

GRADE 6 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(1) History. The student understands that historical events influence contemporary events. The student is expected to:	(1) History. The student understands that historical events influence contemporary events. The student is expected to:	(1) History. The student understands that historical events influence contemporary events. The student is expected to:	No change
(1)(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and	(1)(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion; conquests; colonization, immigration, and trade; and	(1)(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and	<ul style="list-style-type: none"> Streamlined War as a means of cultural diffusion remains in 2018 SE (15)(A)
(1)(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.	(1)(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.	(1)(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.	No change
(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:	(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:	(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:	No change
(2)(A) identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and	(2)(A) identify and describe the <u>historical</u> influence of <u>individuals or groups</u> individual or group achievements on various historical or contemporary societies <u>such as the classical Greeks on government and the American Revolution on the French Revolution</u> ; and	(2)(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and	<ul style="list-style-type: none"> Edited for clarification Streamlined
(2)(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.	(2)(B) evaluate <u>describe</u> the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.	(2)(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.	Cognitive verb “evaluate” changed to “describe”
(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:	(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:		2010 K&S statement (3) recoded to 2018 K&S statement (20)

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(3)(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;	(3)(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;		2010 SE (3)(A) recoded to 2018 SE (20)(A)
(3)(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;	(3)(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;		2010 SE (3)(B) recoded to 2018 SE (20)(B)
(3)(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and	(3)(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and		2010 SE (3)(C) recoded to 2018 SE (20)(C)
(3)(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.	(3)(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.		2010 SE (3)(D) recoded to 2018 SE (20)(D)
(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:	(4) <u>(3)</u> Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps <u>and/or</u> and globes <u>and uses latitude and longitude to determine absolute locations</u> . The student is expected to:	(3) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:	<ul style="list-style-type: none"> 2010 K&S statement (4) recoded to 2018 K&S statement (3) Use of latitude and longitude moved from 2010 K&S statement (4) into 2018 SE (20)(A)
(4)(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;	(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;		<ul style="list-style-type: none"> Streamlined Using latitude and longitude moved from 2010 SE (4)(A) into 2018 SE (20)(A)
(4)(B) identify and explain the geographic factors responsible for patterns of population in places and regions;	(4)(B) <u>(3)(A)</u> identify and explain the geographic factors responsible for patterns of population in places and regions;	(3)(A) identify and explain the geographic factors responsible for patterns of population in places and regions;	2010 SE (4)(B) recoded to 2018 SE (3)(A)
(4)(C) explain ways in which human migration influences the character of places and regions;	(4)(C) <u>(3)(B)</u> explain ways in which human migration influences the character of places and regions;	(3)(B) explain ways in which human migration influences the character of places and regions;	2010 SE (4)(C) recoded to 2018 SE (3)(B)

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(4)(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions;	(3)(C) (4)(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; <u>and</u>	(3)(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and	2010 SE (4)(D) recoded to 2018 SE (3)(C)
(4)(E) draw sketch maps that illustrate various places and regions; and	(4)(E) draw sketch maps that illustrate various places and regions; and		2010 SE (4)(E) moved into 2018 SE (20)(D)
(4)(F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.	(3)(D) (4)(F) identify the location of major world countries <u>for each of the world regions such as</u> Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.	(3)(D) identify the location of major world countries for each of the world regions.	<ul style="list-style-type: none"> 2010 SE (4)(F) recoded to 2018 SE (3)(D) Streamlined
(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:	(4) (5) Geography. The student understands how geographic factors influence the economic development <u>and</u> , political relationships, and policies of societies. The student is expected to:	(4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:	<ul style="list-style-type: none"> 2010 K&S statement (5) recoded to 2018 K&S statement (4) Streamlined
(5)(A) identify and explain the geographic factors responsible for the location of economic activities in places and regions;	(4) (5) (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions; and	(4)(A) explain the geographic factors responsible for the location of economic activities in places and regions; and	<ul style="list-style-type: none"> 2010 SE (5)(A) recoded to 2018 SE (4)(A) Cognitive verb phrase “identify and explain” changed to “explain”
(5)(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory; and	(4) (5) (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's <u>political relationships.</u> ability to control territory; and	(4)(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.	<ul style="list-style-type: none"> 2010 SE (5)(B) recoded to 2018 SE (4)(B) Edited for clarification
(5)(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.	(5)(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.		<ul style="list-style-type: none"> Streamlined Geographic factors that influence a society’s political relationships remains in 2018 SE (4)(B)

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(6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:	(6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:		<ul style="list-style-type: none"> Streamlined Ways people have been impacted by physical geographic processes moved into 2018 SE (5)(A)
(6)(A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface;	(6)(A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface;		<ul style="list-style-type: none"> Streamlined
(6)(B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and	(6)(B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and		<ul style="list-style-type: none"> Streamlined Natural resources remain in 2018 SEs (4)(B) and (6)(A)
(6)(C) analyze the effects of the interaction of physical processes and the environment on humans.	(6)(C) analyze the effects of the interaction of physical processes and the environment on humans.		<ul style="list-style-type: none"> Streamlined Ways people have been impacted by physical geographic processes moved from 2010 SE (6)(C) into 2018 SE (5)(A)
(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:	(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:	(5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:	2010 K&S statement (7) recoded to 2018 K&S statement (5)
	<u>(5)(A) describe ways people have been impacted by physical processes such as earthquakes and climate;</u>	(5)(A) describe ways people have been impacted by physical processes such as earthquakes and climate;	Ways people have been impacted by physical geographic processes moved into 2018 SE (5)(A)
(7)(A) identify and analyze ways people have adapted to the physical environment in various places and regions;	(7)(A) identify and analyze ways people have adapted to the physical environment in various places and regions; <u>and</u>	(5)(B) identify and analyze ways people have adapted to the physical environment in various places and regions; and	2010 SE (7)(A) recoded to 2018 SE (5)(B)
(7)(B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and	(7)(B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and	(5)(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.	2010 SE (7)(B) recoded to 2018 SE (5)(C)

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(7)(C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.	(7)(C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.		<ul style="list-style-type: none"> Streamlined Ways people have modified the physical environment remains in 2018 SE (5)(C) Predictions about future environmental impacts remains in 2018 SE (18)(C)
(8) Economics. The student understands the factors of production in a society's economy. The student is expected to:	(6)(8) Economics. The student understands the factors of production in a society's economy. The student is expected to:	(6) Economics. The student understands the factors of production in a society's economy. The student is expected to:	2010 K&S statement (8) recoded to 2018 K&S statement (6)
(8)(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;	(6)(8) (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;	(6)(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;	2010 SE (8)(A) recoded to 2018 SE (6)(A)
(8)(B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and	(6)(8) (B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and	(6)(B) identify problems that may arise when one or more of the factors of production is in relatively short supply; and	<ul style="list-style-type: none"> 2010 SE (8)(B) recoded to 2018 SE (6)(B) Streamlined
(8)(C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.	(6)(8) (C) explain the impact of <u>the distribution</u> relative scarcity of resources on international trade and economic interdependence among and within societies.	(6)(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.	<ul style="list-style-type: none"> 2010 SE (8)(C) recoded to 2018 SE (6)(C) Edited for clarification
(9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:	(7)(9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:	(7) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:	2010 K&S statement (9) recoded to 2018 K&S statement (7)
(9)(A) compare ways in which various societies organize the production and distribution of goods and services;	(7)(9) (A) compare ways in which various societies organize the production and distribution of goods and services;	(7)(A) compare ways in which various societies organize the production and distribution of goods and services;	2010 SE (9)(A) recoded to 2018 SE (7)(A)
(9)(B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system;	(7)(9) (B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; <u>and</u>	(7)(B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and	2010 SE (9)(B) recoded to 2018 SE (7)(B)
(9)(C) understand the importance of morality and ethics in maintaining a functional free enterprise system; and	(7)(9) (C) understand the importance of morality <u>and</u> ethics in maintaining a functional free enterprise system. and	(7)(C) understand the importance of ethics in maintaining a functional free enterprise system.	<ul style="list-style-type: none"> 2010 SE (9)(C) recoded to 2018 SE (7)(C) Streamlined

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(9)(D) examine the record of collective, non-free market economic systems in contemporary world societies.	(9)(D) examine the record of collective, non-free market economic systems in contemporary world societies.		<ul style="list-style-type: none"> Streamlined Free enterprise, socialist, and communist economies remain in 2018 SE (7)(B)
(10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:	(10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:	(8) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:	2010 K&S statement (10) recoded to 2018 K&S statement (8)
(10)(A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries;	(10) (A) define and give examples of agricultural, wholesale , retail, manufacturing (goods), and service industries; <u>and</u>	(8)(A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and	<ul style="list-style-type: none"> 2010 SE (10)(A) recoded to 2018 SE (8)(A) Streamlined
(10)(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy; and	(10) (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.; <u>and</u>	(8)(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.	2010 SE (10)(B) recoded to 2018 SE (8)(B)
(10)(C) identify and describe the effects of government regulation and taxation on economic development and business planning.	(10)(C) identify and describe the effects of government regulation and taxation on economic development and business planning.		Deleted
(11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:	(11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:	(9) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:	2010 K&S statement (11) recoded to 2018 K&S statement (9)
(11)(A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);	(11) (A) <u>describe</u> identify and <u>compare</u> describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);	(9)(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);	<ul style="list-style-type: none"> 2010 SE (11)(A) recoded to 2018 SE (9)(A) Cognitive verb phrase “identify and describe” changed to “describe and compare”
(11)(B) compare the characteristics of limited and unlimited governments;	(11)(B) compare the characteristics of limited and unlimited governments;		Comparing limited and unlimited governments moved into 2018 SE (9)(A)
(11)(C) identify reasons for limiting the power of government; and	(11)(C) <u>(9)(B)</u> identify reasons for limiting the power of government; and	(9)(B) identify reasons for limiting the power of government; and	2010 SE (11)(C) recoded to 2018 SE (9)(B)

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(11)(D) review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan.	(9)(C)(11)(D) <u>identify and describe examples</u> review the record of human rights abuses by of limited or unlimited governments such as the oppression of <u>religious, ethnic, and political groups</u> Christians in Sudan.	(9)(C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.	<ul style="list-style-type: none"> 2010 SE (11)(D) recoded to 2018 SE (9)(C) Cognitive verb phrase “review the record of” changed to “identify and describe examples of” Edited for clarification
(12) Government. The student understands various ways in which people organize governments. The student is expected to:	(10)(12) Government. The student understands various ways in which people organize governments. The student is expected to:	(10) Government. The student understands various ways in which people organize governments. The student is expected to:	2010 K&S statement (12) recoded to 2018 K&S statement (10)
(12)(A) identify and give examples of governments with rule by one, few, or many;	(10)(12) (A) identify and give examples of governments with rule by one, few, or many;	(10)(A) identify and give examples of governments with rule by one, few, or many;	2010 SE (12)(A) recoded to 2018 SE (10)(A)
(12)(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and	(10)(12) (B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and	(10)(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and	2010 SE (12)(B) recoded to 2018 SE (10)(B)
(12)(C) identify historical origins of democratic forms of government such as Ancient Greece.	(10)(12) (C) identify historical origins of democratic forms of government such as Ancient Greece.	(10)(C) identify historical origins of democratic forms of government such as Ancient Greece.	2010 SE (12)(C) recoded to 2018 SE (10)(C)
(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:	(11)(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:	(11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:	2010 K&S statement (13) recoded to 2018 K&S statement (11)
(13)(A) describe roles and responsibilities of citizens in various contemporary societies, including the United States;	(11)(13) (A) describe <u>and compare</u> roles and responsibilities of citizens in various contemporary societies, including the United States; <u>and</u>	(11)(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and	<ul style="list-style-type: none"> 2010 SE (13)(A) recoded to 2018 SE (11)(A) Streamlined Comparing roles and responsibilities of citizens in various contemporary societies, including the United States, moved from 2010 SE (13)(C) into 2018 SE (11)(A)
(13)(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies; and	(11)(13) (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies. ; <u>and</u>	(11)(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.	2010 SE (13)(B) recoded to 2018 SE (11)(B)

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(13)(C) compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments.	(13)(C) compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments.		<ul style="list-style-type: none"> Streamlined Comparing roles and responsibilities of citizens in various contemporary societies, including the United States, moved from 2010 SE (13)(C) into 2018 SE (11)(A)
(14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:	(12)(14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:	(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:	2010 K&S statement (14) recoded to 2018 K&S statement (12)
(14)(A) identify and explain the duty of civic participation in societies with representative governments; and	(12)(14) (A) identify and explain the duty of civic participation in societies with representative governments; and	(12)(A) identify and explain the duty of civic participation in societies with representative governments; and	2010 SE (14)(A) recoded to 2018 SE (12)(A)
(14)(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.	(12)(14) (B) explain relationships among rights, responsibilities, and duties in societies with representative governments.	(12)(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.	2010 SE (14)(B) recoded to 2018 SE (12)(B)
(15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:	(13)(15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:	(13) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:	2010 K&S statement (15) recoded to 2018 K&S statement (13)
(15)(A) define culture and the common traits that unify a culture region;	(15)(A) define culture and the common traits that unify a culture region;		<ul style="list-style-type: none"> Streamlined Culture regions moved from 2010 SE (15)(A) into 2018 SE (13)(A)
(15)(B) identify and describe common traits that define cultures;	(13)(A)(15)(B) identify and describe common traits that define cultures <u>and culture regions</u> ;	(13)(A) identify and describe common traits that define cultures and culture regions;	<ul style="list-style-type: none"> 2010 SE (15)(B) recoded to 2018 SE (13)(A) Culture regions moved from 2010 SE (15)(A) into 2018 SE (13)(A)
(15)(C) define a multicultural society and consider both the positive and negative qualities of multiculturalism;	(13)(B)(15)(C) define a multicultural society and consider both the positive and negative qualities of multiculturalism ;	(13)(B) define a multicultural society;	<ul style="list-style-type: none"> 2010 SE (15)(C) recoded to 2018 SE (13)(B) Streamlined
(15)(D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies;	(13)(C)(15)(D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies; <u>and</u>	(13)(C) analyze the experiences and contributions of diverse groups to multicultural societies; and	<ul style="list-style-type: none"> 2010 SE (15)(D) recoded to 2018 SE (13)(C) Streamlined

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(15)(E) analyze the similarities and differences among various world societies; and	(15)(E) analyze the similarities and differences among various world societies; and		Deleted
(15)(F) identify and explain examples of conflict and cooperation between and among cultures.	(15)(F) (13)(D) identify and explain examples of conflict and cooperation between and among cultures.	(13)(D) identify and explain examples of conflict and cooperation between and among cultures.	2010 SE (15)(F) recoded to 2018 SE (13)(D)
(16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:	(16) (14) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:	(14) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:	2010 K&S statement (16) recoded to 2018 K&S statement (14)
(16)(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;	(16) (14)(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;	(14)(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;	2010 SE (16)(A) recoded to 2018 SE (14)(A)
(16)(B) compare characteristics of institutions in various contemporary societies; and	(16) (14)(B) compare characteristics of institutions in various contemporary societies; and	(14)(B) compare characteristics of institutions in various contemporary societies; and	2010 SE (16)(B) recoded to 2018 SE (14)(B)
(16)(C) analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions.	(16) (14)(C) analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions.	(14)(C) analyze the efforts and activities institutions use to sustain themselves over time.	<ul style="list-style-type: none"> • 2010 SE (16)(C) recoded to 2018 SE (14)(C) • Streamlined • Educational and religious institutions remain in 2018 SE (14)(A)
(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:	(17) (15) Culture. The student understands relationships that exist among world cultures. The student is expected to:	(15) Culture. The student understands relationships that exist among world cultures. The student is expected to:	2010 K&S statement (17) recoded to 2018 K&S statement (15)
(17)(A) identify and describe how culture traits such as trade, travel, and war spread;	(17) (15)(A) identify and describe <u>means of cultural diffusion</u> how culture traits such as trade, travel, and war spread ;	(15)(A) identify and describe means of cultural diffusion such as trade, travel, and war;	<ul style="list-style-type: none"> • 2010 SE (17)(A) recoded to 2018 SE (15)(A) • Edited for clarification
(17)(B) identify and describe factors that influence cultural change such as improved communication, transportation, and economic development;	(17) (15)(B) identify and describe factors that influence cultural change such as <u>improvements in</u> improved communication, transportation, and economic development;	(15)(B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;	<ul style="list-style-type: none"> • 2010 SE (17)(B) recoded to 2018 SE (15)(B) • Edited for clarification, no content change
(17)(C) evaluate the impact of improved communication technology among cultures;	(17) (15)(C) analyze evaluate the impact of improved communication technology among cultures; <u>and</u>	(15)(C) analyze the impact of improved communication technology among cultures; and	<ul style="list-style-type: none"> • 2010 SE (17)(C) recoded to 2018 SE (15)(C) • Cognitive verb “evaluate” changed to “analyze”

GRADE 6 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(17)(D) identify and define the impact of cultural diffusion on individuals and world societies; and	Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE (15)(17) (D) identify and define the impact of cultural diffusion on individuals and world societies. and	(15)(D) identify the impact of cultural diffusion on individuals and world societies.	<ul style="list-style-type: none"> 2010 SE (17)(D) recoded to 2018 SE (15)(D) Cognitive verb phrase “identify and define” changed to “identify”
(17)(E) identify examples of positive and negative effects of cultural diffusion.	(17)(E) identify examples of positive and negative effects of cultural diffusion.		<ul style="list-style-type: none"> Streamlined The impact of cultural diffusion remains in 2018 SE (15)(D)
(18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:	(16)(18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:	(16) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:	2010 K&S statement (18) recoded to 2018 K&S statement (16)
(18)(A) explain the relationships that exist between societies and their architecture, art, music, and literature;	(16)(18) (A) explain the relationships that exist between societies and their architecture, art, music, and literature;	(16)(A) explain the relationships that exist between societies and their architecture, art, music, and literature;	2010 SE (18)(A) recoded to 2018 SE (16)(A)
(18)(B) relate ways in which contemporary expressions of culture have been influenced by the past;	(18)(B) relate ways in which contemporary expressions of culture have been influenced by the past;		Deleted
(18)(C) describe ways in which contemporary issues influence creative expressions; and	(16)(B)(18)(C) describe ways in which contemporary issues influence creative expressions; and	(16)(B) describe ways in which contemporary issues influence creative expressions; and	2010 SE (18)(C) recoded to 2018 SE (16)(B)
(18)(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.	(16)(C)(18)(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.	(16)(C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.	<ul style="list-style-type: none"> 2010 SE (18)(D) recoded to 2018 SE (16)(C) Streamlined
(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:	(17)(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:	(17) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:	2010 K&S statement (19) recoded to 2018 K&S statement (17)
(19)(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and	(17)(19) (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and	(17)(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and	2010 SE (19)(A) recoded to 2018 SE (17)(A)

GRADE 6 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(19)(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.	(17) (19)(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.	(17)(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.	2010 SE (19)(B) recoded to 2018 SE (17)(B)
(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:	(18) (20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:	(18) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:	2010 K&S statement (20) recoded to 2018 K&S statement (18)
(20)(A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;	(18) (20)(A) <u>identify</u> give examples of scientific discoveries, and technological innovations, and including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;	(18)(A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;	<ul style="list-style-type: none"> • 2010 SE (20)(A) recoded to 2018 SE (18)(A) • Cognitive verb phrase “give examples” changed to “identify” • Streamlined
(20)(B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology; and	(18) (20)(B) explain how resources, belief systems, economic factors, and political decisions affect have affected the use of technology; and	(18)(B) explain how resources, economic factors, and political decisions affect the use of technology; and	<ul style="list-style-type: none"> • 2010 SE (20)(B) recoded to 2018 SE (18)(B) • Streamlined
(20)(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.	(18) (20)(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.	(18)(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.	2010 SE (20)(C) recoded to 2018 SE (18)(C)
(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:	(19) (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:	(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:	<ul style="list-style-type: none"> • 2010 K&S statement (21) recoded to 2018 K&S statement (19) • Edited for clarification

GRADE 6 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(21)(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;	Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE <u>(19)</u> (21) (A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;	(19)(A) differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures;	<ul style="list-style-type: none"> • 2010 SE (21)(A) recoded to 2018 SE (19)(A) • Edited for clarification
(21)(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;	<u>(19)</u> (21) (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;	(19)(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;	2010 SE (21)(B) recoded to 2018 SE (19)(B)
(21)(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	<u>(19)</u> (21) (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; <u>and</u>	(19)(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and	2010 SE (21)(C) recoded to 2018 SE (19)(C)
(21)(D) identify different points of view about an issue or current topic;	<u>(19)</u> (21) (D) identify different points of view about an issue or current topic;	(19)(D) identify different points of view about an issue or current topic.	2010 SE (21)(D) recoded to 2018 SE (19)(D)
(21)(E) identify the elements of frame of reference that influenced participants in an event; and	(21)(E) identify the elements of frame of reference that influenced participants in an event; and		Deleted
(21)(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	(21)(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.		<ul style="list-style-type: none"> • Streamlined • Maps and graphs remain in 2018 SEs (19)(C), (20)(B), (20)(C), (20)(D)
	<u>(20)</u> (3) <u>Geography Social Studies Skills. The student uses geographic tools to collect, analyze, and interpret data</u> answer geographic questions. <u>The student is expected to:</u>	(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	<ul style="list-style-type: none"> • 2010 K&S statement (3) recoded to 2018 K&S statement (20) • Edited for clarification

GRADE 6 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	<p>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement</p> <p>Green Underline = clarified, recoded, or moved into a K&S statement or an SE</p> <p><u>(20)(3)(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?;</u></p>	<p>(20)(A) answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?;</p>	<ul style="list-style-type: none"> • 2010 SE (3)(A) recoded to 2018 SE (20)(A) • Cognitive verb phrase “pose and answer” changed to “answer” • Use of latitude and longitude moved from 2010 K&S statement (4) into 2018 SE (20)(A)
	<p><u>(20)(3)(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts;</u> models, and databases;</p>	<p>(20)(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts;</p>	<ul style="list-style-type: none"> • 2010 SE (3)(B) recoded to 2018 SE (20)(B) • Streamlined
	<p><u>(20)(3)(C) compare various world regions and countries using data from geographic tools including, maps, graphs, and charts;</u> databases, and models; and</p>	<p>(20)(C) compare various world regions and countries using data from maps, graphs, and charts; and</p>	<ul style="list-style-type: none"> • 2010 SE (3)(C) recoded to 2018 SE (20)(C) • Streamlined
	<p><u>(20)(3)(D) create and interpret regional sketch maps, thematic maps, graphs, and charts;</u> models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.</p>	<p>(20)(D) create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.</p>	<ul style="list-style-type: none"> • 2010 SE (3)(D) recoded to 2018 SE (20)(D) • Sketch maps moved from 2010 SE (4)(E) into 2018 SE (20)(D)
<p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p><u>(21)(22)</u> Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>2010 K&S statement (22) recoded to 2018 K&S statement (21)</p>
<p>(22)(A) use social studies terminology correctly;</p>	<p><u>(21)(22)</u>(A) use social studies terminology correctly;</p>	<p>(21)(A) use social studies terminology correctly;</p>	<p>2010 SE (22)(A) recoded to 2018 SE (21)(A)</p>
<p>(22)(B) incorporate main and supporting ideas in verbal and written communication based on research;</p>	<p><u>(21)(22)</u>(B) incorporate main and supporting ideas in verbal and written communication based on research;</p>	<p>(21)(B) incorporate main and supporting ideas in verbal and written communication based on research;</p>	<p>2010 SE (22)(B) recoded to 2018 SE (21)(B)</p>
<p>(22)(C) express ideas orally based on research and experiences;</p>	<p><u>(21)(22)</u>(C) express ideas orally based on research and experiences;</p>	<p>(21)(C) express ideas orally based on research and experiences;</p>	<p>2010 SE (22)(C) recoded to 2018 SE (21)(C)</p>

GRADE 6 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(22)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;	(21)(22) (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; <u>and</u>	(21)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; and	2010 SE (22)(D) recoded to 2018 SE (21)(D)
(22)(E) use standard grammar, spelling, sentence structure, and punctuation; and	(21)(22) (E) <u>use effective written communication skills, including proper citations to avoid plagiarism.</u> use standard grammar, spelling, sentence structure, and punctuation; and	(21)(E) use effective written communication skills, including proper citations to avoid plagiarism.	<ul style="list-style-type: none"> • 2010 SE (22)(E) recoded to 2018 SE (21)(E) • Edited for clarification and alignment with similar TEKS in other social studies courses • 2010 SE (22)(F) moved into 2018 SE (21)(E)
(22)(F) use proper citations to avoid plagiarism.	(22)(F) use proper citations to avoid plagiarism.		2010 SE (22)(F) moved into 2018 SE (21)(E)
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(22)(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to <u>use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</u>	(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	<ul style="list-style-type: none"> • 2010 K&S statement (23) recoded to 2018 K&S statement (22) • 2010 SE (23)(A) moved into 2018 K&S statement (22) • 2010 SE (23)(B) moved into 2018 K&S statement (22) • Edited for clarification
(23)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	(23)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and		2010 SE (23)(A) moved into 2018 K&S statement (22)
(23)(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	(23)(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.		2010 SE (23)(B) moved into 2018 K&S statement (22)