# 2014 Mock Trial

The case will be ready to send to the County Coordinators during the **final week of November**. It will be as last year, one hard copy case and a cd with the case in pdf form for each team. The case will be **online December 2, 2013.** Please refrain from asking for early copies, I am planning on mailing all of the cases over the course of two days, so all the counties should have them approximately at the same time. And yes, some counties will pass out the cases before other counties, it depends on the scheduling of their teachers' meeting.

Please forward the names and contact information of the participating schools in your county to me by January 6, 2014. (Note: I will need to have an estimate number of teams participating prior to **November 25, 2013** in order to send you the correct number of case books.)

**The Finals will be held on May 18-20, 2014 in Albany.**

**Mock Trial Summer Institute will be held July 13-18, 2014** at Silver Bay YMCA, Lake George, NY.

LYC has limited funds to assist with court costs if needed. A written request and invoice from the court should be forwarded to me as soon as possible for consideration.

A $250.00 reimbursement is available for the county that hosts the regionals. Original receipts should be sent to me following the completion of the tournament. The regional host **must** be determined at the start of the season. This information should be forwarded to me at that time.

CLE certificates will be issued following submission of the form in this packet. I do my best to get this info to our CLE department in a timely manner, who then works to complete the certificates. This past year there was a switch to a new certificate generating system, which really backlogged the CLE department and the certificates were delayed in their distribution. That has been resolved and this upcoming season should go smoothly. I do appreciate you following up with me when an attorney hasn't received their certificate. Please continue to do so as necessary in the upcoming year.

If you'd like me or a Committee member to attend your teachers' meeting or any Mock Trial event throughout the season, send me the date(s) and I will work to arrange something to meet your request.

I've included a document that aligns the Mock Trial program with the Common Core Standards, please be sure your teacher coaches all get a copy of this too.

The **County Coordinator Meeting will be October 22, 2014** from 3 to 5 pm in the Peck Room at the Bar Center at One Elk Street in Albany. If you cannot make it in person, please call in…866-5480-8500 and enter 4861748# to be added to the conversation. An agenda will be circulated the week of the call.
Thanks so much!
Stacey

**2014 MOCK TRIAL TOURNAMENT**

**COUNTY BAR ASSOCIATION/LAW-RELATED EDUCATION PROGRAM CHECKLIST OF RESPONSIBILITIES**

_____ Selection of County Mock Trial Coordinator if not in place

_____ Selection of site(s) for County Competition

_____ Distribution of Tournament announcements to area senior high schools

_____ Preparation of Schedule for County/Regional Tournaments

_____ Enlistment of Members of the Bar to serve as Attorney-Advisors to Teams

_____ Selection of site/date for Orientation Meeting for Teacher-Coaches

_____ Enlistment of Judges/Attorneys to serve as Judges at Trial Enactments

_____ Funding of refreshments for Orientation Meeting

_____ Distribution of Tournament Materials to Teams at the Orientation Meeting

_____ Mailing of Materials and Instructions to Attorney-Advisors and Tournament Judges

_____ Judges' Orientation(s)

_____ Supervision of Trial Enactments during each Contest Round

_____ Consultation with other County Coordinators to determine site, date, judges, and notification for Regional Tournament.

_____ Purchase of School Plaque/Ribbons for County winners

_____ Distribution of Certificates of Participation/Finalists/Coaches/Judges*

_____ Distribution of Letter of Appreciation to participating Attorneys/Judges

*To be provided by LYC

NYSBA will provide:

- Introductory materials
- Official Entry Form
- Web site with updated information
- Facebook and Twitter accounts updated regularly
- Committee member or staff to attend teacher meetings or MT events as requested
- Mock Trial Tournament Materials for participating teams
- Certificates of participation for each team member and judge
- Financial reimbursement for Regional Hosts
- Technical assistance throughout Tournament

Upon completion of Regional Tournaments, the State Bar will cover the lodging and meal expenses for up to nine members of each Regional team who, in turn, will participate in the Statewide Finals in Albany. Transportation costs are the responsibility of the teams, but travel grants can be made based upon need. Teams for the Statewide Finals will consist of the nine students, who will be paid for through a grant by The New York Bar Foundation. Schools may send, at their own expense, additional team members, but only the nine students paid for by The New York Bar Foundation will be permitted to compete.

**It must be emphasized that the Regional Tournaments must be completed by May 4, 2013.** Because of administrative requirements and contractual obligations, the LYC Program must know the schools' and students' names by this date. Failure to adhere to this deadline may jeopardize hotel blocks set aside for a region's teacher-coaches, attorney-advisors, and students coming to Albany for the Mock Trial Tournament's Final rounds. Please contact other coordinators in your region, prior to setting up the schedule for your county competition, to ensure that an appropriate date is left available to hold the Regional Tournament.

# New York State Bar Association
# 2014 New York State High School Mock Trial
# Team Registration Form

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| **County** | |
| **County Coordinator** | |
| **Contact Information** | |
| **Address** | |
| **Phone** | |
| **Emails** | |

| **School Name** | **# of students** | **Teacher Coach** | **Contact Info** |
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**CLE CREDIT GUIDELINES FOR MOCK TRIAL JUDGES & ATTORNEY MENTORS**

*New York MCLE Rules for Mock Trial*

**5. Law Competitions**—Credit may be earned for preparing students for and judging law competitions, mock trials and moot court arguments, including those at the high school or college level. Ethics and professionalism credit hours are not available for participation in this type of CLE activity. CLE credit hours are not available for grading written briefs or other written papers in connection with this type of CLE activity. No additional credit may be earned for preparation time. The sponsor of the CLE activity is responsible for issuing appropriate certification documenting the name of attorney, name, date and location of course or program and the number of New York CLE credit hours earned.

**a. Law School Competitions**—One (1) credit hour may be earned for each 50 minutes of participation in an ABA-accredited law school competition. A maximum of six (6) CLE credit hours may be earned for participation in this type of CLE activity during any one reporting cycle.

**b. High School and College Competitions**

**i. Application**—The sponsor, or an attorney participant, shall submit an application for accreditation of the law competition to the CLE Board for review with a cover letter and any supporting documentation, including: (1) a description of the competition, (2) the date(s) and time(s) of the competition, (3) a copy or description of the written materials to be distributed to the participants, (4) the name(s) and credentials of the faculty participant(s) in the competition, and (5) the name of the contact person at the sponsoring school.

**ii. Application Deadline**—Accreditation of high school and college law competitions shall be sought no later than 15 days after the occurrence of the law competition.

**iii. Calculation of Credit**—One (1) CLE credit hour may be earned for each 50 minutes of participation in a high school or college law competition. A maximum of three (3) CLE credit hours may be earned for this type of CLE activity during any one reporting cycle.

**NEWLY ADMITTED ATTORNEYS (LESS THAN 24 MONTHS) ARE NOT ELIGIBLE FOR CLE CREDIT.**

**<u>The procedure for CLE certification is as follows:</u>**

- The attorney submits their information* to the County Coordinator at the conclusion of the Mock Trial tournament.

- Soon after the conclusion of Regionals, the County Coordinator submits the spreadsheet to me.

- I forward the information to our CLE department for processing.

- Certificates are sent from the CLE department here at the Bar Center to the attorney, based on the address they have on file with the NYS Bar Association.

- If your attorneys are having issues receiving their certificates, email me their information including their address and email. I will forward it immediately to CLE. Their address may be incorrect in the data base and our staff can provide an immediate copy of the certificate as an email.

- Also, they can only receive credits once every two years.

- Newly admitted attorneys are NOT eligible for credits from Mock Trial.

- *I have provided a sample spreadsheet for your use, but feel free to modify it to meet your needs. The information requested on the sample; name, role, address, dates, hours, and county of service is all that is required to process the credits.

# 2014 Mock Trial Tournament CLE Registration---Due June 1, 2014

| Full Name | Attorney or Judge | Address | City, State, Zip | Dates of Service | County of Service | Hours |
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New York State Bar Association
NYSBA
One Elk Street, Albany, New York 12207 • 518/463-3200 • http://www.nysba.org

Law, Youth & Citizenship Program
PH: 518-486-1748 FAX: 518-486-1571 lyc@nysba.org www.lycny.org

Correlation Analysis:
***New York Statewide High School Mock Trial Program*** of the Law, Youth and Citizenship Program and the
*New York State P-12 Common Core Learning Standards for English Language Arts & Literacy (January 10, 2011)*
*By Dr. George Gregory, April 2012*

The Law, Youth and Citizenship New York State High School Mock Trial Program, sponsored by the New York State Bar Association and the New York Bar Foundation, provides a variety of ways for students to address the Common Core Learning Standards for English Language Arts and Literacy. Students who participate in Mock Trial enhance the knowledge, skills, and attitudes required to participate as active, engaged, and informed citizens in our democratic society. As a result of their participation in Mock Trial, students gain a better understanding of the United States legal system, the law, the court system, and their rights and responsibilities as citizens.

The New York State Mock Trial Program includes opportunities for students to meet the following Common Core Learning Standards:

- Reading Standards for Literacy in History/Social Studies 6-12
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
- Language Standards 6-12
- Speaking and Listening Standards 6-12

In addition to these standards, students who take part in Mock Trial programs actively demonstrate the following capacities as outlined in the New York State Common Core Learning Standards (see: *New York State P-12 Common Core Learning Standards for English Language Arts & Literacy (January 10, 2011,* p. 5*)*.

- They demonstrate independence by researching mock trial cases, presenting opening and closing arguments, responding to questions, and speaking extemporaneously
- They build strong content knowledge by acquiring a deeper understanding of the law, court procedures, the workings of the legal system, and the importance of the United States Constitution in our judicial system
- They respond to the varying demands of audience, task, purpose, and discipline by preparing their courtroom presentations, responding to opposing arguments, working as a member of a legal team, speaking comfortably with adults, and demonstrating self-confidence and poise in court
- They comprehend as well as critique by serving as members of the mock trial team, actively listening to presentations by others, practicing proper courtroom decorum, and cooperating in the preparation of courtroom exhibits and evidence
- They value evidence as they research and analyze the mock trial case study, review relevant case law, define important legal terminology, apply the rules of evidence, and cite related Constitutional precedents
- They use technology and digital media strategically and capably as they prepare their case presentations and research related case law and precedents
- They come to understand other perspectives and cultures by working cooperatively with other members of their mock trial team, listening to and responding to different perspectives, practicing proper courtroom decorum, and viewing the issues and case study from different viewpoints.

# Common Core Learning Standards & the New York State Mock Trial Program

## Reading Standards for Literacy in History/Social Studies 6-12

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| **Key Ideas and Details**<br>**Grades 9-12 students:**<br>• Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.<br>• Determine the central ideas or information of a primary or secondary source, provide an accurate summary that makes clear the relationships among the key details and ideas.<br>• Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. | **Students who participate in Mock Trial programs demonstrate this standard by:**<br>• Researching the case study, defining legal terminology, applying the rules of evidence, developing arguments to support their positions, and practicing proper courtroom procedures |
| **Craft and Structure**<br>**Grades 9-12 students:**<br>• Determine the meaning of words and phrases as they are used in text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).<br>• Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.<br>• Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. | **Students who participate in Mock Trial programs demonstrate this standard by:**<br>• Defining key legal terminology and vocabulary used in the mock trial case study<br>• Analyzing the important issues and questions presented in the case and relating them to their team strategy<br>• Presenting the facts, issues, and evidence in the mock trial case study from different perspectives and arguing the case from different points of view |
| **Integration of Knowledge and Ideas**<br>**Grades 9-12 students:**<br>• Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.<br>• Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.<br>• Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | **Students who participate in Mock Trial programs demonstrate this standard by**:<br>• Analyzing the evidence in the mock trial case study and presenting the facts and legal issues of the case in a variety of formats<br>• Challenging evidence and arguments presented by opposing counsel during the trial<br>• Using outside information to support their presentation of the mock trial case, including case law and other legal precedents<br>• Responding to questions and objections raised during the trial |

## Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12

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| **Text Types and Purposes**<br>**Grades 9-12 students:**<br>• Write arguments focused on discipline-specific content.<br>• Introduce precise, knowledgeable 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 the claim(s), counterclaims, reasons, and evidence.<br>• Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.<br>• Use words, phrases, and clauses 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.<br>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>• Provide a concluding statement or section that follows from or supports the argument presented. | **Students who participate in Mock Trial programs demonstrate this standard by:**<br>• Preparing legal summaries of the mock trial case study detailing the facts, issues, and questions<br>• Writing opening and closing statements that present the evidence in the case and support the team's position on the verdict<br>• Preparing questions for witnesses for direct examination and for cross examination<br>• Challenging claims and arguments made by opposing counsel<br>• Using the correct legal terminology and practicing proper courtroom decorum |

## Language Standards 6-12

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| **Conventions of Standard English**<br>**Grades 9-12 students:**<br>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.<br>b. Resolve issues of complex or contested usage, consulting references as needed.<br><br>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Observe hyphenation conventions.<br>b. Spell correctly. | **Students who participate in Mock Trial programs demonstrate this standard by:**<br>• Preparing opening and closing statements which use the conventions of standard English grammar and usage<br>• Posing questions to witnesses that are clear, concise, and correctly phrased<br>• Challenging statements made by witnesses or opposing counsel using standard English grammar and usage<br>• Responding to judge's questions with clear, logical answers based on the facts of the case and/or legal precedents |

## Speaking & Listening Standards 6-12

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| **Presentation of Knowledge and Ideas**<br>**Grades 9-12 students:**<br>• Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | **Students who participate in Mock Trial programs demonstrate this standard by:**<br>• Clearly and concisely describing the facts of the case<br>• Presenting logical, well-developed arguments that support their position on the verdict in the case<br>• Responding to arguments made by opposing counsel and explaining why these arguments are invalid<br>• Challenging witnesses to provide evidence based on the facts of the case |

## *Quality Review Rubric for ELA/Literacy (Grades 3-5) and ELA (Grades 6-12) Lessons & Units*

**Grade:** **Literacy Lesson/Unit Title:** **Overall Rating:**

| I. Alignment to the Rigors of the CCSS | II. Key Areas of Focus in the CCSS | III. Instructional Supports | IV. Assessment |
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| *The lesson/unit aligns with the letter and spirit of the CCSS:*<br>o Focuses teaching and learning on a targeted set of grade-level CCS ELA/Literacy standards.**<br>o Makes close reading of text(s) a central focus of instruction and includes sequences of text-dependent questions that cause students to read closely, examine textual evidence, and discern deep meaning.**<br>o Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose.**<br>o Focuses on quality text selections that measure within the grade-level text complexity band.** (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that are similar to CCSS grade-level exemplars [Appendices A and B])<br>*In addition, for units:*<br>o Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.<br>o (Grades 3-5) Builds students' content knowledge and their understanding of the reading and writing norms in history/social studies, the arts, science or technical subjects. (Note: Grades 6-12 rubric for literacy in history/social studies and science is under development.) | *The lesson/unit addresses key areas of focus in the CCSS:*<br>o **Text-Based Evidence:** Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media).**<br>o **Writing from Sources:** Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays).**<br>o **Academic Vocabulary:** Focuses on building students' academic vocabulary throughout instruction.**<br>*In addition, for units:*<br>o **Increasing Text Complexity:** Focuses students on the close reading of a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.**<br>o **Balance of Texts:** Includes a balance of informational and literary texts as stipulated in the CCSS [p.5] and indicated by instructional time.**<br>o **Building Disciplinary Knowledge:** Provides opportunities for students to build knowledge about a topic or subject through analysis of strategically sequenced, discipline-specific texts.<br>o **Balance of Writing:** Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects. | *The lesson/unit is responsive to varied student learning needs:*<br>o Cultivates student interest and engagement in reading, writing, and speaking about texts.**<br>o Provides *all* students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.**<br>o Focuses on sections of text(s) presenting the greatest challenge through discussion questions and other supports that promote deep thinking.<br>o Integrates appropriate supports for students who are ELL, students with disabilities, and students reading well below the grade level text band.<br>o Provides extensions and/or more advanced text for students reading well above the grade level text band.<br>*In addition, for units:*<br>o Includes a progression of learning where concepts and/or skills advance and deepen over time.**<br>o Gradually removes supports, requiring students to demonstrate their independent capacities.<br>o Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.<br>o Integrates targeted instruction in such areas as grammar and conventions, writing strategies, fluency, and all aspects of foundational reading for grades 3-5.<br>o Includes regular independent reading based on student choice and interest to build stamina, confidence, and motivation.<br>o Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. | *The lesson/unit regularly assesses whether students are mastering standards-based content:*<br>o Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s).**<br>o Assesses student proficiency using methods that are unbiased and accessible to all students.**<br>o Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance.**<br>*In addition, for units:*<br>o Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures. |
| **Rating: 3 2 1 0** | **Rating: 3 2 1 0** | **Rating: 3 2 1 0** | **Rating: 3 2 1 0** |