.
- CG.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).
- CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Overview

This unit examines various types of crime. Students first differentiate between civil and criminal law, before learning how the criminal justice system establishes categories and hierarchies of crime based on a variety of factors such as mental state, actions taken, type of harm, and severity of impact. Students practice applying this framework to a variety of crimes against both people and property before also considering how those same factors might be used to craft a defense against criminal charges.

Essential Question(s):

- What makes one crime worse than another?

Enduring Understanding(s):

- Our legal system establishes a hierarchy of offences with varying consequences based on factors such as mental state, actions taken, type of harm, and severity of impact. The same harmful outcome may be classified differently depending on the defendant's mental state, and the same action may be classified differently based on the resulting harm. This classification system is rooted primarily in retributive notions of justice, differentiating between crimes for the purposes of punishment and deterrence rather than repairing harm to communities or addressing social inequities.

Demonstration of Learning:	
<ul style="list-style-type: none"> Determining Charges 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> In the previous unit, students broadened their conception of justice to include greater nuance. In this unit, students apply that knowledge to the process of determining the type and severity of crime, adding further nuance to their understanding. 	<ul style="list-style-type: none"> In the next units, students will learn about, then enact, key stages in the criminal justice process itself, learning what happens before, but especially after charges are filed.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> 7 classes, 1 flex day
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none">
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students may assume that the severity of a crime is determined solely by the amount or type of harm caused, potentially overlooking the critical legal role of the defendant's mental state. Students may conflate distinct legal categories, potentially viewing all acts causing injury as "assault" for example, without recognizing how consistent criteria create a range of legal hierarchies
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<ul style="list-style-type: none"> CONSIDERATION 3.2 Highlight and explore patterns, critical features, big ideas, and relationships 	<ul style="list-style-type: none"> Use clear comparison charts (e.g., T-charts, Venn diagrams) to explicitly contrast civil vs. criminal law. Provide matrices or graphic organizers that clearly outline the key elements (e.g., mental state, action, harm) used to categorize different types of crimes.

	<ul style="list-style-type: none"> • Use multiple, varied case study vignettes (examples and non-examples) for students to practice applying the classification framework. • Use graphic organizers to show the relationship between elements of a crime and potential defense strategies.
Supporting Multilingual/English Learners	
<p>Related <u>CELP standards:</u></p> <ul style="list-style-type: none"> • 9-12.4 An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> • Level 1: Express an opinion about a simple, familiar scenario involving harm and a mental state. • Level 2: Construct a simple claim classifying a scenario as either murder or manslaughter and give one simple reason related to mental state. • Level 3: Construct a claim classifying a scenario according to homicide categories and provide supporting reasons or facts. • Level 4: Construct a claim classifying a scenario with a specific homicide charge, providing logically ordered reasons and evidence and addressing potential alternative classifications. • Level 5: Construct a claim classifying a complex or ambiguous scenario, distinguishing the charge from plausible alternatives based on logically ordered and relevant evidence

Unit 2: Criminal Law and Types of Crime

Lesson Map

Lesson	Text/Topic	Learning Target	Knowledge	Vocabulary
1	Crime in America	<ul style="list-style-type: none"> Explain who determines what constitutes a crime and the goals for designating crimes Interpret trends in the number of crimes reported, arrests made, and who are the victims of crime in the United States. 	Crime Crimes against Person Crimes against Property Victimization	Designate Prevalent
2	Intro to Criminal Law	<ul style="list-style-type: none"> I can explain how a single act can be tried in both a criminal court and a civil court I can describe the elements of a crime and the requirements that prosecutors face in proving guilt 	Criminal vs Civil Court Tort vs Crime Mens Rea Actus Reus Motive Standard of Proof Burden of Proof	Elements Burden
3	Crimes Against Person	<ul style="list-style-type: none"> I can explain how different mental states determine the classification and severity of homicide charges. 	Murder vs Manslaughter First vs Second Degrees Felony Murder Non Criminal Homicide Voluntary vs Involuntary	Negligent Involuntary
4	Crimes Against Person	<ul style="list-style-type: none"> I can classify non-fatal crimes against persons based on the defendant's mental state and severity of harm to the victim. 	Assault vs Battery Assault vs Sexual Assault First vs Second Degrees Rape vs Statutory Rape Stalking vs Cyberstalking Bullying	Aggravated Severe
5	Crimes Against Property	<ul style="list-style-type: none"> I can differentiate between property crimes based on the defendant's mental state, actions taken, and the resulting harm. 	Arson vs Vandalism Larceny vs Burglary Burglary vs Robbery	Malice

			First vs Second Degrees Cybercrime	
6	Defenses	<ul style="list-style-type: none"> I can describe how defense strategies may challenge key elements of crimes in order to reduce charges or establish innocence. 	Alibi DNA Reasonable Doubt 5th Amendment Self defense Defense of others Insanity Plea	Justify Refute
7	Assessment			
8	Flex			

Unit 3: Criminal Justice Process

Overview

Relevant Standards: **Bold indicates priority**

- CG.Civ.14.a. Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, constitutional amendments, Supreme Court decisions, exercising constitutional rights).
- CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).
- CG.Civ.2.e. Analyze the rights and responsibilities of individuals in the United States (e.g., 4th Amendment, trial by jury, jury service, interacting with law enforcement, voting).
- CG.Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.

Overview

In this unit, students will embark on a detailed exploration of the criminal justice process, from the initial stages of arrest through sentencing and beyond. We will examine how constitutional protections shape each phase, focusing on the delicate balance between individual rights and public safety. Throughout this unit, students will critically evaluate the complexities within the system, considering its strengths, weaknesses, and the ongoing debates surrounding its effectiveness and fairness. This unit will culminate in a deeper understanding of the constitutional principles that underpin the system and the challenges of ensuring justice for all.

Essential Question(s):

- To what extent does the criminal justice process ensure justice for all?

Enduring Understanding(s):

- The criminal justice system is grounded in constitutional guarantees that emphasize procedural fairness to ensure consistent treatment under law. Applying these principles throughout the complex criminal process, from arrest through sentencing, involves many complexities and challenges that highlight the inherent tension between procedural compliance and achieving true justice. These tensions lead to ongoing debates about the overall effectiveness of the process, which are influenced by competing definitions of justice.

Demonstration of Learning:	
<ul style="list-style-type: none"> Policy Reform Memo 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> In prior units, students will have considered different definitions of justice. They will draw on that knowledge to identify potential questions regarding justice or fairness at each stage of the criminal justice process. 	<ul style="list-style-type: none"> In this unit, students learn an overview of the full criminal justice process, from arrest to corrections. In the next unit, students dive more deeply into the court proceedings themselves by conducting a mock trial.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> 11 classes, 1 flex day
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> Deliberation Background Deliberation Demonstration and Guide
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students may tend to gravitate towards a single definition of justice, especially a procedural emphasis on “following the steps” rather than considering a procedure from multiple perspectives. Students may underestimate the complexities of applying legal and constitutional protections, or assume that the constitution ensures everyone is treated exactly the same way. Students may have internalized media portrayals portraying the criminal justice process as a clear, linear path from arrest, to trial to verdict, without realizing that the majority are resolved through complex pre-trial proceedings.
Differentiation through Universal Design for Learning	

<p>UDL Indicator</p> <ul style="list-style-type: none"> CONSIDERATION 3.3 Cultivate multiple ways of knowing and making meaning 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Provide detailed flowcharts or interactive timelines that map the stages of the criminal justice process (arrest through corrections). Visually annotate each stage on the flowchart/timeline with the relevant constitutional protections/amendments (e.g., 4th, 5th, 6th, 8th) "Chunk" the process by focusing lessons or activities on specific targets (e.g., procedures, then constitutional principles, then complications).
<p>Supporting Multilingual/English Learners</p>	
<p>Related <u>CELP standards:</u></p> <ul style="list-style-type: none"> An EL can . . . analyze and critique the arguments of others orally and in writing. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> Level 1: I can identify the main point someone makes about whether or not a search was fair when presented clearly and with visual support. Level 2: I can identify the main argument someone makes about whether a search was fair, as well as one reason given to support that argument. Level 3: I can explain the reasons someone gives to support a claims bout the procedural justice of a search, and distinguish which claims are supported by evidence and which are not. Level 4: I can determine whether the reasons and evidence someone provides are sufficient to support their claims about the fairness or legality of a search. Level 5: I can evaluate the reasoning in an argument about the legality of a search based on constitutional principles and the evidence provided

Unit 3: Criminal Justice Process

Lesson Map

Lesson	Text/Topic	Learning Target	Knowledge	Vocabulary
1	Arrest, Search & Seizure	<ul style="list-style-type: none"> I can explain how procedures surrounding arrest, search, and seizure reflect constitutional protections of individual rights. I can examine questions of procedural justice related to probable cause and warrantless searches. 	Arrest Search Seizure 4th Amendment Warrant Probable Cause Due Process	
2	Interrogation	<ul style="list-style-type: none"> I can explain how police interrogation procedures reflect constitutional protections of individual rights. I can examine questions of procedural justice related to coercion and the admissibility of evidence. 	Coercion Confession Interrogation Self Incrimination 5th Amendment Miranda v. Arizona	Coerce
3	Pre-Trial Proceedings	<ul style="list-style-type: none"> I can explain how pre-trial proceedings reflect constitutional protections for the accused. I can explore questions of distributive justice related to bail determination, access to effective counsel, and plea agreements. 	Arraignment Booking Bail Plea Bargaining Counsel Public defenders Gideon v. Wainwright 6th Amendment 8th Amendment	Plea/plead
4	Trial Proceedings	<ul style="list-style-type: none"> I can explain how the first half of trial proceedings reflect constitutional guarantees of a fair trial. I can explore questions of procedural justice related to jury selection, prosecutorial conduct, and admissibility of evidence. 	6th Amendment Jury selection Opening statements Prosecution's case Witnesses? Objections?	Impartial

5	Trial Proceedings	<ul style="list-style-type: none"> I can explain how the second half of trial proceedings reflect constitutional protections of the accused. I can examine questions of procedural justice related to defense strategies, burden of proof requirements, and jury deliberation. 	Defense's case Burden of proof Jury tampering Jury bias? Media influence?	Deliberate Tamper
6	Sentencing	<ul style="list-style-type: none"> I can explain how sentencing procedures and options reflect constitutional protections against cruel and unusual punishment. I can explore questions of retributive justice related to sentencing disparities, mandatory minimums, and principles of proportionality. 	8th Amendment Presentence report Victim impact statement Probation Restitution Imprisonment Capital Punishment	Mandatory
7	Incarceration and Parole	<ul style="list-style-type: none"> I can explain how constitutional rights are lost and maintained when an individual is incarcerated. I can examine questions of distributive justice related to prison conditions and inmates rights. 	Prison population Rights of prisoners Maximum v. minimum security Recidivism Parole	
8	Correctional Approaches Navajo Peacemaking Reforms in CT	<ul style="list-style-type: none"> I can explain how different correctional philosophies shape prison policies and approaches to post release supervision. I can compare the United States correction system to other systems around the world. 	Deterrence Retribution Incapacitation Rehabilitation Navajo Peacemaking Norwegian Approach	
9	Juvenile Justice	<ul style="list-style-type: none"> I can explain key differences between adult and juvenile justice systems. I can analyze tensions between rehabilitative and punitive approaches to juvenile justice based on developmental factors and differing notions of culpability. 	Intake Preventive detention Adjudicatory hearing Aftercare Parens patriae Status offender Delinquent offender Neglected/abused children	
10	Deliberation Packet and Handouts	<ul style="list-style-type: none"> I can discuss arguments for and against punishing juvenile offenders as adults. 		

		<ul style="list-style-type: none"> • I can identify areas of agreement and disagreement with other deliberation participants. • I can reach a decision, individually and collectively, using evidence and sound reasoning. 		
11	Assessment			
12	Flex			

Unit 4: Mock Trial

Overview

Relevant Standards: **Bold indicates priority**

- CG.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- CG.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).
- CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- CG.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about political issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

Overview

In this unit, students will actively participate in a mock trial, taking on the roles of attorneys, witnesses, and jurors. They will practice building compelling legal arguments, including developing a theory of the case, writing opening statements, and composing questions for direct and cross examination. Students will also learn the rules of evidence and practice courtroom procedures before taking on a new case from the role of either prosecution or defense. After the trial, students write a reflection that evaluates their theory of the case, explains how their contributions to the trial fit into that narrative, and considers how they might have improved.

Essential Question(s):

- How much does the truth matter in a trial?

Enduring Understanding(s):

- A successful trial hinges on a compelling theory of the case, a persuasive narrative that organizes evidence into coherent stories that may or may not reflect the absolute truth. These theories shape every aspect of a trial, from opening statements to closing arguments, as attorneys strategically select and present evidence that strengthens their narrative while challenging their opponents' account. This carefully structured process seeks to ensure procedural fairness and relies on many distinct roles to determine which theory of the case best accounts for the evidence provided.

Demonstration of Learning:	
<ul style="list-style-type: none"> Mock Trial Preparation, Participation and Reflection 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> This mock trial draws on the knowledge of the full criminal justice process, from arrest to corrections, that students have developed in the prior unit. 	<ul style="list-style-type: none">
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> 11 classes, 1 flex day
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> Street Law Guide to Mock Trials
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students may assume that the outcome of a trial is based primarily on the discovery of “absolute truth,” while underestimating the impact of persuasive techniques or a compelling theory of the case. Students may believe that all the known facts are presented objectively at trial, without realizing the careful work of attorneys to select, frame, and interpret evidence to construct a narrative. Students may equate a jury’s verdict with absolute truth, rather than understanding a verdict as an evaluation of whether a prosecution met its burden of proof.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<ul style="list-style-type: none"> CONSIDERATION 6.2 Anticipate and plan for challenges 	<ul style="list-style-type: none"> Provide students/teams with specific pre-planning prompts focused on the mock trial context. Schedule brief "strategy review" sessions where teams present their draft "theory of the case" or outline their planned questioning strategy

	<p>for a key witness.</p> <ul style="list-style-type: none"> • Use peer feedback protocols where students explain their planned approach and justify their strategic choices to classmates or the teacher for formative critique before the trial. • Provide a detailed checklist and/or timeline of all mock trial preparation components to break the mock trial down into reachable short term objectives.
Supporting Multilingual/English Learners	
<p>Related <u>CELP standards:</u></p> <ul style="list-style-type: none"> • 9-14.7 An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> • Level 1: I can use or recognize frequently occurring words/phrases related to my assigned mock trial role with prompting and visual support. • Level 2: I can adapt my language choices by using polite language when answering simple yes/no or “wh-” questions as a witness. • Level 3: I can adapt language choices based on my assigned trial role, using some general academic and content specific vocabulary • Level 4: I can maintain a formal style appropriate for a courtroom when participating in a mock trial, using a range of academic and legal vocabulary • Level 5: I can adapt language choices and style based on strategic effect according to my purpose, task, and audience; employing a range of legal terms accurately and appropriately.

Unit 4: Mock Trial

Lesson Map

Lesson	Text/Topic	Learning Target	Knowledge	Vocabulary
1	Setting the Scene	<ul style="list-style-type: none"> I can describe the essential elements and roles of a trial by jury. I can explain and sequence the steps in a jury trial. 	Defendant v. Prosecutor Testimony Burden of proof? Discovery Deposition Roles of attorneys, judge, jury, witnesses Opening Statements Direct/Cross Examination Closing Arguments Jury Instructions Verdict	
2	Making a Jury	<ul style="list-style-type: none"> I can use questions and challenges to compose an impartial jury. 	Impartial jury Voir dire Challenge for cause Peremptory strike	Impartial
3	Creating a Theory	<ul style="list-style-type: none"> I can construct a compelling theory of the case based on a timeline of events and an analysis of the elements of a crime. 	Timeline of events Elements of the crime Evidence Testimony	Claim
4	Opening Statements	<ul style="list-style-type: none"> I can write, present, and evaluate an effective opening statement for either the prosecution or defense. 	Primacy Motive or lack of motive Theory of case Guilty verdict Acquittal	
5	Composing Questions	<ul style="list-style-type: none"> I can examine a witness using a logical sequence of direct, cross, and redirect examination questions. 	Cross-examination Direct examination	Credible

			Redirect Leading Questions Impeach Credibility	
6	Rules /Procedures for Evidence?	<ul style="list-style-type: none"> I can make proper objections to violations of the rules of evidence. I can rewrite objectionable questions to adhere to the rules of evidence. 	Objections Exhibits Moving into evidence Impeachment	Objectionable
7	Closing Arguments	<ul style="list-style-type: none"> I can write, present, and evaluate an effective opening statement for either the prosecution or defense. 	Recency Summary of case Burden of proof	
8/9	Trial Prep	<ul style="list-style-type: none"> I can prepare to conduct a mock trial, correctly following the sequence of steps in a trial while employing proper technique for my role I can prepare for oral presentations as an attorney or witness. 		
10	Mock Trial	<ul style="list-style-type: none"> 		
11	Assessment	<ul style="list-style-type: none"> 		
12	Flex	<ul style="list-style-type: none"> 		