

Standardized Assessment Tasks for STAAR Alternate

United States History

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.		
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	
United States History (11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21 st century. The student is expected to	Essence Statement A: Recognizes the political, economic, and social issues of the United States from the 1990s into the 21 st century.	
 (A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror; Readiness Standard (B) identify significant social and political advocacy organizations, leaders, and issues across the political spectrum; Supporting Standard (D) analyze the impact of third parties on presidential elections; Supporting Standard (E) discuss the historical significance of the 2008 presidential election. Supporting Standard 		

Prerequisite skill: describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White

The student will be presented a job description and work profiles and/or resumes for two workers, from two different groups, with equivalent backgrounds and skills. The student will determine the job responsibilities for the position based on the job description. The student will compare the two applicants' resumes and/or work profiles with the job offer that includes the salary offered to each applicant. One offer will be more than the other. The student will evaluate the fairness of the job offers.

Predetermined Criteria

- 1. The student will determine the job responsibilities for the position based on the job description.
- 2. The student will compare the two applicants' resumes and/or work profiles with the job offer that includes the salary offered to each applicant.
- 3. The student will evaluate the fairness of the job offers.

Level 2

Prerequisite skill: identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics

The student will complete a task and observe another person completing the same task. A pay stub for each worker will be presented with one of the workers earning a smaller amount. The student will identify the disparity in wages between the two workers. The student will choose a slogan to highlight the problem.

Predetermined Criteria

- 1. The student will complete a task and observe another person completing the same task.
- 2. The student will identify the disparity in wages between the two workers.
- 3. The student will choose a slogan to highlight the problem.

Process skill: express ideas orally based on research and experiences

Prerequisite skill: compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation

The student will participate in a work activity and receive an immediate reward. This process will continue until a pattern of work/reward is established. The student will participate in the same work activity again, but the reward will be withheld. The student will anticipate the reward. The reward will be provided. The student will acknowledge the reward that was provided for his or her work.

- 1. The student will participate in a work activity and receive an immediate reward.
- 2. The student will anticipate the reward.
- 3. The student will acknowledge the reward that was provided for his or her work.

Definitions/Examples for STAAR Reporting Category 2 United States History (25) Essence Statement B

The following definitions clarify terms used in the United States History assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Level 3: page 10

In the Level 3 assessment task, the student will select and research one decade. Using his or her research, the student will generate examples of American music, television shows and/or movies, literature, and a description of the selected decade. The student's generated list should contain multiple examples in each category.

Examples of information are provided below for the 1950s and 2000s.

Note: The information below provides examples of American music, television shows, movies, and literature for two separate decades. Though it is presented in chart format, it is **NOT** intended to represent a preferred method of presentation (Predetermined Criteria 3 in the assessment task). The student has many ways to present his or her information. Examples of types of presentations are provided in a later part of this same document.

1950s (January 1, 1950 – December 31, 1959)

	Rock 'n Roll was popular with teenagers. Some of the rock 'n roll artists of this decade and their songs were: Elvis Presley – Hound Dog (1956); Heartbreak Hotel (1956) Love Me Tender (1956) Buddy Holly – Peggy Sue (1957); That'll Be the Day (1957)
American	Songs popular with adults were: Nat King Cole – <i>Mona Lisa</i> (1950); <i>Unforgettable</i> (1952) Patti Page – <i>The Tennessee Waltz</i> (1950); <i>Mockingbird Hill</i> (1951)
Music	Other popular songs and artists included: Bill Haley and His Comets (<i>Rock Around the Clock</i> , 1954) Bobby Darin (<i>Splish Splash</i> , 1958) Frankie Avalon (<i>Venus</i> , 1959)
	On October 7, 1952 "Bob Horn's Bandstand" had its first broadcast on a local Philadelphia, Pennsylvania station. It was later named "American Bandstand." On July 9, 1956 "American Bandstand" airs with Dick Clark as the host. Music was listened to by people carrying small transistor radios.
Television Shows	During the 1950s, television became the dominant mass media as more people bought television sets for their homes. People began to depend on the TV for news information. In 1954, black and white broadcasts became color broadcasts.
	 Television shows that were popular included: sitcoms such as Lassie, Father Knows Best, The Adventures of Ozzie and Harriet, and I Love Lucy variety shows such as Disneyland and The Ed Sullivan Show daytime programs called "soap operas" such as Guiding Light

	Movies	Popular movies during this time included: Walt Disney's Alice in Wonderland (1951) Rebel Without a Cause (1955) Giant (1956) Drive-in movies became popular for families and teens.
		 Science fiction became more popular with the actual possibility of space travel. Ray Bradbury wrote The Martian Chronicles.
Literature	 Montage of a Dream Deferred, written by Langston Hughes, was published in 1951. It's a book-length poem that focuses on descriptions of Harlem and its mostly black inhabitants. 	
		 Other books and their authors included: The Caine Mutiny (1951) by Herman Wouk; The Old Man and the Sea (1952) by Ernest Hemingway; Atlas Shrugged (1957) by Ayn Rand

2000s (January 1, 2000 – December 31, 2009)

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American Music	Rap and Hip Hop continued to dominate the music scene of the 2000s decade. The best-selling artist of the decade was the American rapper, Eminem. Hip hop dominated popular music in the early 2000s. Popular artists were Eminem, The Black-Eyed Peas, and Jay-Z.	
	Teen pop was popular in the early 2000s and hit songs included: Britney Spears – <i>Oops! I Did It Again</i> (2000) Christina Aguilera – <i>Beautiful</i> (2002)	
	Some American Idol winners experienced musical success such as: Kelly Clarkson – Because of You (2005) Carrie Underwood – Mama's Song (2009)	
	Lady Gaga was popular during the latter part of the decade. She revived the electronic influence of pop music with <i>Just Dance</i> (2008).	
	The 2000s saw a decrease in the popularity of radio. More listeners started using MP3 players. CD players had a steady decline in popularity throughout the 2000s. Cassette tapes became obsolete.	
Television Shows	American television in the 2000s saw a steady decline in the number of sitcoms and an increase in reality shows, crime, and medical dramas with shows like: • American Idol • Dancing with the Stars • Survivor • CSI: Crime Scene Investigation • House M.D. Popular comedy-drama television programs included Ugly Betty and Glee.	
Movies	 Movies that were popular during this time included: The Lord of the Rings: The Return of the King (2003), an epic fantasy drama film based on the second and third volumes of J.R.R. Tolkien's The Lord of the Rings Avatar (2009), an epic science fiction film which used extensive filming techniques and new kinds of cinematic technology Pirates of the Caribbean: At World's End (2007), an American adventure fantasy swashbuckler. This was the third film in the Pirates of the Caribbean series, and was the most expensive film ever made at the time. 	

Literature	 In this decade there was increased interest in genres such as fantasy and vampire fiction. Popular book series included: Harry Potter – a series of fantasy novels written by British author J.K. Rowling. The sixth Harry Potter novel sold nine million copies in its first day in 2005. Twilight – a series of vampire-themed fantasy romance novels written by American author Stephenie Meyer
	Another book popular during this decade included <i>Water for Elephants</i> (2006) by Sara Gruen.
	This decade saw the rise of digital media. There was a steady decline of printed books where e-readers had become available.

After the student's research is complete, the student will generate a presentation about the decade for Predetermined Criteria 3. The presentation is a way for the student to share what he or she has learned about the decade with others.

 A presentation can be a poster, brochure, slide presentation, report, model, or any other produced work that the student generates. Presentations may include pictures, graphics, text, and audio recordings.

Level 2: page 10

Examples of stories, books or poems that reflect various cultures include:

- Dancing TeePees: Poems of American Indian Youth by Virginia Driving Hawk Sneve
 the writings of young American Indian poets
- Cool Salsa: Bilingual Poems on Growing Up Latino in the United States, Lori Carson and Oscar Hijuelos – a poetry collection about Latino Americans and their lives in America
- Hotel on the Corner of Bitter and Sweet by Jamie Ford a story about the friendship
 of a Chinese boy and a Japanese girl
- The House on Mango Street by Sandra Cisneros a novel about a young Latina girl
- Finding My Voice by Marie G. Lee a novel about a Korean-American girl in high school
- Shadow Catcher: The Life and Work of Edward S. Curtis by Laurie Lawlor a biography filled with Curtis's photographs of North American Indians that document the Indian culture in words and photographs
- Growing Up Amish by Richard Ammon a non-fiction chapter book that focuses on the life of a girl and her Amish family

Level 1: page 11

Examples of music, art, or dance experiences from a specific culture include:

- African tradition of communicating through dance and music:
 - The student might experience dance using costumes and masks and/or music using percussion instruments such as drums, clap-stick, bells, rattles, and xylophones
- Native American art: The student might experience objects by exploring or participating in creating Native American art such as:
 - beaded jewelry
 - clay pottery
 - dream catchers

- o rainsticks (ceremonial musical instruments used to invoke the rain spirits)
- o Hopi Kachina Doll
- o Native American rattles made from a twig, yarn, and beads

Cited texts and media selections are provided only as examples and do not imply TEA endorsement.

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.

TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations

Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations

United States History (25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to

Essence Statement B: Recognizes the relationship between the arts and the times during which they were created.

- (A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; Supporting Standard
- (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; Readiness Standard
- (C) identify the impact of popular American culture on the rest of the world over time; Supporting Standard
- (D) analyze the global diffusion of American culture through the entertainment industry via various media. Supporting Standard

Prerequisite skill: explain how examples of art, music, and literature reflect the times during which they were created

The student will select a decade to research. Using reference materials, the student will generate a list of examples from each of the following categories: American music, television shows and/or movies, and literature during that decade. The student will generate a description of the decade. Using the list and the description, the student will generate a presentation about the decade.

Predetermined Criteria

- 1. The student will generate a list of examples from each of the following categories: American music, television shows and/or movies, and literature during that decade.
- 2. The student will generate a description of the decade.
- 3. The student will generate a presentation about the decade.

Process skill: express ideas orally based on research and experiences

Level 2

Prerequisite skill: explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage

The student will be presented a story, book, or poem that reflects a culture different from his or her own for a past time period. The text will be read. The student will identify the culture represented in the text. The student will identify one significant idea or fact about the culture. The student will identify one difference between the culture presented in the text and his or her own culture.

Predetermined Criteria

- 1. The student will identify the culture represented in the text.
- 2. The student will identify one significant idea or fact about the culture.
- 3. The student will identify one difference between the culture presented in the text and his or her own culture.

Process skill: obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts

United States History; Reporting Category 2 US (25); Essence Statement: B

Prerequisite skill: compare family customs and traditions

The student will experience music, art, or dance from a specific cultural tradition for a past time period. The student will respond to objects that represent the cultural tradition. The student will participate in inviting another person to share in the cultural tradition.

- 1. The student will experience music, art, or dance from a specific cultural tradition.
- 2. The student will respond to objects that represent the cultural tradition.
- 3. The student will participate in inviting another person to share in the cultural tradition.

Definitions/Examples for STAAR Reporting Category 3 United States History (20) Essence Statement C

The following definitions clarify terms used in the United States History assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Level 3 and 2: pages 14-15

three branches of government – The three branches of government consist of executive, legislative, and judicial branches. Each branch has a distinct role in the function of the government. The legislative branch makes laws. A crucial function of the executive branch is to ensure that laws are carried out and enforced. The executive branch includes the agencies that are in charge of everyday enforcement to protect the public from harm. The judicial branch reviews, interprets, and settles questions about the laws.

Examples of government positions in state government and their municipal equivalent include:

Position	Duties	Municipal Equivalent
Governor	The governor is the head of the executive branch for state government. The governor's duties include: • appointing certain state officials (with consent of the senate) • filling vacancies in state and district offices • calling elections to fill vacancies in the legislature • submitting a budget to the legislature • serving on certain state boards • declaring martial law in times of emergency	The mayor heads the executive branch at the municipal (local) level.
Comptroller	The comptroller acts as the custodian of state funds and investments and plays an important role in the legislative budgeting process for the state. The Comptroller is responsible for tax collection accounting estimating revenue for the state	The city controller or financial officer takes care of the monetary affairs of th city and manages debt.
Attorney General	The state attorney general serves as the state's chief lawyer focusing on civil law.	The city attorney helps the city with its legal issues.

<u>Level 2: page 15</u>
Examples of positions at the municipal level of government include:

Position	Length of Term	Some Duties of the Position
Mayor	Can vary by city or town but typically is three or four years	 The mayor's duties consist of: enforcing the city's laws and ordinances working with other city officials to complete a budget for the city overseeing and managing the operations of the city
Council Member	Can vary by city or town but typically is two or three years	 A city council member's duties consist of: helping to make the laws that govern the city confirming the mayor's appointments adopting and/or making changes to the city's annual budget
City Controller	Can vary by city or town but typically four years	 The city controller's duties consist of: managing investments and debt preparing financial statements and conducting audits controlling spending by acting as a check-and-balance to the Mayor and City Council

STAAR 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.

TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation

Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation

United States History (20)

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; Supporting Standard
- (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. Readiness Standard

Essence Statement C: Recognizes the changing relationships among the legislative, executive, and judicial branches of the federal government.

Level 3

Prerequisite skill: describe the structure and functions of government at municipal, county, and state levels

Using reference materials, the student will locate a government position in the executive branch of the state government. The student will determine the duties of the person holding the position. The student will locate a similar position at the municipal level.

- 1. The student will locate a government position in the executive branch of the state government.
- 2. The student will determine the duties of the person holding the position.
- 3. The student will locate a similar position at the municipal level.

Prerequisite skill: describe the basic structure of government in the local community, state, and nation

The student will identify a position at the municipal level for one of the branches of government. The student will identify the length of the term for the position. The student will identify three duties of the person holding the position.

Predetermined Criteria

- 1. The student will identify a position at the municipal level for one of the branches of government.
- 2. The student will identify the length of the term for the position.
- 3. The student will identify three duties of the person holding the position.

Level 1

Prerequisite skill: identify and describe the roles of public officials in the community, state, and nation

The student will acknowledge an authority figure in the school. The school authority figure will give the class a directive. After the directive is given, the student will participate in following the directive. The student will experience a positive interaction with the authority figure confirming the directive was followed.

Predetermined Criteria

- 1. The student will acknowledge an authority figure in the school.
- 2. The student will participate in following the directive.
- 3. The student will experience a positive interaction with the authority figure confirming the directive was followed.

United States History; Reporting Category 3 US (20); Essence Statement: C

Definitions/Examples for STAAR Reporting Category 4 United States History (27) Essence Statement D

The following definitions clarify terms used in the United States History assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Level 3: page 18

list of interview questions – In the Level 3 assessment task, the teacher will present a list of interview questions to the student. The student will provide responses to the questions based on his or her experiences in accomplishing daily routines and then get responses from an older adult using the same questions.

- Examples of interview questions are listed below:
 - What kind of telephones do you use when you are at home? away from home? What kind of telephones did you use in the past when you were at home? away from home?
 - What are ways you cook and prepare food?
 What are ways you cooked and prepared food in the past?
 - What technology do you use to communicate with your friends and family?
 What technology did you use in the past to communicate with your friends and family?

Level 2: page 18

technological inventions –new products or processes that are useful; was not previously known or existing.

- Examples of technological inventions and the products they replaced include:
 - o smartphone versus rotary or crank phone
 - o tablet computer versus paper, pen, typewriter
 - o portable music player versus an old phonograph, stereo, or radio

STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.

TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations

Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations

United States History (27) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to **Essence Statement D:** Recognizes the impact of scientific discoveries, technological innovations, and the free enterprise system on U.S. economic development.

- (A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States; Readiness Standard
- (B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; Supporting Standard
- (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, timestudy analysis, robotics, computer management, and just-in-time inventory management. Readiness Standard

Prerequisite skill: compare types and uses of technology, past and present

The student will be presented a list of interview questions that focus on how technology is used to accomplish daily routines. The student will determine responses to the interview questions focusing on his or her experiences with present-day technology. Using the same questions, the student will conduct an interview with an older adult about how he or she accomplished the same daily routines in the past. The responses will be recorded. The student will compare his or her responses with those of the older adult.

Predetermined Criteria

- 1. The student will determine responses to the interview questions focusing on his or her experiences with present-day technology.
- 2. The student will conduct an interview with an older adult about how he or she accomplished the same daily routines in the past.
- 3. The student will compare his or her responses with those of the older adult.

Process skill: identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants

Level 2

Prerequisite skill: identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program

The student will identify three examples of technological inventions that he or she uses today. The student will identify what he or she accomplishes by using each of these technological inventions. The student will be presented pictures and/or descriptions of how individuals long ago would have accomplished similar tasks. The student will identify one benefit of the technological inventions of today.

- 1. The student will identify three examples of technological inventions that he or she uses today.
- 2. The student will identify what he or she accomplishes by using each of these technological inventions.
- 3. The student will identify one benefit of the technological inventions of today.

Prerequisite skill: describe how technology changes the way people work

The student will participate in using a technological device to complete a task. The student will participate in using an older method or device to complete the same task. The student will respond to the additional effort required to complete the task with the older method or device.

- 1. The student will participate in using a technological device to complete a task.
- 2. The student will participate in using an older method or device to complete the same task.
- 3. The student will respond to the additional effort required to complete the task with the older method or device.