

**2023 STAAR Released Blueprint  
US History  
Spring, 2023–2024**

Test Code	Year	Form
4111	23	4
Last Revision Date: 10/18/2023		

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
<b>1. History.</b> The student understands the principles included in the Celebrate Freedom Week program. The student is expected to analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.	1	H.1A	S	1	2%
<b>2. History.</b> The student understands the principles included in the Celebrate Freedom Week program. The student is expected to explain the meaning and historical significance of the mottos “E Pluribus Unum” and “In God We Trust.”	1	H.1C	S	1	2%
<b>3. History.</b> 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 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.	1	H.10C	R	2	3%
<b>4. History.</b> 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 describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority.	1	H.10D	S	1	2%
<b>5. History.</b> 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 describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic.	1	H.10E	S	1	2%
<b>6. History.</b> 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 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.	1	H.11A	R	1	2%
<b>7. History.</b> 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 identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum.	1	H.11B	S	1	2%
<b>8. History.</b> 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 analyze the impact of third parties on the 1992 and 2000 presidential elections.	1	H.11C	S	1	2%
<b>9. Geography.</b> The student understands the impact of geographic factors on major events. The student is expected to analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina.	2	H.12A	R	1	2%
<b>10. Geography.</b> The student understands the causes and effects of migration and immigration on American society. The student is expected to analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.	2	H.13B	R	1	2%

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<p><b>11. Geography.</b> The student understands the relationship between population growth and the physical environment. The student is expected to identify the effects of population growth and distribution on the physical environment.</p>	2	H.14A	R	1	2%
<p><b>12. Geography.</b> The student understands the relationship between population growth and the physical environment. The student is expected to 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.</p>	2	H.14B	S	1	2%
<p><b>13. Economics.</b> The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to 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.</p>	4	H.15B	R	1	2%
<p><b>14. Economics.</b> The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.</p>	4	H.15D	R	1	2%
<p><b>15. Economics.</b> The student understands significant economic developments between World War I and World War II. The student is expected to analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies.</p>	4	H.16A	S	1	2%
<p><b>16. Economics.</b> The student understands significant economic developments between World War I and World War II. The student is expected to 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.</p>	4	H.16B	R	1	2%
<p><b>17. Economics.</b> The student understands significant economic developments between World War I and World War II. The student is expected to 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.</p>	4	H.16C	R	1	2%
<p><b>18. Economics.</b> The student understands significant economic developments between World War I and World War II. The student is expected to compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression.</p>	4	H.16D	S	1	2%
<p><b>19. Economics.</b> The student understands the economic effects of government policies from World War II through the present. The student is expected to describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment.</p>	4	H.17A	R	1	2%

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<b>20. Economics.</b> The student understands the economic effects of government policies from World War II through the present. The student is expected to 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.	4	H.17B	R	1	2%
<b>21. Economics.</b> The student understands the economic effects of government policies from World War II through the present. The student is expected to describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s.	4	H.17C	S	1	2%
<b>22. Economics.</b> The student understands the economic effects of government policies from World War II through the present. The student is expected to identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX.	4	H.17D	S	1	2%
<b>23. Economics.</b> The student understands the economic effects of government policies from World War II through the present. The student is expected to 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).	4	H.17E	R	1	2%
<b>24. Government.</b> The student understands changes over time in the role of government. The student is expected to evaluate the impact of New Deal legislation on the historical roles of state and federal government.	3	H.18A	R	1	2%
<b>25. Government.</b> The student understands changes over time in the role of government. The student is expected to 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.	3	H.18B	R	1	2%
<b>26. Government.</b> The student understands changes over time in the role of government. The student is expected to 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.	3	H.18C	S	1	2%
<b>27. Government.</b> The student understands the changing relationships among the three branches of the federal government. The student is expected to 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.	3	H.19B	R	1	2%
<b>28. History.</b> The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.	1	H.2A	R	1	2%

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<b>29. Government.</b> The student understands the impact of constitutional issues on American society. The student is expected to analyze the effects of landmark U.S. Supreme Court decisions, including <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Hernandez v. Texas</i> , <i>Tinker v. Des Moines</i> , and <i>Wisconsin v. Yoder</i> .	3	H.20A	R	1	2%
<b>30. Government.</b> The student understands the impact of constitutional issues on American society. The student is expected to explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.	3	H.20B	S	1	2%
<b>31. Citizenship.</b> The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville. The student is expected to discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire.	3	H.21A	S	1	2%
<b>32. Citizenship.</b> The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights. The student is expected to identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution.	3	H.22A	R	1	2%
<b>33. Citizenship.</b> The student understands the importance of effective leadership in a constitutional republic. The student is expected to evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton.	3	H.23A	S	1	2%
<b>34. Culture.</b> The student understands the relationship between the arts and the times during which they were created. The student is expected to describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature.	2	H.24A	S	1	2%
<b>35. Culture.</b> The student understands the relationship between the arts and the times during which they were created. The student is expected to describe the impacts 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.	2	H.24B	R	1	2%
<b>36. Culture.</b> The student understands the relationship between the arts and the times during which they were created. The student is expected to identify and analyze the global diffusion of American culture through various media.	2	H.24C	S	1	2%
<b>37. Culture.</b> The student understands how people from various groups contribute to our national identity. The student is expected to explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society.	2	H.25A	R	1	2%
<b>38. Culture.</b> The student understands how people from various groups contribute to our national identity. The student is expected to describe the Americanization movement to assimilate immigrants and American Indians into American Culture.	2	H.25B	S	1	2%

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<b>39. Culture.</b> The student understands how people from various groups contribute to our national identity. The student is expected to explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture.	2	H.25C	R	1	2%
<b>40. Culture.</b> The student understands how people from various groups contribute to our national identity. The student is expected to identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.	2	H.25D	S	1	2%
<b>41. Science, technology, and society.</b> 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 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.	4	H.26A	R	1	2%
<b>42. Science, technology, and society.</b> 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 explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine.	4	H.26B	S	1	2%
<b>43. Science, technology, and society.</b> 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 describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics.	4	H.26C	S	1	2%
<b>44. Science, technology, and society.</b> The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication.	4	H.27A	R	1	2%
<b>45. History.</b> The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to analyze political issues such as Indian policies, the growth of political machines, and civil service reform.	1	H.3A	R	1	2%
<b>46. History.</b> The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business.	1	H.3B	R	1	2%
<b>47. History.</b> The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to analyze social issues affecting women, minorities, children, immigrants, and urbanization.	1	H.3C	R	1	2%

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<p><b>48. History.</b> The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to explain why significant events, policies, and individuals, including the Spanish–American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power.</p>	1	H.4A	R	1	2%
<p><b>49. History.</b> The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico.</p>	1	H.4B	S	1	2%
<p><b>50. History.</b> The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to identify the causes of World War I and reasons for U.S. entry.</p>	1	H.4C	R	1	2%
<p><b>51. History.</b> The student understands the effects of reform and third–party movements in the early 20th century. The student is expected to analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments.</p>	1	H.5A	R	1	2%
<p><b>52. History.</b> The student understands significant events, social issues, and individuals of the 1920s. The student is expected to 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.</p>	1	H.6A	R	1	2%
<p><b>53. History.</b> The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies.</p>	1	H.7B	S	1	2%
<p><b>54. History.</b> The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons.</p>	1	H.7C	R	1	2%
<p><b>55. History.</b> The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps.</p>	1	H.7D	R	1	2%
<p><b>56. History.</b> The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.</p>	1	H.7G	S	1	2%

SE Descriptions		Reporting Category	TEKS/SE	R or S	No. of Items	% of Test	
57. <b>History.</b> The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis.		1	H.8A	R	1	2%	
58. <b>History.</b> The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy.		1	H.8C	R	1	2%	
59. <b>History.</b> The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War.		1	H.8D	R	1	2%	
60. <b>History.</b> The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.		1	H.8F	R	1	2%	
61. <b>History.</b> The student understands the impact of the American civil rights movement. The student is expected to explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting.		1	H.9B	R	1	2%	
62. <b>History.</b> The student understands the impact of the American civil rights movement. The student is expected to 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.		1	H.9G	R	1	2%	
63. <b>History.</b> The student understands the impact of the American civil rights movement. The student is expected to explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo.		1	H.9H	S	1	2%	
<b>Item Types by Point</b>	1-point questions (MC & TE Items)	50		<b>Total</b>	<b>R</b>	39	61%
	2-point questions (TE Items)	14			<b>S</b>	25	39%
	<b>Total</b>	78			<b>All</b>	64	100%

**Note:** *R* = Readiness Standard, *S* = Supporting Standard. Percentages are rounded to the nearest whole number.

- Reporting Categories:**
1. History
  2. Geography and Culture
  3. Government and Citizenship
  4. Economics, Science, Technology, and Society

### DAN/STAAR Tech-Enhanced (TE) Items Comparison

DAN TE Item Type	Definition	STAAR TE Item Type
Multiple Choice ( <b>MC</b> )	Requires students to select one correct answer from several answer choices.	Multiple Choice
Multipart ( <b>MP</b> )	Requires students to answer a two-part question in which Part B provides text evidence for the answer in Part A. Part A and B can be a combination of Multiple Choice and Multiple Response items.	Multipart
Multiple Response ( <b>MR</b> )	Requires students to select two or more correct answers from several answer choices.	Multiselect
Hot Spot ( <b>HS</b> )	Requires students to select the correct answer(s) by clicking on one or more "hot spots" or images.	Hot Spot
Hot Text ( <b>HT</b> )	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.	Hot Text
Inline Choice ( <b>IC</b> )	Requires students to select the correct response from one or more dropdown menus within the question.	Inline Choice
Graphic Gap Match ( <b>GGM</b> )	Requires students to drag and drop images into or next to the correct answer box(es).	Drag and Drop
Hot Text ( <b>HT</b> )	Student matches statements or objects to different categories presented in a table grid.	Match Table Grid
Gap Match ( <b>GM</b> )	Requires students to drag and drop words, phrases, or numbers into or next to the correct answer box(es).	Drag and Drop
Constructed Response ( <b>CR</b> )	Student gives a brief explanation in their own words to demonstrate their understanding of content.	Short Constructed Response

**\*This test will include only a selection of the tech-enhanced item types listed.**