



U.S. History Assessment

Eligible Texas Essential
Knowledge and Skills

STAAR U.S. History Assessment

(1)

Reporting Category 1:

History

The student will demonstrate an understanding of issues and events in U.S. history.

(1) History. The student understands the prin

(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization. ***Readiness Standard***

(4)

- (6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to
 - (A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and **Readiness Standard**
 - (B) analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh. **Supporting Standard**

- (7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to
 - (A) identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor; **Readiness Standard**
 - (B) evaluate the domestic and international

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- (compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.; **Supporting Standard**
 -) discuss the impact of the writings of Martin Luther King Jr. L Q F O X G L Q J his “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movement; **Supporting Standard**
 - * describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965; **Readiness Standard**
 - + explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo; **Supporting Standard**
 - , evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and **Readiness Standard**
 - describe how *Sweatt v. Painter* and *Brown v. Board of Education* played a role in protecting the rights of the minority during the civil rights movement. **Supporting Standard**
- (10) History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to
- (A) describe Richard M. Nixon’s leadership in the normalization of relations with China and the policy of détente; **Supporting Standard**
 - (B) describe Ronald Reagan’s leadership in domestic and international policies, including Reagan’s economic policies and Peace Through Strength; **Supporting Standard**
 - (C) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran–Contra Affair; **Readiness Standard**
 - (D) describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority; and **Supporting Standard**
 - (E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic. **Supporting Standard**

- (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
- (A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror; ***Readiness Standard***
 - (B) identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum; ***Supporting Standard***
 - (C) analyze the impact of third parties on the 1992 and 2000 presidential elections; and ***Supporting Standard***
 - (D) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy. ***Supporting Standard***

Reporting Category 3: Government and Citizenship

The student will demonstrate an understanding of the role of government and the civic process in U.S. History.

- (18) 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; **Readiness Standard**
 - (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 September 11, 2001; **Readiness Standard**
 - (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; and **Supporting Standard**
 - (D) describe 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. **Supporting Standard**
- (19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to
- (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 **Supporting Standard**
 - (B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's

Reporting Category 4: Economics, Science, Technology, and Society

The student will demonstrate an understanding of economic and technological influences on U.S. history.

- (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
- (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; **Supporting Standard**
 - (B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act; **Readiness Standard**
 - (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; and **Supporting Standard**
 - (D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States. **Readiness Standard**
- (16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to
- (A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies; **Supporting Standard**
 - (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; **Readiness Standard**
 - (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 Mexican heritage; **Readiness Standard**
 - (D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and **Supporting Standard**

- (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.

