

**MIDLAND ISD**  
**ADVANCED PLACEMENT CURRICULUM STANDARDS**

	<b>WORLD HISTORY STUDIES</b>	
<b>TEKS</b>	<b>COLLEGE BOARD</b>	<b>COLLEGE AND CAREER READINESS STDS.</b>
<p><b>(1) History. The student understands traditional historical points of reference in world history. The student is expected to:</b></p> <p><b>(A)</b> identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;</p> <p><b>(B)</b> identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;</p> <p><b>(C)</b> identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;</p> <p><b>(D)</b> identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian</p>	<p><b>Curricular Requirement 1:</b> The course includes a college-level world history textbook, diverse primary sources and secondary sources by historians or scholars interpreting the past.</p> <p><b>Scoring Component 1a:</b> The course includes a college-level world history textbook.</p> <p><b>Scoring Component 1b:</b> The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources.</p> <p><b>Scoring Component 1c:</b> The course includes sources written by historians or scholars interpreting the past.</p> <p><b>Curricular Requirement 2:</b> Each of the course themes receives explicit attention and is addressed throughout the course. – Course themes</p> <p><b>Theme 1:</b> Interaction Between Humans and the Environment</p> <p><b>Theme 2:</b> Development and Interaction of Cultures</p> <p><b>Theme 3:</b> State-Building, Expansion, and Conflict</p> <p><b>Theme 4:</b> Creation, Expansion, and Interaction</p> <p><b>Theme 5:</b> Development and Transformation of Social Structures</p>	<p><b>I. Interrelated Disciplines and Skills</b></p> <p><b>A. Spatial analysis of physical and cultural processes that shape the human experience</b></p> <ol style="list-style-type: none"> <li>1. Use the tools and concepts of geography appropriately and accurately.</li> <li>2. Analyze the interaction between human communities and the environment.</li> <li>3. Analyze how physical and cultural processes have shaped human communities over time.</li> <li>4. Evaluate the causes and effects of human migration patterns over time.</li> <li>5. Analyze how various cultural regions have changed over time.</li> <li>6. Analyze the relationship between geography and the development of human communities.</li> </ol> <p><b>B. Periodization and chronological reasoning</b></p> <ol style="list-style-type: none"> <li>1. Examine how and why historians divide the past into eras.</li> <li>2. Identify and evaluate sources and patterns of change and continuity across time and place.</li> <li>3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.</li> </ol> <p><b>C. Change and continuity of political ideologies, constitutions, and political behavior</b></p> <ol style="list-style-type: none"> <li>1. Evaluate different governmental systems and functions.</li> <li>2. Evaluate changes in the functions and structures of government across time.</li> <li>3. Explain and analyze the importance of civic</li> </ol>

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<p>Exchange, European expansion, and the Renaissance and the Reformation;  <b>(E)</b> identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and  <b>(F)</b> identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.</p> <p><b>(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:</b>  <b>(A)</b> summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;  <b>(B)</b> identify the characteristics of civilization; and  <b>(C)</b> explain how major river valley civilizations influenced the development of the classical civilizations.</p>	<p><b>Curricular Requirement 3:</b>  Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes. –  <b>Key concepts</b></p> <p><b>Theme 1:</b> Interaction Between Humans and the Environment  A. Demography and disease  B. Migration  C. Patterns of settlement  D. Technology</p> <p><b>Theme 2:</b> Development and Interaction of Cultures  A. Religions  B. Belief systems, philosophies, and ideologies  C. Science and technology  D. The arts and architecture</p> <p><b>Theme 3:</b> State-Building, Expansion, and Conflict  A. Political structures and forms of governance  B. Empires  C. Nations and nationalism  D. Revolts and revolutions  E. Regional, transregional, and global structures and organizations</p> <p><b>Theme 4:</b> Creation, Expansion, and Interaction</p>	<p>engagement.  <b>D. Change and continuity of economic systems and processes</b>  <b>1.</b> Identify and evaluate the strengths and weaknesses of different economic systems.  <b>2.</b> Analyze the basic functions and structures of international economics.  <b>E. Change and continuity of social groups, civic organizations, institutions, and their interaction</b>  <b>1.</b> Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.  <b>2.</b> Define the concept of socialization and analyze the role socialization plays in human development and behavior.  <b>3.</b> Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.  <b>4.</b> Identify and evaluate the sources and consequences of social conflict.  <b>F. Problem-solving and decision-making skills</b>  <b>1.</b> Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.  <b>2.</b> Analyze ethical issues in historical, cultural, and social contexts.</p>

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<p><b>(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:</b></p> <p><b>(A)</b> describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity;</p> <p><b>(B)</b> explain the impact of the fall of Rome on Western Europe; and</p> <p><b>(C)</b> compare the factors that led to the collapse of Rome and Han China.</p> <p><b>(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:</b></p> <p><b>(A)</b> explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire;</p> <p><b>(B)</b> explain the characteristics of Roman Catholicism and Eastern Orthodoxy;</p> <p><b>(C)</b> describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;</p> <p><b>(D)</b> explain the political, economic, and social</p>	<p>A. Agricultural and pastoral production</p> <p>B. Trade and commerce</p> <p>C. Labor systems</p> <p>D. Industrialization</p> <p>E. Capitalism and socialism</p> <p><b>Theme 5:</b> Development and Transformation of Social Structures</p> <p>A. Gender roles and relations</p> <p>B. Family and kinship</p> <p>C. Racial and ethnic constructions</p> <p>D. Social and economic classes</p> <p><b>Curricular Requirement 4:</b> The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events.</p> <p><b>Curricular Requirement 5:</b> The course provides balanced global coverage, with Africa, the Americas, Asia, Oceania and Australia, and Europe all represented. No more than 20% of course time is devoted to European history. – <b>Geographic coverage</b></p> <p><b>Scoring Component 5a:</b> The course</p>	<p><b>II. Diverse Human Perspectives and Experiences</b></p> <p><b>A. Multicultural societies</b></p> <p>1. Define a “multicultural society” and consider both the positive and negative qualities of multiculturalism.</p> <p>2. Evaluate the experiences and contributions of diverse groups to multicultural societies.</p> <p><b>B. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)</b></p> <p>1. Explain and evaluate the concepts of race, ethnicity, and nationalism.</p> <p>2. Explain and evaluate the concept of gender.</p> <p>3. Analyze diverse religious concepts, structures, and institutions around the world.</p> <p>4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.</p> <p>5. Explain the concepts of socioeconomic status and stratification.</p> <p>6. Analyze how individual and group identities are established and change over time.</p> <p><b>III. Interdependence of Global Communities</b></p> <p><b>A. Spatial understanding of global, regional, national, and local communities</b></p> <p>1. Distinguish spatial patterns of human communities that exist between or within</p>

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<p>impact of Islam on Europe, Asia, and Africa;  <b>(E)</b> describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;  <b>(F)</b> describe the interactions between Muslim and Hindu societies in South Asia;  <b>(G)</b> explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe;  <b>(H)</b> summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;  <b>(I)</b> explain the development of the slave trade;  <b>(J)</b> analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and  <b>(K)</b> summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.</p> <p><b>(5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:</b>  <b>(A)</b> explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and  <b>(B)</b> explain the political, intellectual, artistic, economic, and religious impact of the Reformation.</p>	<p>provides balanced global coverage, with Africa represented.  <b>Scoring Component 5b:</b> The course provides balanced global coverage, with the Americas represented.  <b>Scoring Component 5c:</b> The course provides balanced global coverage, with Asia represented.  <b>Scoring Component 5d:</b> The course provides balanced global coverage, with Oceania and Australia represented.  <b>Scoring Component 5e:</b> The course provides balanced global coverage with Europe represented. No more than 20% of course time is devoted to European History.</p> <p><b>Curricular Requirement 6 :</b>  <b>The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation</b></p> <p><b>Curricular Requirement 7:</b>  <b>The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation</b></p>	<p>contemporary political boundaries.  <b>2.</b> Connect regional or local developments to global ones.  <b>3.</b> Analyze how and why diverse communities interact and become dependent on each other.  <b>B. Global analysis</b>  <b>1.</b> Apply social studies methodologies to compare societies and cultures.</p> <p><b>IV. Analysis, Synthesis, and Evaluation of Information</b>  <b>A. Critical examination of texts, images, and other sources of information</b>  <b>1.</b> Identify and analyze the main idea(s) and point(s)-of-view in sources.  <b>2.</b> Situate an informational source in its appropriate contexts (contemporary, historical, cultural).  <b>3.</b> Evaluate sources from multiple perspectives.  <b>4.</b> Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.  <b>5.</b> Read narrative texts critically.  <b>6.</b> Read research data critically.  <b>B. Research and methods</b>  <b>1.</b> Use established research methodologies.  <b>2.</b> Explain how historians and other social scientists develop new and competing views of past phenomena.</p>

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<p><b>(6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:</b></p> <p><b>(A)</b> compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and</p> <p><b>(B)</b> explain how the Inca and Aztec empires were impacted by European exploration/colonization.</p> <p><b>(7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:</b></p> <p><b>(A)</b> analyze the causes of European expansion from 1450 to 1750;</p> <p><b>(B)</b> explain the impact of the Columbian Exchange on the Americas and Europe;</p> <p><b>(C)</b> explain the impact of the Atlantic slave trade on West Africa and the Americas;</p> <p><b>(D)</b> explain the impact of the Ottoman Empire on Eastern Europe and global trade;</p> <p><b>(E)</b> explain Ming China's impact on global trade; and</p> <p><b>(F)</b> explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution.</p>	<p><b>Curricular Requirement 8:</b> The course provides opportunities for students to analyze evidence about the past from diverse sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources. – <b>Appropriate use of historical evidence</b></p> <p><b>Curricular Requirement 9:</b> The course provides opportunities for students to examine relationships between causes and consequences of events or processes. – <b>Historical causation</b></p> <p><b>Curricular Requirement 10:</b> The course provides opportunities for students to identify and analyze patterns of continuity and change over time and across geographic regions, relating these patterns to a global context. – <b>Patterns of change and continuity over time</b></p> <p><b>Curricular Requirement 11:</b> The course provides opportunities for students to examine diverse models of periodization constructed by historians. – <b>Periodization</b></p> <p><b>(1)</b> Technologica and Environmental Transformations to c. 600 B.C.E.</p>	<p><b>3.</b> Gather, organize, and display the results of data and research.</p> <p><b>4.</b> Identify and collect sources.</p> <p><b>C. Critical listening</b></p> <p><b>1.</b> Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.</p> <p><b>D. Reaching conclusions</b></p> <p><b>1.</b> Construct a thesis that is supported by evidence.</p> <p><b>2.</b> Recognize and evaluate counter-arguments.</p> <p><b>V. Effective Communication</b></p> <p><b>A. Clear and coherent oral and written communication</b></p> <p><b>1.</b> Use appropriate oral communication techniques depending on the context or nature of the interaction.</p> <p><b>2.</b> Use conventions of standard written English.</p> <p><b>B. Academic integrity</b></p> <p><b>1.</b> Attribute ideas and information to source materials and authors.</p>

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<p><b>(8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:</b></p> <p><b>(A)</b> explain how 17th and 18th century European scientific advancements led to the Industrial Revolution;</p> <p><b>(B)</b> explain how the Industrial Revolution led to political, economic, and social changes in Europe;</p> <p><b>(C)</b> identify the major political, economic, and social motivations that influenced European imperialism;</p> <p><b>(D)</b> explain the major characteristics and impact of European imperialism; and</p> <p><b>(E)</b> explain the effects of free enterprise in the Industrial Revolution.</p> <p><b>(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:</b></p> <p><b>(A)</b> compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion;</p> <p><b>(B)</b> explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;</p>	<p><b>(2)</b> Organization and Reorganization of Human Societies c.600 B.C.E. to C. 600 C.E.</p> <p><b>(3)</b> Regional and Transregional Interactions c.600 C.E. to c. 1450</p> <p><b>(4)</b> Global Interactions c. 1450 to c. 1750</p> <p><b>(5)</b> Industrialization and Global Integration c. 1750 to 1900</p> <p><b>(6)</b> Accelerating Global Change and Realignments c. 1900 to the Present</p> <p><b>Curricular Requirement 12:</b> The course provides opportunities for students to compare historical developments across or within societies in various chronological and/or geographical contexts. – Comparison</p> <p><b>Curricular Requirement 13:</b> The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. – Contextualization</p> <p><b>Curricular Requirement 14:</b> The course provides opportunities for students to apply multiple historical thinking skills to examine a particular historical problem or question and connect</p>	<p><b>I. Interrelated Disciplines and Skills</b></p> <p><b>A. Spatial analysis of physical and cultural processes that shape the human experience</b></p> <ol style="list-style-type: none"> <li>1. Use the tools and concepts of geography appropriately and accurately.</li> <li>2. Analyze the interaction between human communities and the environment.</li> <li>3. Analyze how physical and cultural processes have shaped human communities over time.</li> <li>4. Evaluate the causes and effects of human migration patterns over time.</li> <li>5. Analyze how various cultural regions have changed over time.</li> <li>6. Analyze the relationship between geography and the development of human communities.</li> </ol> <p><b>B. Periodization and chronological reasoning</b></p> <ol style="list-style-type: none"> <li>1. Examine how and why historians divide the past into eras.</li> <li>2. Identify and evaluate sources and patterns of change and continuity across time and place.</li> <li>3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.</li> </ol> <p><b>C. Change and continuity of political ideologies, constitutions, and political behavior</b></p> <ol style="list-style-type: none"> <li>1. Evaluate different governmental systems and functions.</li> <li>2. Evaluate changes in the functions and structures of government across time.</li> <li>3. Explain and analyze the importance of civic</li> </ol>	

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<p>(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and</p> <p>(D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.</p> <p><b>(10) History. The student understands the causes and impact of World War I. The student is expected to:</b></p> <p>(A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;</p> <p>(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;</p> <p>(C) explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and</p> <p>(D) identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.</p>	<p><b>insights from one historical context to another, including the present. – Synthesis</b></p> <p><b>Curricular Requirement 15:</b> <b>The course provides opportunities for students to recognize how the study of history has been shaped by the findings and methods of other disciplines such as anthropology, archaeology, visual arts, literature, economics, geography and political science. – Synthesis</b></p>	<p>engagement.</p> <p><b>D. Change and continuity of economic systems and processes</b></p> <ol style="list-style-type: none"> <li>1. Identify and evaluate the strengths and weaknesses of different economic systems.</li> <li>2. Analyze the basic functions and structures of international economics.</li> </ol> <p><b>E. Change and continuity of social groups, civic organizations, institutions, and their interaction</b></p> <ol style="list-style-type: none"> <li>1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.</li> <li>2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.</li> <li>3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.</li> <li>4. Identify and evaluate the sources and consequences of social conflict.</li> </ol> <p><b>F. Problem-solving and decision-making skills</b></p> <ol style="list-style-type: none"> <li>1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.</li> <li>2. Analyze ethical issues in historical, cultural, and social contexts.</li> </ol>

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<p><b>(11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:</b></p> <p><b>(A)</b> summarize the international, political, and economic causes of the global depression; and</p> <p><b>(B)</b> explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression.</p> <p><b>(12) History. The student understands the causes and impact of World War II. The student is expected to:</b></p> <p><b>(A)</b> describe the emergence and characteristics of totalitarianism;</p> <p><b>(B)</b> explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and</p> <p><b>(C)</b> explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.</p> <p><b>(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The</b></p>		<p><b>II. Diverse Human Perspectives and Experiences</b></p> <p><b>A. Multicultural societies</b></p> <ol style="list-style-type: none"> <li>1. Define a “multicultural society” and consider both the positive and negative qualities of multiculturalism.</li> <li>2. Evaluate the experiences and contributions of diverse groups to multicultural societies.</li> </ol> <p><b>B. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)</b></p> <ol style="list-style-type: none"> <li>1. Explain and evaluate the concepts of race, ethnicity, and nationalism.</li> <li>2. Explain and evaluate the concept of gender.</li> <li>3. Analyze diverse religious concepts, structures, and institutions around the world.</li> <li>4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.</li> <li>5. Explain the concepts of socioeconomic status and stratification.</li> <li>6. Analyze how individual and group identities are established and change over time.</li> </ol> <p><b>III. Interdependence of Global Communities</b></p> <p><b>A. Spatial understanding of global, regional, national, and local communities</b></p> <ol style="list-style-type: none"> <li>1. Distinguish spatial patterns of human communities that exist between or within</li> </ol>

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<p><b>student is expected to:</b></p> <p><b>(A)</b> summarize how the outcome of World War II contributed to the development of the Cold War;</p> <p><b>(B)</b> summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism;</p> <p><b>(C)</b> identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;</p> <p><b>(D)</b> explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;</p> <p><b>(E)</b> summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and</p> <p><b>(F)</b> explain how Arab rejection of the State of Israel has led to ongoing conflict.</p> <p><b>(14) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:</b></p> <p><b>(A)</b> summarize the development and impact of radical Islamic fundamentalism on events in the</p>		<p>contemporary political boundaries.</p> <p><b>2.</b> Connect regional or local developments to global ones.</p> <p><b>3.</b> Analyze how and why diverse communities interact and become dependent on each other.</p> <p><b>B. Global analysis</b></p> <p><b>1.</b> Apply social studies methodologies to compare societies and cultures.</p> <p><b>IV. Analysis, Synthesis, and Evaluation of Information</b></p> <p><b>A. Critical examination of texts, images, and other sources of information</b></p> <p><b>1.</b> Identify and analyze the main idea(s) and point(s)-of-view in sources.</p> <p><b>2.</b> Situate an informational source in its appropriate contexts (contemporary, historical, cultural).</p> <p><b>3.</b> Evaluate sources from multiple perspectives.</p> <p><b>4.</b> Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.</p> <p><b>5.</b> Read narrative texts critically.</p> <p><b>6.</b> Read research data critically.</p> <p><b>B. Research and methods</b></p> <p><b>1.</b> Use established research methodologies.</p> <p><b>2.</b> Explain how historians and other social scientists develop new and competing views of past phenomena.</p>

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<p>second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda; and  <b>(B)</b> explain the U.S. response to terrorism from September 11, 2001, to the present.</p> <p><b>(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</b>  <b>(A)</b> create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and  <b>(B)</b> analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</p> <p><b>(16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:</b>  <b>(A)</b> locate places and regions of historical significance directly related to major eras and turning points in world history;  <b>(B)</b> analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and</p>		<p><b>3.</b> Gather, organize, and display the results of data and research.  <b>4.</b> Identify and collect sources.</p> <p><b>C. Critical listening</b>  <b>1.</b> Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.  <b>D. Reaching conclusions</b>  <b>1.</b> Construct a thesis that is supported by evidence.  <b>2.</b> Recognize and evaluate counter-arguments.</p> <p><b>V. Effective Communication</b>  <b>A. Clear and coherent oral and written communication</b>  <b>1.</b> Use appropriate oral communication techniques depending on the context or nature of the interaction.  <b>2.</b> Use conventions of standard written English.  <b>B. Academic integrity</b>  <b>1.</b> Attribute ideas and information to source materials and authors.</p>

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<p>Suez canals; and  <b>(C)</b> interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.</p> <p><b>(17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:</b>  <b>(A)</b> identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution;  <b>(B)</b> summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution; and  <b>(C)</b> summarize the economic and social impact of 20th century globalization.</p> <p><b>(18) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:</b>  <b>(A)</b> identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in <i>The Wealth of Nations</i>;  <b>(B)</b> identify the historical origins and characteristics of communism, including the influences of Karl Marx;</p>		

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<p>(C) identify the historical origins and characteristics of socialism;            (D) identify the historical origins and characteristics of fascism;            (E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century; and            (F) formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities.</p> <p><b>(19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:</b></p> <p>(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and            (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.</p>		

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<p><b>(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:</b></p> <p><b>(A)</b> explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment;</p> <p><b>(B)</b> identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;</p> <p><b>(C)</b> explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone; and</p> <p><b>(D)</b> explain the significance of the League of Nations and the United Nations.</p> <p><b>(21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:</b></p>		

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<p>(A) describe how people have participated in supporting or changing their governments;            (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and            (C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.</p> <p><b>(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:</b></p> <p>(A) summarize the development of the rule of law from ancient to modern times;            (B) identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and Rome;            (C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia;            (D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur;            (E) identify examples of individuals who led resistance to political oppression such as</p>		

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<p>Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and  <b>(F)</b> assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.</p> <p><b>(23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:</b>  <b>(A)</b> describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism; and  <b>(B)</b> identify examples of religious influence on various events referenced in the major eras of world history.</p> <p><b>(24) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</b>  <b>(A)</b> describe the changing roles of women, children, and families during major eras of world history; and  <b>(B)</b> describe the major influences of women</p>		

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<p>such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history.</p> <p><b>(25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:</b></p> <p><b>(A)</b> summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;</p> <p><b>(B)</b> summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;</p> <p><b>(C)</b> explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments; and</p> <p><b>(D)</b> explain how Islam influences law and government in the Muslim world.</p> <p><b>(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p><b>(A)</b> identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;</p> <p><b>(B)</b> analyze examples of how art, architecture,</p>		<p><b>I. Interrelated Disciplines and Skills</b></p> <p><b>A. Spatial analysis of physical and cultural processes that shape the human experience</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Use the tools and concepts of geography appropriately and accurately.</li> <li><b>2.</b> Analyze the interaction between human communities and the environment.</li> <li><b>3.</b> Analyze how physical and cultural processes have shaped human communities over time.</li> <li><b>4.</b> Evaluate the causes and effects of human migration patterns over time.</li> <li><b>5.</b> Analyze how various cultural regions have changed over time.</li> <li><b>6.</b> Analyze the relationship between geography and the development of human communities.</li> </ol> <p><b>B. Periodization and chronological reasoning</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Examine how and why historians divide the past into eras.</li> <li><b>2.</b> Identify and evaluate sources and patterns of change and continuity across time and place.</li> <li><b>3.</b> Analyze causes and effects of major political, economic, and social changes in U.S. and world history.</li> </ol> <p><b>C. Change and continuity of political ideologies, constitutions, and political behavior</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Evaluate different governmental systems and functions.</li> <li><b>2.</b> Evaluate changes in the functions and structures of government across time.</li> <li><b>3.</b> Explain and analyze the importance of civic</li> </ol>

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<p>literature, music, and drama reflect the history of the cultures in which they are produced; and  <b>(C)</b> identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.</p> <p><b>(27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:</b></p> <p><b>(A)</b> identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties;  <b>(B)</b> summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;  <b>(C)</b> explain the impact of the printing press on the Renaissance and the Reformation in Europe;  <b>(D)</b> describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and  <b>(E)</b> identify the contributions of significant scientists such as Archimedes, Copernicus,</p>		<p>engagement.</p> <p><b>D. Change and continuity of economic systems and processes</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Identify and evaluate the strengths and weaknesses of different economic systems.</li> <li><b>2.</b> Analyze the basic functions and structures of international economics.</li> </ol> <p><b>E. Change and continuity of social groups, civic organizations, institutions, and their interaction</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.</li> <li><b>2.</b> Define the concept of socialization and analyze the role socialization plays in human development and behavior.</li> <li><b>3.</b> Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.</li> <li><b>4.</b> Identify and evaluate the sources and consequences of social conflict.</li> </ol> <p><b>F. Problem-solving and decision-making skills</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.</li> <li><b>2.</b> Analyze ethical issues in historical, cultural, and social contexts.</li> </ol>

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<p>Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.</p> <p><b>(28) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:</b></p> <p><b>(A)</b> explain the role of textile manufacturing and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing the Industrial Revolution;</p> <p><b>(B)</b> explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;</p> <p><b>(C)</b> explain the effects of major new military technologies on World War I, World War II, and the Cold War;</p> <p><b>(D)</b> explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and</p> <p><b>(E)</b> identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.</p>		<p><b>II. Diverse Human Perspectives and Experiences</b></p> <p><b>A. Multicultural societies</b></p> <ol style="list-style-type: none"> <li>1. Define a “multicultural society” and consider both the positive and negative qualities of multiculturalism.</li> <li>2. Evaluate the experiences and contributions of diverse groups to multicultural societies.</li> </ol> <p><b>B. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)</b></p> <ol style="list-style-type: none"> <li>1. Explain and evaluate the concepts of race, ethnicity, and nationalism.</li> <li>2. Explain and evaluate the concept of gender.</li> <li>3. Analyze diverse religious concepts, structures, and institutions around the world.</li> <li>4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.</li> <li>5. Explain the concepts of socioeconomic status and stratification.</li> <li>6. Analyze how individual and group identities are established and change over time.</li> </ol> <p><b>III. Interdependence of Global Communities</b></p> <p><b>A. Spatial understanding of global, regional, national, and local communities</b></p> <ol style="list-style-type: none"> <li>1. Distinguish spatial patterns of human communities that exist between or within</li> </ol>

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<p><b>(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:</b></p> <p><b>(A)</b> identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;</p> <p><b>(B)</b> explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;</p> <p><b>(C)</b> explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;</p> <p><b>(D)</b> evaluate the validity of a source based on language, corroboration with other sources, and information about the author;</p> <p><b>(E)</b> identify bias in written, oral, and visual material;</p> <p><b>(F)</b> analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;</p> <p><b>(G)</b> construct a thesis on a social studies issue</p>		<p>contemporary political boundaries.</p> <p><b>2.</b> Connect regional or local developments to global ones.</p> <p><b>3.</b> Analyze how and why diverse communities interact and become dependent on each other.</p> <p><b>B. Global analysis</b></p> <p><b>1.</b> Apply social studies methodologies to compare societies and cultures.</p> <p><b>IV. Analysis, Synthesis, and Evaluation of Information</b></p> <p><b>A. Critical examination of texts, images, and other sources of information</b></p> <p><b>1.</b> Identify and analyze the main idea(s) and point(s)-of-view in sources.</p> <p><b>2.</b> Situate an informational source in its appropriate contexts (contemporary, historical, cultural).</p> <p><b>3.</b> Evaluate sources from multiple perspectives.</p> <p><b>4.</b> Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.</p> <p><b>5.</b> Read narrative texts critically.</p> <p><b>6.</b> Read research data critically.</p> <p><b>B. Research and methods</b></p> <p><b>1.</b> Use established research methodologies.</p> <p><b>2.</b> Explain how historians and other social scientists develop new and competing views of past phenomena.</p>

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<p>or event supported by evidence; and  <b>(H)</b> use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.</p> <p><b>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b>  <b>(A)</b> use social studies terminology correctly;  <b>(B)</b> use standard grammar, spelling, sentence structure, and punctuation;  <b>(C)</b> interpret and create written, oral, and visual presentations of social studies information; and  <b>(D)</b> transfer information from one medium to another.</p> <p><b>(31) 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:</b>  <b>(A)</b> 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>(B)</b> use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict</p>		<p><b>3.</b> Gather, organize, and display the results of data and research.  <b>4.</b> Identify and collect sources.</p> <p><b>C. Critical listening</b>  <b>1.</b> Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.  <b>D. Reaching conclusions</b>  <b>1.</b> Construct a thesis that is supported by evidence.  <b>2.</b> Recognize and evaluate counter-arguments.</p> <p><b>V. Effective Communication</b>  <b>A. Clear and coherent oral and written communication</b>  <b>1.</b> Use appropriate oral communication techniques depending on the context or nature of the interaction.  <b>2.</b> Use conventions of standard written English.  <b>B. Academic integrity</b>  <b>1.</b> Attribute ideas and information to source materials and authors.</p>

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consequences, and take action to implement a decision.		