

# GUSD High School Course Description

## A. COVER PAGE

<p>1. Course Title: Advanced Placement U.S. Government</p>	<p>9. Subject Area:  <input checked="" type="checkbox"/> History Social Science  <input type="checkbox"/> English  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Lab Science  <input type="checkbox"/> Life  <input type="checkbox"/> Physical Science  <input type="checkbox"/> Foreign Language  <input type="checkbox"/> Visual and Performing Arts  <input type="checkbox"/> Other _____</p>	
<p>2. Transcript Title/Abbreviation AP Govt/Econ</p>	<p>10. Grade Level  <input type="checkbox"/> 9   <input type="checkbox"/> 10   <input type="checkbox"/> 11   <input checked="" type="checkbox"/> 12</p>	
<p>3. Transcript Course Code/Number 1739</p>		
<p>4. School : Gilroy High School</p>		
<p>5. District: Gilroy Unified School District</p>	<p>11. Unit Value  <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent)  <input type="checkbox"/> 1.0 (one year equivalent)</p>	
<p>6. School/District Website www.gusd.k12.ca.us www.gilroyhighschool.com</p>	<p>12. Approved by UC  <input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No</p>	
<p>7. City: Gilroy, CA</p>	<p>13. Recommended Course Prerequisites:                  AP United States History                  AP Junior English (Language)                  CST/ MAP Scores</p>	
<p>8. School Course List Contact Kanani Pratt: Department Chair 408-847-2424 x 8525</p>		

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

The A.P. Government portion of the course is an in-depth study of the United States Government. The course covers foundations of government in the United States, political participation, institutions and civil rights and liberties.

A.P. Government will prepare students to take the national Advanced Placement Examination in Government at the end of the first full week of May. Students who pass this exam with a credible score may earn credit and/or advanced standing in Political Science at their colleges. This course as well as the syllabus of the course has been approved by the College Board AP Audit.

### 2. Course Content

# GUSD High School Course Description

## AP U.S. Government Course Outline

### Unit 1: Constitutional Underpinnings

- A. Key Historical doctrines and backgrounds of the U.S. Constitution
- B. Prevalent ideas and philosophies of the time period
- C. Theories that went into the drafting of the Constitution (republicanism, elitism, pluralism and democratic theory.
- D. Federalism & the Separation of Powers
- E. The making of American political culture.

### Unit 2: Political Beliefs & Behaviors, Interest Groups, Political Parties, The Media

- A. The process of political socialization & participation by individuals
- B. The development of political parties in American and their roles in the political process today
- C. Explore origins of political parties in American society & the roles in which they play today
- D. Election outcomes and campaigns which includes campaign financing
- E. How interest groups & the media influence U.S. politics

### Unit 3: Institutions (Congress, Presidency, Bureaucracy, Judiciary)

- A. The powers & the functions of Congress
- B. The evolution of Congressional power, which includes structure of Congress & legislative policy making
- C. The powers & functions of the President
- D. The evolution of the Presidency
- E. The role of the bureaucracy in formulating political policy & federal budgets
- F. The power & workings of the Judicial Branch, including the Supreme & Federal Courts.

### Unit 4: Public Policy

- A. Public policy and the formation of the political agenda.
- B. Role of the courts & the bureaucracy in the implementation of political policy
- C. The development of social & economic political policies

### Unit 5: Civil Rights & Liberties

- A. Political & Civil rights guaranteed by the Constitution
- B. Key Supreme Court cases regarding constitutional rights & protections
- C. The 14<sup>th</sup> Amendment and its impact on civil rights at the state levels
- D. Impact of judicial decisions on American society

## 3. Course Materials

Wilson, James. *American Government*. 8<sup>th</sup> Edition. Houghton Mifflin Company, 2001.

# GUSD High School Course Description

## 4. Universal Access i.e. Special Populations (English Learners, Special Ed., GATE/high achieving students)

Advanced Placement United States Government is specially designed courses to meet the needs of GATE/high achieving students. Students who do not have the ability or the desire to perform at a college-level are advised to take a regular Government class, which is structured to meet the needs of a more diverse population.

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

Make-up tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments, which the student missed during an absence.

Every student will be given an opportunity to make-up work for any assignment missed for full credit during an excused absence. The teacher will determine when make-up assignments will be due. Due dates should be within a reasonable amount of time.

Makeup assignments for work missed during an unexcused absence, including “cuts” and suspensions, will be given at the discretion of the teacher.

### 2. Classroom Rules/Expectations

All GHS rules will be followed or enforced as per outlined in the Student Handbook.

### 3. Behavioral Management Plan

- 1) The student will have been made aware of the classroom rules and procedures.
- 2) The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.
- 3) When a problem occurs, the teacher will confer with the student and attempt to resolve the problem.
- 4) If the student does not modify his/her behavior or comply with the consequences the classroom teacher will:
  - a. Assign teacher detention.
  - b. Attempt to make phone contact with the parent within three days to discuss the problem and solicit parental assistance in modifying the student's behavior.
- 5) Referral to administration and placement on the appropriate step of the Administrative Discipline Ladder.

# GUSD High School Course Description

## 4. Homework Policy

Homework will be assigned on a regular basis. These assignments will vary based on instructor's discretion.

## 5. Extra Credit

Extra credit will be determined individually by instructors.

## 6. Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules. B.P. 5131.9

## D. COURSE REQUIREMENTS

### 1. Grading Policy

Grades are intended to reflect the student's mastery of course objectives. Every student in every class has an opportunity to earn an "A".

The range of grades will reflect a student's mastery as follows:

A (90-100%)	The student has attained excellent mastery of objectives.
B (80-89%)	The student has attained above average mastery of objectives.
C (70-79%)	The student has attained satisfactory mastery of objectives.
D (60-69%)	The student has attained minimal mastery of objectives.
F (59% and below)	The student has not attained minimal mastery of objectives

### 2. Course Procedures

Course Syllabus and Honesty Policy: Students and parents need to read and sign at the beginning of the school year.

Lectures: Lectures will emphasize United States political events, ideas, and concepts. They are also intended to help students become conversant with the academic language historians and social scientists use.

Class Notes: Students are expected to take notes on class lectures.

Textbook: Students are expected to read the chapters being taught and do their homework assigned from each chapter.

# GUSD High School Course Description

## 3. Personal Statement

## 4. Additional Information

## E. COMPREHENSIVE COURSE NARRATIVE

A well-designed AP course in the United States Government and politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all covered courses. The following is a discussion of these topics and some questions that should be explored in the course.

Students successfully completing this course will:

- know the important facts, concepts, and theories pertaining to U.S. government and politics
- understand and typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
- be able to analyze and interpret basic data relevant to U.S. government and politics

# GUSD High School Course Description

## A. COVER PAGE

1. Course Title: Advanced Placement Macroeconomics	9. Subject Area: <input checked="" type="checkbox"/> History Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Lab Science <input type="checkbox"/> Life <input type="checkbox"/> Physical Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Other _____
2. Transcript Title/Abbreviation AP Govt/Econ	
3. Transcript Course Code/Number 1739	
4. School : Gilroy High School	
5. District: Gilroy Unified School District	
6. School/District Website www.gusd.k12.ca.us www.gilroyhighschool.com	10. Grade Level <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
7. City: Gilroy, CA	11. Unit Value <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent)
8. School Course List Contact Kanani Pratt: Department Chair 408-847-2424 x 8525	12. Approved by UC <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13. Recommended Course Prerequisites: AP United States History AP Junior English (Language)	

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

The Advanced Placement course in Macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economies.

A.P. Macroeconomics will prepare students to take the national Advanced Placement Examination in Macroeconomics at the end of the first full week of May. Students who pass this exam with a credible score may earn credit and/or advanced standing in Economics at their colleges. This course as well as the syllabus of the course has been approved by the College Board AP Audit.

# GUSD High School Course Description

## 2. Course Content

### AP Macroeconomics Course Outline

Unit 1: Basic Economic Concepts

Unit 2: Measuring Economic Performance

- A. Measuring GDP, National Income Accounting
- B. Explore potential problems with GDP measurement
- C. Other types of National Accounts
- D. Business Cycles – explore the 4 phases
- E. Unemployment – What is Full Employment?
- F. Inflation – What is it and how is it measured

Unit 3: Aggregate Expenditure Model, Aggregate Supply & Demand, Fiscal Policy

- A. Classical and Keynesian Theories
- B. AD & AS Model
- C. Fiscal Policy

Unit 4: The Federal Reserve and the United States Banking System

- A. Functions of Money
- B. The Fed
- C. The American Banking System
- D. The Money Multiplier

Unit 5: Macroeconomic Theories and Economic Growth

- A. Economic Growth & Productivity
- B. Macroeconomic Theories

Unit 6: International Economics

- A. International Trade: The Benefits of Trade
- B. Comparative & Absolute Advantage

## 3. Course Materials

McConnell, Campbell R., and Stanley L. Brue. *Macroeconomics*. 16<sup>th</sup> Edition. New York: McGraw-Hill, 2005.

## 4. Universal Access i.e. Special Populations (English Learners, Special Ed., GATE/high achieving students)

Advanced Placement United States Macroeconomics is specially designed courses to meet the needs of GATE/high achieving students. Students who do not have the ability or the desire to perform at a college-level are advised to take a regular Economics class, which is structured to meet the needs of a more diverse population.

# GUSD High School Course Description

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

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Makeup assignments for work missed during an unexcused absence, including “cuts” and suspensions, will be given at the discretion of the teacher.

### 2. Classroom Rules/Expectations

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- 2) The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.
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### 4. Homework Policy

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### 5. Extra Credit

Extra credit will be determined individually by instructors.

### 6. Academic Honesty

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# GUSD High School Course Description

will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules. B.P. 5131.9

## D. COURSE REQUIREMENTS

### 1. Grading Policy

Grades are intended to reflect the student's mastery of course objectives. Every student in every class has an opportunity to earn an "A".

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### 2. Course Procedures

Course Syllabus and Honesty Policy: Students and parents need to read and sign at the beginning of the school year.

Lectures: Lectures will emphasize United States political events, ideas, and concepts. They are also intended to help students become conversant with the academic language historians and social scientists use.

Class Notes: Students are expected to take notes on class lectures.

Textbook: Students are expected to read the chapters being taught and do their homework assigned from each chapter.

### 3. Personal Statement

### 4. Additional Information

# GUSD High School Course Description

## E. COMPREHENSIVE COURSE NARRATIVE

The purpose of an AP course in Macroeconomics is to give student a through understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performances measures, the financial sector, stabilization policies, economic growth, and international economies. There is no single approach that an AP Macroeconomics course is expected to follow. Whatever the approach, however, AP teachers are advised to take into account certain topics generally covered in college courses.

# GUSD High School Course Description

## A. COVER PAGE

<p>1. Course Title: Economics</p>	<p>9. Subject Area:  <input checked="" type="checkbox"/> History Social Science  <input type="checkbox"/> English  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Lab Science              <input type="checkbox"/> Life              <input type="checkbox"/> Physical Science  <input type="checkbox"/> Foreign Language  <input type="checkbox"/> Visual and Performing Arts  <input type="checkbox"/> Other _____</p>
<p>2. Transcript Title/Abbreviation Economics</p>	
<p>3. Transcript Course Code/Number 1760</p>	
<p>4. School Gilroy High School</p>	
<p>5. District Gilroy Unified School District</p>	
<p>6. School/District Website www.gilroyhighschool.com www.gusd.k12.ca.us</p>	<p>10. Grade Level  <input type="checkbox"/> 9    <input type="checkbox"/> 10    <input type="checkbox"/> 11    <input checked="" type="checkbox"/> 12</p>
<p>7. City Gilroy</p>	<p>11. Unit Value  <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent)  <input type="checkbox"/> 1.0 (one year equivalent)</p>
<p>8. School Course List Contact Kanani Pratt: Department Chair 408.847.2424 x 8525</p>	<p>12. Approved by UC  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>
<p>13. Recommended Course Prerequisites: None required</p>	

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

Principles of Economics

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

### 2. Course Content

Principles of American Democracy

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of Principles of Economics

# GUSD High School Course Description

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.
2. Explain opportunity cost and marginal benefit and marginal cost.
3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

12.2 Students analyze the elements of America's market economy in a global setting.

1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
2. Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.
3. Explain the roles of property rights, competition, and profit in a market economy.
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
5. Understand the process by which competition among buyers and sellers determines a market price.
6. Describe the effect of price controls on buyers and sellers.
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

12.3 Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
2. Identify the factors that may cause the costs of government actions to outweigh the benefits.
3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

12.4 Students analyze the elements of the U.S. labor market in a global setting.

1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
3. Discuss wage differences among jobs and professions, using the laws of demand and supply

# GUSD High School Course Description

and the concept of productivity.

4. Explain the effects of international mobility of capital and labor on the U.S. economy.

12.5 Students analyze the aggregate economic behavior of the U.S. economy.

1. Distinguish between nominal and real data.

2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.

3. Distinguish between short-term and long-term interest rates and explain their relative significance.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.

2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.

3. Understand the changing role of international political borders and territorial sovereignty in a global economy.

4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

## 3. Course Materials

*Economics: Principles in Action* by Prentice Hall

*Teacher's Guide to Economic Standards* by the California Council of Economic Educators

## C. COURSE POLICIES

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Makeup assignments for work missed during an unexcused absence, including "cuts" and suspensions, will be given at the discretion of the teacher. Refer to BP 6154.

### 2. Classroom Rules/Expectations

1. Respect materials, individuals, ideas, etc.

2. Come prepared to class with appropriate materials.

3. Follow all school rules for dress code, and behavior.

# GUSD High School Course Description

## 3. Behavioral Management Plan

- The student will have been made aware of the classroom rules and procedures. The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.
  - When a problem occurs, the teacher will confer with the student and attempt to resolve the problem.
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    - Assign teacher detention.
    - Attempt to make phone contact with the parent within three days to discuss the problem and solicit parental assistance in modifying the student's behavior.
- Referral to administration and placement on the appropriate step of the Administrative Discipline Ladder.

## 4. Homework Policy

Homework will be assigned on a regular basis. These assignments will vary based on instructor's discretion. Refer to BP 6154.

## 5. Extra Credit

Extra credit is given at the discretion of the Economics Teacher

## 6. Academic Honesty

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### 1. Grading Policy

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The range of grades will reflect a student's mastery as follows:

- |                   |   |
|-------------------|---|
| A (90-100%)       | The student has attained excellent mastery of objectives.     |
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| C (70-79%)        | The student has attained satisfactory mastery of objectives.  |
| D (60-69%)        | The student has attained minimal mastery of objectives.       |
| F (59% and below) | The student has not attained minimal mastery of objectives    |

# GUSD High School Course Description

## 2. Course Procedures

Course Syllabus and Honesty Policy: Students and parents need to read and sign at the beginning of the school year.

Lectures: Lectures will emphasize key concepts and principles of the economy with an emphasis of the economy in the United States. They are also intended to help students become conversant with the language used in informed discussion and the media. Lectures, assignments, discussions, simulations, and projects will introduce students to the skills needed to understand the economy and public policy that affects the economy.

Class Notes: Students are expected to take notes on class lectures.

Textbook: Students are expected to read the chapters being taught and do their homework assigned from each chapter.

## 3. Personal Statement

Economics has been designed to be a fun, informative, and engaging course to give students the tools to understand how the economy in which they live and work functions so they can make wise choices regarding education, jobs, investments, and how they plan to live their lives now and after high school.

## 4. Additional Information

## E. COMPREHENSIVE COURSE NARRATIVE

Prices and Money	Chapters 6 and 10.1 CCEE Binder: Unit 8: Buyers and Sellers Determine Prices and Unit 10: Market Analysis	12.3.1, 12.3.2, 12.6.3, 12.7.5, 12.7.6, 12.8.1, 12.8.2, 12.8.3
Market Structures	Chapter 7 CCEE Binder: Unit 9: More Markets & Unit 14: Messed Up Markets – Why are markets often inefficient?	12.2.7,12.3.1 ,12.3.2

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Business Organizations & Labor	Chapters 8 and 9 CCEE Binder: Unit 11: Human Capital Human Capital ... The Most Important Resource Make Yourself Scarce	12.2.3, 12.2.8 12.4.1-4, 12.6.3
Start Unit 3: Macro and Global Economics GDP & Growth	Chapter 12 CCEE Binder: Unit 16: How “The Economy” Works	12.5.1-3
Economic Challenges	Chapter 13 CCEE Binder: Unit 17: Reading the Economy	12.3.3,12.4.1 ,12.4.4,12.5. 2
Taxes & Government Spending	Chapter 14 CCEE Binder: Unit 15: Government and Public Choice Theory	12.3.2, 12.3.3
Fiscal Policy	Chapter 15 CCEE Binder: Unit 18: Fiscal Policy and the Expenditure Multiplier	12.3.2, 12.3.3, 12.6.2
The Federal Reserve & Monetary Policy	Chapter 16 CCEE Binder: Unit 19: Money and the Federal Reserve System & Unit 20: The Nuts and Bolts of Monetary Policy	12.3.4, 12.5.3
International Trade	Chapter 17 CCEE Binder: Unit 22: Globalization	12.1.2,12.2.7 ,12.6.1,12.6. 2,12.6.3,12.6 .4

# GUSD High School Course Description

## A. COVER PAGE

1. Course Title: Global History	14. Subject Area: <input checked="" type="checkbox"/> History Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Lab Science <input type="checkbox"/> Life <input type="checkbox"/> Physical Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Other _____
2. Transcript Title/Abbreviation Global History	
3. Transcript Course Code/Number 1453	
4. School : Gilroy High School	
5. District: Gilroy Unified School District	
6. School/District Website www.gusd.k12.ca.us www.gilroyhighschool.com	15. Grade Level <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
7. City: Gilroy, CA	16. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent)
8. School Course List Contact Kanani Pratt: Department Chair 408.847.2424 x 8525	17. Approved by UC <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18. Recommended Course Prerequisites: None	

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

Global History (Meets UC/CSU requirement “B”)

Global History focuses on six regions of the world: Former Soviet Union, Africa, The Middle East, Asia, Latin America and India. The course focuses on the political, geographical and cultural aspects of the particular regions. Readings will include the use of the textbook as well as current events. A research paper is also required for this course as well as writing assignments every quarter.

### 2. Course Content

**\*\*NOTE\*\*** The State of California does NOT have standards for 9<sup>th</sup> grade Social Social Studies Courses. Below are Standards that were developed by the Social Studies Department at Gilroy High.

1.0 India

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- 1.1 Geography
    - 1.1a Identifies political boundaries and geographical features of India
    - 1.1b States how climate and geography influence the lifestyles of Indians
  - 1.2 Religion
    - 1.2a Describes the major beliefs and practices of Hinduism.
    - 1.2b Analyzes the caste system and its effects on Indian society.
  - 1.3 Historical/Economics
    - 1.3a Discuss the locations of the colonial rule of such nations
    - 1.3b Explain imperialism from the perspective of the colonizers and the colonized and the varied and immediate & long-term responses by people under colonial rule
    - 1.3c Describe the independence struggles of the colonized regions of the world.
  - 1.7 Modern Society
    - 1.7a Understands the impact of India on the world.
- 2.0 The CIS  
(Commonwealth of Independent States)
- 2.1 Geography
    - 2.1a Identifies political boundaries and geographical features of the CIS.
    - 2.1b States how climate and geography influence the lifestyles of the people who live in the CIS.
  - 2.2 Political/Historical
    - 2.2a Identifies basic features of communism as compared to democracy & capitalism
    - 2.2b Discusses general causes of the collapse of the Soviet Union
    - 2.2c Examines general problems of the Commonwealth Republics associated with political and economic transition.
    - 2.2d Understands the basic principles and ideas of Marxism as it pertains to the USSR
    - 2.2e Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
    - 2.2f Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
    - 2.2g Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their Common and dissimilar traits.
  - 2.3 Modern Society
    - 2.3a Explores diversity as it relates to the independence movements of the Soviet Republics.
    - 2.3b Identifies general methods of cooperation amongst the Republics.
- 3.0 Africa
- 3.1 Geography
    - 3.1a Identifies political boundaries and geographical features of Africa.
    - 3.1b States how climate and geography influence the lifestyles of Africans.
  - 3.2 South African History
    - 3.2a Shows connections between particular historical events in South Africa (Dutch

# GUSD High School Course Description

	colonialism, Apartheid, Post-Apartheid).
3.2b	Identifies significant features and inequalities of the system of apartheid in South Africa
3.2c	Identifies significant features and inequalities of the system of apartheid in South Africa
3.3	Political/Historical
3.3a	Understand the challenges in the regions, including their geopolitical, cultural, military, & economic significance and the international relationships in which they are involved.
3.3b	Describe the recent history of the regions, including political divisions & systems, key leaders, religious issues, natural features, resources, and population patterns.
3.3c	Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.
3.3d	Briefly explains the political, economic and social motives underlying imperialism In Africa.
3.3e	Understands the connection between imperialism and Apartheid.
3.4	Global Community
3.6a	Analyzes the role of the global community in eliminating social injustice(s).
	4.0 The Middle East
4.1	Geography
4.1a	Identifies political boundaries and geographical features of the Middle East.
4.1b	States how climate and geography influence the lifestyles of the people of the Middle East.
4.2	Religion
4.2a	Compares significant beliefs & practices of Islam, Judaism & Christianity
4.3	Political/Historical
4.3a	Traces the historical events of the Arab-Israeli Conflict through the use of maps (2000 BCE to present).
4.3b	Examines key developments in the Arab-Israeli peace process
4.3c	Identifies the major ethnic groups of the Middle East.
4.3d	Understand the challenges in the regions, including their geopolitical, cultural, Military & economic significance and the international relationships in which They are involved
4.3e	Describe the recent history of the regions, including political divisions & systems, key leaders, religious issues, natural features, resources, & population patterns.
	4.0 The Middle East
4.3	Political/Historical
4.3f	Discuss the important trends in the regions today and whether they appear to Serve the cause of individual freedom and democracy.
4.6	Global Community
4.6a	Analyzes the roles and responsibilities of the global community in the peace process of the Middle East.

# GUSD High School Course Description

## 5.0 Latin America

- 5.1 Geography
  - 5.1a Identifies political boundaries and geographical features of Latin America.
  - 5.1b States how climate and geography influence the lifestyles of Latin Americans.
- 5.2 Religion
  - 5.2a Examines Christianity as it relates to Catholicism, Protestantism and the indigenous practices.
- 5.3 History/Economics
  - 5.3a Identifies the diversity of ethnic groups and their contributions to Latin America.
  - 5.3b Understand the challenges in the regions, including their geopolitical, cultural, military and economic significance and the international relationships in which they are involved.
  - 5.3c Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
  - 5.3d Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.
  - 5.3e Examines the history of Mexico from Aztec Society to Modern Mexico through murals.
  - 5.3f Analyzes political changes throughout modern Latin America.
- 5.4 Global Community
  - 5.4a Analyzes the role of the global community in eliminating social injustice(s).
  - 5.4b Traces the causes and effects of immigration trends from Latin America to the US.

## 6.0 Asia

- 6.0 Geography
  - 6.1a Identifies political boundaries and geographical features of Asia.
  - 6.1b States how climate and geography influences the lifestyles of Asians.
- 6.3.1 Political/Historical
  - 6.3a Traces the political and historical development of Asia.
  - 6.3b Understand the challenges in the regions, including their geopolitical, cultural, military, economic significance and the international relationships in which they are involved.
  - 6.3c Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

# GUSD High School Course Description

6.3d Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

6.6 Global Community

6.6a Understands the impact of Asia on the global economy.

## 3. Course Materials

*World Cultures a Global Mosaic* Ahmad, Brodsky, Crofts, and Ellis (Prentice Hall, 2004)

## 4. Universal Access i.e. Special Populations (English Learners, Special Ed., GATE/high achieving students)

Although GHS does have a number of specially designed courses to meet the needs of some of our Special populations (ELD classes, Honors, etc.) the Honors Global History course incorporates the following:

Support English Learners and Special Ed: Teacher plan opportunities supported by appropriate instructional materials, for students to produce language they have acquired, use languages in academic interactions with peers and adults, and monitor and correct their oral and written language. Teachers create an environment in which students feel comfortable in risking the use of new and unfamiliar language. Emphasis is placed on the students' producing academic language in a variety of contexts and the teachers' eliciting student participation and thought. Some students may require more instruction and practice than do others in extracting meaning. Support will be provided through scaffolded activities, explicit instruction, and peer assistance.

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

Make-up tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments, which the student missed during an absence.

Every student will be given an opportunity to make-up work for any assignment missed for full credit during an excused absence. The teacher will determine when make-up assignments will be due. Due dates should be within a reasonable amount of time.

Makeup assignments for work missed during an unexcused absence, including "cuts" and suspensions, will be given at the discretion of the teacher.

# GUSD High School Course Description

## 2. Classroom Rules/Expectations

- Respect materials, individuals, ideas, etc.
- Come prepared to class with appropriate materials.
- Follow all school rules for dress code, and behavior.

## 3. Behavioral Management Plan

- 1) The student will have been made aware of the classroom rules and procedures.
- 2) The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.
- 3) When a problem occurs, the teacher will confer with the student and attempt to resolve the problem.
- 4) If the student does not modify his/her behavior or comply with the consequences the classroom teacher will:
  - a. Assign teacher detention.
  - b. Attempt to make phone contact with the parent within three days to discuss the problem and solicit parental assistance in modifying the student's behavior.
- 5) Referral to administration and placement on the appropriate step of the Administrative Discipline Ladder.

## 4. Homework Policy

Homework will be assigned on a regular basis. These assignments will vary based on instructor's discretion. Refer to BP 6154.

## 5. Extra Credit

Extra credit will be determined individually by Global History instructors.

## 6. Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules. BP 5131.9

## D. COURSE REQUIREMENTS

### 1. Grading Policy

# GUSD High School Course Description

Grades are intended to reflect the student's mastery of course objectives. Every student in every class has an opportunity to earn an "A".

The range of grades will reflect a student's mastery as follows:

A (90-100%)	The student has attained excellent mastery of objectives.
B (80-89%)	The student has attained above average mastery of objectives.
C (70-79%)	The student has attained satisfactory mastery of objectives.
D (60-69%)	The student has attained minimal mastery of objectives.
F (59% and below)	The student has not attained minimal mastery of objectives

## 2. Course Procedures

Course Syllabus and Honesty Policy: Students and parents need to read and sign at the beginning of the school year.

Lectures: Lectures will emphasize Global History events, ideas, and concepts. They are also intended to help students become conversant with the academic language historians and social scientists use.

Class Notes: Students are expected to take notes on class lectures.

Textbook: Students are expected to read the chapters being taught and do their homework assigned from each chapter.

## 3. Personal Statement

Global History is designed to bridge the curriculum of the middle school and high school social studies departments. The course is specifically aimed at preparing students for the rigors of the 10<sup>th</sup> grade World History and 11<sup>th</sup> grade United States History courses and to perform at high levels on the 10<sup>th</sup> and 11<sup>th</sup> grade Social Science CST exams.

## 4. Additional Information

## E. COMPREHENSIVE COURSE NARRATIVE

Curriculum (Bridges middle school to High School) - Geography ~ Focus on Political, Cultural, Economic, & Social Issues ~ Readiness for World History ~ Writing Skills ~ Comprehension

# GUSD High School Course Description

Skills.

EXAMPLE OF U.S.

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

# GUSD High School Course Description

## A. COVER PAGE

Course Title: 1. Government	9. Subject Area: <input checked="" type="checkbox"/> History Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Lab Science <input type="checkbox"/> Life <input type="checkbox"/> Physical Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Other _____	
2. Transcript Title/Abbreviation Government	10. Grade Level <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
3. Transcript Course Code/Number 1740		
4. School Gilroy High School		
5. District Gilroy Unified School District	11. Unit Value <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent)	
6. School/District Website www.gilroyhighschool.com www.gusd.k12.ca.us	12. Approved by UC <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
7. City Gilroy	13. Recommended Course Prerequisites: None required	

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

Principles of American Democracy

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

### 2. Course Content

Principles of American Democracy

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

1. Analyze the influence of ancient Greek, Roman, English, and leading European political

# GUSD High School Course Description

thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.

2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.
5. Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.
6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
3. Discuss the historical role of religion and religious diversity.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

# GUSD High School Course Description

1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
2. Explain the process through which the Constitution can be amended.
3. Identify their current representatives in the legislative branch of the national government.
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
6. Explain the processes of selection and confirmation of Supreme Court justices.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
3. Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.
4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Pena*, and *United States v. Virginia* (VMI).

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).
5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).
6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

1. Explain how conflicts between levels of government and branches of government are resolved.

# GUSD High School Course Description

2. Identify the major responsibilities and sources of revenue for state and local governments.
3. Discuss reserved powers and concurrent powers of state governments.
4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).
3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.
4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following

# GUSD High School Course Description

concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

## 3. Course Materials

Magruder's *American Government* by Prentice Hall

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

Make-up tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments, which the student missed during an absence.

Every student will be given an opportunity to make-up work for any assignment missed for full credit during an excused absence. The teacher will determine when make-up assignments will be due. Due dates should be within a reasonable amount of time.

Makeup assignments for work missed during an unexcused absence, including “cuts” and suspensions, will be given at the discretion of the teacher.

### 2. Classroom Rules/Expectations

1. Respect materials, individuals, ideas, etc.
2. Come prepared to class with appropriate materials.
3. Follow all school rules for dress code, and behavior.

### 3. Behavioral Management Plan

- 1) The student will have been made aware of the classroom rules and procedures.
- 2) The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.
- 3) When a problem occurs, the teacher will confer with the student and attempt to resolve the problem.
- 4) If the student does not modify his/her behavior or comply with the consequences the classroom teacher will:
  - a. Assign teacher detention.
  - b. Attempt to make phone contact with the parent within three days to discuss the problem and solicit parental assistance in modifying the student's behavior.

Referral to administration and placement on the appropriate step of the Administrative Discipline Ladder.

### 4. Homework Policy

Homework will be assigned on a regular basis. These assignments will vary based on instructor's discretion. Refer to BP 6154.

### 5. Extra Credit

Extra credit is given at the discretion of the Government Instructor.

# GUSD High School Course Description

## 6. Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules. B.P. 5131.9

## D. COURSE REQUIREMENTS

### 1. Grading Policy

Grades are intended to reflect the student's mastery of course objectives. Every student in every class has an opportunity to earn an "A".

The range of grades will reflect a student's mastery as follows:

A (90-100%)	The student has attained excellent mastery of objectives.
B (80-89%)	The student has attained above average mastery of objectives.
C (70-79%)	The student has attained satisfactory mastery of objectives.
D (60-69%)	The student has attained minimal mastery of objectives.
F (59% and below)	The student has not attained minimal mastery of objectives

### 2. Course Procedures

Course Syllabus and Honesty Policy: Students and parents need to read and sign at the beginning of the school year.

Lectures: Lectures will emphasize Government events, ideas, and concepts. They are also intended to help students become conversant with the academic language historians and social scientists use.

Class Notes: Students are expected to take notes on class lectures.

Textbook: Students are expected to read the chapters being taught and do their homework assigned from each chapter.

### 3. Personal Statement

# GUSD High School Course Description

## 4. Additional Information

## E. COMPREHENSIVE COURSE NARRATIVE

Topic(s)	Chapter(s)	State Standards
Introduction to Course		
Unit 1: Foundations of Democracy		12.9
Principles of Government	Chapter 1	12.1.1, 12.1.3, 12.2.2, 12.2.4, 12.2.5, 12.3.4, 12.7.5, 12.8.2, 12.9.1, 12.9.3, 12.10
Origins of American Government	Chapter 2	12.1.1, 12.1.3, 12.1.4, 12.1.6, 12.3.3, 12.4.1, 12.7.1, 12.10
The Constitution and Federalism	Chapter 3 & 4	12.1.4, 12.1.5, 12.1.6, 12.2.1, 12.4.2, 12.6.1, 12.7.1, 12.7.2, 12.7.3, 12.7.4, 12.10
Start Unit 2: Political Behavior		
Political Parties	Chapter 5	12.1.5, 12.3.1, 12.6.1, 12.6.4, 12.7.5, 12.8.2
Voters and Voter Behavior	Chapter 6	12.2.4, 12.5.4, 12.6.4, 12.6.6
Electoral Process	Chapter 7	12.2.4, 12.3.1, 12.6.1, 12.6.2, 12.6.3, 12.6.4
Mass Media & Public Opinion	Chapter 8	12.3.1, 12.3.2, 12.6.3, 12.7.5, 12.7.6, 12.8.1, 12.8.2, 12.8.3
Interest Groups	Chapter 9	12.1.2, 12.1.5, 12.2.2, 12.2.4, 12.3.1, 12.3.2, 12.6.4, 12.7.5, 12.7.6
Legislative Branch	Chapters 10, 11, and 12	12.4.1, 12.4.2, 12.4.3
Executive Branch	Chapters 13, 14, 15	12.4.4
Judicial Branch	Chapter 18	12.4.5, 12.4.6
Civil Liberties and Rights	Chapter 19, 20, 21	12.1.2, 12.1.6, 12.2.1, 12.2.3, 12.2.5, 12.3.1, 12.3.3, 12.5.1, 12.5.4, 12.6.4, 12.7.4, 12.8.1, 12.10

# GUSD High School Course Description

## A. COVER PAGE

1. Course Title: Honors Global History	9. Subject Area: <input checked="" type="checkbox"/> History Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Lab Science <input type="checkbox"/> Life <input type="checkbox"/> Physical Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Other _____
2. Transcript Title/Abbreviation Global History	
3. Transcript Course Code/Number 1453	
4. School : Gilroy High School	
5. District: Gilroy Unified School District	
6. School/District Website www.gusd.k12.ca.us www.gilroyhighschool.com	
7. City: Gilroy, CA	10. Grade Level <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
8. School Course List Contact Kanani Pratt: Department Chair 408.847.2424 x 8525	11. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent)
13. Recommended Course Prerequisites: None required.	12. Approved by UC <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

<p>Honors Global History (Meets UC/CSU requirement “B”)</p> <p>Honors Global Studies will cover the same content as Global Studies, but at a much faster pace. The course is designed for students who are capable of demonstrating exemplary performance in Social Studies. Students must have the motivation, interest, and ability to work at a rigorous pace. Students will be expected to demonstrate critical thinking skills, and depth, complexity, and creativity for academic success. Students will write essays, research papers, and current event articles throughout the year</p>
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### 2. Course Content

GHS Global Studies Course Outline
Semester I

# GUSD High School Course Description

Unit: India

- a. Geography
- b. Religion
- c. Historical/Economics
- d. Modern Society

Unit: The CIS (Commonwealth of Independent States)

- A. Geography
- B. Historical/Economics
- C. Modern Society

Unit: Africa

- A. Geography
- B. South Africa History
- C. Political/ Historical
- D. Global Community

Semester II

Unit: The Middle East

- A. Geography
- B. Religion
- C. Political/Historical
- D. Global Community

Unit: Latin America

- A. Geography
- B. Religion
- C. Historical/Economics
- D. Global Community

Unit: Asia

- A. Geography
- B. Religion
- C. Political/Historical
- D. Global Community

## 3. Course Materials

Ahmad, Brodsky, Crofts. *World Cultures a Global Mosaic*. New York: Prentice Hall, 2004.

# GUSD High School Course Description

## 4. Universal Access i.e. Special Populations (English Learners, Special Ed., GATE/high achieving students)

Although GHS does have a number of specially designed courses to meet the needs of some of our Special populations (ELD classes, Honors, etc.) the Honors Global History course incorporates the following:

Support English Learners and Special Ed: Teacher plan opportunities supported by appropriate instructional materials, for students to produce language they have acquired, use languages in academic interactions with peers and adults, and monitor and correct their oral and written language. Teachers create an environment in which students feel comfortable in risking the use of new and unfamiliar language. Emphasis is placed on the students' producing academic language in a variety of contexts and the teachers' eliciting student participation and thought. Some students may require more instruction and practice than do others in extracting meaning. Support will be provided through scaffolded activities, explicit instruction, and peer assistance.

Support Advanced Learners: These students can be expected to not only learn basic concepts and vocabulary independently, but also to conduct sophisticated analysis of more detailed ideas and vocabulary. Advanced students can investigate advanced topics in Honors Global History, and offer their own analysis of the topic, citing evidence and sources to support their investigation.

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

Make-up tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments, which the student missed during an absence.

Every student will be given an opportunity to make-up work for any assignment missed for full credit during an excused absence. The teacher will determine when make-up assignments will be due. Due dates should be within a reasonable amount of time.

Makeup assignments for work missed during an unexcused absence, including "cuts" and suspensions, will be given at the discretion of the teacher.

### 2. Classroom Rules/Expectations

All GHS rules will be followed or enforced as per outlined in the Student Handbook.

### 3. Behavioral Management Plan

1) The student will have been made aware of the classroom rules and procedures.

# GUSD High School Course Description

- 2) The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.
- 3) When a problem occurs, the teacher will confer with the student and attempt to resolve the problem.
- 4) If the student does not modify his/her behavior or comply with the consequences the classroom teacher will:
  - a. Assign teacher detention.
  - b. Attempt to make phone contact with the parent within three days to discuss the problem and solicit parental assistance in modifying the student's behavior.
- 5) Referral to administration and placement on the appropriate step of the Administrative Discipline Ladder.

## 4. Homework Policy

Homework will be assigned on a regular basis. These assignments will vary based on instructor's discretion. Refer to BP 6154.

## 5. Extra Credit

Extra credit will be determined individually by Honors Global History instructors.

## 6. Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules.  
BP 5131.9

# D. COURSE REQUIREMENTS

## 1. Grading Policy

Grades are intended to reflect the student's mastery of course objectives. Every student in every class has an opportunity to earn an "A".

The range of grades will reflect a student's mastery as follows:

- |                   |   |
|-------------------|---|
| A (90-100%)       | The student has attained excellent mastery of objectives.     |
| B (80-89%)        | The student has attained above average mastery of objectives. |
| C (70-79%)        | The student has attained satisfactory mastery of objectives.  |
| D (60-69%)        | The student has attained minimal mastery of objectives.       |
| F (59% and below) | The student has not attained minimal mastery of objectives    |

# GUSD High School Course Description

## 2. Course Procedures

Course Syllabus and Honesty Policy: Students and parents need to read and sign at the beginning of the school year.

Lectures: Lectures will emphasize Global History events, ideas, and concepts. They are also intended to help students become conversant with the academic language historians and social scientists use.

Class Notes: Students are expected to take notes on class lectures.

Textbook: Students are expected to read the chapters being taught and do their homework assigned from each chapter.

## 3. Personal Statement

Honors Global History is designed to bridge the curriculum of the middle school and high school social studies departments. The course is specifically aimed at preparing students for the rigors of the 10<sup>th</sup> grade World History and 11<sup>th</sup> grade United States History courses and to perform at high levels on the 10<sup>th</sup> and 11<sup>th</sup> grade Social Science CST exams.

## 4. Additional Information

## E. COMPREHENSIVE COURSE NARRATIVE

Global History focuses on six regions of the world: Former Soviet Union, Africa, The Middle East, Asia, Latin America and India. The course focuses on the political, geographical, cultural, economic and social aspects of the particular regions. Readings will include the use of the textbook as well as current events. The course gives students background information that will support their understanding of the materials and topics covered in the 10<sup>th</sup> grade and 11<sup>th</sup> grade

# GUSD High School Course Description

social science courses.

**Common Assessments:** Common Assessment are given by all Global History Teachers every 5 – 6 weeks. The Common Assessments include questions on subject matter, geography/mapping skills, and reading comprehension. The Common Assessments follow the course outline and include: India, Africa, a comprehensive semester one exam including the CIS, the Middle East, Latin America, and a comprehensive final exam on semester two including Asia.

**Writing:** Every Quarter a Common Writing Prompt will be given to all Global History Students. Writing Prompts will be graded using the CASHEE writing rubric. A revision opportunity will be given to students to edit their writing prompts and learn the skill necessary to be better writers and help with success on the CASHEE.

**Literacy Strategies:** Global History students will learn different literacy strategies throughout the year so that they learn how to better interact and comprehend the textbook and content. Cornell notes, anticipation guides, graphic organizers and pre-reading strategies are the most used literacy strategies used in the Social studies Department.

**Research Paper:** Semester II, all Global History students will write a research paper. Students will learn the following skills on research paper writing: research, thesis statements, MLA formatting and note taking.

# GUSD High School Course Description

## A. COVER PAGE

1. Course Title: Modern World History	9. Subject Area: <input checked="" type="checkbox"/> History Social Science
2. Transcript Title/Abbreviation MWH/WG	<input type="checkbox"/> English
3. Transcript Course Code/Number 1460	<input type="checkbox"/> Mathematics
4. School Gilroy High School	<input type="checkbox"/> Lab Science
5. District Gilroy Unified School District	<input type="checkbox"/> Life
	<input type="checkbox"/> Physical Science
	<input type="checkbox"/> Foreign Language
	<input type="checkbox"/> Visual and Performing Arts
	<input type="checkbox"/> Other _____
6. School/District Website www.gilroyhighschool.com	10. Grade Level <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
7. City Gilroy, California	11. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent)
8. School Course List Contact Kanani Pratt: Department Chair 408.847.2424 x 8525	12. Approved by UC <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13. Recommended Course Prerequisites: None	

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

The course standards are set forth by the California Department of Education. World History focuses on the major turning points that shaped the modern world from the late eighteenth century through the present, including the cause and course of the two world wars. The course will trace the rise of democratic ideas and develop an understanding of historical roots. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic and cultural contexts.

### 2. Course Content

# GUSD High School Course Description

## World History, Culture, and Geography: The Modern World

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Analyze why England was the first country to industrialize.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

# GUSD High School Course Description

7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonial-ism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

10.5 Students analyze the causes and course of the First World War.

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

# GUSD High School Course Description

10.7 Students analyze the rise of totalitarian governments after World War I.

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

10.8 Students analyze the causes and consequences of World War II.

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

10.9 Students analyze the international developments in the post-World World War II world.

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and

# GUSD High School Course Description

those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

## 3. Course Materials

Beck, Roger B. *Modern World History: Patterns of Interaction*. Illinois: McDougal Littell, 1999.

## 4. Universal Access i.e. Special Populations (English Learners, Special Ed., GATE/high achieving students)

Although GHS does have a number of specially designed courses to meet the needs of some of our Special populations (ELD classes, Honors, etc.) the World History course incorporates the following:

Support English Learners and Special Ed: Teacher plan opportunities supported by appropriate instructional materials, for students to produce language they have acquired, use languages in academic interactions with peers and adults, and monitor and correct their oral and written language. Teachers create an environment in which students feel comfortable in risking the use of new and unfamiliar language. Emphasis is placed on the students' producing academic language in a variety of contexts and the teachers' eliciting student participation and thought. Some students may require more instruction and practice than do others in extracting meaning. Support will be provided through scaffolded activities, explicit instruction, and peer assistance.

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# GUSD High School Course Description

vocabulary independently, but also to conduct sophisticated analysis of more detailed ideas and vocabulary. Advanced students can investigate advanced topics in World History, and offer their own analysis of the topic, citing evidence and sources to support their investigation.

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

Make-up tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments, which the student missed during an absence.

Every student will be given an opportunity to make-up work for any assignment missed for full credit during an excused absence. The teacher will determine when make-up assignments will be due. Due dates should be within a reasonable amount of time.

Makeup assignments for work missed during an unexcused absence, including “cuts” and suspensions, will be given at the discretion of the teacher.

### 2. Classroom Rules/Expectations

1. Respect materials, individuals, ideas, etc.
2. Come prepared to class with appropriate materials.
3. Follow all school rules for dress code, and behavior.

### 3. Behavioral Management Plan

- 1) The student will have been made aware of the classroom rules and procedures.
- 2) The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.
- 3) When a problem occurs, the teacher will confer with the student and attempt to resolve the problem.
- 4) If the student does not modify his/her behavior or comply with the consequences the classroom teacher will:
  - a. Assign teacher detention.
  - b. Attempt to make phone contact with the parent within three days to discuss the problem and solicit parental assistance in modifying the student's behavior.
- 5) Referral to administration and placement on the appropriate step of the Administrative Discipline Ladder.

### 4. Homework Policy

Homework will be assigned on a regular basis. These assignments will vary based on teacher discretion. Refer to BP 6154.

### 5. Extra Credit

Extra credit will be determined individually by world history instructors.

### 6. Academic Honesty

# GUSD High School Course Description

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules. BP 5131.9

## D. COURSE REQUIREMENTS

### 1. Grading Policy

Grades are intended to reflect the student's mastery of course objectives. Every student in every class has an opportunity to earn an "A".

The range of grades will reflect a student's mastery as follows:

- |                   |   |
|-------------------|---|
| A (90-100%)       | The student has attained excellent mastery of objectives.     |
| B (80-89%)        | The student has attained above average mastery of objectives. |
| C (70-79%)        | The student has attained satisfactory mastery of objectives.  |
| D (60-69%)        | The student has attained minimal mastery of objectives.       |
| F (59% and below) | The student has not attained minimal mastery of objectives.   |

### 2. Course Procedures

Course Syllabus and Honesty Policy: Students and parents need to read and sign at the beginning of the school year.

Lectures: Lectures will emphasize World History events, ideas, and concepts. They are also intended to help students become conversant with the academic language historians and social scientists use.

Class Notes: Students are expected to take notes on class lectures.

Textbook: Students are expected to read the chapters being taught and do their homework assigned from each chapter.

### 3. Personal Statement

# GUSD High School Course Description

## 4. Additional Information

## E. COMPREHENSIVE COURSE NARRATIVE

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

### GHS World History Course Outline

Unit: Rise of Democratic Ideas

#### Key Ideas

1. Development of Democracy in Athens and Rome
2. Judeo Christian Traditions
3. Democratic Developments in England
4. Enlightenment & Democratic Revolutions with focus on French Revolution
5. Effect(s) on Modern Democracies
6. 4 (Four) Essential Features of Modern Democracies

Unit: Industrial Revolution

#### Key Ideas

1. Beginnings of/Introduction to Industrial Revolutions & Effects on the World
2. Urbanization & Industrial Problems (Social & Economics Effects)
3. Industrial Economic Philosophies – Growth of Industry in U.S. & Central Europe
4. Art and Literature; Labor Unions

Unit: Imperialism

#### Key Ideas

1. Intro to Imperialism/Colonialism (Motives for)
2. Africa and Forms of Colonial Control
3. British Rule of India; Gandhi
4. Far East: China, Southeast Asia & Japan
5. U.S. Imperialism

### World History Outline

Unit: WWI

# GUSD High School Course Description

## Key Ideas

1. Pre War Alliance Systems and Causes of WWI.
2. Various Fronts/Trench Warfare
3. Weapons & Technology
4. Russian Withdraw & U.S. Entry
5. Armistice & Treaty of Versailles
6. Results of WWI

Unit: Totalitarianism

## Key Ideas

1. Causes of the Russian Revolution
2. Stalin's Rise to Power
3. Fascism, Mussolini & Franco
4. Rise of Adolph Hitler & Nazi Germany

Unit: WWII

## Key Ideas

1. Fascist Aggression Leading to WWII.
2. Japanese Expansion in Asia
3. Fall of Europe (1939-1941) – Battle of Britain; Invasion of U.S.S.R.
4. Allied Strategies & key Military & Political Figures
5. Holocaust
6. VE – DAY; Japanese Surrender
7. Effect of WWII

Unit: Cold War

## Key Ideas

1. Intro & U.S./Soviet Split
2. Containment of Communism & Civil War in China
3. NATO, Warsaw Pact, Marshall Plan
4. Korean & Vietnam Wars
5. Collapse of U.S.S.R. and New World Economy

# GUSD High School Course Description

## A. COVER PAGE

<p>1. Course Title: United States History (1865 – Present)</p> <p>2. Transcript Title/Abbreviation US History</p> <p>3. Transcript Course Code/Number 1653</p> <p>4. School: Gilroy High School</p> <p>5. District: Gilroy Unified School District</p>	<p>14. Subject Area:</p> <p><input checked="" type="checkbox"/> History Social Science</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Lab Science</p> <p><input type="checkbox"/> Life</p> <p><input type="checkbox"/> Physical Science</p> <p><input type="checkbox"/> Foreign Language</p> <p><input type="checkbox"/> Visual and Performing Arts</p> <p><input type="checkbox"/> Other _____</p>
<p>6. School/District Website: www.gilroyhighschool.com www.gusd.k12.ca.us</p>	<p>15. Grade Level</p> <p><input type="checkbox"/> 9    <input type="checkbox"/> 10    <input checked="" type="checkbox"/> 11    <input type="checkbox"/> 12</p>
<p>7. City: Gilroy, California</p>	<p>16. Unit Value</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p>
<p>8. School Course List Contact Kanani Pratt: Department Chair 408.847.2424 x 8525</p>	<p>17. Approved by UC</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>
<p>18. Recommended Course Prerequisites: None</p>	

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

This course covers the foundations and history of the United States from 1900 to the present, with special emphasis placed on the impact of those events and personalities which formed today's society. The course standards are set forth by the California Department of Education. Topics range from Reconstruction, The Depression, New Deal, World War II, Vietnam War to Modern day events.

### 2. Course Content

# GUSD High School Course Description

## United States History and Geography: Continuity and Change in the Twentieth Century

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
3. Trace the effect of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).
8. Examine the effect of political programs and activities of Populists.
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).
2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social

# GUSD High School Course Description

Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.

3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).
4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

1. List the purpose and the effects of the Open Door policy.
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
5. Analyze the political, economic, and social ramifications of World War I on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

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1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

## 11.7 Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

## 11.8 Students analyze the economic boom and social transformation of post-World War II America.

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.

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2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman's labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

## 11.9 Students analyze U.S. foreign policy since World War II.

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
  - The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
  - The Truman Doctrine
  - The Berlin Blockade
  - The Korean War
  - The Bay of Pigs invasion and the Cuban Missile Crisis
  - Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
  - The Vietnam War
  - Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

## 11.10 Students analyze the development of federal civil rights and voting rights.

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1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
4. Explain the constitutional crisis originating from the Watergate scandal.
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

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## 3. Course Materials

*American Odyssey*, Glencoe, 1999

## 4. Universal Access i.e. Special Populations (English Learners, Special Ed., GATE/high achieving students)

Although GHS does have a number of specially designed courses to meet the needs of some of our Special populations (ELD classes, Honors, etc.) the World History course incorporates the following:

Support English Learners and Special Ed: Teacher plan opportunities supported by appropriate instructional materials, for students to produce language they have acquired, use languages in academic interactions with peers and adults, and monitor and correct their oral and written language. Teachers create an environment in which students feel comfortable in risking the use of new and unfamiliar language. Emphasis is placed on the students' producing academic language in a variety of contexts and the teachers' eliciting student participation and thought. Some students may require more instruction and practice than do others in extracting meaning. Support will be provided through scaffolded activities, explicit instruction, and peer assistance.

Support Advanced Learners: These students can be expected to not only learn basic concepts and vocabulary independently, but also to conduct sophisticated analysis of more detailed ideas and vocabulary. Advanced students can investigate advanced topics in World History, and offer their own analysis of the topic, citing evidence and sources to support their investigation.

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

Make-up tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments, which the student missed during an absence.

Every student will be given an opportunity to make-up work for any assignment missed for full credit during an excused absence. The teacher will determine when make-up assignments will be due. Due dates should be within a reasonable amount of time.

Makeup assignments for work missed during an unexcused absence, including "cuts" and suspensions, will be given at the discretion of the teacher.

### 2. Classroom Rules/Expectations

1. Respect materials, individuals, ideas, etc.
2. Come prepared to class with appropriate materials.
3. Follow all school rules for dress code, and behavior.

### 3. Behavioral Management Plan

# GUSD High School Course Description

- 1) The student will have been made aware of the classroom rules and procedures.
- 2) The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.
- 3) When a problem occurs, the teacher will confer with the student and attempt to resolve the problem.
- 4) If the student does not modify his/her behavior or comply with the consequences the classroom teacher will:
  - a. Assign teacher detention.
  - b. Attempt to make phone contact with the parent within three days to discuss the problem and solicit parental assistance in modifying the student's behavior.
- 5) Referral to administration and placement on the appropriate step of the Administrative Discipline Ladder.

## 4. Homework Policy

Homework will be assigned on a regular basis. These assignments will vary based on teacher discretion. Refer to BP 6154.

## 5. Extra Credit

Extra credit will be determined individually by United States History Instructors.

## 6. Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules. BP 5131.9

## D. COURSE REQUIREMENTS

### 1. Grading Policy

Grades are intended to reflect the student's mastery of course objectives. Every student in every class has an opportunity to earn an "A".

The range of grades will reflect a student's mastery as follows:

- |                   |   |
|-------------------|---|
| A (90-100%)       | The student has attained excellent mastery of objectives.     |
| B (80-89%)        | The student has attained above average mastery of objectives. |
| C (70-79%)        | The student has attained satisfactory mastery of objectives.  |
| D (60-69%)        | The student has attained minimal mastery of objectives.       |
| F (59% and below) | The student has not attained minimal mastery of objectives.   |

# GUSD High School Course Description

## 2. Course Procedures

Course Syllabus and Honesty Policy: Students and parents need to read and sign at the beginning of the school year.

Lectures: Lectures will emphasize United States History events, ideas, and concepts. They are also intended to help students become conversant with the academic language historians and social scientists use.

Class Notes: Students are expected to take notes on class lectures.

Textbook: Students are expected to read the chapters being taught and do their homework assigned from each chapter.

## 3. Personal Statement

## 4. Additional Information

## E. COMPREHENSIVE COURSE NARRATIVE

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.