

Established Goals (G): NJSLA Standards

6.1.5.CivicsDP.1: Using evidence, explain how the core civics virtues, and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good)
6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives
6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

Grade 3

RL.3.1: Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RF.3.4: Read with sufficient accuracy and fluency to support comprehension.
RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Grade 4

RL.4.1: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.
RF.4.4: Read with sufficient accuracy and fluency to support comprehension
W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Grade 5

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

Grade 6

RH.6.8: Distinguish among fact, opinion, and reasoned judgment in a text.

RL.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.3: Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.4: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<p>Enduring Understandings (EU): <i>Students will understand that</i> U1 – Laws are rules everyone needs to follow in our society. U2 – Civil court cases are determined by reasoned judgments determined by preponderance of evidence U3 – Criminal cases are determined by a unanimous jury verdict beyond reasonable doubt U4 – Impact on judicial decisions by becoming impartial observers in the disputes of other people U5 – A writer’s choice of word can affect the meaning of text</p>	<p>Essential Questions (EQ): Q1 – Why are laws important? Q2 – Who makes laws? Q3 – What is fair and just in our society? Q4 – What is the difference between civil and criminal cases? Q5 – Why is a person innocent until proven guilty? Q6 – How does a jury decide a verdict? Q7 – How does testimony affect the verdict? Q8 – How does the burden of proof impact a decision?</p>
<p>Students will know... K1 – How to develop a mock trial K2 – Various parts of a mock trial case K3 – Importance of remaining impartial K4 – Difference between civil and criminal cases</p>	<p>Students will be able to... S1 – Read and analyze previous winning NJSBF Mock Trial cases S2 – Create and develop the Mock Trial case based on appropriate topic S3 – Use evidence and testimonies as strategies to present the best possible case for a side S4 – Research and develop facts, issue, witnesses, witness statements, instructions, sub-issues, concepts, and law for the NJSBF Mock Trial case</p>
<p>Performance Tasks (if applicable):</p> <ul style="list-style-type: none"> - Read and analyze mock trial cases - Formulate a verdict for those cases - Explore the difference and examples of fact vs opinion - Identify the components of a trial - Brainstorm and develop class ideas for NJ State Bar Foundation Law Fair mock trial case - Develop, write, and edit facts, issue, witnesses, witness statements, instructions, sub-issues, concepts, and law of the mock trial cases to be submitted to the NJSBF Law Fair - Submit completed class mock trial case to NJSBF Law Fair 	<p>Other Evidence: <i>Formal:</i></p> <ul style="list-style-type: none"> - Narratives - Rubrics - Quizzes - Tests - Other assessment <p><i>Informal:</i></p> <ul style="list-style-type: none"> - Pre-assessment - Informal observations - Other
<p>Teacher Notes:</p>	

<u>Time</u>	<u>Content</u>	<u>EQ</u>	<u>EU</u>	<u>Activities</u>	<u>Assessment</u>	<u>Standards</u>
90 min	Why Are Laws Important? Who Makes Laws? Students will define legal vocabulary including law, attorney, lawyer, trial, professionalism, and fact pattern	Q1 Q2 Q3	U1	Students will explore what they know and want to know about the legal system by completing a KWL chart. Class discusses rules everyone has Students will view <i>‘The Case of the Stolen Candy Bar: The People vs Joe Jones’</i> See Link 1 Students will list the 5W’s (who, what, when, where, and why) used when analyzing <i>The Case of the Stolen Candy Bar</i> and formulate their verdict. Students will participate in a class discussion about the verdict.	KWL chart – for example, Link 2 5W’s worksheet – for example, Link 3 Observation	<u>Grade 3</u> RL.3.1 RF.3.4 RI.3.8 SL.3.1 SL.3.4 L.3.1 L.3.2 L.3.3 6.1.5.CivicsDP.1 Grade 4-6 – see Standards above
Link 1: https://www.youtube.com/watch?v=Fm0pIpPQuaU Link 2: https://www.facinghistory.org/sites/default/files/KWL_Chart_handout_v.final_.pdf Link 3: https://www.hometimeactivities.com/wp-content/uploads/2020/07/The-Five-Ws-Questions-Free-Worksheet.pdf						
30 min	Why Are Laws Important? Who Makes Laws? Students will define legal vocabulary including law, attorney, lawyer, trial, professionalism, and fact pattern	Q6 Q7 Q8	U2 U4	Students will read and interpret <i>The Case of the Missing Puppy</i> from NJSBF Mini-Court pp. 10-15 See Link 4 Students will list the 5W’s (who, what, when, where, and why) used when analyzing <i>The Case of the Missing Puppy</i> and formulate their verdict. Students will participate in a class discussion about the verdict.	5W’s worksheet – for example, Link 3 Observation	<u>Grade 3</u> RL.3.1 RF.3.4 RI.3.8 SL.3.1 SL.3.4 L.3.1 L.3.2 L.3.3 Grades 4-6 – see Standards above
Link 3: https://www.hometimeactivities.com/wp-content/uploads/2020/07/The-Five-Ws-Questions-Free-Worksheet.pdf Link 4: https://njsbf.org/wp-content/uploads/2017/03/k-2-mini-court2000.pdf						

<u>Time</u>	<u>Content</u>	<u>EQ</u>	<u>EU</u>	<u>Activities</u>	<u>Assessment</u>	<u>Standards</u>
30 min	Civil vs Criminal	Q4	U2 U3	Students will discuss and define types of crimes NJSBF Resources for Teachers <i>See Link 5</i>	Matching Game Link 6A Answer Key Link 6B Observation	<u><i>Grade 3</i></u> RL.3.1 Grades 4-6 – see Standards above
Link 5: https://njsbf.org/wp-content/uploads/2022/08/Kim-Stewarts-PP-Mock-Trial-2021.pptx Link 6A: https://njsbf.org/wp-content/uploads/2020/04/Mock-Trial-Matching-Game.pdf Link 6B: https://njsbf.org/wp-content/uploads/2020/04/Answer-Key-for-Mock-Trial-Matching-Game.pdf						
30 min	Fact vs Opinion	Q7	U5	Students explore the difference and examples of fact vs opinion <i>See Link 7</i>	Fact vs Opinion Quiz Link 8 Observation	<u><i>Grade 3</i></u> RL.3.1 W.3.1 Grades 4-6 – see Standards above
Link 7: https://www.youtube.com/watch?v=iRI33jg4NFo Link 8: https://www.youtube.com/watch?v=2KxvMCdNXd0						

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<u>Time</u>	<u>Content</u>	<u>EQ</u>	<u>EU</u>	<u>Activities</u>	<u>Assessment</u>	<u>Standards</u>
45 min	Write a mock trial case	Q1-Q8	U1-U5	Brainstorm individual class ideas for a mock trial. Narrow down to one choice and begin developing the case	Narratives Observation	<u><i>Grade 3</i></u> SL.3.1 W.3.3 Grades 4-6 – see Standards above
30 min	Write a mock trial case	Q1-Q8	U1-U5	Determine the case's legal issue, type of case, corresponding law, applicable legal concepts, sub-issues, and balancing issues	Case progress (narratives) Observation	<u><i>Grade 3</i></u> SL.3.1 W.3.3 Grades 4-6 – see Standards above
45 min	Write a mock trial case	Q1-Q8	U1-U5	Write the scenario, then discuss the plaintiff/prosecution and defense arguments	Case progress (narratives) Observation	<u><i>Grade 3</i></u> SL.3.1 W.3.3 Grades 4-6 – see Standards above
45 min	Write a mock trial case	Q1-Q8	U1-U5	Create cross examination questions. Create the opening and closing statements.	Case progress (narratives) Observation	<u><i>Grade 3</i></u> SL.3.1 W.3.3 Grades 4-6 – see Standards above

<u>Time</u>	<u>Content</u>	<u>EQ</u>	<u>EU</u>	<u>Activities</u>	<u>Assessment</u>	<u>Standards</u>
30 min	Write a mock trial case	Q1-Q8	U1-U5	Roleplay the mock trial; determine any areas needing revision	Case progress (narratives) Observation	<u>Grade 3</u> RL.3.1 RF.3.4 RI.3.8 SL.3.1 SL.3.4 L.3.1 L.3.2 L.3.3 W.3.2 W.3.3 W.3.5 6.1.5.CivicsCM.3 6.3.8.CivicsPR.5 Grades 4-6 – see Standards above
30 min	Write a mock trial case	Q1-Q8	U1-U5	Revise mock trial as needed and formalize in accordance with NJSBF contest requirements <i>See Link 10</i>	Finalized case (narrative) Observation	<u>Grade 3</u> W.3.5 Grades 4-6 – see Standards above

Link 10: <https://njsbf.org/wp-content/uploads/2023/07/Law-Fair-Information-and-Rules-2023.pdf>