

STAAR Standards Snapshot - Grade US History

| | Process Standards (Social Studies Skills) | | | | | |
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| STAAR | US.29(A) | use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions | | | | |
| STAAR | US.29(B) | analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making | | | | |
| > 20% of | | generalizations, making predictions, drawing inferences, and drawing conclusions | | | | |
| ≥ 30% of items | US.29(D) | use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence | | | | |
| will be | US.29(G) | identify and support with historical evidence a point of view on a social studies issue or event | | | | |
| | US.29(H) | use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons | | | | |
| dual coded | US.30(B) | use correct social studies terminology to explain historical concepts | | | | |
| | US.31(B) | pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases | | | | |
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| Rptg Cat | STAAR | | Readiness Standards | | Supporting Standards |
|--------------|-------|-----------|---|-----------------------|--|
| | | US.2(B)^ | identify the major eras in U.S. history from 1877 to the | US.1(A) | analyze and evaluate the text, intent, meaning, and importance of the Declaration of |
| | | US.3(A) | present and describe their defining characteristics analyze political issues such as Indian policies, the growth 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 |
| | | 03.3(A) | political machines, civil service reform, and the beginnings of | US.1(B)^ | analyze and evaluate the application of these founding principles to historical events in U.S. |
| | | | Populism | () | history |
| | | US.3(B) | analyze economic issues such as industrialization, the | US.1(C) | explain the contributions of the Founding Fathers such as Benjamin RUS, John Hancock, John |
| | | | growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free | US.2(A)^ | Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr. identify the major characteristics that define an historical era |
| | | | enterprise, and the pros and cons of big business | US.2(C)^ | apply absolute and relative chronology through the sequencing of significant individuals, |
| | | US.3(C) | analyze social issues affecting women, minorities, children, | | events, and time periods |
| | | | immigrants, urbanization, the Social Gospel, and philanthropy of industrialists | US.2(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 |
| | | US.4(A) | explain why significant events, policies, and individuals such | | II), 1957 (Sputnik launch ignites U.S.–Soviet space race), 1968–1969 (Martin Luther King Jr. |
| | | | as the Spanish-American War, U.S. expansionism, Henry | | assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on |
| | | | Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, | | World Trade Center and the Pentagon), and 2008 (election of first black president, Barack |
| | | | Sanford B. Dole, and missionaries moved the United States into the position of a world power | US.3(D) | Obama) describe the optimism of the many immigrants who sought a better life in America |
| | | US.4(C) | identify the causes of World War I and reasons for U.S. entry | US.4(B) | evaluate American expansionism, including acquisitions such as Guam, Hawaii, the |
| | | US.4(F) | analyze major issues such as isolationism and neutrality | | Philippines, and Puerto Rico |
| | | | raised by U.S. involvement in World War I, Woodrow | US.4(D) | understand the contributions of the American Expeditionary Forces (AEF) led by General |
| | | US.5(A) | Wilson's Fourteen Points, and the Treaty of Versailles evaluate the impact of Progressive Era reforms, including | US.4(E) | John J. Pershing analyze the impact of significant technological innovations in World War I such as machine |
| | | 00.0(7.1) | initiative, referendum, recall, and the passage of the 16th, | 00.1(2) | guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the |
| | | | 17th, 18th, and 19th amendments | | Western Front |
| | | US.6(A) | analyze causes and effects of events and social issues such | US.4(G) | analyze significant events such as the Battle of Argonne Forest |
| | | | as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role | US.5(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 |
| | | | of women | US.5(C) | evaluate the impact of third parties, including the Populist and Progressive parties |
| | | US.7(A) | identify reasons for U.S. involvement in World War II, | US.6(B) | analyze the impact of significant individuals such as Clarence Darrow, William Jennings |
| | | | including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor | US.7(B) | Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry |
| | | US.7(D) | analyze major issues of World War II, including the | 03.7(b) | Truman during World War II, including the U.S. relationship with its allies and domestic |
| | | | Holocaust; the internment of German, Italian, and Japanese | | industry's rapid mobilization for the war effort |
| | | | Americans and Executive Order 9066; and the development | US.7(C) | analyze the function of the U.S. Office of War Information |
| 5 | | US.7(G) | of conventional and atomic weapons explain the home front and how American patriotism | US.7(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 |
| 1 History | 30 | | inspired exceptional actions by citizens and military | | Normandy, fighting the war on multiple fronts, and the liberation of concentration camps |
| Ï | | | personnel, including high levels of military enlistment; | US.7(F) | evaluate the military contributions of leaders during World War II, including Omar Bradley, |
| | | | volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the | | Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton |
| | | | Flying Tigers, and the Navajo Code Talkers; and | US.8(B) | describe how Cold War tensions were intensified by the arms race, the space race, |
| | | | opportunities and obstacles for women and ethnic | | McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of |
| | | US.8(A) | minorities describe U.S. responses to Soviet aggression after World | US.8(E) | which were confirmed by the Venona Papers analyze the major issues and events of the Vietnam War such as the Tet Offensive, the |
| | | 00.0(/1) | War II, including the Truman Doctrine, the Marshall Plan, the | 00.0(2) | escalation of forces, Vietnamization, and the fall of Saigon |
| | | | North Atlantic Treaty Organization, the Berlin airlift, and | US.9(B) | describe the roles of political organizations that promoted civil rights, including ones from |
| | | US.8(C) | John F. Kennedy's role in the Cuban Missile Crisis explain reasons and outcomes for U.S. involvement in the | US.9(C) | African American, Chicano, American Indian, women's, and other civil rights movements identify the roles of significant leaders who supported various rights movements, including |
| | | 00.0(0) | Korean War and its relationship to the containment policy | 00.5(0) | Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan |
| | | US.8(D) | explain reasons and outcomes for U.S. involvement in | US.9(D) | compare and contrast the approach taken by some civil rights groups such as the Black |
| | | | foreign countries and their relationship to the Domino | | Panthers with the nonviolent approach of Martin Luther King Jr. |
| | | US.8(F) | Theory, including the Vietnam War describe the responses to the Vietnam War such as the | US.9(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 |
| | | | draft, the 26th Amendment, the role of the media, the | US.9(G) | describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester |
| | | | credibility gap, the silent majority, and the anti-war | | Maddox and groups, including the Congressional bloc of southern Democrats, that sought to |
| | | US.9(A) | movement trace the historical development of the civil rights | US.9(I) | maintain the status quo describe how litigation such as the landmark cases of Brown v. Board of Education, Mendez |
| | | 03.5(A) | movement in the 19th, 20th, and 21st centuries, including | 03.5(1) | v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and |
| | | | the 13th, 14th, 15th, and 19th amendments | | Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights |
| | | US.9(F) | describe presidential actions and congressional votes to | 115 40(4) | movement |
| | | | address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of | US.10(A) | describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente |
| | | | 1957 and 1964, and the Voting Rights Act of 1965 | US.10(B) | describe Ronald Reagan's leadership in domestic and international policies, including |
| | | US.9(H) | evaluate changes and events in the United States that have | | Reaganomics and Peace Through Strength |
| | | | resulted from the civil rights movement, including increased participation of minorities in the political process | US.10(C)^ US.10(E) | compare the impact of energy on the American way of life over time describe the causes and key organizations and individuals of the conservative resurgence of |
| | | US.10(D) | describe U.S. involvement in the Middle East such as support | 00.10(L) | the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage |
| | | | for Israel, the Camp David Accords, the Iran-Contra Affair, | | Foundation, the Moral Majority, and the National Rifle Association |
| | | 115 11(4) | Marines in Lebanon, and the Iran Hostage Crisis | US.10(F) | describe significant societal issues of this time period |
| | | US.11(A) | describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, | US.11(B) | identify significant social and political advocacy organizations, leaders, and issues across the political spectrum |
| | | | 9/11, and the global War on Terror | US.11(D) | analyze the impact of third parties on presidential elections |
| | | | | US.11(E) | discuss the historical significance of the 2008 presidential election |
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^ = Spiral Standards: content standards included in many/most units of instruction to add perspective and depth to content across chronology of the course.

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STAAR Standards Snapshot - Grade US History

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| Prove The Control of th | settement of the Great Plans, the Xinolike Gol Black, the Parama Canal, the Dust Boy, and the Weer Balare in Week Charas after the Carson Plans, the Xinolike Gol Black, the Parama Canal, the Dust Boy, and the Week Balare in Week Charas after environments I received and international conditions. US:1401 in environments I receive and environments I receive and parameters in Plans are in Markovice Clares in managements in Plans are in Markovice Clares in Markovice Markovice in Markovice | | STAAR | Readiness Standards | Supporting Standards |
| Provided in the start of learning generational in the start of learning generation of generation generatio generation of generation of generation of generation o | 10 US.19(8) explain constitutional issues arised by federal government policy changes during times of significant events, including World War I, the 1960s, and 9/11 US.19(8) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevel's attempt to increase the number of U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court disciss such as the Guine of events such as the Guine of other mattion in interactional organizations and the American Recovery and Relinvestment Act of 2000 US.21(A) analyze the feftest of Indmark U.S. Supreme Court disciss such as Piescy - Ferguson, non-violent protesting, litigation, and amendments to the U.S. Constitution US.23(A) is describe the impact of explaning the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution US.21(A) is describe the changing relationship between the federal government discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laisezefaire US.21(B) describe the changing relationship between the federal government and citizenship Act of 1324 US.21(B) describe the changing relationship between the federal government and citizenship Act of 1324. US.15(B) describe the changing relationship between the federal government and for explaining and and the flow frequency of the protecting individualism, populism, and laisezefaire anti-rust acts, the Interstate Commerce Act, and the Pure Food and Drug Act US.15(B) describe the conomic effects of international military conflicts, including the Spanish-American War and World War I, on the United States with and provate business, including the tosts and benefits of anternations of the singl | 2 Geography and Culture | 12 | 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 US.13(A) ^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 US.13(B) ^A analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States US.14(A) ^A identify the effects of population growth and distribution on the physical environment US.25(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 Movement, and country and western music on American society US.26(A) ^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 US.26(C) ^A explain how the contributions of people of various racial, ethnic, | resulting from statehood and international conflicts US.14(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 US.14(C)^A understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights US.25(A)^A describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature US.25(C) identify the impact of popular American culture on the rest of the world over time analyze the global diffusion of American culture through the entertainment industry via various media US.26(B) discuss the Americanization movement to assimilate immigrants and American Indians into American society. US.26(E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust" US.26(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 |
| US.15(B) describe the changing relationship between the federal government and private business, including the costs and benefits of lasses-fast and the united states including the costs and benefits of lasses-fast and the united states including the costs and benefits of lasses-fast and the united states including the cases of the Great Depression including the impact of the Sates including the states and and the state states including the cases of the Great Depression including the impact of the Great Depression and the soft and conceptence of moreary policy in the 1950s, including the Baby Boom and the impact of the Great Depression and the impa | US.15(B)^A 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 US.15(D)^A describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States US.16(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the mooretary nolicy of the Ederal Reserve System US.16(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 explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas US.16(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the mooretary nolicy of the Ederal Reserve System | 3 Government and Citizenship | 10 | state and federal government US.19(B)^A explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War I, the 1960s, and 9/11 US.20(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 US.21(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 US.23(A)^A identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, | Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders US.19(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 US.19(E)^ evaluate the pros and cons of U.S. participation in international organizations and treaties US.20(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 US.21(B)^ discuss historical reasons why the constitution has been amended US.22(A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissezfaire US.23(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 Act of 1924 US.23(C)^ explain how participation in the demographic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union" US.24(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, |
| | understand the impact of technological and management application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products us.27(C) understand the impact of technological and management and global positioning products productivity enhancements for business and labor such as assembly productivity enhancements for business and labor such as assembly and global positioning products us.28(A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including by the free enterprise system, including | 4 Economics, Science, Technology, and Society | 16 | 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 US.15(D)^A describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States US.16(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 US.16(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 US.17(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 employment US.17(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 US.17(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) US.27(A)^A explain the effects of to clouwer, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States US.27(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 | US.15(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 US.15(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 US.15(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 US.16(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies US.16(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression US.16(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 US.17(C) 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 US.18(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream US.27(B)^ explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines US.28(B) understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, |

Source: Texas Education Agency STAAR Resources

^ = Spiral Standards: content standards included in many/most units of instruction to add perspective and depth to content across chronology of the course.