

San Jacinto Unified School District New Course Proposal

For more information on how to complete this form please contact:

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jcovacevich@sanjacinto.k12.ca.us

Mock Trial

Your email address (sseward@sanjacinto.k12.ca.us) was recorded when you submitted this form.



Signature Page must be printed and wet signed

Access Signature Page at this link <https://docs.google.com/a/sanjacinto.k12.ca.us/document/d/1TO2G1fXxR6WGNhinPY-oNaxtY130cZHUOjTT3Ntv5Zg/edit?usp=sharing>

School *

SJHS

New Course Proposal Submitted By: *

Seward

Course Title *

Mock Trial

Transcript Title (15 characters or less) *

Please be sure to count each character and spaces used to be no more than 15.

Mock Trial

Course Code (assigned by Data Management, extension 4221):

H0800

Academic Department *

History/Social Science

Graduation Requirement Met *

Electives

Honors (*note: Honors courses seeking A - G status must offer a non-Honors equivalent course) *

No

Grade Level (check all that apply) *

- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

Pre-Requisite (list all that apply) *

n/a

Co-Requisite (list all that apply) *

n/a

Possible credits *

10 - year long class

Course Learning Environment *

- Classroom Based
- Online/Hybrid

CALPADS Course Code (assigned by Data Mgt.)

9180

Career Technical Education Courses

Will this course be part of CTE Pathways? *

No ▾

Is this an Integrated Course (Academics with Career Technical Education) *

No ▾

CTE Courses Only: Indicate the Level of the Course:

▾

CTE Courses Only: Indicate the Industry Sector

▾

CTE Courses Only: Career Pathway & Code Pathway Name

Submitting Courses That are Program Status, Courses Modeled After Another Institution, or Online, or AP

Course Plans for Program Status, Online, or AP must be attached to this form.

Will this course meet any of the descriptors above? *

Yes ▾

Program Status Courses (can be auto approved) - Name the Exact Program and Course Title:

Submitting a Course Modeled After Another Institution:

When modeling after another institution's course, you will also need to enter a course overview specific to San Jacinto Unified School District as well as course content specific to SJUSD. Any course modeled after another institution's course will not move forward until it has been written to reflect SJUSD's unique needs.

Submitting a course modeled after another institution.

Which school and ATP code? Must state exact course title.

Adopt an Online Publisher Course

Adopt a Program Status Course

Advanced Placement (AP) Courses Only: Please answer the following questions:

This section only applies to AP courses.

AP Courses Only: Date Submitted to CollegeBoard for AP Audit:

Exact Course Title

CollegeBoard Authorization Code

Course Content

Please note: There are not specific requirements regarding the number of units each course should have. For reference: University of California A-G Guide: <http://www.ucop.edu/aguide/a-g-requirements/index.html> Copy and paste the link into your web browser for course samples.

Course Overview: Provide a brief summary (3 - 5 sentences) of the course's content. *

This course is designed to help students understand the mechanisms and principles of the American Justice System. Using landmark Supreme Court cases, students will learn various topics pertaining to legal principles and practices. Eligible students will participate in a county-wide mock trial competition.

For EACH UNIT of the course, please provide:

1. A unit title
2. A concise 3 - 5 sentences describing the topics being addressed that demonstrate the critical thinking, depth, and progression of the content covered.
3. A brief 3 - 5 sentences summarizing a key assignment from this unit and covering:
 - a. how a student will complete this assignment
 - b. what a student will produce
 - c. what the student will learn

Most importantly, use the unit(s) and key assignment(s) to demonstrate that the course meets the subject specific course criteria on the A - G Guide.

Units (outline each unit in the section provided. Indicate new units with a number and title) *

Unit One: The Police: the role of police in society, police methods of investigation (Miranda v. Arizona, Gideon v. Wainwright; Rumsfeld v. Padilla)
 Unit Two: The Criminal Case: students will examine the court system and the case process, pretrial, and trial procedures. (OJ Simpson Case)
 Unit Three: Crime: students will learn about various types of crime, defenses, criminals and victims, as well as the concept of justice. (Constitution, Bill of Rights, Nixon v. US; Maybury v. Madison, Free Speech, privacy)
 Unit Four: Corrections: Students will learn about the history of corrections and society; current debates involving rehabilitation and punishment, alternatives to prison, capital punishment (Furman v. Georgia; California v. Tookie Williams)
 Unit Five: Juvenile Justice: Students will examine how delinquency leads to criminality, effects of delinquency, juvenile detention (students will debate the juvenile felony murder doctrine and the rights of juveniles)

Course Materials

Provide the COURSE MATERIALS that students use and analyze throughout the course. When appropriate, please incorporate these materials into the course's unit descriptions in the COURSE CONTENT section. Some subject areas and disciplines require courses to include specific course materials. Please refer to the subject course criteria in the link above and/or the California Department of Education (<http://www.cde.ca.gov/ci/cr/cf/imagen.asp>) for more information.

Course Material

Please access the hyperlinked Google Slide deck for a sample of the required information for any course materials that will be used in the course.

Google Slide Deck Link w/samples

<https://docs.google.com/a/sanjacinto.k12.ca.us/presentation/d/1LaBuMtWAqL9bMaPKGQ8ooRZ6AZOLtS2PV0HGPudpYqo/edit?usp=sharing>

Select Course Material (select all that apply) *

- Textbook
- Literary Text
- Manual
- Periodical
- Scholarly Article
- Website
- Primary Document
- Multimedia
- Other

Course Material: Primary *

Case from RCOE

Course Materials: Additional (if applicable)

Misc. Supreme Court Cases

A-G Courses

For courses seeking A - G status please answer the questions below

Is this course being submitted for A-G status? *

Yes ▾

Subject for A - G status

- "A" History/Social Science
- "B" English
- "C" Mathematics

- "D" Lab Science
- "E" Language Other Than English
- "F" Visual and Performing Arts
- "G" Elective

Name the Discipline (i.e. US History, LOTE, Theater, etc.)

History

Is this an Integrated Course (Academics with Career Technical Education)

- Yes
- No

Does this course need to be retro-activated to a previous year?

No ▾

If yes, which year(s)?

- 2017-2018
- 2016-2017
- 2015-2016
- 2014-2015

Final Review

Please review your course prior to submission to ensure it meets all requirements, courses will not be moved forward until they have provided all the required information.

End of Course Submission

Before you submit, please verify that you have completed all required components for submission.

[Quoted text hidden]

Mock Trial

Yucaipa Senior High School (053820)

Basic Course Information

Title:	Mock Trial
Transcript abbreviations:	Mock Trial / 0259/20259
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / History / Social Science
UC honors designation?	No
Prerequisites:	World History or higher (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	9th, 10th, 11th, 12th
Course learning environment:	Classroom Based

Course Description

Course overview:

This course is designed to help students understand the mechanisms and principles of the American justice system, which affects all citizens and residents. Using landmark supreme court cases, students will learn various topics pertaining to legal principles and practices, constitutional law, legal concepts and terminology, court room procedures, understanding of law

enforcement, judiciary procedures and interpretation and enforcement of laws. Additionally, emphasis is placed on the applications of principles through the process of role playing in the various situations one may encounter pertaining to the justice system and trials.

Course content:

Unit One: The Police:

Students learn about the role of police in society, police methods of investigation, arrest and pretrial procedures, limits of police authority under the law. Students read supreme court cases *Miranda v. Arizona*, *Gideon v. Wainwright*, *Rumsfeld v. Padilla*, *Mapp v. Ohio* and *Wolf v. Colorado*. Students also examine warrant-less wiretaps.

Key Assignments:

1. Students will place key events, court cases, and people of the historical era they are studying in a chronological sequence and within a spatial context; they will interpret timelines.
2. Students will correctly apply terms related to time, including past, present, future, decade, century and generation.
3. Students will explain how the present is connected to the past identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students will differentiate between primary and secondary sources.
5. Students will pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks and architecture.
6. Students will distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
7. Students will summarize the key events of the era they are studying and explain the historical contexts of those events.
8. Students will identify how culture of the times has had an effect on the legal system and key decisions in the rule of law.
9. Students identify and interpret the multiple causes and effects of historical events.
10. Student conduct cost-benefit analyses of historical and current events; including the costs involved in the justice and criminal systems.
11. Students will participate in mock trials designed to develop speaking and literacy skills.

Instructional Methods and/or Strategies:

1. DII strategies;
2. Cooperative groups;
3. Socratic seminar;
4. Mock trial reenactments;
5. Speeches; and
6. Research projects and presentations

Assessment Including Methods and/or Tools:

Assessments will be divided into the following percentages for a total grade [100%]:

- Homework: 10%
- Test/Quiz: 30%
- Writing Assignments: 20%
- Participation/Mock Trials: 20%
- Research Projects: 20%

Unit Two: The Criminal Case:

Students examine the court system and the case process, pretrial and trial procedures. Students will examine the OJ Simpson case and debate the significance of the verdict.

Key Assignments:

1. Students will place key events, court cases, and people of the historical era they are studying in a chronological sequence and within a spatial context; they will interpret timelines.
2. Students will correctly apply terms related to time, including past, present, future, decade, century and generation.
3. Students will explain how the present is connected to the past identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
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- Writing Assignments: 20%
- Participation/Mock Trials: 20%
- Research Projects: 20%

Unit Three: Crime:

Students learn about the various types of crime, defenses, criminals and victims; as well as, the meaning of justice. To understand crime, students examine the basis of law as laid down in the Constitution and the Bill of Rights. Major supreme court cases on balances of power (Nixon v. US; Maybury v. Madison), free speech (Tinker v. Des Moines), sedition (Sacco and Vanzetti) and privacy (Roe v. Wade, Casey v. Planned Parenthood) are read and discussed. Students role play a simulation involving the Sean Bell case involving a police killing a suspected gang member.

Key Assignments:

1. Students will place key events, court cases, and people of the historical era they are studying in a chronological sequence and within a spatial context; they will interpret timelines.
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2. Cooperative groups;
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- Writing Assignments: 20%
- Participation/Mock Trials: 20%
- Research Projects: 20%

Unit Four: Corrections:

Students will learn about the history of corrections and society, current debates involving rehabilitation and punishment, alternatives to prison, and capital punishment. Major supreme court cases will be examined including *Furman v. Georgia* and *California v. Tookie Williams*.

Key Assignments:

1. Students will place key events, court cases, and people of the historical era they are studying in a chronological sequence and within a spatial context; they will interpret timelines.
2. Students will correctly apply terms related to time, including past, present, future, decade, century and generation.
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- Writing Assignments: 20%
- Participation/Mock Trials: 20%
- Research Projects: 20%

Unit Five: Juvenile Justice:

Students will examine how delinquency leads to criminality, the problems society faces about delinquency, how the Constitution treats children, and Juvenile detentions. Students will debate the juvenile felony murder doctrine and the citizen rights of juveniles.

Key Assignments:

1. Students will place key events, court cases, and people of the historical era they are studying in a chronological sequence and within a spatial context; they will interpret timelines.
2. Students will correctly apply terms related to time, including past, present, future, decade, century and generation.
3. Students will explain how the present is connected to the past identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
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- Participation/Mock Trials: 20%
- Research Projects: 20%

course Materials

› course materials have been added to this course.

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New Course Signature/Approval Page

I. Suggested Course Title: Mock Trial

II. Department(s): History / Elective

III. School: SJHS

IV. School Committee Members:

a. Name: Enkele Gardner

Signature: [Signature]

b. Name: Justin Carmon

Signature: [Signature]

c. Name: J. Spriggs

Signature: [Signature]

d. Name: S. Seaward

Signature: [Signature]

e. Name: _____

Signature: _____

V. Committee Meeting Date(s): 10/24, 11/6

VI. Department Chair Signature:

a. Name: Christina Thomas Signature: [Signature]

Date: 12/10/19

b. Name: _____ Signature: _____

Date: _____

VII. Principal Signature:

a. Name: Courtney Hall Signature: [Signature]

Date: 12/10/19

VIII. Course Proposal Reviewed by Educational Services:

a. Director, Educational Services: [Signature] Janet Covacevich

Signature: _____ Date: 12/18/19

b. Assistant Superintendent of Educational Services: [Signature]

Signature: _____ Date: 1/10/2020

IX. Course Proposal Approved by the Board of Trustees:

a. SJUSD Board of Trustees President: _____
Signature: _____ Date: _____