

MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS

	UNITED STATES HISTORY	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS.
<p>(1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:</p> <p>(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;</p> <p>(B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and</p> <p>(C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.</p> <p>(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</p> <p>(A) identify the major characteristics that define an historical era;</p> <p>(B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;</p> <p>(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<p>Curricular Requirement 1: The course includes a study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. History.</p> <p>Scoring Component 1: The course includes the study of political institutions in U.S. History.</p> <p>Scoring Component 2: The course includes the study of social developments in U.S. History.</p> <p>Scoring Component 3: The course includes the study of cultural developments in U.S. History.</p> <p>Scoring Component 4: The course includes the study of diplomacy in U.S. history.</p> <p>Scoring Component 5: The course includes the study of economic trends in U.S. history.</p> <p>Curricular Requirement 2: The course uses themes and/or topics such as those listed in the Course Description, selected at the teacher’s discretion, as broad parameters for structuring the course. The themes are designed to encourage students to think conceptually about the American past and to focus on historical change over time. The topic outline is suggested as a general guide for</p>	<p>I. Interrelated Disciplines and Skills</p> <p>A. Spatial analysis of physical and cultural processes that shape the human experience</p> <ol style="list-style-type: none"> 1. Use the tools and concepts of geography appropriately and accurately. 2. Analyze the interaction between human communities and the environment. 3. Analyze how physical and cultural processes have shaped human communities over time. 4. Evaluate the causes and effects of human migration patterns over time. 5. Analyze how various cultural regions have changed over time. 6. Analyze the relationship between geography and the development of human communities. <p>B. Periodization and chronological reasoning</p> <ol style="list-style-type: none"> 1. Examine how and why historians divide the past into eras. 2. Identify and evaluate sources and patterns of change and continuity across time and place. 3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history. <p>C. Change and continuity of political ideologies, constitutions, and political behavior</p> <ol style="list-style-type: none"> 1. Evaluate different governmental systems and functions. 2. Evaluate changes in the functions and structures of government across time. 3. Explain and analyze the importance of civic

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<p>(D) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).</p> <p>(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:</p> <p>(A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;</p> <p>(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;</p> <p>(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and</p> <p>(D) describe the optimism of the many</p>	<p>AP teachers in structuring their courses; it is not intended to be prescriptive of what teachers must teach.</p> <p>Scoring Component 6: The course uses themes and topics such as those listed in the Course Description, selected at the teacher's discretion, as broad parameters for structuring the course.</p> <p>Scoring Component 7: The themes are designed to encourage students to think conceptually about the American past.</p> <p>Scoring Component 8: The themes are designed to encourage students to focus on historical change over time.</p> <p>Curricular Requirement 3: The course teaches students to analyze evidence and interpretations presented in historical scholarship.</p> <p>Scoring Component 9: The course teaches students to analyze evidence and interpretations presented in historical scholarship.</p> <p>Curricular Requirement 4: The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</p>	<p>engagement.</p> <p>D. Change and continuity of economic systems and processes</p> <ol style="list-style-type: none"> 1. Identify and evaluate the strengths and weaknesses of different economic systems. 2. Analyze the basic functions and structures of international economics. <p>E. Change and continuity of social groups, civic organizations, institutions, and their interaction</p> <ol style="list-style-type: none"> 1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves. 2. Define the concept of socialization and analyze the role socialization plays in human development and behavior. 3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society. 4. Identify and evaluate the sources and consequences of social conflict. <p>F. Problem-solving and decision-making skills</p> <ol style="list-style-type: none"> 1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly. 2. Analyze ethical issues in historical, cultural, and social contexts.

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<p>immigrants who sought a better life in America.</p> <p>(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:</p> <p>(A) explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;</p> <p>(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;</p> <p>(C) identify the causes of World War I and reasons for U.S. entry;</p> <p>(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;</p> <p>(E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;</p> <p>(F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and</p> <p>(G) analyze significant events such as the</p>	<p>Scoring Component 10: The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</p> <p>Curricular Requirement 5: The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ), and thematic essays. (See Course Description for more information).</p> <p>Scoring Component 11: The course provides students with frequent practice in writing analytical and interpretive essays (also called Free-Response Questions).</p> <p>Scoring Component 12: The course provides students with frequent practice in writing analytical and interpretive essays based on primary source materials (for example Document-Based Questions.)</p>	<p>II. Diverse Human Perspectives and Experiences</p> <p>A. Multicultural societies</p> <ol style="list-style-type: none"> 1. Define a “multicultural society” and consider both the positive and negative qualities of multiculturalism. 2. Evaluate the experiences and contributions of diverse groups to multicultural societies. <p>B. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)</p> <ol style="list-style-type: none"> 1. Explain and evaluate the concepts of race, ethnicity, and nationalism. 2. Explain and evaluate the concept of gender. 3. Analyze diverse religious concepts, structures, and institutions around the world. 4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity. 5. Explain the concepts of socioeconomic status and stratification. 6. Analyze how individual and group identities are established and change over time. <p>III. Interdependence of Global Communities</p> <p>A. Spatial understanding of global, regional, national, and local communities</p> <ol style="list-style-type: none"> 1. Distinguish spatial patterns of human communities that exist between or within

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<p>Battle of Argonne Forest.</p> <p>(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:</p> <p>(A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;</p> <p>(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society; and</p> <p>(C) evaluate the impact of third parties, including the Populist and Progressive parties.</p> <p>(6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:</p> <p>(A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and</p> <p>(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.</p>		<p>contemporary political boundaries.</p> <p>2. Connect regional or local developments to global ones.</p> <p>3. Analyze how and why diverse communities interact and become dependent on each other.</p> <p>B. Global analysis</p> <p>1. Apply social studies methodologies to compare societies and cultures.</p> <p>IV. Analysis, Synthesis, and Evaluation of Information</p> <p>A. Critical examination of texts, images, and other sources of information</p> <p>1. Identify and analyze the main idea(s) and point(s)-of-view in sources.</p> <p>2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).</p> <p>3. Evaluate sources from multiple perspectives.</p> <p>4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.</p> <p>5. Read narrative texts critically.</p> <p>6. Read research data critically.</p> <p>B. Research and methods</p> <p>1. Use established research methodologies.</p> <p>2. Explain how historians and other social scientists develop new and competing views of past phenomena.</p>

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<p>(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:</p> <p>(A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor;</p> <p>(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;</p> <p>(C) analyze the function of the U.S. Office of War Information;</p> <p>(D) analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;</p> <p>(E) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;</p> <p>(F) evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas</p>		<p>3. Gather, organize, and display the results of data and research.</p> <p>4. Identify and collect sources.</p> <p>C. Critical listening</p> <p>1. Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.</p> <p>D. Reaching conclusions</p> <p>1. Construct a thesis that is supported by evidence.</p> <p>2. Recognize and evaluate counter-arguments.</p> <p>V. Effective Communication</p> <p>A. Clear and coherent oral and written communication</p> <p>1. Use appropriate oral communication techniques depending on the context or nature of the interaction.</p> <p>2. Use conventions of standard written English.</p> <p>B. Academic integrity</p> <p>1. Attribute ideas and information to source materials and authors.</p>

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<p>MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and (G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.</p> <p>(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to: (A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis; (B) describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers; (C) explain reasons and outcomes for U.S. involvement in the Korean War and its</p>		<p>I. Interrelated Disciplines and Skills A. Spatial analysis of physical and cultural processes that shape the human experience 1. Use the tools and concepts of geography appropriately and accurately. 2. Analyze the interaction between human communities and the environment. 3. Analyze how physical and cultural processes have shaped human communities over time. 4. Evaluate the causes and effects of human migration patterns over time. 5. Analyze how various cultural regions have changed over time. 6. Analyze the relationship between geography and the development of human communities. B. Periodization and chronological reasoning 1. Examine how and why historians divide the past into eras. 2. Identify and evaluate sources and patterns of change and continuity across time and place. 3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history. C. Change and continuity of political ideologies, constitutions, and political behavior 1. Evaluate different governmental systems and functions. 2. Evaluate changes in the functions and structures of government across time. 3. Explain and analyze the importance of civic</p>

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<p>relationship to the containment policy; (D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War; (E) analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and (F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.</p> <p>(9) History. The student understands the impact of the American civil rights movement. The student is expected to: (A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments; (B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements; (C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan; (D) compare and contrast the approach taken</p>		<p>engagement. D. Change and continuity of economic systems and processes 1. Identify and evaluate the strengths and weaknesses of different economic systems. 2. Analyze the basic functions and structures of international economics. E. Change and continuity of social groups, civic organizations, institutions, and their interaction 1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves. 2. Define the concept of socialization and analyze the role socialization plays in human development and behavior. 3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society. 4. Identify and evaluate the sources and consequences of social conflict. F. Problem-solving and decision-making skills 1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly. 2. Analyze ethical issues in historical, cultural, and social contexts.</p>

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<p>by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.;</p> <p>(E) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;</p> <p>(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965;</p> <p>(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo;</p> <p>(H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and</p> <p>(I) describe how litigation such as the landmark cases of Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement.</p>		<p>II. Diverse Human Perspectives and Experiences</p> <p>A. Multicultural societies</p> <ol style="list-style-type: none"> 1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism. 2. Evaluate the experiences and contributions of diverse groups to multicultural societies. <p>B. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)</p> <ol style="list-style-type: none"> 1. Explain and evaluate the concepts of race, ethnicity, and nationalism. 2. Explain and evaluate the concept of gender. 3. Analyze diverse religious concepts, structures, and institutions around the world. 4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity. 5. Explain the concepts of socioeconomic status and stratification. 6. Analyze how individual and group identities are established and change over time. <p>III. Interdependence of Global Communities</p> <p>A. Spatial understanding of global, regional, national, and local communities</p> <ol style="list-style-type: none"> 1. Distinguish spatial patterns of human communities that exist between or within

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<p>(10) History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to:</p> <p>(A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;</p> <p>(B) describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength;</p> <p>(C) compare the impact of energy on the American way of life over time;</p> <p>(D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis;</p> <p>(E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and</p> <p>(F) describe significant societal issues of this time period.</p> <p>(11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:</p>		<p>contemporary political boundaries.</p> <p>2. Connect regional or local developments to global ones.</p> <p>3. Analyze how and why diverse communities interact and become dependent on each other.</p> <p>B. Global analysis</p> <p>1. Apply social studies methodologies to compare societies and cultures.</p> <p>IV. Analysis, Synthesis, and Evaluation of Information</p> <p>A. Critical examination of texts, images, and other sources of information</p> <p>1. Identify and analyze the main idea(s) and point(s)-of-view in sources.</p> <p>2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).</p> <p>3. Evaluate sources from multiple perspectives.</p> <p>4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.</p> <p>5. Read narrative texts critically.</p> <p>6. Read research data critically.</p> <p>B. Research and methods</p> <p>1. Use established research methodologies.</p> <p>2. Explain how historians and other social scientists develop new and competing views of past phenomena.</p>

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<p>(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;</p> <p>(B) identify significant social and political advocacy organizations, leaders, and issues across the political spectrum;</p> <p>(C) evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties;</p> <p>(D) analyze the impact of third parties on presidential elections;</p> <p>(E) discuss the historical significance of the 2008 presidential election; and</p> <p>(F) discuss the solvency of long-term entitlement programs such as Social Security and Medicare.</p> <p>(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to:</p> <p>(A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and</p> <p>(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.</p>		<p>3. Gather, organize, and display the results of data and research.</p> <p>4. Identify and collect sources.</p> <p>C. Critical listening</p> <p>1. Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.</p> <p>D. Reaching conclusions</p> <p>1. Construct a thesis that is supported by evidence.</p> <p>2. Recognize and evaluate counter-arguments.</p> <p>V. Effective Communication</p> <p>A. Clear and coherent oral and written communication</p> <p>1. Use appropriate oral communication techniques depending on the context or nature of the interaction.</p> <p>2. Use conventions of standard written English.</p> <p>B. Academic integrity</p> <p>1. Attribute ideas and information to source materials and authors.</p>

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<p>(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:</p> <p>(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and</p> <p>(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.</p> <p>(14) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:</p> <p>(A) identify the effects of population growth and distribution on the physical environment;</p> <p>(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act; and</p> <p>(C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights.</p>		

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<p>(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</p> <p>(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;</p> <p>(B) describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act;</p> <p>(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas;</p> <p>(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and</p> <p>(E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.</p> <p>(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</p>		

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<p>(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;</p> <p>(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;</p> <p>(C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others;</p> <p>(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and</p> <p>(E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.</p> <p>(17) Economics. The student understands the economic effects of World War II and the Cold War. The student is expected to:</p> <p>(A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority</p>		

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<p>employment;</p> <p>(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;</p> <p>(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;</p> <p>(D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and</p> <p>(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).</p> <p>(18) Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:</p> <p>(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of</p>		

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<p>small business entrepreneurs who achieved the American dream; and (B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.</p> <p>(19) Government. The student understands changes over time in the role of government. The student is expected to: (A) evaluate the impact of New Deal legislation on the historical roles of state and federal government; (B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11; (C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; (D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009; and (E) evaluate the pros and cons of U.S.</p>		

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<p>participation in international organizations and treaties.</p> <p>(20) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:</p> <p>(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and</p> <p>(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.</p> <p>(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to:</p> <p>(A) analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester;</p> <p>(B) discuss historical reasons why the constitution has been amended; and</p> <p>(C) evaluate constitutional change in terms of</p>		

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<p>strict construction versus judicial interpretation.</p> <p>(22) Citizenship. The student understands the concept of American exceptionalism. The student is expected to:</p> <p>(A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire;</p> <p>(B) describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations; and</p> <p>(C) describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.</p> <p>(23) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</p> <p>(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;</p> <p>(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship</p>		

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<p>Act of 1924; and (C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union."</p> <p>(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: (A) describe qualities of effective leadership; and (B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.</p> <p>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: (A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; (B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural</p>		

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<p>Movement, and country and western music on American society; (C) identify the impact of popular American culture on the rest of the world over time; and (D) analyze the global diffusion of American culture through the entertainment industry via various media.</p> <p>(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to: (A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society; (B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture; (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; (D) identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society; (E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and</p>		

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<p>(F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez.</p> <p>(27) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:</p> <p>(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;</p> <p>(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and</p> <p>(C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management.</p>		

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<p>(28) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:</p> <p>(A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States;</p> <p>(B) explain how space technology and exploration improve the quality of life; and</p> <p>(C) understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.</p> <p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect</p>		

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<p>relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;</p> <p>(C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time;</p> <p>(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;</p> <p>(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context;</p> <p>(F) identify bias in written, oral, and visual material;</p> <p>(G) identify and support with historical evidence a point of view on a social studies issue or event; and</p> <p>(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.</p> <p>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) create written, oral, and visual</p>		

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<p>presentations of social studies information; (B) use correct social studies terminology to explain historical concepts; and (C) use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.</p> <p>(31) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (A) create thematic maps, graphs, and charts representing various aspects of the United States; and (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.</p> <p>(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and (B) use a decision-making process to identify a situation that requires a decision, gather</p>		

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information, identify options, predict consequences, and take action to implement a decision.			