

AP World History

Course Syllabus

Course Design

The course is a year-long course that traces the development of world history from the emergence of agriculture to the present, approximately 8000 BCE to present day. As a *world* history course, we will avoid viewing history from a Eurocentric lens and learn through a global lens, focusing on multiple perspectives and historical analysis. As such, we will spend no more than 20% of course time to European history.

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts. This understanding is advanced through historical analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons within and among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

This course follows the guidelines and expectations of The College Board for Advanced Placement World History. Critical analysis, writing and reading skills are emphasized. Students will be prepared, and are strongly encouraged, to take the appropriate College Board exam. There is a fee associated with the test.

Resources

Textbook

Strayer, Robert, *The Ways of the World, A Global History with Sources*. Boston: Bedford St. Martins; 3rd Ed. 2016. Textbook.

Primary Sources

Andrea, Alfred and James Overfield, *The Human Record: Sources of Global History*, Vols I and II
Boston: Houghton Mifflin; 5th Ed. 2004. Primary-source reader.

Secondary Sources

Diamond, Jared. *Guns, Germs, and Steel*

Pomeranz, K. and Topik S. 1999. *The World That Trade Created*. M.E. Sharpe.

Friedman, Thomas. *The World Is Flat*

Standage, Tom. *A History of the World in 6 Glasses*

Other works of historical interpretation included in the course outline below

Chronological Framework for the Course

This course covers 8000 BCE up to present day. Below is an outline of the periodization used in the course and approximately how much of the AP exam/course content is devoted to each period.

Period	Period Title	Date Range	Weight
1	Technological and Environmental Transformations	c. 8000 BCE to 600 BCE	5%
2	Organization and Reorganization of Human Societies	600 BCE to 600 CE	15%
3	Regional and Trans-regional Interactions	600 CE to 1450	20%
4	Global Interactions	1450 to 1750	20%
5	Industrialization and Global Integration	1750 to 1900	20%
6	Accelerating Global Change and Realignments	1900 to present	20%

The 5 AP World History Themes

The AP World History course is organized around five overarching themes that serve as unifying threads throughout the course. The themes allow students guidance to make “big picture” connections, organize comparisons, and analyze change and continuity over time.

- 1) Interaction Between Humans and the Environment
 - Demography and disease
 - Migration
 - Patterns of settlement
 - Technology
- 2) Development and Interaction of Cultures
 - Religions
 - Belief systems, philosophies, and ideologies
 - Science and technology
 - The arts and architecture
- 3) State-Building, Expansion, and Conflict
 - Political structures and forms of governance
 - Empires
 - Nations and nationalism
 - Revolts and revolutions
 - Regional, trans-regional, and global structures and organization
- 4) Creation, Expansion, and Interaction of Economic Systems
 - Agricultural and pastoral production
 - Trade and commerce
 - Labor systems
 - Industrialization
 - Capitalism and socialism
- 5) Development and Transformation of Social Structures
 - Gender roles and relations
 - Family and kinship
 - Racial and ethnic constructions
 - Social and economic classes

AP World History is the equivalent of a college-level survey course in world history. To prepare students for higher order thinking skills, we will be designing assignments around **four historical thinking skills** set by the College Board for the course:

1. Crafting Historical Arguments from Historical Evidence
2. Chronological Reasoning
3. Comparison and Contextualization
4. Historical Interpretation and Synthesis

Course Planner

Period One: 8000 BCE to 600 BCE
Technological and Environmental Transformations
August 1-19, 2016

Key Concepts:

1.1. Big Geography and the Peopling of the Earth

1.2. The Neolithic Revolution and Early Agricultural Societies

1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

Content includes:

- Prehistoric societies
- Patterns of migration such as the Polynesian and Bantu Migrations and their significance
- The development of pastoral and agrarian societies
- Foundational civilizations and early empire building in Mesopotamia, Egypt, Indus, China, Mesoamerica, and South America
- Development of advanced cultural accomplishments including new religious beliefs and expansion of trade networks

Essential Questions:

- What are the changes and continuities from 8000 BCE to 600 BCE?
- What effect did the Neolithic Revolution have on social and gender structures?
- What changes in population and culture were brought about by migrations?
- What were the main emphases and the main changes in the foundations of organized religions?
- How does increased interaction and trade bring about economic, technological, demographic, and cultural changes?

Key Readings:

Diamond, Jared, *Guns, Germs and Steel* selections

Strayer, *Ways of the World*, Chapters 1-2

The “Epic of Gilgamesh”

Book of the Dead

The *Book of Songs*

The *Rig Veda*

Carlyle, Thomas “*On Heroes, Hero-Worship, and the Heroic in History*”

Spencer, Herbert, *Social Darwinism* excerpt

McNeill, William, *Plagues and Peoples* excerpt

Major Comparisons:

Political structures of early civilizations, impact of geography (Mesopotamia and Egypt)

Major Activities and Assessments:

- Chapters 1-2 Identifications and Outlines
- Map Evaluations: incl. Four Great River Valley Civilizations, early migrations, early centers of agriculture (ENV-4)
- Socratic Seminar: Using the Epilogue and excerpts from *Guns, Germs, and Steel* students will analyze the causes and consequences of the Neolithic Revolution on early civilizations and pastoral societies. How - and to what extent - does geography and environment dictate the development of societies? Give students a jigsaw activity with different readings from Thomas Carlyle, Herbert Spencer, and William McNeill. In small groups: to what extent would each of them agree/disagree

with Diamond on what propels historic change? Do the readings reflect the times in which they were written? (ENV-2)

- DBQ Group Work
 - Primary visual sources: architectural and artistic achievements of early societies including but not limited to: rock paintings, temple/reliefs of Egypt, ziggurats and pyramids. Students will draw comparisons among societies, especially in environmental impact, as well as to show change over time as to the complexity of cultural development as societies progressed (CUL-8)
 - Primary written sources: comparison of The Book of Songs, the “Epic of Gilgamesh”, the Book of the Dead, and the Rig Veda. What does each reveal about the societies and times in which they were written? (CUL-4)
- Mysteries of History: “Was King Tut murdered?” Using articles of scientific discoveries and archaeological evidences, students will play the role of history detective to determine what happened to King Tut. Students will discuss their different interpretations of the evidence provided. This will be tied in to a broader discussion of historical analysis and how factual evidences can lead to different historical interpretations, as well as how other disciplines affect historical knowledge. (SB-1)
- Introduction of Theses: The students will be introduced to two forms of thesis statements (one sentence and multiple sentence). The students will be given basic information on ideas in Period 1 and will build thesis statements of their preferred form.
- Introduction of Context: The students will be shown visuals and pictures of famous places in different perspectives. The students will explain how the new perspective changes their understanding of the context of the place.
- Unit review packets

Period Two: 600 BCE to 600 CE

Organization and Reorganization of Human Societies

August 22-September 14, 2016

Key Concepts

2.1. The Development and Codification of Religious and Cultural Traditions

2.2. The Development of States and Empires

2.3. Emergence of Trans-regional Networks of Communication and Exchange

Content includes:

- Development of belief systems such as Animism in Oceania and Sub-Saharan Africa, Judaism, Christianity, Hinduism, Buddhism, Confucianism and Daoism and the effects they had on their respective societies
- Rise of key states and empires of the classical era such as Persia, Qin, Han, Maurya, Gupta, Greece, Rome, Maya; and the political/legal systems these states developed
- Hierarchical social structures and labor systems such as the caste system of India and slavery in Greece and Rome
- Causes and consequences of the decline of classical empires such as the Rome, Han, and Gupta
- Emergence of long-distance trading systems and the diffusion of goods, ideas, and disease

Essential Questions:

- What are the changes and continuities from 600 BCE to 600 CE?
- How did existing belief systems evolve? What were the new belief systems in period two, and how did they affect their respective societies?

- How does increased interaction and trade bring about economic, technological, demographic, and cultural changes?

Key Readings:

Strayer, *Ways of the World*, Chapters 3-6

Sophocles' *Antigone*

The *Ramayana*

Major Comparisons:

Early religions' and philosophies' impact on societies (including social and gender roles), collapse of early empires (Han v. Roman), social inequalities of early civilizations (slavery in Greece and Rome and the caste system of India), interregional trading systems (Indian Ocean and Silk Road)

Major Activities and Assessments:

- Chapters 3-6 Identifications and outlines
- Map evaluation: incl. Classical Empires, Spread of belief systems (CUL-2)
- Students in small groups will be assigned a belief system (Animism in Oceania and Sub-Saharan Africa, Judaism, Christianity, Hinduism, Buddhism, Confucianism and Daoism). They will present that belief system to the class, explaining its origin and diffusion. What are the causes and consequences of that diffusion? The groups will create thesis statements for a full essay (CUL-2)
- Students in groups will explain the context of the Western Roman Empire explaining what was happening in the rest of the region in terms of society and politics. (SB-1)
- Document Work: Analysis and comparison of visual sources: Mayan sculptures, Shi Huangdi's Terracotta Warriors, Nok terracotta of Africa, Greek and Roman statues (CUL-1)
- Document Work: Analysis and comparison of early literature and drama: excerpts of the *Ramayana* and Sophocles' *Antigone*. How does each show the cultural developments of their respective societies? Each is meant to entertain, but also to impart lessons. What lessons does each teach? (CUL-9)
- DBQ Essay: Response to Spread of Buddhism in China (2004 exam) (SOC-5)
- COMP Essay: analyze the similarities and differences in the techniques of imperial administration in TWO of the following: Han China, Maurya/Gupta India, Imperial Rome (SB-1)
- Unit review packets

Period Three: 600 CE to 1450 CE

Regional and Trans-regional Interactions

September 15-November 4, 2016

Key Concepts

3.1. Expansion and Intensification of Communication and Exchange Networks

3.2. Continuity and Innovation of State Forms and Their Interactions

3.3. Increased Economic Productive Capacity and Its Consequences

Content includes:

- Expansion of existing trade networks (trans-Saharan, Indian Ocean, etc) along with new innovations and the rise of trading cities
- Cultural and technological exchanges (Crusades, Mongols, Islam)
- Some centralized empires build off past practices (Byzantium) while others develop new forms of governance (Mongol khanate) or remain decentralized (feudalism)

- Industrial and agricultural production increases bringing the decline/revival of various urban centers as well as some changes in labor organization
- While many social structures and methods of production remained the same, gender and family structures changed in places as a result of diffusion of belief systems

Essential Questions:

- What are the changes and continuities from 600 to 1450?
- How did long distance trade change? What role did it play in the spread of ideas, religion, and technology and what environmental impact did it have?
- How did major technological developments such as the compass, improved shipbuilding, and gunpowder shape the world?
- Were the Dark Ages really “dark”?
- Were nomadic tribes such as the Vikings, Turks, and Mongols more a positive or negative force in the development of history?
- Should 600 to 1450 be referred to as the “Chinese Millennium”?
- What role did the spread of religions play in changes in social, gender, cultural, and political structures across the world?

Key Readings:

Strayer, *Ways of the World*, Chapters 7-12

Shaffer, Lynda, “Southernization”, *Journal of World History*.

Matossian, Mary Kilbourne, “The Chinese Millennium,” *Shaping World History*.

Marco Polo, *Description of the World*

Ibn Battuta, *A Donation to Those Interested in Curiosities*

Mahmud Kati, *The Chronicle of the Seeker*

Major Comparisons:

Japanese and European feudalism, Islam and Christianity, Aztec and Inca Empire, West African empires and East African city-states, roles of major cities in major societies, Polynesian and Viking migrations

Major Activities and Assessments:

- Chapters 7-12 Identifications and outlines
- Socratic Seminar on “The Chinese Millennium” and “Southernization”. Does Matossian make a good argument about Chinese pre-eminence during this era? Can you make a similar argument for other civilizations? What about the concept of “Southernization”? Does this illustrate early cultural and intellectual ascendancy by Indian civilization? (CUL-6)
- Mapping Migrations: Students will be assigned one of the following migrations to draw the migration patterns and their effects on the areas to which they spread: Polynesian, Bantu, and Viking. These will be shared with the class. (ENV-5)
- Classroom discussion: Using the “levels of questioning” from their homework, students will discuss the cultural and political development of East versus West Africa. What interaction does each have with other societies and what consequences does it have on their development? (SB-4)
- Map evaluations: incl. Mongol and Islamic Empires, spread of Black Death, trade routes, interregional travelers (Ibn Battuta, Marco Polo, Xuanzang); Using cartography to evaluate different world perspectives: Korea, Europe, China; Organized states of Mesoamerica versus stateless societies of North America (ENV-7)
- Small group work: students will evaluate various images of religious architecture including but not limited to: mosques in Cordoba and Timbuktu, Christian churches in Constantinople and Rome, Buddhist architecture in India and China. What similarities and differences are there? What influenced the development of these buildings? (CUL-8)

- DBQ Skills: Spread of Islamic Civilization. Students will analyze the POV (view, purpose, audience, and historical context) of the documents given. Documents include: the Quran, Excerpts from Mohammed, and *Fifteen Decisive Battles of the World* by Sir Edward Crecy (SB-8)
- CCOT Essay: Analyze the continuities and changes along the Silk Road from 200 BCE to 1450 CE (ECON-12)
- DBQ Essay: Attitudes of Christianity and Islam toward merchants and trade. Do their attitudes change over time? What may account for this? (SB-8)
- COMP Essay: Compare the process of state-building in TWO of the following in the period 600 C.E. to 1450 C.E.: Islamic states, City-states, Mongol khanates (SB-2)
- Unit review packet

Period Four: 1450 to 1750

Global Interactions

November 7, 2016-January 12, 2017
(includes Thanksgiving and Winter Break)

Key Concept

- 4.1.** Globalizing Networks of Communication and Exchange
- 4.2.** New Forms of Social Organization and Modes of Production
- 4.3.** State Consolidation and Imperial Expansion

Content includes:

- Causes and consequences of the increase in existing trade networks (Indian Ocean, Mediterranean, Sahara, Eurasia) and advancement of transoceanic travel (European Exploration) that included the Americas in the global trade network for the first time
- New social divisions emerge (racial classifications in the Americas, ethnic divisions in China) with new ruling elites (creoles, Manchu)
- Coerced labor systems (African slavery, encomienda system) and peasant labor (Russian Siberia, textiles in China) become even more prevalent with expansion of plantations and the increased demand for raw materials and finished products
- Both land (Ottoman, Mughal, Manchu) and maritime (European) empires expand with use of new weaponry which creates rivalry (Ottoman-Safavid) and local resistance

Essential Questions:

- What are the changes and continuities from 1450 to 1750?
- How did the world change from an Asian-centered economy to a global economy?
- How did empires approach state building? How does distance affect empire building?
- How did Russia and Japan interact with the “West”?
- How did silver create a global market? How did sugar change the world?
- How do forced labor systems reflect the time and society they take place in?
- How did intellectual developments in China and Europe shape their future courses?

Key Readings:

Strayer, *Ways of the World*, Chapters 13-15

Flynn, Dennis O. and Arturo Giraldez, *Born with a “Silver Spoon”: The Origin of World Trade in 1571*, Journal of World History.

Pomeranz, Kenneth and Steven Topik, “One Potato, Two Potato,” *The World That*

Trade Created, pages 135-138.

Father Paul Simon, *Report to Pope Paul V* (report on Portuguese activities in the Safavid Empire)

Abul Fazl, *Akbarnama* (Muslim description of Hindu beliefs and practices)

Kelly, Joan, "Did Women Have a Renaissance?" in *Women, History, and Theory: The Essays of Joan Kelly*, (University of Chicago Press, 1984)

Major Comparisons:

Methods of legitimizing and consolidating power (Europe, China, Japan, Aztec, Ottomans); coercive labor systems; Russia, Ottoman empire, Africa, China, Southeast Asia, Tokugawa Japan, and Mughal India's interactions with the West

Major Activities and Assessments:

- Chapters 13-15 Identifications and outlines
- Map evaluations: incl. Ming and European voyages, expansion of land-based empires (ECON-13)
- Mysteries of History: "Was Columbus the first to 'discover' America?" Evaluating alternate hypotheses as to other non-natives who may have made it to the Americas before Columbus by looking at linguistics, physical evidence of technologies, and archeological finds of plant and animal species: including but not limited to possible Polynesian migration to South America, Vikings to North America, and Zheng He's voyages (Menzius) (ENV-6)
- COMP essay on methods of legitimizing and consolidating power in TWO of the following areas: East Asia, Middle East, Western Europe, Mesoamerica or Andean America (SB-4)
- DBQ essay on expansion and reform of religions (CUL-2)
- CCOT essay: Analyze the social and economic transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750. (2005 exam) (ECON-1) (SOC-7)
- Students read and discuss the essay: "Did Women Have a Renaissance?" in *Women, History, and Theory: The Essays of Joan Kelly*. Did men and women benefit equally from the Renaissance? What periodization of history does the essay suggest? What other perspectives might affect periodization? (SOC-4)
- State Building Summit simulation (SB-4)
- Group project: Student will create an advertising campaign on Columbian Exchange products: Which of the Columbian Exchange products had the greatest impact on world history? (ENV-8)
- Ming Voyages role play/debate: "Should we continue the voyages?" One student will be chosen as the emperor, all other students will be divided into pro-expansionist advisers and anti-expansionist advocates. (SB-9)
- Unit review packets

Period Five: 1750 to 1900

Industrialization and Global Integration

January 13-March 1, 2017

Key Concept

5.1. Industrialization and Global Capitalism

5.2. Imperialism and Nation-State Formation

5.3. Nationalism, Revolution, and Reform

5.4. Global Migration

Content includes:

- Causes and effects of industrialization on global economy, social relations, and culture and the varying responses to those changes (Marxism)

- Industrial powers create transoceanic empires that increased U.S. and European influences (US and European Imperialism)
- Diffusion of Enlightenment thought gave rise to revolutions and independence movements (American Independence, French Revolution, Latin American Wars for Independence)
- Discontent with imperial rule also gave rise to other rebellions and anti-colonial movements (Indian Revolt of 1857, Taiping Rebellion) as well as attempted reforms (Tanzimat movement)
- Causes and consequences of global migration on both the sending and receiving societies

Essential Questions:

- What were the connections among Enlightenment ideas, the American Revolution, the French Revolution, the Haitian Revolution, and the Latin American Wars for Independence?
- How did Industrialization change daily life? How was socialism a response to industrialization?
- What were the motives for imperialism? What was the global impact of imperialism? What is the legacy?
- How were gender roles and social structures affected by this period of revolution and industrialization?

Key Readings:

Strayer, *Ways of the World*, Chapters 16-19

Committee of the Church of England Missionary Society, *Memorandum to the Earl of Bathurst* (British interaction with the Maori)

Sultan Abdul Mejid, *Imperial Rescript* (Ottoman reforms in the Tanzimat Era)

Jean-Baptiste Colbert, “Memorandum on English Alliances” and “Memorandum to the King on Finances”

Adam Smith, *The Wealth of Nations*

Karl Marx and Friedrich Engels, *The Communist Manifesto*

Major Comparisons:

Industrial Revolution in western Europe and Japan; Haitian, American, French and Latin American Revolutions; reaction to foreign encroachment in Ottoman Empire, China, India, and Japan; changing roles of women in Western Europe, Latin America, Africa, China, Japan; causes and consequences of nationalism

Major Activities and Assessments:

- Chapters 16-19 Identifications and outlines
- Industrial Revolution urbanization: drawing activity and change over time prompt. Following ‘rounds of historical development’, students will draw the development of an English village into an industrial city. Students will use the drawing to write a CCOT thesis prompt. (ENV-9)
- Comparing watershed events of history: what were the lasting effects of the Neolithic versus Industrial Revolutions? Which was the most transformative in its impact? Students will be divided in half to debate their social, cultural, economic, geographic, and political impacts. (ENV-9) (ECON-2) (SB-5) (CUL-6)
- Students read and analyze “The White Man’s Burden” as well as images and advertisements from Great Britain. Using the poem and the advertisements students will discuss European points of view towards indigenous populations. (SOC-3)
- Classroom discussion: Independence of the Americas. Using “levels of questioning” from homework assignments, students will engage in a classroom discussion on the causes and consequences of the independence movements in the United States, Haiti, and the Latin American states. (SB-9)
- In a jigsaw activity, student will analyze economic theory: Colbert, Adam Smith, Marx and Engels (ECON-8)
- DBQ Essay: French Revolution (SB-7)

- COMP essay on differing responses to industrialization in any TWO of the following: Japan, Ottoman Empire, or Russia (SB-3)
- CCOT Essay: Analyze continuities and changes in labor systems between 1750 and 1900 in ONE of the following regions: Latin America and the Caribbean, Oceania, Sub-Saharan Africa (SOC-7)
- Unit review study guides and change and continuity charts

Period Six: 1900 to Present

Accelerating Global Change and Realignments

March 2-April 21, 2017

(includes Spring Break)

Key Concepts:

6.1 Science and the Environment

6.2 Global Conflicts and Their Consequences

6.3 New Conceptualizations of Global Economy, Society, and Culture

Content includes:

- Rapid advances in science and technology create huge population growth (antibiotics, Green Revolution) that strains global ecology (effects of pollution) and population shifts
- Causes and consequences of global military conflicts (WWI and WWII, Cold War)
- Violent (IRA, Al-Qaeda) and non-violent (Gandhi) responses to conflict
- European political domination gave way to colonial independence (India, Algeria) and trans-national movements (Pan-Arabism)
- These political changes led to population resettlements (Zionist Jewish settlement of Palestine) and ethnic violence (Armenia)
- Changing roles of governments in their economies (welfare states, Communism, free market policies)
- New international organizations and regional alliances form (United Nations, NAFTA, ASEAN)

Essential Questions:

- What were the major changes and continuities from 1900 to the present?
- How did World War I change the nature of war?
- What were the global effects of World War I?
- Was World War II a continuation of World War I or a new and different conflict?
- Could the Cold War have been prevented?
- How did the Cold War climate contribute to the growth of nationalism?
- What factors contributed to nationalistic movements of the 20th century?
- Why is Islamic fundamentalism on the rise in today's world?
- How has the role of women changed in developing countries?

Key Readings:

Strayer, *Ways of the World*, Chapters 20-23

Deng Xiaoping, *Speeches and Writings*

Mikhail Gorbachev, *Perestroika*

Osama bin Laden, *Declaration of Jihad*

World Bank, *World Development Indicators, 2003* (tables)

Pomeranz, Kenneth and Steven Topik, "Epilogue: The World Economy in the 21st Century," *The World That Trade Created*, pages 255-266.

Friedman, Thomas, *The World is Flat*, Chapter 13: Globalization of the Local

Major Comparisons:

Decolonization in India and Africa; roles of Oceania/Australasia, Asia and Africa in WWII, legacies of colonialism and economic development in Africa, Asia, and Latin America; the West and East in terms of Cold War ideology; styles of warfare

Major Activities and Assessments:

- Chapters 20-23 Identifications and outlines
- Map evaluation: incl. Post-WWI and WWII, Cold War Alliances, Contemporary Asia and Modern Middle East (SB-10)
- Document Work: Using graphs, surveys, and charts, analyze the impact of the role of women on population growth in developing nations in the 20th century (SOC-1)
- Jigsaw Activity: Students will be assigned different examples of decolonization in Africa and Asia and present/teach their case study to small groups. (SB-4)
- Using selected readings and pieces of art and architecture depicted in Chapter 31 (The Art of Oceania) from Gardner's *Art Through the Ages*: Students will assess the social and gender structures of the Oceanic islands. (CUL-8)
- Using chapters from *The World That Trade Created* and *The World Is Flat*, students will define globalization and analyze the causes and consequences of globalization. Does it do more to enrich local cultures, or to destroy them? Is there resistance to globalization? Evaluate the authors' arguments. (CUL-9)
- COMP essay: effects of the First World War in TWO of the following areas: East Asia, Middle East, South Asia (SB-8)
- CCOT: analyze the demographic changes and continuities in one of the following areas: sub-Saharan Africa, South Asia, East Asia (ENV-9)
- DBQ essay: causes and consequences of the Green Revolution (2011 exam) (ENV-9)
- Unit review packet
- Evaluation of the textbook on the alignment with new course curriculum: Is the periodization effective? Does the text cover all areas of the curriculum adequately?