



INDIANA BAR
FOUNDATION

Indiana Mock Trial Standards Alignment



Alignment of Mock Trial to the
Indiana Academic Standards for:

Social Studies
English Language Arts

Introduction

Mock Trial is a program of the Indiana Bar Foundation, designed to teach the judicial branch of government, rule of law, public speaking, critical reading, argumentative writing, and an appreciation for the American legal system. By using Mock Trial in schools and classrooms, students gain a better understanding of the judicial system, enhance their literacy skills, and increase interpersonal skills.

Mock Trial has proven to be an effective learning tool for students. It helps students understand the law, practice critical thinking, and gain greater confidence with public speaking. Participants experience for themselves the difficulties that judges, lawyers, and juries face in determining which facts are relevant and what legal arguments are most effective.

Students learn first-hand about the law, court procedures and the judicial system while also building critical 21st century skills. Students will also develop understanding and appreciation for the law, court procedures, and the judicial system. A deeper understanding of constitutional rights and responsibilities of a citizen are also developed through Mock Trial.

Through participating in Mock Trial, students will analyze the foundations and functions of the American legal system and examine types of laws, the individual's relationship to the law and major court decisions. The basic legal skills and knowledge learned in class are significantly enhanced and developed to maturity through providing students with optional opportunities for extra-curricular competition in Mock Trial at the Regional and State levels

This document is designed to help teachers and administrators understand the academic quality of the mock trial program and its alignment to the Indiana Academic Standards. Teachers and administrators should feel comfortable and confident that the program enhances the academic experience and learning of students and is built to be used as a compliment to what is already expected to be taught in school.

The Indiana Bar Foundation thanks mock trial teachers Amanda Antey, Castle High School, Newburgh, and Amy Elliot, John Adams High School, South Bend, for their work in aligning the standards to the mock trial program.

Table of Contents

| Subject Alignment | Page |
|-----------------------------------------------------|-------------|
| U.S. Government | 3 |
| U.S. History | 5 |
| Indiana Studies | 6 |
| Sociology | 7 |
| Psychology | 9 |
| English Language Arts Reading Nonfiction | 11 |
| English Language Arts Reading Vocabulary | 12 |
| English Language Arts Writing | 13 |
| English Language Arts Speaking and Listening | 18 |

| United States Government | | |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard | Standard Description | Connection to Mock Trial |
| USG.1.7 | Define and provide examples of constitutionalism, rule of law, limited government, and popular sovereignty in the United States Constitution and explain the relationship of these constitutional principles to the protection of the rights of individuals. | Through Mock Trial, students will understand their role as citizens and respect the rights of others. Due process can be explained through using the court procedures used in Mock Trial in both civil and criminal trials. They will also examine individual rights in the American legal system. |
| USG.2.8 | Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy. | Through Mock Trial, students will understand their role as citizens and respect the rights of others, understand due process and the steps and process in both civil and criminal trials, and understand the roles of attorneys, judges, and juries in the American legal system. They will understand the parties to a case in both civil and criminal trials. Students will also understand how a courtroom operates during a legal proceeding and examine individual rights in the American legal system. |
| USG.3.2 | Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, and republican government. Provide examples of these principles in the governments of the United States and Indiana. | Through Mock Trial, students will understand their role as citizens and respect the rights of others and students will understand due process and the steps and process in both civil and criminal trials. Students will also understand the roles of attorneys, judges, and juries in the American legal system, understand the parties to a case in both, examine individual rights in the American legal system. |
| USG.3.6 | Compare and contrast the enumerated, implied, and denied powers in both the United States Constitution and the Indiana Constitution. | While not seen in by solely participating in Mock Trial, lessons can be generated to showcase this standard. In particular, lessons can be created looking at right to trial, right to juries, right to not incriminate oneself, etc. |

| | | |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| USG.3.11 | Analyze the functions of the judicial branch of the United States and Indiana governments with emphasis on the principles of due process, judicial review, and an independent judiciary. | Through Mock Trial, students understand the judicial branch of government. They need to understand how the independent judiciary becomes the forum to offer criminal and civil disputes. Students will understand due process and the steps and process in both civil and criminal trials. They will learn the roles of attorneys, judges, and juries in the American legal system. Students will also understand how a courtroom operates during a legal proceeding. |
| USG.5.3 | Discuss the individual's legal obligation to obey the law, serve as a juror, and pay taxes. | Through Mock Trial, students will understand their roles and responsibilities as citizens. Mock Trial's learning about the judicial system helps students understand the role and importance of a jury and being a juror. Mock Trial also shows the students the importance of obeying the law and the consequences for not doing so. |

United States History

| Standard | Standard Description | Connection to Mock Trial |
|-----------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| USH.7.5 | Identify and analyze the significance of key decisions of the Warren Court. | Though this standard is not directly connected by participating in Mock Trial, key decisions of the Warren Court can be integrated into connecting lessons. Examples can be analyzing the legal rules coming out of <i>Gideon v. Wainwright</i> (right to counsel) and <i>Miranda v. Arizona</i> (criminal procedure). |

| Indiana Studies | | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard | Standard Description | Connection to Mock Trial |
| IS.1.37 | Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | Throughout a trial, all parts of the case are analyzed to present for the defense and prosecution. Witnesses need to know their own statement particularly well to present their witness, and attorneys must put together all parts of the case in their opening and closing argument and support that case in their direct and cross examinations |
| IS.2.2 | Describe and characterize individual rights, such as freedom of speech, freedom of religion, and the right to education, that are protected in Indiana's Constitution, including a focus on Articles I and VIII. | Several rights within the Indiana Constitution are underlined in Mock Trial and lessons can be created to showcase its connection. These include Article I, Section 12 (open courts and due process), Section 13, (public trials), and Section 1 (double jeopardy and self-incrimination). |
| IS.2.3 | Analyze and compare the major functions, responsibilities, and relationships of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the 1816 and 1851 Indiana Constitutions. | In Mock Trial, students are required to heavily study the Judicial Branch and how it applies and connects to the other branches of the government. The research is not only done on the federal Judicial System, but also state and county courts as well. By becoming aware of how the court systems work across the country, further knowledge can be gained about how the government of the United States functions as a whole. |

| Sociology | | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard | Standard Description | Connection to Mock Trial |
| S.1.7 | Distinguish fact from opinion in data sources. | Students will be asked to analyze exhibits and witness statements. Upon analyzing they will form a deeper understanding for the impact of evidence. |
| S.2.3 | Identify and apply elements of nature vs. nurture in explaining human social behavior. | Students will be required to deeply analyze the witness backgrounds and motivations (because of those backgrounds). |
| S.7.2 | Identify basic social institutions and explain their impact on individuals, groups, and organizations within society and how they transmit the values of society. | Students will be asked to evaluate a witness and be able to produce information based on their environments, age, schooling, etc. The students should also be able to come up with a rough understanding of the witness' credibility based on the profile. |
| S.7.5 | Examine one or more important social institutions (such as marriage, family, education, health care, Judicial system, religion) and their functions for society; consider how conflict theory sees the institution. | Over time, students should be introduced to multiple case types, which will widen their grasp on court and trial cases. Some types include marital, education, health, criminal, etc. By offering different types of cases, the students then can analyze witnesses with a different state of mind per case. |
| S.9.5 | Examine how individuals and groups respond to social problems. | Deviance can be seen in criminal behavior and what leads people to commit crimes. Conflict can be in the witness statements and between parties in the courtroom. The judicial system is a functionalist institution, which allows students to work together. Mock Trial also promotes group work and cooperation from an interactionist perspective |
| S.11.1 | Define deviance and analyze deviance from a functionalist, a conflict, and an interactionist perspective. | Mock Trial promotes critical thinking regarding good social control and bad social control in the realm of the court system. Mock Trials allow students to form opinions on court proceedings. |
| S.11.2 | Identify formal and informal, as well as positive and negative forms of social control employed in our society. | Mock Trial showcases the roots of deviance in conflict, whether that is within the relationships between witnesses or on a bigger societal scale. |

| | | |
|---------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S.11.7 | Examine deviance from a conflict perspective. | Students should be placed into similar environments as a courtroom, which gives them the opportunity to practice with room for failure. Teachers should require similar procedures when practicing conflict in court. |
| S.11.8 | Identify types of crime and its consequences. | Deviance is seen in criminal behavior and what leads people to commit crimes. While conflict can be in the witness statements and between parties in the courtroom. The judicial system is a functionalist institution. Mock Trial promotes group work and cooperation from an interactionist perspective. |

| Psychology | | |
|------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard | Standard Description | Connection to Mock Trial |
| P.5.3 | Distinguish between stress and distress. | Students will have to determine whether an individual is under stress or experiencing distress in specific situations. Students will also have stressors on themselves and must learn how to quickly overcome and adapt in a case. Students learn how to properly deal with stressful situations and use de-escalation. |
| P.5.4 | Identify environmental factors that lead to stress. | Students will be able to identify and properly deal with stressful factors in the courtroom to have a successful trial. Students will be able to look at testimonies and be able to figure out and decipher stressful factors when it comes to a crime or civil wrong that was committed. |
| P.6.1 | Describe the characteristics of abnormal behavior. | Students will be able to analyze an individual's actions and whether that constitutes a crime. Students will be able to use their knowledge when it comes to abnormal behavior to structure testimony and questioning. |
| P.7.5 | Discuss the various types of conflict and the processes involved in conflict resolution. | Students will be able to identify and analyze external conflicts and how they affect the workings of a courtroom. Students will learn how to object and handle objections from the other side during a trial. Students will be able to understand what creates a hostile individual and how to deal with hostile witnesses and situations in the courtroom using de-escalation techniques. |
| P.7.6 | Explain how stereotypes, prejudice, and discrimination influence behavior | Students will learn how to identify and deal with biases in the courtroom on the attorney level. Students will be able to find biases in witness statements and figure out how to deal with said biases. |

| | | |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P.8.1 | <p>Understand the six steps involved in critical thinking; knowledge, comprehension, application, analysis, synthesis, and evaluation.</p> | <p>Students will be able to analyze information from witness testimonies to create compelling questions that support their case. Students will learn how to respond to both direct and cross examinations. They will be able to think quickly when it comes to questions they were not prepared for from the cross attorney. Students playing the role of an attorney will learn how to object and how to respond to objections from the other side.</p> |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| English Language Arts Reading Nonfiction | | |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard | Standard Description | Connection to Mock Trial |
| 9-10.RN.2.3 | Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them. | Students follow the series of events that occur among several witness statements. They draw the connections from the different sources to make a cohesive theory of their trial argument. |
| 11-12.RN.2.3 | Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, or individuals develop throughout the text. | Students follow the series of events that occur among several witness statements. They draw the connections from the different sources to make a cohesive theory of their trial argument. |
| 9-10.RN.4.1 | 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. | Students read witness statements and determine the validity of the statement and the argument. Students must determine relevancy and truthfulness of the statement and how best to use the valid parts to their favor as aligned to their theme and theory of the case. |
| 11-12.RN.4.1 | Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning. | Students read witness statements and determine the validity of the statement and the argument. Students must determine relevancy and truthfulness of the statement and how best to use the valid parts to their favor as aligned to their theme and theory of the case. |

| English Language Arts Reading Vocabulary | | |
|------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard | Standard Description | Connection to Mock Trial |
| 9-10.RV.2.1 | Use context to determine or clarify the meaning of words and phrases. | Students follow the series of events that occur among witness statements. They draw the connections from the different sources to make a cohesive theory of their trial argument. The legal system has vocabulary unique to itself. Using the context, students can understand the use of these words in the legal context. |
| 11-12.RV.2.1 | Use context to determine or clarify the meaning of words and phrases. | Students follow the series of events that occur among witness statements. They draw the connections from the different sources to make a cohesive theory of their trial argument. The legal system has vocabulary unique to itself. Using the context, students can understand the use of these words in the legal context. |

| English Language Arts Writing | | |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard | Standard Description | Connection to Mock Trial |
| 9-10.W.1 | Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts. | Students prepare opening statements, questions for the examination and cross-examination of witnesses, and closing arguments, drawing from case evidence for each task. |
| 11-12.W.1 | Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts. | Students prepare opening statements, questions for the examination and cross-examination of witnesses, and closing arguments, drawing from case evidence for each task. |
| 9-10.W.3.1 | <p>Write arguments in a variety of forms that:</p> <ul style="list-style-type: none"> a. Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Use rhetorical strategies to enhance the effectiveness of the claim c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a consistent style and tone appropriate to purpose and audience. f. Provide a concluding statement or section that follows from and supports the argument presented. | <p>Students create an argument to determine guilt/innocence (criminal) or liable/non liable (civil). This is crafted in their case theme written in both opening statement and closing argument. Students need to develop their claim and counter the opposing argument, using the evidence of the witness statements and exhibits.</p> <p>Students will also support their argument with evidence, claims, and reasoning; they also evaluate sources for credibility and refute counterarguments.</p> |

| | | |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11-12.W.3.1 | <p>Write arguments in a variety of forms that</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Use rhetorical strategies to enhance the effectiveness of the claim c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use effective and varied transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a consistent style and tone appropriate to purpose and audience. f. Provide a concluding statement or section that follows from and supports the argument presented. | <p>Students create an argument to determine guilt/innocence (criminal) or liable/non liable (civil). This is crafted in their case theme written in both opening statement and closing argument. Students need to develop their claim and counter the opposing argument, using the evidence of the witness statements and exhibits. Students will also support their argument with evidence, claims, and reasoning; they also evaluate sources for credibility and refute counterarguments.</p> |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9-10.W.3.3 | <p>Write narrative compositions in a variety of forms that</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. b. Create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | <p>Witnesses create convincing personas with their use of detailed language, precise words, as well as vivid and sensory details. The witnesses create a story of their character and portray that on the witness stand. The students will write answers to questions of their attorneys and anticipated questions of the cross-examination.</p> |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11-12.W.3.3 | <p>Write narrative compositions in a variety of forms that</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. b. Create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | <p>Witnesses create convincing personas with their use of detailed language, precise words, as well as vivid and sensory details. The witnesses create a story of their character and portray that on the witness stand. The students will write answers to questions of their attorneys and anticipated questions of the cross-examination.</p> |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9-10.W.4 | <p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative</p> <ul style="list-style-type: none"> a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. b. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia) c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate. | <p>Students spend several months planning, developing, drafting, and revising their respective scripts of the trial elements, including opening statements, closing arguments, witness testimonies, and possible objections to arguments from opposing counsel.</p> |
| 11-12.W.4 | <p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative</p> <ul style="list-style-type: none"> a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. b. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate. | <p>Students spend several months planning, developing, drafting, and revising their respective scripts of the trial elements, including opening statements, closing arguments, witness testimonies, and possible objections to arguments from opposing counsel.</p> |

| English Language Arts Speaking and Listening | | |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard | Standard Description | Connection to Mock Trial |
| 9-10.SL.2.3 | Work with peers to establish norms for collegial discussions and decision-making, set clear goals and deadlines, and individual roles as needed. | Students work with their teammates and coaches, engaging in cooperative discussions, determining individual responsibilities, and working toward both short-term milestones and the long-term common goal. |
| 11-12.SL.2.3 | Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. | Students work with their teammates and coaches, engaging in cooperative discussions, determining individual responsibilities, and working toward both short-term milestones and the long-term common goal. |
| 9-10.SL.2.4 | Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | Students collaborate with and challenge each other in preparation for mock trial competitions, where they will be evaluated by a panel of scoring and presiding judges. |
| 11-12.SL.2.4 | Expand 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. | Students collaborate with and challenge each other in preparation for mock trial competitions, where they will be evaluated by a panel of scoring and presiding judges. |
| 9-10.SL.3.2 | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence. | Attorneys listen to evidence, questioning, testimony, and objections, being prepared to respond, improvise, and pivot as necessary during a trial. |
| 11-12.SL.3.2 | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. | Attorneys listen to evidence, questioning, testimony, and objections, being prepared to respond, improvise, and pivot as necessary during a trial. |
| 9-10.SL.4.1 | Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task. | Attorneys synthesize case background information, witness statements, and exhibits, as well as oral witness testimony to effectively argue their cohesive theory of the case. |

| | | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11-12.SL.4.1 | Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose, audience. | Attorneys synthesize case background information, witness statements, and exhibits, as well as oral witness testimony to effectively argue their cohesive theory of the case. |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|