

## Correlation

# TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS SOCIAL STUDIES GRADE 11 EXIT LEVEL, ©2002

AND

## *EXPLORE AMERICA, SECOND EDITION*

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*Explore America* is a comprehensive social studies program that tells the story of the development of the United States from before Columbus to the Civil War.



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# CORRELATION BETWEEN THE TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS SOCIAL STUDIES GRADE 11 EXIT LEVEL AND *EXPLORE AMERICA*, SECOND EDITION

<b>TAKS Social Studies — Grade 11 Exit Level, Objectives</b>	<i>Explore America</i> , Second Edition		
	Student Textbook	Resource Masters	Teaching Support Materials (teacher's edition, time line, geography picture dictionary)
<p><b>Objective 1. The student will demonstrate an understanding of issues and events in U.S. history.</b></p> <p>(8.1) <b>History.</b> The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: (C) explain the significance of the following dates: [1607,] 1776, 1787, [1803,] and 1861-1865.</p>	●	●	●
<p>(8.4) <b>History.</b> The student understands significant political and economic issues of the revolutionary era. The student is expected to: (B) explain the roles played by significant individuals during the American Revolution, including [Samuel Adams, Benjamin Franklin, King George III,] Thomas Jefferson, [the Marquis de Lafayette, Thomas Paine,] and George Washington; and (C) explain the issues surrounding [important events of] the American Revolution, including declaring independence; [writing] the Articles of Confederation, [fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris].</p>	●	●	●
<p>(8.16) <b>Government.</b> The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to: (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.</p>	●	●	●
<p>(US1) <b>History.</b> The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to: (A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and (C) explain the significance of the following dates; 1898, 1914-1918, 1929, 1941-1945, [and 1957].</p>	P	P	P

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# TAKS Social Studies — Grade 11 Exit Level, Objectives

*Explore America*, Second Edition

TAKS Social Studies — Grade 11 Exit Level, Objectives	<i>Explore America</i> , Second Edition		
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<p>(US3) <b>History.</b> The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:</p> <p>(A) explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, [Henry Cabot Lodge, Alfred Thayer Mahan,] and Theodore Roosevelt, moved the United States into the position of a world power;</p> <p>(B) identify the reasons for U.S. involvement in World War I, including unrestricted submarine warfare; and</p> <p>(D) analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.</p>			
<p>(US5) <b>History.</b> The student understands significant individuals, events, and issues of the 1920s. The student is expected to:</p> <p>(A) analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women; and</p> <p>(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.</p>			
<p>(US6) <b>History.</b> The student understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States. The student is expected to:</p> <p>(A) identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor;</p> <p>(B) analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb;</p> <p>(D) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, [and the Berlin airlift];</p> <p>(E) analyze the conflicts in Korea and Vietnam and describe their domestic and international effects; and</p> <p>(F) describe the impact of the GI Bill, [the election of 1948,] McCarthyism, and Sputnik I.</p>			
<p><b>Objective 2. The student will demonstrate an understanding of geographic influences on historical issues and events.</b></p> <p>(US8) <b>Geography.</b> The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(B) [pose and] answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, [and databases].</p>	●	●	●

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(US9) <b>Geography.</b> The student understands the impact of geographic factors on major events. The student is expected to: (A) analyze the effects of physical and human geographic factors on major events including the building of the Panama Canal.			
(US10) <b>Geography.</b> The student understands the effects of migration and immigration on American society. The student is expected to: (A) analyze the effects of changing demographic patterns resulting from migration within the United States; and (B) analyze the effects of changing demographic patterns resulting from immigration to the United States.	●	●	●
(US11) <b>Geography.</b> The student understands the relationship between population growth and modernization on the physical environment. The student is expected to: (A) identify the effects of population growth [and distribution and predict future effects] on the physical environment.	P	P	P
(WG1) <b>History.</b> The student understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to: (A) analyze the effects of physical and human geographic patterns and processes on events in the past [and describe their effects on present conditions, including significant physical features and environmental conditions, that influenced migration patterns in the past and shaped the distribution of culture groups today] (correlates with WH12B); and (B) trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, [or the diffusion of American slang] (correlates with WH11B).	P	P	P
(WG6) <b>Geography.</b> The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to: (A) [locate settlements and] observe patterns in the size and distribution of cities using maps, graphics, and other information (correlates with WH26C).	●	●	●
(WH23) <b>Science, technology, and society.</b> The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to: (A) give examples of [major mathematical and scientific discoveries and] technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations (correlates with WG19A and WG20A).	P	P	P

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# TAKS Social Studies — Grade 11 Exit Level, Objectives

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<p><b>Objective 3. The student will demonstrate an understanding of economic and social influences on historical issues and events.</b></p> <p>(US2) <b>History.</b> The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:</p> <p>(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business; and</p> <p>(C) analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.</p>	●	●	●
<p>(US4) <b>History.</b> The student understands the effects of reform and third party movements on American society. The student is expected to:</p> <p>(B) evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, [and Robert LaFollette] on American society.</p>			
<p>(US7) <b>History.</b> The student understands the impact of the American civil rights movement. The student is expected to:</p> <p>(B) identify significant leaders of the civil rights movement, including Martin Luther King, Jr.</p>	●	●	●
<p>(US13) <b>Economics.</b> The student understands significant economic developments between World War I and World War II. The student is expected to:</p> <p>(A) analyze causes of economic growth and prosperity in the 1920s;</p> <p>(B) analyze the causes of the Great Depression, including the decline in worldwide trade, the stock market crash, and bank failures;</p> <p>(C) analyze the effects of the Great Depression on the U.S. economy and government; and</p> <p>(E) analyze how various New Deal agencies and programs such as the Federal Deposit Insurance Corporation, [the Securities and Exchange Commission,] and Social Security continue to affect the lives of U.S. citizens.</p>			
<p>(US14) <b>Economics.</b> The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:</p> <p>(A) describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression; and</p> <p>(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system.</p>			
<p>(US21) <b>Culture.</b> The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity. The student is expected to:</p> <p>(A) explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society; and</p> <p>(D) identify the political, social, and economic contributions of women to American society.</p>	P	P	P

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<p>(US22) <b>Science, technology, and society.</b> The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p> <p>(A) explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States; and</p> <p>(C) analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.</p>	P	P	P
<p>(US23) <b>Science, technology, and society.</b> The student understands the influence of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</p> <p>(A) analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States.</p>	●	●	●
<p>(WG5) <b>Geography.</b> The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</p> <p>(B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations (correlates with WH14C).</p>			
<p>(WG10) <b>Economics.</b> The student understands the distribution and characteristics of economic systems throughout the worlds. The student is expected to:</p> <p>(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries versus commercial industries (correlates with WH14C).</p>			
<p><b>Objective 4. The student will demonstrate an understanding of political influences on historical issues and events.</b></p> <p>(8.3) <b>History.</b> The student understands the foundations of representative government in the United States. The student is expected to:</p> <p>(A) explain the reasons for the growth of representative government and institutions during the colonial period.</p>	●	●	●
<p>(8.16) <b>Government.</b> The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:</p> <p>(A) identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, [the Mayflower Compact,] the Declaration of Independence, the Federalist Papers, [and selected anti-federalist writings] on the U.S. system of government; and</p> <p>(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p>	●	●	●

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(8.17) <b>Government.</b> The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to: (B) describe the impact of the 19 <sup>th</sup> -century amendments including the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> amendments on life in the United States.	P	P	P
(8.18) <b>Government.</b> The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to: (B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.	P	P	P
(8.20) <b>Citizenship.</b> The student understands the rights and responsibilities of citizens of the United States. The student is expected to: (A) define and give examples of unalienable rights; and (B) summarize rights guaranteed in the Bill of Rights.	●	●	●
(8.22) <b>Citizenship.</b> The student understands the importance of the expression of different points of view in a democratic society. The student is expected to: (B) describe the importance of free speech and press in a democratic society.	●	●	●
(US4) <b>History.</b> The student understands the effects of reform and third party movements on American society. The student is expected to: (A) evaluate the impact of Progressive Era reforms including [initiative, referendum, recall, and] the passage of the 16 <sup>th</sup> and 17 <sup>th</sup> amendments.			
(US7) <b>History.</b> The student understands the impact of the American civil rights movement. The student is expected to: (A) trace the historical development of the civil rights movement in the 18 <sup>th</sup> , 19 <sup>th</sup> , and 20 <sup>th</sup> centuries, including the 13 <sup>th</sup> , 14 <sup>th</sup> , 15 <sup>th</sup> amendments; and (C) evaluate government efforts, including the Civil Rights Act of 1964 to achieve equality in the United States.	P	P	P
(US17) <b>Government.</b> The student understands the impact of constitutional issues on American society in the 20 <sup>th</sup> century. The student is expected to: (A) analyze the effects of 20 <sup>th</sup> -century landmark U.S. Supreme Court decisions such as <i>Brown v. Board of Education</i> , [ <i>Regents of the University of California v. Bakke</i> , and <i>Reynolds v. Sims</i> ].			
(US18) <b>Citizenship.</b> The student understands efforts to expand the democratic process. The student is expected to: (B) evaluate various means of achieving equality of political rights, including the 19 <sup>th</sup> , 24 <sup>th</sup> , and 26 <sup>th</sup> amendments.			

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<p><b>Objective 5. The student will use critical thinking skills to analyze social studies information.</b></p> <p>(US24) <b>Social studies skills.</b> The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(A) [locate and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States (correlates with 8.30A and WH25B);</p> <p>(B) 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 (correlates with 8.30B and WH25C);</p> <p>(C) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context (correlates with 8.30D and WH25D); and</p> <p>(F) identify bias in written, [oral,] and visual material (correlates with 8.30F and WH25G).</p>	P	P	P
<p>(WG8) <b>Geography.</b> The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>(B) compare ways that humans depend on, adapt to, and modify the physical environment using [local,] state, national, and international human activities in a variety of cultural and technological contexts (correlates with WH12B and WH12C).</p>	●	●	●
<p>(WG21) <b>Social studies skills.</b> The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change (correlates with WH11B and WH12C).</p>	P	P	P
<p>(WH26) <b>Social studies skills.</b> The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(C) interpret [and create databases, research outlines, bibliographies, and] visuals including graphs, charts, timelines, and maps (correlates with WG21C).</p>	●	●	●

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