



## Course Syllabus

Franklin High School		2020-2021
<b>Course Overview</b>		
<b>NOTE:</b> For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Mock Trial		
Instructor Name: Brain Halberg	Contact Info: bhalberg@pps.net	
Grade Level(s): 10-12		
Credit Type: (i.e. "science", "elective") Elective	# of credits per semester: 1	
Prerequisites (if applicable): Law and Your Rights (Intro to Law). There are no grade level prerequisites for this course.		
<p><b>General Course Description:</b> In Mock Trial, students will role-play witnesses and lawyers in both civil and criminal actions relating to contemporary topics. Class time is devoted to preparations for various competitions held at the Multnomah County Courthouse and the Mark O. Hatfield Federal Courthouse. The goal of this class is to increase confidence in public speaking and critical thinking as well a knowledge of legal processes and civic engagement.</p> <p>Mock trials have proven to be an effective learning tool for students of all grade levels. It helps them understand the law, practice critical thinking, and gain greater confidence with public speaking by assuming the roles of attorneys and witnesses in a fictional criminal or civil trial. Participants experience first-hand the difficulties that judges, lawyers, and juries face in determining which facts are relevant and what legal arguments are effective.</p> <p>Students will also be given an opportunity to identify a community issue and develop a policy plan through the Mikva Challenge Soapbox Nation initiative.</p>		
Mock Trial students will be expected to show mastery on the following Common Core standards.		
<ol style="list-style-type: none"><li>1. 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.11-12.1a)</li><li>2. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)</li><li>3. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS.ELA-Literacy.SL.11-12.1c)</li><li>4. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional</li></ol>		



information or research is required to deepen the investigation or complete the task.

(CCSS.ELA-Literacy.SL.11-12.1d)

5. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

(CCSS ELA Literacy RI Standard 9-10.8)

### **Course Details**

#### *Learning Expectations*

#### Materials/Texts:

We the People: The Citizen and the Constitution, Level 2

Street Law Textbook (2020 edition)

Various additional readings and resources will be provided and drawn principally from teacher created materials and the following:

Classroom Law Project

The Mikva Challenge

Bill of Rights Institute

American Bar Association

#### Course Content and Schedule:

The course will meet twice per week for 75 minutes and additional small group or asynchronous sessions as scheduled by the teacher. All meeting times and links will be provided on canvas while students are engaged in distance learning.

Major skills covered in this course will include a basic working legal vocabulary, public speaking skills, critical analysis of information and evidence, improved citizenship as an educated participant in the American legal and governmental systems.

#### Major units covered in this course are:

Basic principles of the American court system

Purpose and structure of criminal and civil court systems

Tort Law

Crimes against the person

Property Crimes

Civil liberties and civil rights

Elements of a trial

Role of a jury

Role and responsibilities of a witness

Issue and policy advocacy

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

In general, there are many aspects of the Mock Trial course that lend themselves to differentiation for students with a variety of skills and needs.

- **Special Education:**

Accommodations indicated by the Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers, and parents. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding, and additional time to write.

- **ELL/ESOL:**

Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD)

- **TAG**

Assignments and activities are designed to allow students to work beyond their current ability, if so desired, and include levels of questions, open-ended writing prompts, small group work, and other critical thinking exercises.

Safety issues and requirements (if applicable):

Upon the return to in-person instruction and the resumption of trial observation visits, Students are expected to follow PPS field trip guidelines and be Franklin Strong!

Classroom norms and expectations:

Students are expected to follow the guidelines set forth in the 2020-2021 Franklin student guidebook.

*Evidence of Course Completion*

Evidence of class work, summative assessments and overall course completion will be available via Student and Parent Vue accounts on synergy.

**Due Date, Quizzes/Tests, and Late Work Policy:**

1. All work may be turned in late with no penalty while we are engaged in distance learning.
2. When any summative assessment is not completed by the student, they must speak with the teacher in order to be granted an extension.
3. When in person school resumes, if the student misses the due date of an essay, quiz/test, or assignment because of an unexpected, but excused absence (sickness, emergency, etc.), the essay, quiz/test, or assignment is upon return or upon discussion of an alternate date with the teacher.

4. While we are in distance learning, all formative and summative assignments may be revised. This will change to only summative assignments upon a return to in-person learning.

Progress Reports/Report Cards (what a grade means):

While remote learning is in place, grade entry will occur on canvas with progress report and report card submission done via synergy (i.e. student and parent vue). In addition grading while under remote learning will be conducted under a total point method.

The grading scale for the course is as follows:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: <59

Career Related Learning Experience (CRLEs) and Essential Skills:

- Read and comprehend a variety of text *Assessments used to assess this Essential Skill:*  
Formative assessments such as class discussion, journal responses. Summative assessment such as quizzes, short answer responses, and tests.
- Write clearly and accurately *Assessments used to assess this Essential Skill:*  
Accuracy and clarity in writing will be assessed via case studies, and research assignments
- Listen actively and speak clearly *Assessments used to assess this Essential Skill:*  
Active and clear listening will be assessed via in-class discussions, Mock Trial simulations and case studies.
- Think critically and analytically *Assessments used to assess this Essential Skill:*  
Critical and analytical thinking will be assessed through an ongoing study of the American court system and current legal issues before the U.S. Supreme Court.
- Personal management and teamwork *Assessments used to assess this Essential Skill:*  
Personal management and teamwork will be assessed via daily working in learning groups, development of class and trial/court documents and analysis of materials in a small and large group setting.
- Use technology *Assessments used to assess this Essential Skill:*  
Technology skill growth will be assessed via research assignments that require the use of databases and online e-book materials and use of a mobile device for positive academic support.

- Civic and Community Engagement *Assessments used to assess this Essential Skill:*  
Civic and community engagement will be assessed via responses to classroom speakers, reflections on courthouse trips. Goal-setting on public service and the rights and responsibilities of citizens will begin the year and be evaluated throughout the course.

**Communication with Parent/Guardian**

What methods are used to communicate curriculum, successes, concerns, etc.?

If you have any questions or concerns about your child please contact me. I can be reached via email at [bhalberg@pps.net](mailto:bhalberg@pps.net). I can also be reached via PPS remind.

Once we return to in-person learning, you may also call and leave a message at 503-916-5140, extension 84438. I will endeavor to reply to your message as soon as possible. Please note that I am not able to regularly access this voicemail during distance learning.

**Personal Statement and other needed info**