

# Unit 2 The Legal System In The United States

Content Area: **Social Studies**  
Course(s): **Criminal Justice Seminar**  
Time Period: **NovDec**  
Length: **36 Days Grades**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Criminal Justice Seminar (BHS Law Academy)**

**Unit 2-The Legal System in the United States**

**Grade 10**

## **Belleville Board of Education**

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### **Unit Overview**

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In this Unit students will continue the study of criminal justice by exploring federalism and examining the sections of the U.S. Constitution that set up the framework of our government. Students will discover the regulatory authority of Congress and the power of the legislative branch of government to enact criminal laws. Students will study the three branches of government and the different levels of government that exist in New Jersey. Students will then explore the court system and compare the Federal Court System and the Court System of the State of New Jersey and determine each court's jurisdiction. Students will analyze legislation and case law on women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities and how these groups have contributed to the American economy, politics and society. Students will assess the responses of the United States and other nations to the violations of human rights throughout history and comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Students will evaluate the government response to climate change and the effects of global warming on environment.

### **Enduring Understanding**

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Students will learn that federalism is a system of government in which power is divided between one national, federal government and several independent state governments. The federal government is intended to be limited, with the bulk of regulatory authority residing in the states. The states can regulate for the health, safety, and welfare of citizens pursuant to their police power, which is set forth in the Tenth Amendment of the federal Constitution. Federal criminal laws criminalize conduct that occurs on federal property or involves federal employees, currency, coin, treason, national security, rights secured by the Constitution, or commerce that crosses state lines. State criminal laws make up 90 percent of all criminal laws, are designed to protect state citizens' health, safety, and welfare, and often criminalize the same conduct as federal criminal laws. Federal supremacy, which is set forth in the

Supremacy Clause of the federal Constitution, requires courts to follow federal laws if there is a conflict between a federal and state law. Students will learn about representation in our government. The Senate represents every state equally because each state has two senators. The House of Representatives represents each citizen equally because states are assigned representatives based on their population. Students will examine the court system and learn that jurisdiction is based on either the court's power to hear a matter or a geographic area over which a court has authority. Students will compare and contrast the structure of both the Federal Court System and the Court System of the State of New Jersey. New Jersey's court system consists of four tiers with two tiers being designated as trial courts and two tiers designated as appellate courts. New Jersey's courts strive to achieve justice. To achieve justice, New Jersey courts must be independent, open and impartial. Citizens in New Jersey serve as jurors in Superior Court. Jury service is a civic duty in our democracy and relies on the diligence and dedication that ordinary people bring to jury duty. All people have the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Appreciation for the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. Recognize the responsibilities of the United States and other nations to respond to the violation of human rights that occurred during the Holocaust and other genocides. Recognize the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. Evaluate the government response to climate change and the effects of global warming on environment.

## Essential Questions

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- What is federalism?
- How does our system of government distribute power?
- How are criminal laws enacted?
- What is the difference between federal law and state law?
- When state law and federal conflict, how is the conflict resolved?
- What is the function of each branch of government?
- What are the levels of government in New Jersey?
- How is representation in Congress determined?
- How do we determine a court's jurisdiction to hear a matter?
- In the Criminal Justice System, what is the responsibility of all citizens?
- What is the personal and legal responsibility that each citizen bears to fight racism?
- How have women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities contributed to the American economy, politics and society?
- How have the United States and other nations responded to the violation of human rights that occurred during the Holocaust and other genocides?
- What are the origins of the antislavery movement and what has been the impact of particular events, such as the Amistad decision, on the movement?
- What is and has been the government's response to climate change and the effects of global warming on environment?

## Exit Skills

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By the end of this Unit students will demonstrate the ability to;

- Define federalism.
- Identify the sections of the Constitution that give Congress regulatory authority.
- Determine the basis for Congress's authority to enact criminal laws.
- Compare and contrast federal regulatory authority with state regulatory authority.
- Identify and distinguish federal criminal laws with state criminal laws.
- Define federal supremacy.
- Identify and explain the three branches of government and explain the function of each.

- Identify and explain the four levels of government in New Jersey.
- Determine the head of the legislative, executive, and judicial branches of government for each level of government.
- Distinguish between the U.S. Senate and the U.S. House of Representatives.
- Compare and contrast federal and state courts.
- Define jurisdiction.
- Explain original and appellate jurisdiction.
- Identify the federal courts and determine each court's jurisdiction.
- Explain the Court System of the State of New Jersey and determine each court's jurisdiction.
- Comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
- Identify the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- Discuss the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Comprehend the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- Evaluate the government response to climate change and the effects of global warming on environment.

## **New Jersey Student Learning Standards (NJSL-S)**

	Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.
SOC.6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
SOC.6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
SOC.6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
SOC.6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

## **Interdisciplinary Connections**

LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
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LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

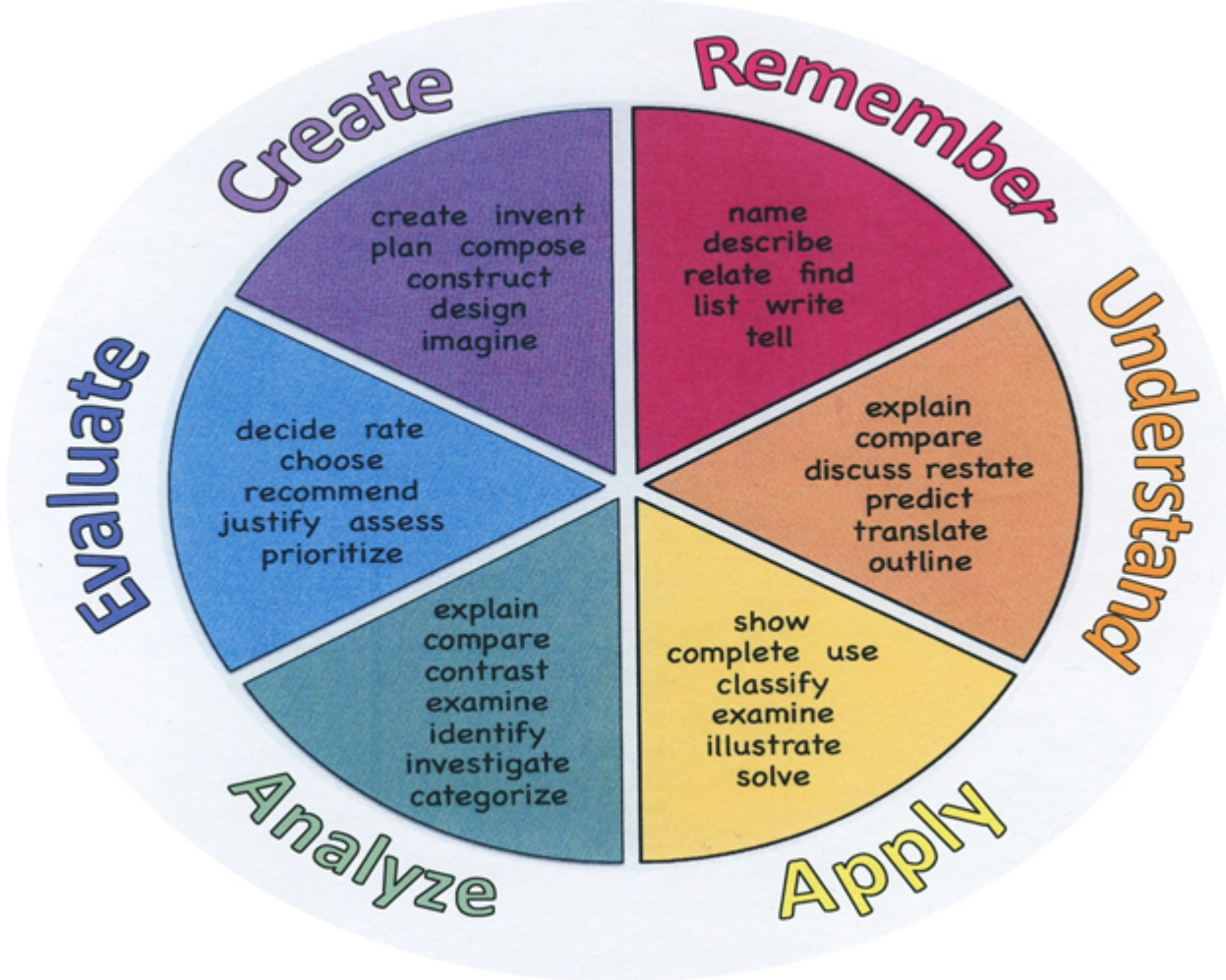
## Learning Objectives

- Define federalism and identify the sections of the Constitution that give Congress regulatory authority.
- Determine the basis for the legislative branch of government's authority to enact criminal laws.
- Compare and contrast federal regulatory authority with state regulatory authority.
- Compare and contrast federal criminal laws with state criminal laws.
- Explain federal supremacy.
- Identify and explain the three branches of government and the function of each.
- Identify and explain the four levels of government in New Jersey.
- Determine the head of the legislative, executive, and judicial branches of government for each level of government.
- Compare and contrast representation in the U.S. Senate and the U.S. House of Representatives.
- Compare and contrast federal and state courts and determine each court's jurisdiction.
- Define jurisdiction and explain original and appellate jurisdiction.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise

Point Quote Recall Recognize Repeat Reproduce	Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Discriminate Illustrate Outline Point out Separate	Test	Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform
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### Suggested Activities & Best Practices

- Use of the e-learning platform using web based services for classroom management and lesson delivery

- Reading and outlining text and other e-material
- Using outline templates and PowerPoint presentations to reinforce student outlines
- Teacher oriented class discussion
- Reaction Papers addressing legal topics and current event issues
- Answering Discussion Questions and Unit/Lesson assessment questions
- Legal Vocabulary Review
- Create graphic organizer depicting structure of Federal Court system and the Court System of the State of New Jersey
- Create graphic organizer depicting the four levels of government in New Jersey
- Unit specific Case Study exercises such as;
  - *Gibbons v. Ogden* (States Rights, Commerce Clause)
  - *Marbury v. Madison* (Judicial Review, Federalism)
  - *McCulloch v. Maryland* (State Taxes, National Supremacy)
- Analyze and discuss legislation, policy making, case law, and current event issues addressing;
  - The effects of global warming on the environment
  - The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people
  - The Holocaust and genocides and the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens
  - The contributions of African-Americans to our country

## **Assessment Evidence - Checking for Understanding (CFU)**

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- KWL Exercise-Formative
  - Cumulative outline of all lessons in Unit 2
  - Reaction Papers on current event legal issues-Alternate
  - Legal Reasoning exercises applying the law
  - Case Studies (i.e. *Marbury v. Madison*)
  - End-of-Unit exam-Summative
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- Admit Tickets
  - Anticipation Guide
  - Common Benchmarks
  - Compare & Contrast
  - Create a Multimedia Poster
  - DBQ's
  - Define
  - Describe
  - Evaluate
  - Evaluation rubrics

- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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- Textbook: Criminal Justice and the Constitution
- Access to Legal periodicals such as NJSBF Legal Eagle and database resources such as Newsela, Mackin Educational Resources
- Internet access for legal research on current event issues
- Presentation tools such as a Smart T.V.
- E-Learning Platform (Student Information Systems i.e. Power School/Schoolology, Edmentum)

## **Ancillary Resources**

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- BHS Courtroom
- BHS Law Library

- Video equipment for recording courtroom trials and activities

## **Technology Infusion**

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- Access to a cloud-based Student Information System (i.e. PowerSchool) and learning management system (i.e. Schoology)
- Presentation tools to aid in lesson delivery (i.e. Smart T.V.)
- Chromebooks for student use
- Video/Audio equipment for recording and reviewing courtroom presentations
- Quia Web-based testing
- ClassLink
- Edmentum

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## **Alignment to 21st Century Skills & Technology**

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Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a 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).
LA.RH.11-12.5	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.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

## **21st Century Skills/Interdisciplinary Themes**

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- Critical Thinking and Problem Solving
- Communication and Collaboration
- Creativity and Innovation
  
- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Global Awareness

- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy

- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness

## **Differentiation**

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- Guided outlining and open outline assessments
- Project-based learning
- Problem-based learning
- Cooperative grouping to enhance and elevate student productivity during legal research projects such as mock trial hearings
- Use of visual and auditory presentations to introduce and support lesson delivery

### **Differentiations:**

- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations

### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Learning contracts
- Multiple texts
- Project-based learning
- Problem-based learning
- Stations/centers

- Tiered activities/assignments

### **Lo-Prep Differentiations**

- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Varied supplemental materials

### **Special Education Learning (IEP's & 504's)**

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- Modified assignments
  - Additional time for assignments and assessments
  - Students will work in cooperative groups to prepare Unit outline
  - Students will use Unit outline to complete Unit assignments and assessments
  - Students will work cooperatively to resolve legal disputes using Legal Reasoning problem solving skills
  - Provide modifications as dictated in the student's IEP/504 plan
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- printed copy of board work/notes provided
  - additional time for skill mastery
  - assistive technology
  - behavior management plan
  - check work frequently for understanding
  - computer or electronic device utilizes
  - extended time on tests/ quizzes
  - have student repeat directions to check for understanding
  - highlighted text visual presentation
  - modified assignment format
  - modified test content
  - modified test format
  - modified test length
  - multi-sensory presentation
  - multiple test sessions

- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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- Students will work with a peer tutor on Unit assignments and assessments
  - Assignments will be modified to enable students to focus on selected objectives such as legal vocabulary by providing a glossary
  - Providing study guides
  - Using word processing, spell check and grammar check features
  - Modifying tests and assignments
- 
- teaching key aspects of a topic. Eliminate nonessential information
  - using videos, illustrations, pictures, and drawings to explain or clarify
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
  - allowing students to correct errors (looking for understanding)
  - allowing the use of note cards or open-book during testing
  - decreasing the amount of work presented or required
  - having peers take notes or providing a copy of the teacher's notes
  - modifying tests to reflect selected objectives
  - providing study guides
  - reducing the number of answer choices on a multiple choice test
  - tutoring by peers
  - using computer word processing spell check and grammar check features
  - using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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- Students will be provided with Unit PowerPoint study guide
  - Students will be allowed to use study guide/outline on Unit assessments
  - Modifying tests and assignments
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- allowing students to correct errors (looking for understanding)

- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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- Students will use Legal Reasoning problem solving skills to resolve legal disputes
  - Demonstrate self-directed learning, thinking, research, and communication skills
  - Look for extension ideas that challenge the student to delve deeper into the subject
  - Students will identify current legal issues and debate both in favor of and opposed to the issue.
  - Students will lead threaded discussions on various legal topics
  - Students will work in groups to represent each side of legal dispute and present arguments to student jurors
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- Above grade level placement option for qualified students
  - Advanced problem-solving
  - Allow students to work at a faster pace
  - Cluster grouping
  - Complete activities aligned with above grade level text using Benchmark results
  - Create a plan to solve an issue presented in the class or in a text
  - Debate issues with research to support arguments
  - Flexible skill grouping within a class or across grade level for rigor
  - Higher order, critical & creative thinking skills, and discovery
  - Multi-disciplinary unit and/or project
  - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
  - Utilize exploratory connections to higher-grade concepts
  - Utilize project-based learning for greater depth of knowledge

## Sample Lesson

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**Unit Name:**

The Legal System In The United States

**NJSLS:**

See Standards Listed Below

**Interdisciplinary Connection:**

Critical Thinking

Problem Solving

Reading- Informative text/vocabulary

Writing-analysis/evaluation

**Statement of Objective:**

SWDAT formulate ideas, proposals and solutions to ensure effective and efficient delivery of legal services **by** answering Unit 2-2 Discussion Questions. Students will complete the Unit 2-2 Discussion Questions with 90% accuracy.

**Anticipatory Set/Do Now:**

Complete/Review Unit. 2-2 outline

**Learning Activity:**

T/O class discussion; PPT; Read and complete Unit. 2-2 Discussion Questions

**Student Assessment/CFU's:**

Student questions and answers during mock trial

Students will create **Opening Statements** that will be reviewed and revised based on Mock Trial Presentation and class discussions-Alternate assessment

Checklists and the E-learning platform will be used to review student work for comprehension and understanding

Mock Trial Test-Summative Assessment

Evaluation rubrics for writing, oral presentations-Formative Assessment

Engage in Mock Trial debate of current event legal issues-Benchmark Assessment

**Materials:**

E-Textbook

E-Learning Platform (Student Information System, i.e. Power School/Schoology)

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

Lap-Tops for students

## **21st Century Themes and Skills:**

Civic Literacy

Financial, Economic, Business and Entrepreneurial Literacy

## **Differentiation:**

Students will be given additional time for completion of assignments or assessments

Cooperative grouping to enhance and elevate student productivity during legal research projects such as mock trial hearings

Use of visual and auditory presentations to introduce and support lesson delivery

Use of web based resources and databases that provide structured reading levels and read aloud options

## **Integration of Technology:**

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

E-learning platform

Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.

SOC.6.1.12.CivicsPD.1.a

Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

LA.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SOC.6.1.12.CivicsPI.14.c

Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.