Standardized Assessment Tasks for STAAR Alternate

World History
Definitions/Examples for STAAR Reporting Category 2 World History (1)

Essence Statement A

The following definitions clarify terms used in the World 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 4

historical events that happened after 1750

- Examples of historical events after 1750 include:
  - invention of cotton gin (1793)
  - first practical steamboat developed (1807)
  - the Civil War began (1861)
  - engineers began to use assembly lines to mass-produce the Model T (1913)
  - the Great Depression begins (1929)
  - Sputnik launch ignites U.S.–Soviet space race (1957)
  - United States lands on the moon (1969)
  - terrorist attacks on World Trade Center and the Pentagon (2001)
  - election of Barack Obama, first African American president of the United States (2008)

Level 2: page 4

time periods – an interval of time or series of years that is meaningful in history because of its particular characteristics.

- Examples of distinct time periods include:
  - the Industrial Revolution (ca. 1750–1900) with its factories and steam-powered machinery
  - the 1920s with its economic growth, prosperity, popularity of the automobile, and changing role of women
  - the Great Depression (1929 to 1941) in which businesses closed down and workers could not find jobs
  - the technological revolution (1960s to present) with its rise in personal computers that are more affordable, use of the Internet, and development of new software

Level 1: page 5

significant events in his or her life – important events that have meaning to the student’s life.

- Examples of significant events:
  - a special birthday party when the student was an infant or toddler
  - a special school or family event when the student was elementary/middle school age
  - a Special Olympics event that the student was recently a participant.
- Examples that would NOT be appropriate: the launch of Sputnik, the invention of the cotton gin, and the assassination of a President
<table>
<thead>
<tr>
<th>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</th>
<th>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>World History (1) History.</strong> The student understands traditional historical points of reference in world history. The student is expected to</td>
<td><strong>Essence Statement A:</strong> Recognizes important events and turning points in world history from 1750 to the present.</td>
</tr>
<tr>
<td>(E) 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; Supporting Standard</td>
<td></td>
</tr>
<tr>
<td>(F) 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. Supporting Standard</td>
<td></td>
</tr>
</tbody>
</table>
**Level 3**

**Prerequisite skill:** apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods

The student will be presented four historical events that happened after 1750. Using reference materials, the student will determine the date for each event. The student will organize the events on a timeline. The student will compare one of the historical events to the present day.

Predetermined Criteria
1. The student will determine the date for each event.
2. The student will organize the events on a timeline.
3. The student will compare one of the historical events to the present day.

Process skill: organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps

**Level 2**

**Prerequisite skill:** use vocabulary related to chronology, including past, present, and future times

The student will be presented pictures or descriptions from three distinct time periods after 1750 and the time periods. The student will match the pictures or descriptions to their corresponding time period. The student will be presented a timeline. The student will arrange the pictures or descriptions in chronological order on the timeline. The student will supply a recent event to the timeline.

Predetermined Criteria
1. The student will match the pictures or descriptions to their corresponding time period.
2. The student will arrange the pictures or descriptions in chronological order on the timeline.
3. The student will supply a recent event to the timeline.

Process skill: interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps

World History; Reporting Category 2 WH (1); Essence Statement: A
**Level 1**

**Prerequisite skill:** use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow

The student will be presented representations of three significant events in his or her life. The student will explore the representations. The student will participate in placing the three events on a timeline as the teacher uses chronological vocabulary. The student will be presented another representation for an event that happened earlier in the day. The student will participate in placing the representation of an event that happened earlier in the day on the timeline.

Predetermined Criteria
1. The student will explore the representations.
2. The student will participate in placing the three events on a timeline as the teacher uses chronological vocabulary.
3. The student will participate in placing the representation of the event that happened earlier in the day on the timeline.
Definitions/Examples for STAAR Reporting Category 3 World History (26)  
Essence Statement B

The following definitions clarify terms used in the World 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 8

distinctive time periods of American history – an interval of time or series of years that is meaningful in history because of its particular characteristics. It is important that the student locate examples of music, automobiles, and clothing popular for each of the three time periods presented. See examples below:
- the 1920’s (the Roaring Twenties): the jazz movement grew in popularity, the Model T automobile, a new style of dress for young women nicknamed “flappers”
- the 1950s: crooners like Frank Sinatra and the birth of rock and roll; first generation of Corvettes and many cars had tail fins; poodle skirts for girls and black leather jackets for boys
- the 1960s: Beatles music, muscle cars; go-go boots and bell-bottom jeans

Level 2: page 9

art objects from a specific culture
- Examples include: American Indian baskets made from natural materials such as roots, twigs, and grasses; Mexican pottery made from clay; and Japanese silk fans
- Art objects used can be authentic pieces, replicas, or teacher-made products based on research.

medium – the substance/material an artist or craftsman used to create the object/artwork such as roots, stone, clay, paint, wood, paper maché, wire, metal, and yarn. Examples of mediums used to create artwork:
- Wood, cloth, and bronze have been used in creating African masks.
- Roots of trees have been used in creating Australian Aboriginal boomerangs.
- Sand has been used in creating Navajo Native American sandpaintings.
artifact – an object made by humans usually for a practical purpose, has some kind of cultural significance, is characteristic of an earlier time or cultural stage and is of archaeological or historical interest

- Artifacts could include: Native American beaded jewelry, clay pottery, arrowheads, and masks used in tribal ceremonies; Japanese clothing, fans, and jewelry; Mexican pottery and blankets; any ancient tools, dishes, and works of art from the past that are significant to its culture
- Artifacts used can be authentic pieces, replicas, or teacher-made products based on research.
STAAR Reporting Category 3 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on world history.

<table>
<thead>
<tr>
<th>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>World History (26) Culture.</strong> The student understands the relationship between the arts and the times during which they were created. The student is expected to</td>
<td><strong>Essence Statement B:</strong> Recognizes the relationship between the arts and the times during which they were created.</td>
</tr>
<tr>
<td>(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures; Supporting Standard</td>
<td></td>
</tr>
<tr>
<td>(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced. Supporting Standard</td>
<td></td>
</tr>
</tbody>
</table>

**Level 3**

**Prerequisite skill:** identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, “Yankee Doodle,” and “Paul Revere’s Ride”

The student will be presented three distinctive time periods of American history. Using reference materials, the student will locate information and examples of music, automobiles, and clothing popular for each time period. The student will compare the information and examples across the time periods. The student will generate a presentation of the information and examples to share with peers.

**Predetermined Criteria**
1. The student will locate information and examples of music, automobiles, and clothing popular for each time period.
2. The student will compare the information and examples across the time periods.
3. The student will generate a presentation of the information and examples to share with peers.

**Process skill:** organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

World History; Reporting Category 3 WH (26); Essence Statement: B
Level 2

**Prerequisite skill:** identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities

The student will be presented three representations of art objects from a specific culture. The student will identify the medium of each of the three art objects. The student will match a description of the significance of each art object to the culture. The student will construct a flyer advertising a museum exhibit showing the art objects.

**Predetermined Criteria**
1. The student will identify the medium of each of the three art objects.
2. The student will match a description of the significance of each art object to the culture.
3. The student will construct a flyer advertising a museum exhibit showing the art objects.

Process skill: interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps

Level 1

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

The student will be presented a model of an artifact from a specific culture. The student will explore the artifact. The student will respond to one detail on the artifact. The student will participate in using the artifact as it was used in the culture.

**Predetermined Criteria**
1. The student will explore the artifact.
2. The student will respond to one detail on the artifact.
3. The student will participate in using the artifact as it was used in the culture.
Definitions/Examples for STAAR Reporting Category 4 World History (21)

Essence Statement C

The following definitions clarify terms used in the World 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.

Levels 3 and 2: pages 11 and 12

<table>
<thead>
<tr>
<th>Voting Qualifications</th>
<th>State Election (Texas)</th>
<th>U.S. Election</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must be a citizen of the United States.</td>
<td>You must be a citizen of the United States.</td>
<td></td>
</tr>
<tr>
<td>You must reside in the county where you</td>
<td>You must meet residency requirements of his or her state.</td>
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<tr>
<td>are registered to vote.</td>
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<td></td>
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<tr>
<td>You must be at least 18 years of age.</td>
<td>You must be at least 18 years of age.</td>
<td></td>
</tr>
<tr>
<td>You must be registered to vote.</td>
<td>You must be registered to vote.</td>
<td></td>
</tr>
<tr>
<td>You must not be a convicted felon. (unless sentence, probation and/or parole are completed)</td>
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<td></td>
</tr>
<tr>
<td>You must not have been declared mentally incompetent in a court of law.</td>
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</tr>
</tbody>
</table>

The generated list must contain several items.

Level 2: page 12

**form for voter registration** – Texas voter registration forms can be found online or at Driver License Division offices, post offices, and libraries.

Level 1: page 12

Examples of school problems and good citizenship solutions could include:
- spilled substances — cleaning up to prevent injury
- cans on tables — placing in recycling bin
- a person carrying items comes to closed door — helping the person with his or her load and opening the door

It is NOT appropriate to use personal hygiene examples for this task.
STAAR Reporting Category 4 – Government and Citizenship: The student will demonstrate an understanding of civics and the historical development of government.

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<tr>
<td><strong>World History (21) Citizenship.</strong> The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to</td>
<td></td>
</tr>
</tbody>
</table>

(A) describe how people have participated in supporting or changing their governments; Supporting Standard

(B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; Readiness Standard

(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce. Supporting Standard |

**Essence Statement C:** Recognizes the significance of political decisions made by individuals, groups, and nations throughout history.

**Level 3**

**Prerequisite skill:** describe roles and responsibilities of citizens in various contemporary societies, including the United States

Using reference materials, the student will generate a list of current qualifications needed to vote in a state or U.S. election. The student will determine how voters can find out about the candidates or issues on a ballot. The student will generate a conclusion on the importance of learning about candidates and issues before voting.

**Predetermined Criteria**
1. The student will generate a list of current qualifications needed to vote in a state or U.S. election.
2. The student will determine how voters can find out about the candidates or issues on a ballot.
3. The student will generate a conclusion on the importance of learning about candidates and issues before voting.

**Transition**

World History; Reporting Category 4 WH (21); Essence Statement: C
Level 2

Prerequisite skill: explain the duty of the individual in state and local elections such as being informed and voting

The student will identify one requirement for voting in a local, state, or U.S. election. The student will identify responsibilities that individuals should fulfill before voting in an election. The student will complete a form for voter registration.

Predetermined Criteria
1. The student will identify one requirement for voting in a local, state, or U.S. election.
2. The student will identify responsibilities that individuals should fulfill before voting in an election.
3. The student will complete a form for voter registration.

Transition

Level 1

Prerequisite skill: identify ways to actively practice good citizenship, including involvement in community service

The student will be presented an object representing a real-life problem within the school setting requiring an act of good citizenship. The student will acknowledge the object representing the real-life problem. The student will participate in an act of good citizenship to positively impact the problem. The student will respond to the reaction of others when they observe his or her act of good citizenship.

Predetermined Criteria
1. The student will acknowledge the object representing the real-life problem.
2. The student will participate in an act of good citizenship to positively impact the problem.
3. The student will respond to the reaction of others when they observe his or her act of good citizenship.

Transition
Definitions/Examples for STAAR Reporting Category 5 World History (18)
Essence Statement D

The following definitions clarify terms used in the World 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 2: page 15

Possible reasons for an item to no longer be available (reasons for scarcity) could include:
- The item was popular and sold out.
- Delivery of the item to the store wasn’t made.
- The item has been discontinued because it is no longer made anymore by the manufacturer.

Possible solutions when an item is not available could include:
- Replace the desired item with another similar item that is available.
- Do without the desired item.
- Purchase the desired item from another store or town where it is available.
STAAR Reporting Category 5 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on world history.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>World History (18) Economics.</strong> The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to**</td>
<td></td>
</tr>
<tr>
<td>(A) 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 <em>The Wealth of Nations</em>; Readiness Standard</td>
<td></td>
</tr>
<tr>
<td>(B) identify the historical origins and characteristics of communism, including the influences of Karl Marx; Readiness Standard</td>
<td></td>
</tr>
<tr>
<td>(C) identify the historical origins and characteristics of socialism; Readiness Standard</td>
<td></td>
</tr>
<tr>
<td>(D) identify the historical origins and characteristics of fascism; Readiness Standard</td>
<td></td>
</tr>
<tr>
<td>(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century. Supporting Standard</td>
<td><strong>Essence Statement D:</strong> Recognizes the origins of contemporary economic systems and the benefits of free enterprise in world history.</td>
</tr>
</tbody>
</table>

World History; Reporting Category 5 WH (18); Essence Statement: D
**Level 3**

**Prerequisite skill:** identify problems and issues that may arise when one or more of the factors of production is in relatively short supply

The student will be presented a task that requires assembling items into packages to complete a work order. The student will be presented the total number of packages required to fill the work order, a list of items to be placed into each package, and the actual items to fill the packages. Some of the items will be in short supply. Using the items provided, the student will execute the task to assemble the packages for the work order. The student will determine the number of complete packages that can be assembled. The student will evaluate the effect of the limited number of items on the completion of the work order.

**Predetermined Criteria**
1. The student will execute the task to assemble the packages for the work order.
2. The student will determine the number of complete packages that can be assembled.
3. The student will evaluate the effect of the limited number of items on the completion of the work order.

**Process skill:** analyze information by sequencing, categorizing, identifying, cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

**Transition**

**Level 2**

**Prerequisite skill:** explain the impact of scarcity on the production, distribution, and consumption of goods and services

The student will be presented a scenario in which a desired item is not available for purchase in his or her community. The cost of the item when it was available will be provided. The student will identify possible reasons for an item to no longer be available. The student will identify a solution to the problem. The cost for the solution will be provided. The student will identify whether the cost of the solution was more than, less than, or the same as the cost of the item when it was available.

**Predetermined Criteria**
1. The student will identify possible reasons for an item to no longer be available.
2. The student will identify a solution to the problem.
3. The student will identify whether the cost of the solution was more than, less than, or the same as the cost of the item when it was available.

**Transition**

World History; Reporting Category 5 WH (18); Essence Statement: D
**Level 1**

**Prerequisite skill:** identify ways people exchange goods and services

The student will participate in making an item to be sold. The student will participate in selling the item. The student will participate in purchasing an item with money from the sale. The student will respond to an item that he or she purchased with the money from the sale.

Predetermined Criteria
1. The student will participate in making an item to be sold.
2. The student will participate in selling the item.
3. The student will respond to an item that he or she purchased with the money from the sale.

Transition