

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Business and Personal Law

April 2023

BOE Approved June 2023

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Course Title

Grade Levels

Business and Personal Law is a one semester course designed for juniors and seniors who are interested in expanding their knowledge of business and personal law. Topics such as the creation of laws, corporate scandals, ethics, criminal law, negligence, and contracts will be discussed. The class includes a trip to a local courthouse and a mock trial (time permitting). Students may opt for honors credit by special arrangement with the instructor and teacher recommendations.

Vision of a Graduate

Many lessons in Business and Personal Law connect with the characteristics identified in New Milford's Vision of a Graduate.

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support. Students will consider ethics and morals and cases when our morals may not align with society's ethics. They will also explore the Bill of Rights and consider how these rights are interpreted in an ever changing world.

Communication - Students will learn and practice the art of being an effective communicator. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in debate style lessons where they will argue an opinion they may or may not agree with. They will be encouraged to listen and respect other student's opinions and acknowledge the impact of both their verbal and nonverbal communication.

Positive Relationships - Students will be encouraged to display respect to one another as well as to their teacher. They will be encouraged to understand that even though we may not all agree, we can respect each other's point of view and even have positive relationships with those we don't agree with.

Growth Mindset - Encouraging a Growth Mindset involves the student believing in themselves, having an open-mind, and demonstrating perseverance and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and society driven), and explore ideas legally and morally to expand their thinking.

Social Awareness - Students will be working on this daily. They will be encouraged to take the perspective of, and empathize with

others, including those from diverse backgrounds, political affiliation and cultures. Prior legal cases, as well as current events will be used to demonstrate and build on this skill.

Pacing Guide

Unit 1 - Ethics and the Law	6 weeks
Unit 2 - The Court System	6 weeks
Unit 3 - Criminal and Personal Law	6 weeks
Unit 4 - Mock Trial	2 weeks

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSL 11-12.1.b -Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>CCSL 11-12.1.d - 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 information or research is required to deepen the investigation or complete the task.</p> <p>CCSL 11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Make ethical and moral decisions in their personal and professional lives • Realize that unethical behaviors can have long term negative effects • Identify stakeholders who can be affected positively or negatively by our actions • Value ethical and moral conduct • Identify ethical characteristics • Understand the ethical and moral considerations surrounding globalization • Make connections with how the Bill of Rights affects their everyday lives 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The way we conduct ourselves has long and short term consequences. • When companies behave unethically, many different stakeholders are affected. • Some aspects of globalization include the exploitation of people. • Ethical responsibilities will change with careers and are extrinsic, while morals are intrinsic • There are protections and limitations to the Bill of Rights. • People who are ethical share similar characteristics. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • Where do our morals come from and at what age should we evaluate them? • Why do people act unethical in the workplace? • What are possible short and long term consequences to our unethical or immoral behavior in our personal and professional lives? • Should an employee be fired from their job for unethical behavior outside of work? • What should happen when people do unethical things but use the first amendment as a defense?

NBEA National Business Education Association: Basics of the Law Achievement Standard I: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.		<ul style="list-style-type: none"> How can we eliminate United States companies' use of sweatshops in other countries?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> Ethics are the rules of conduct recognized in respect to a particular class or a particular group or culture and come from external sources. Morals are principles or habits with respect to right or wrong conduct. Morality is ultimately a personal compass of right and wrong and is internal. Different professions have different codes of ethics that must be followed. Stakeholders to a company can be positively and negatively affected by choices the company makes. The Bill of Rights are the first 10 Amendments to the United States Constitution and they protect our individual rights. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> Identifying the difference in ethical and moral decision making. Analyzing and solving ethical and legal problems. Identifying consequences of unethical behavior. Recognizing that a person's morals can affect their decisions in both personal and professional matters. Determining a company's code of ethics and the importance of following it. Identifying the Bill of Rights in legal situations.

STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of slideshow and oral presentation.</p> <p>Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.</p> <p>Impact - Slideshow - was the task complete - was the background of the company clear, the ethical situation fully explained, and the effect on stakeholders accurate. Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.</p> <p>Content - Was the Corporate Scandal explained in a comprehensive way with critical information from the forming of the company to the date of the scandal, detailed ethical or illegal activity, and insightful ramifications to stakeholders.</p> <p>Quality - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance.</p> <p>Process - During the oral presentation, the presenter does not read off slides, but puts</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Create and present an informative presentation on a Corporate Scandal.</p> <p>Role: You have been given the task to train new employees at your company and want them to understand how ethical behavior in a company can affect many different stakeholders. You are to use a real life example to illustrate this message.</p> <p>Audience: Your classmates (trainees) and your teacher (new boss) will be evaluating your presentation.</p> <p>Situation: Large and small companies alike, find themselves in unethical or immoral situations. How the company responds and how stakeholders are affected determines the long term damage to the brand. Many of these situations could be avoided if employees and management of companies follow a code of ethics. By evaluating past scandals and the impact that unethical behavior can have on many groups of people, we hope to educate others and possibly prevent future scandals.</p> <p>Product and / or Performance: Working either alone or with one partner, students will conduct extensive research on the background of a company, the details of the unethical situation (scandal), the effects on 4 of the 8 groups of stakeholders (Employees, Management, Customers, Suppliers, Government, Shareholders, Local Community, and Environment)</p>

	information into their own words while speaking in a loud voice and facing the class.	
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Further information: End of unit formative assessment - written exam Written notes for ethical debate Oral rubric for comments made during debate Written responses to ethical and moral situations (homework) Student completion of guided notes with higher level thinking questions. Student completion of GRASP - research, documentation, google slide creation, oral presentation, peer review.</p>

Stage 3 – Learning Plan

Code***Pre-Assessment***

Pre-assessments will be given to determine student's prior knowledge regarding ethics and morals, as well as ethical business behavior and characteristics. Real legal topics will be used to determine prior feelings and opinions on debatable situations.

	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Lead discussion regarding the difference between morals and ethics and explore career choices, including law and medicine where our morals may conflict with the code of ethics of the job.	<p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> - Whole class, small group, and partner discussions and work. - Student participation in class activities. - Student ability to take a stand on a topic and support their opinion. - Student participation in debates. - Summative assessment
A, M, T	Explore current event topics where our morals may conflict with ethics, including (but not limited to) sweatshops, death with dignity law and priest-penitent privilege. Student-led debates on such topics.	
A, M	Videos will be shown surrounding the concept of globalization including “Behind the Swoosh”. Students will see firsthand how US companies are operating outside of the US.	
A, M	Students will be introduced to four ethical traits in business and will examine the outcome of various current events where a person demonstrated unethical behaviors and therefore suffered consequences in their professional lives.	
A, M, T	The 8 stakeholders of a company will be explained and the real life tylenol case study will be used for students to solve an ethical dilemma and determine the best course of action to ensure a positive outcome considering all stakeholders.	
A, M, T	Students will select a Corporate Scandal to complete the GRASP assignment. Research, slideshow, and oral presentation will be required to teach the rest of the class how the lack of ethics led to corruption and ultimately negative impacts to stakeholders.	
A, M	The Bill of Rights will be explored, specifically how it relates to high schoolers, as well as misuses.	
	<p><u>Resources:</u></p>	

	<p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> - Teacher-made slides, notes, directions, rubrics and presentations - Nike “Behind the Swoosh “ Video - Tylenol Case study - print out - Debate template 	
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Business and Personal Law

UNIT 2 - The Court System

<p>ESTABLISHED GOALS</p> <p>CCSL 11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>NBEA National Business Education Association: Basics of the Law Achievement Standard I : Analyze the relationship between ethics and</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Differentiate between cases that belong within the jurisdiction of the federal, state, and local court systems. • Identify state laws vs federal laws and how individuals can drive change. • Evaluate juvenile laws and individual cases to determine if and when juveniles should be treated as adults. • Compare and contrast the characteristics of criminal and civil case law. • Understand the elements of negligence and what needs to be proven for both criminal and civil cases. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The federal government has 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What are the benefits of federal vs state

<p>the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.</p>	<p>jurisdiction over specific types of cases but also has limitations.</p> <ul style="list-style-type: none"> • States have their own Constitutions, Courts, and ability to make laws. • Each state is independent of each other and does not have to have the same laws but their laws can not conflict with the U.S. Constitution. • There are advantages and disadvantages of trying juveniles as adults. • Criminal and Civil courts have different procedures, remedies, protections, and burden of proof. • There are many steps to the jury selection process to ensure a fair trial. 	<p>jurisdiction?</p> <ul style="list-style-type: none"> • Should states be able to make something legal that is illegal on the federal level? • Why is it important that each state can make their own laws for their citizens? • What age should a juvenile be tried as an adult, and what circumstances should be considered? • How can someone be found innocent in criminal court but liable in civil court? • How can we keep prejudice and bias out of jury selection?
<p>Acquisition</p>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • That each state has 3 levels to their court system - general trial courts, intermediate appeals courts and a supreme court. • Federal and state courts have jurisdiction over specific types of crimes. • There are 8 major differences between criminal and civil court. • Many factors go into picking a jury including: work experience, personal experience, and opinions, but race and gender should not be a factor. • Juveniles who stay within the juvenile system receive more rehabilitation effort and flexibility in consequences, 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Tracking a case through the 3 levels of a state court system. • Identifying what court has jurisdiction over a case based on their characteristics. • Explaining the differences between civil and criminal courts, including the right to counsel, and pleading the fifth. • Realizing an appeal does not mean a new trial, it is meant to ensure all laws were followed in the original court. • Identifying characteristics of a juror that make them more likely to be unbiased and capable of coming to a unanimous decision. • Weighing the pros and cons of juveniles being tried as adults and how this can

	<p>while juveniles tried as adults are treated as adults, regardless of their age.</p> <ul style="list-style-type: none"> • Criminal Negligence refers to conduct in which a person ignores a known or obvious risk, or disregards the life and safety of others. • In order to establish civil negligence, a plaintiff must prove several factors. 	<p>affect a society.</p> <ul style="list-style-type: none"> • Knowing what needs to be proven to determine negligence on both a criminal and civil level. • Understanding that a person can be found both criminally and civilly negligent for something they didn't "mean" to do.
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T, M	Use of appropriate strategy/technique when selecting a juror	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
A, T, M	Clear explanation to defend juror choices.	<p>Goal/challenge - Select a jury for a criminal or civil trial</p> <p>Role for student - Attorney</p> <p>Audience - judge (teacher)</p> <p>Situation - they are either Prosecution / Plaintiff Attorney or a Defense attorney and must select a jury most likely to be unbiased/favorable for their goals.</p> <p>Products and performances generated by student - Working in pairs, students will review the case summary, as well as detailed juror cards to identify characteristics they are looking for in a juror. They must identify the strongest jurors for their side, as well as the strongest jurors for the opposing side</p> <p>Standards/criteria for judging success - Points are assigned to each juror that indicate if they were the correct/best choice. The points/reasons will be discussed and explained to determine accuracy of choices.</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Student completed guided notes Small and large group discussions Google Classroom activities and assignments</p>
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Code	Pre-Assessment	
	<p><u>Questions to help complete this portion:</u> Pre-assessments will be given to determine a student's prior knowledge regarding federal and state jurisdiction, criminal vs civil law, feelings toward juvenile law, and negligence.</p>	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	<p>Teacher will present information about federal and state court structure and jurisdiction.</p> <p>Students will complete an activity determining jurisdiction on a variety of real cases.</p>	Oral responses, classroom notes, teacher observation, results of jurisdiction activity.
A, M	The juvenile court system will be explored, students will complete an organizer to determine if a juvenile should be tried in adult court or remain as a juvenile using real world cases.	Oral responses, classroom notes, teacher observation, answers to the organizer.
A, M	Through the use of a slideshow presentation highlighting real world cases, the teacher will explain the differences between criminal and civil law. Real case study on OJ Simpson who was found not guilty in criminal court and liable in civil will be examined.	Student answers and explanations on how the differences between civil and criminal court led to different verdicts in the OJ Simpson trial.
A, M, T		Student answers, oral responses, classroom notes
A, M, T	<p>The elements of negligence in criminal and civil law will be presented. Students will apply these to real world cases in class. Real world “Keg Explosion” case will be reviewed including the real letter from the prosecutor's office.</p> <p>Criminal and Civil trial procedures are reviewed including the <i>voir dire</i> - selection of the jury.</p> <p><u>Resources:</u></p>	Student completion of GRASPS activity

	<p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Teacher created slideshows, organizers, and rubrics</p> <p>Prosecutor letter - keg explosion</p> <p>Jury Game packet</p>	
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Business and Personal Law

UNIT THREE - Criminal and Personal Law

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CCSL 11-12.1 -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSL 11-12.1.d - 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 information or research is required to deepen the investigation or complete the task.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Apply knowledge to determine if crimes are felonies or misdemeanors • Recognize the elements and punishments of different crimes when reading or hearing the news • Understand the common defenses to crimes available to them in their own lives • Reflect on personal experience from the court house field trip 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A crime is an offense against the public good and can be either a felony or a misdemeanor. • The plaintiff in a criminal case is always the government. • Each state has inherent police power and the ability to make and enforce their own laws. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • Why are there different penalties for felonies and misdemeanors? • What characteristics should a prosecutor have? How does this differ from a defense attorney? • Why do we hold people accountable for unintentional behavior that negatively affects others?

<p>NBEA National Business Education Association: Basics of the Law Achievement Standard I: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.</p>	<ul style="list-style-type: none"> ● Negligence is a failure to exercise the care that a reasonable person would exercise in like circumstances. ● The two elements of a crime are the criminal act and the required state of mind. ● The important difference between murder and manslaughter is malice aforethought. 	<ul style="list-style-type: none"> ● Why doesn't the federal government make and enforce laws for the entire country? ● If voluntary manslaughter is intentional killing due to emotional "stress", how long should the person have to "think" about it before it qualifies as pre-meditation? ● Why are we protected from double jeopardy? Are there instances where this protection can be abused or work against justice?
<p style="text-align: center;">Acquisition</p>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● There are 3 major differences between a felony and a misdemeanor. ● Murder is the unlawful killing of another human being with malice aforethought, while manslaughter is the unlawful killing of another human being without malice aforethought. ● The same act (killing someone) can be murder or manslaughter depending on the person's required state of mind. ● Common defenses to crimes are insanity, entrapment, self-defense and defense of family members. ● The three categories of crimes are crimes against: people, property, and business interests. ● The elements of negligence are different for criminal and civil cases. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Categorizing crimes as felonies or misdemeanors ● Determining if a case qualifies as murder or manslaughter. ● Evaluate crimes and match appropriate defense strategies. ● Analyze legal cases to determine if the elements of negligence are present. ● Categorize certain types of crimes, such as: murder, manslaughter, burglary, arson, battery and embezzlement. ● Consider several defenses to criminal acts such as the insanity defense and self defense.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher Rubric evaluating content accuracy, and professionalism of slideshow and oral presentation.</p> <p>Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.</p> <p>Impact - Slideshow - the reasoning for selecting the criminal charge should be clear and justified through the steps of determining negligence. Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.</p> <p>Content - was the task complete - was the appropriate criminal charge chosen and justified in detail using the elements of negligence? Were the corresponding defenses considered and appropriately selected, identified and detailed.</p> <p>Quality - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance.</p> <p>Process - During the oral presentation, the presenter does not read off slides, but puts information into their own words while</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Determine the appropriate criminal charge based on the facts of the case while also considering possible defense strategies that may be used.</p> <p>Role: Local prosecuting attorney</p> <p>Audience: Your classmates (fellow prosecutors) and your teacher (head prosecutor) will be evaluating your presentation.</p> <p>Situation: You are the local prosecutor and have been provided with the facts of a criminal case. You must look at the facts to determine what criminal charge is appropriate and to see if you can prove the elements of negligence to a jury. As part of your preparation you should also consider what the defense attorney's strategy will be so you can prove your case beyond a reasonable doubt.</p> <p>Product and / or Performance: Working either alone or with one partner, students will create a google slideshow that explains their strategy for this case. They will present it to their peers who will provide feedback and ask questions to ensure the case is represented appropriately. The presentation should show higher level thinking and knowledge of the elements of criminal negligence, classification of crimes and defense strategies.</p> <p>Standard: An accurate and detailed professional presentation. Teacher will provide an exemplar and a rubric to assist in expectations.</p>

	speaking in a loud voice and facing the class.	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Further information:</p> <p>Google classroom activities and assignments Quizzes, formative assessments and short writing responses. Student completion of guided notes with higher level thinking questions. Student completion of GRASP - google slide creation, oral presentation, peer review.</p>

Stage 3 – Learning Plan

Code***Pre-Assessment***

Pre-assessments will be given to determine student's prior knowledge regarding criminal and civil cases including negligence. Real legal cases will be used to determine prior knowledge.

	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Teacher leads a discussion regarding the major differences between felonies and misdemeanors, including examples of both.	<p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> - Whole class, small group, and partner discussions and work. - Student participation in class activities. - Summative assessment
A, M ,T	The teacher will introduce current news stories of felonies and misdemeanors, while students will apply knowledge to determine if they qualify as a felony or misdemeanor.	
A, M, T	Teacher identifies the elements of a crime, including the criminal act and the required state of mind. Students will review several cases to identify how these elements vary and how this affects the ultimate criminal charge and penalty.	
A, M, T	<p>Students will complete the GRASP Activity</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> - Teacher-made slides and presentations - Teacher made guided notes - questions - GRASP template, teacher made directions and rubrics. 	

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CCW 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSL 11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSL 11-12.1.d - 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 information or research is required to deepen the investigation or complete the task.</p> <p>CCSL 11-12.5 - Make strategic</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Confidently speak in front of a crowd • Form a persuasive argument • Observe verbal and nonverbal clues • Identify strengths and weaknesses of arguments • Work as part of a team toward a common goal 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Attorneys employ different strategies depending on which side they are on. • It is important to have a skilled attorney. • The more prepared you are, the better you will do. • For any argument, it is beneficial to be able to see and understand the other side's argument. • Even if you are right, you may not win. • Your non-verbal cues are just as important as your verbal cues when trying to convince someone of something. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What personality traits are better suited for a prosecutor versus a defense attorney? • Are the ethics and morals of an attorney challenged as part of the job? • How can the effort and skills of an attorney affect their client? • How could our current court system be improved? • What is more important, following the rules of the court, or getting to the truth? • Is it important for the jury to like you?

use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. NBEA National Business Education Association: Basics of the Law Achievement Standard I: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none">● The prosecution always goes first in a criminal proceeding.● Direct examination questioning is when you are asking your own witness a question and can be open-ended.● Cross examination questioning is when you are asking the opposing side’s witness a question and should be yes or no or closed ended only.● Attorneys are responsible for preparing their witnesses for direct and cross examination questions.● Witnesses are responsible for preparing how to answer all questions and practicing their verbal and non-verbal communication.● The jury must come to a unanimous decision or there is a mistrial.● The judge decides what is admissible in court and rules on objections.	<i>Students will be skilled at...</i> <ul style="list-style-type: none">● Analyzing facts of a case● Utilizing higher level thinking when preparing an argument and a counter-argument● Identifying strengths and weaknesses of both sides of a case or situation● Recognizing the importance of non-verbal expression● Comprehending legal cases and their outcomes

STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of all submitted work, as well as the mock trial performances.</p> <p>Peer Review evaluating public speaking skills including: loud voice, staying in character, knowledge of role, professionalism and knowledge of information.</p> <p>Impact - Performance - was the task complete - were the questions created by the attorneys complete and show higher level thinking and strategy. Did the witnesses memorize their affidavit and provide high level answers. Was the judge knowledgeable in the process of the court proceedings and conduct his role appropriately.</p> <p>Content - Was the line of questioning appropriate and indicative of a higher level strategy? Did the attorneys object at appropriate times, with a correct answer from the judge. Did the witnesses provide accurate testimony? Did the jurors remain on task and provide thorough notes.</p> <p>Quality - All students remain in character and act professional and reasonable at all times.</p> <p>Process - The judge will run the entire mock trial with minimal assistance from the teacher.</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal: Students will prepare for a legal case and conduct themselves appropriately in a mock trial situation based on their assigned role.</p> <p>Role: Each student will be given a role (judge, prosecutor, defense attorney, prosecution witness, defense witness, or juror.</p> <p>Audience: Classmates (others in the trial) and your teacher (court personnel) will be evaluating your presentation.</p> <p>Situation: A group of students left campus during lunch and were driving back to school when they struck another student crossing the street. The driver of the car is being charged with vehicular manslaughter. Depending on the assigned role, students will prepare for the mock trial and play their role during the trial.</p> <p>Product and / or Performance: After reading the case details, students will be responsible for....</p> <p>Prosecution and Defense Attorneys - Preparation - Determining the main objective of the case and develop strategy to prove your points and obtain a favorable outcome from the jury. Create all questions that will be asked of your witnesses, as well as questions for opposing witnessing and lastly, prepare your witnesses for cross examination. Attorneys must also become familiar with objections and prepare opening and closing statements. Submit a trial packet. Performance - Attorney will present the opening and closing statements as well as remain in character while questioning witnesses, identifying errors in opposing witnesses testimony, adjusting on the fly, and proving their case.</p> <p>Prosecution and Defense Witnesses -</p>

		<p>Preparation - Read through and memorize the affidavit for your character. Determine the strengths and weaknesses of your testimony. Assist attorney for your side in creating and answering questions while also predicting questions the opposing side will ask. Submit a trial packet.</p> <p>Performance - Take the stand during the trial, staying in character, remembering testimony and thinking in the moment for any unplanned situations that may arise.</p> <p>Judge -</p> <p>Preparation - research the roles and responsibilities of judges, as well as the rules for “sustaining” or “overruling” objections from lawyers. Read through the mock trial rules and the procedures to run a mock trial. Submit a paper of your research for a trial preparation grade.</p> <p>Performance - Coordinate and run all aspects of the mock trial, including swearing in witnesses and handling the attorneys and witnesses on both sides, as well as the jury.</p> <p>Jurors -</p> <p>Preparation - research the role of a juror and explore famous or infamous juries throughout our history. Submit a research paper on the roles of jurors in our criminal court system.</p> <p>Performance - Participate by actively listening to testimony and take notes on each witness. Be able to identify inconsistencies in testimony and make determinations on the credibility of witnesses. Jurors will deliberate and come to a decision at the end of the trial. Jurors must submit juror notes for a grade upon completion of the trial.</p>
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Stage 3 – Learning Plan	
Code	<p><i>Pre-Assessment</i></p> <p>Pre-assessments will be given to determine student's prior knowledge regarding court procedures and rules.</p>

	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Teacher will lead discussion regarding the various roles in a mock trial while also explaining court proceedings and how a trial runs from start to finish including the roles and responsibilities of all players.	<p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> - Whole class, small group, and partner discussions and work. - Direct and cross examination questions and responses - Ability to work as part of a team toward a common goal - Student ability to perform in a role playing situation. - Student completion of packets with higher level thinking questions. - Student participation in mock trial.
A, M	Students will create their questions and develop strategy for their side of the trial. Prosecution members will work together, Defense members will work together, Jurors and judge will work together.	
A, M, T	Students will participate in the mock trial.	
A, M, T	<p><u>Resources:</u></p> <p>Additional Resources:</p> <ul style="list-style-type: none"> - Teacher-made slides and presentations - Mock trial videos - Mock trial case study - Teacher made directions and rubrics. 	

