

GRADE 7 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

| 2010 TEKS  | Streamlining   | 2018 TEKS   | Additional Information   |
|--|--|---|--|
| (1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:  | (1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:  | (1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:   | No change  |
| (1)(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas; | (1)(A) identify the major eras in Texas history, describe their defining characteristics, and explain <u>the purpose of dividing</u> <del>why historians divide</del> the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights <del>and Conservatism</del> ; and Contemporary Texas; and | (1)(A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas; and | <ul style="list-style-type: none"> <li>• Edited for clarification</li> <li>• Conservatism moved from 2010 SE (1)(A) into 2018 SE (7)(C)</li> </ul> |
| (1)(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and   | <del>(1)(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</del>  |   | 2010 SE (1)(B) moved into 2018 SE (20)(B)  |
| (1)(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.  | (1) <del>(B)</del> <del>(C)</del> explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.   | (1)(B) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.   | 2010 SE (1)(C) recoded to 2018 SE (1)(B)   |
| (2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:   | (2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:   | (2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:  | No change  |
| (2)(A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;  | (2)(A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;  | (2)(A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;   | No change  |

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| (2)(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain;  | (2)(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca <del>and his writings</del> , the search for gold, and the conflicting territorial claims between France and Spain;   | (2)(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain;  | Streamlined   |
| (2)(C) identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo;   | (2)(C) identify important <u>individuals</u> , events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and <u>the contributions of</u> individuals such as Fray Damián Massanet, <del>José de Escandón</del> , Antonio Margil de Jesús, and Francisco Hidalgo;  | (2)(C) identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo;   | <ul style="list-style-type: none"> <li>• Edited for clarification</li> <li>• Streamlined</li> </ul> |
| (2)(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery; | (2)(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including <u>Father Miguel Hidalgo</u> , Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery; | (2)(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery; | Edited for clarification  |
| (2)(E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and  | (2)(E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and   | (2)(E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and   | No change   |
| (2)(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.   | (2)(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.  | (2)(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.  | No change   |

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| 2010 TEKS   | Streamlining   | 2018 TEKS  | Additional Information  |
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| (3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:   | (3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:  | (3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:  | No change   |
| (3)(A) trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;   | (3)(A) <u>describe the chain</u> <del>trace the development of</del> events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;   | (3)(A) describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;   | <ul style="list-style-type: none"> <li>• Cognitive verb “trace” changed to “describe”</li> <li>• Edited for clarification</li> </ul>                          |
| (3)(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis;   | (3)(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; <u>and</u>   | (3)(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; and  | No change   |
| (3)(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto; and | (3)(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and <u>the heroism of the diverse</u> <del>all the heroic</del> defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto; <del>and</del> | (3)(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto. | Edited for clarification  |
| (3)(D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.   | <del>(3)(D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.</del>   |  | <ul style="list-style-type: none"> <li>• Streamlined</li> <li>• Issues surrounding the Constitutional Convention of 1836 remain in 2018 SE (3)(C).</li> </ul> |
| (4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:   | (4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:  | (4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:  | No change   |

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| 2010 TEKS  | Streamlining   | 2018 TEKS   | Additional Information   |
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| (4)(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups; | <p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b><br/> <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p>(4)(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones; <u>such as including</u> the Texas Navy, the Texas Rangers, <del>Edwin W. Moore</del>, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, <u>slavery</u> <del>public debt</del>, and the roles of racial and ethnic groups;</p> | (4)(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups; | <ul style="list-style-type: none"> <li>Streamlined</li> <li>Edited for clarification</li> <li>Issue of slavery in the Republic of Texas, implied in 2010 SEs (4)(A) and (4)(C), made explicit in 2018 SEs (4)(A) and (4)(C)</li> <li>Issue of public debt moved from 2010 SE (4)(A) into 2018 SE (4)(B)</li> </ul> |
| (4)(B) analyze the causes of and events leading to Texas annexation; and   | (4)(B) analyze the causes of and events leading to Texas annexation <u>such as security and public debt</u> ; and  | (4)(B) analyze the causes of and events leading to Texas annexation such as security and public debt; and   | <ul style="list-style-type: none"> <li>Edited for clarification</li> <li>Public debt moved from 2010 SE (4)(A) into 2018 SE (4)(B)</li> </ul>  |
| (4)(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.  | (4)(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, <u>slavery</u> <del>population growth</del> , and the Compromise of 1850.   | (4)(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850.   | <ul style="list-style-type: none"> <li>Edited for clarification</li> <li>Issue of slavery in the Republic of Texas, implied in 2010 SEs (4)(A) and (4)(C), made explicit in 2018 SEs (4)(A) and (4)(C)</li> <li>Population growth remains in 2018 SEs (10)(A), (10)(B), (10)(C), and (10)(D)</li> </ul>            |
| (5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:  | (5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:  | (5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:   | No change  |
| (5)(A) explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs;   | (5)(A) explain <u>the central role the expansion of slavery played in</u> <del>reasons for</del> the involvement of Texas in the Civil War <del>such as states' rights, slavery, sectionalism, and tariffs</del> ;   | (5)(A) explain the central role the expansion of slavery played in the involvement of Texas in the Civil War;   | Edited for clarification   |

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|  | <p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b><br/> <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p><del>(5)(B)(C) identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch; and</del></p> | (5)(B) identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch; and   | <ul style="list-style-type: none"> <li>• 2010 SE (5)(C) recoded to 2018 SE (5)(B)</li> <li>• Streamlined</li> </ul>                                   |
| (5)(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas; and   | (5)(C)(B) <del>explain</del> <u>analyze</u> the political, economic, and social effects of the Civil War and Reconstruction in Texas. <del>;</del> <del>and</del>  | (5)(C) explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.   | <ul style="list-style-type: none"> <li>• 2010 SE (5)(B) recoded to 2018 SE (5)(C)</li> <li>• Cognitive verb “analyze” changed to “explain”</li> </ul> |
| (5)(C) identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.                                 | <del>(5)(C) identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.</del>  |  | <ul style="list-style-type: none"> <li>• 2010 SE (5)(C) recoded to 2018 SE (5)(B)</li> <li>• Streamlined</li> </ul>                                   |
| (6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:  | (6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:  | (6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:                                    | No change   |
| (6)(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker; | (6)(A) identify significant individuals, events, and issues <del>from Reconstruction through the beginning of the 20th century</del> , including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;   | (6)(A) identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker; | Edited for clarification; no content change   |
| (6)(B) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life;                                   | (6)(B) identify significant individuals, events, and issues <del>from Reconstruction through the beginning of the 20th century</del> , including the development of the cattle industry from its Spanish beginnings and the <del>myths and realities of the</del> cowboy way of life;  | (6)(B) identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life;  | Streamlined   |

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| (6)(C) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg; and  | <p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b><br/> <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> (6)(C) identify significant individuals, events, and issues <del>from Reconstruction through the beginning of the 20th century</del> , including the effects of the growth of railroads and the contributions of James Hogg; and | (6)(C) identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg; and  | Edited for clarification; no content change  |
| (6)(D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.  | (6)(D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.  | (6)(D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.  | No change  |
| (7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:  | (7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to:  | (7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to:  | No change  |
| (7)(A) explain the political, economic, and social impact of the oil industry on the industrialization of Texas;  | (7)(A) explain <del>how the political, economic, and social impact of</del> the oil industry <del>led to</del> <u>on</u> the industrialization of Texas;  | (7)(A) explain how the oil industry led to the industrialization of Texas;  | Streamlined  |
| (7)(B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;             | (7)(B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;   | (7)(B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology; | No change  |
| (7)(C) describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century; | (7)(C) describe and compare the impact of <del>the Progressive and other</del> reform movements in Texas in the 19th and 20th centuries such as <u>progressivism, populism</u> <del>the Populists</del> , women's suffrage, <u>agrarianism</u> <del>agrarian groups</del> , labor <u>reform unions</u> , and the <u>conservative</u> <del>evangelical</del> movement of the late 20th century;  | (7)(C) describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century;        | <ul style="list-style-type: none"> <li>• Edited for clarification</li> <li>• Conservatism moved from 2010 SE (1)(A) into 2018 SE (7)(C)</li> </ul> |

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| (7)(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; | <p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b><br/> <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p>(7)(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements <u>such as</u>, <del>including</del> James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; <u>and</u></p>  | (7)(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; and | Streamlined   |
| (7)(E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas; and   | <p>(7)(E) analyze the political, economic, and social impact of <del>major events, including</del> World War I, the Great Depression, <del>and</del> World War II, and <del>analyze the political, economic, and social impact of major events</del> <u>significant issues in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration</u> <del>analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration</del> on the history of Texas; <del>and</del></p> | (7)(E) analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.  | <ul style="list-style-type: none"> <li>Streamlined</li> <li>2010 SE (7)(F) moved into 2018 SE (7)(E)</li> </ul> |
| (7)(F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration.  | <p><del>(7)(F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration.</del></p>  |   | <ul style="list-style-type: none"> <li>Streamlined</li> <li>2010 SE (7)(F) moved into 2018 SE (7)(E)</li> </ul> |
| (8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:  | <p><del>(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</del></p>  |   | 2010 K&S statement (8) recoded to 2018 K&S statement (21)   |

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| (8)(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and  | <del>(8)(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and</del>   |   | 2010 SE (8)(A) recoded to 2018 SE (21)(A)  |
| (8)(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.   | <del>(8)(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.</del>  |   | 2010 SE (8)(B) recoded to 2018 SE (21)(B)  |
| (9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:  | <del>(8)(9)</del> Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:  | (8) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:   | 2010 K&S statement (9) recoded to 2018 K&S statement (8)   |
| (9)(A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest; | <del>(8)(9)(A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest;</del> | (8)(A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions;   | <ul style="list-style-type: none"> <li>• 2010 SE (9)(A) recoded to 2018 SE (8)(A)</li> <li>• Cognitive verb “locate” changed to “locate and compare”</li> <li>• Edited for clarification</li> <li>• Texas places of importance moved from 2010 SE (8)(A) into 2018 SE (8)(B)</li> </ul>  |
| (9)(B) compare places and regions of Texas in terms of physical and human characteristics; and   | <del>(8)(9)(B) locate and compare places and regions of importance in Texas in terms of physical and human characteristics such as major cities, waterways, rivers, natural and historic landmarks, political and cultural regions, and local points of interest; and</del>  | (8)(B) locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest; and | <ul style="list-style-type: none"> <li>• 2010 SE (9)(B) recoded to 2018 SE (8)(B)</li> <li>• Cognitive verb “compare” changed to “locate and compare”</li> <li>• Edited for clarification</li> <li>• Texas places of importance moved from 2010 SE (8)(A) into 2018 SE (8)(B)</li> </ul> |
| (9)(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.  | <del>(8)(9)(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</del>  | (8)(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.   | 2010 SE (9)(C) recoded to 2018 SE (8)(C)   |
| (10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:  | <del>(9)(10)</del> Geography. The student understands the effects of the interaction between humans and the environment in Texas <del>during the 19th, 20th, and 21st centuries.</del> The student is expected to:   | (9) Geography. The student understands the effects of the interaction between humans and the environment in Texas. The student is expected to:  | <ul style="list-style-type: none"> <li>• 2010 K&amp;S statement (10) recoded to 2018 K&amp;S statement (9)</li> <li>• Edited for clarification</li> </ul>  |



GRADE 7 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

| 2010 TEKS  | Streamlining  | 2018 TEKS   | Additional Information   |
|--|---|---|--|
|  | <p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b><br/> <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p>  |   |  |
| (10)(A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications; and  | <u>(9)</u> <del>(10)</del> (A) identify ways in which Texans have adapted to and modified the environment and <u>explain</u> <del>analyze</del> the positive and negative consequences of the modifications; and  | (9)(A) identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications; and  | <ul style="list-style-type: none"> <li>• 2010 SE (10)(A) recoded to 2018 SE (9)(A)</li> <li>• Cognitive verb “analyze” changed to “explain”</li> </ul>                                       |
| (10)(B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas. | <u>(9)</u> <del>(10)</del> (B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas. | (9)(B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas. | 2010 SE (10)(B) recoded to 2018 SE (9)(B)  |
| (11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:   | <u>(10)</u> <del>(11)</del> Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:   | (10) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:  | 2010 K&S statement (11) recoded to 2018 K&S statement (10)   |
| (11)(A) analyze why immigrant groups came to Texas and where they settled;   | <u>(10)</u> <del>(11)</del> (A) <u>identify</u> <del>analyze</del> why immigrant groups came to Texas and where they settled;   | (10)(A) identify why immigrant groups came to Texas and where they settled;   | <ul style="list-style-type: none"> <li>• 2010 SE (11)(A) recoded to 2018 SE (10)(A)</li> <li>• Cognitive verb “analyze” changed to “identify”</li> </ul>                                     |
| (11)(B) analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas;  | <u>(10)</u> <del>(11)</del> (B) <u>describe</u> <del>analyze</del> how immigration and migration to Texas <del>in the 19th, 20th, and 21st centuries</del> have influenced Texas;   | (10)(B) describe how immigration and migration to Texas have influenced Texas;  | <ul style="list-style-type: none"> <li>• 2010 SE (11)(B) recoded to 2018 SE (10)(B)</li> <li>• Cognitive verb “analyze” changed to “describe”</li> <li>• Edited for clarification</li> </ul> |
| (11)(C) analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation; and                                   | <u>(10)</u> <del>(11)</del> <del>(C)</del> analyze the effects of the changing population distribution and growth in Texas <del>during the 20th and 21st centuries</del> and the additional need for education, health care, and transportation. <del>and</del> | (10)(D) analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation.   | <ul style="list-style-type: none"> <li>• 2010 SE (11)(C) recoded to 2018 SE (10)(D)</li> <li>• Edited for clarification</li> </ul>   |
| (11)(D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.   | <del>(11)</del> <del>(D)</del> <del>describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.</del>  |   | 2010 SE (11)(D) recoded to 2018 SE (10)(C)   |

GRADE 7 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

| 2010 TEKS  | Streamlining  | 2018 TEKS  | Additional Information  |
|--|---|--|---|
| (12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:  | <del>(11)(12)</del> Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:  | (11) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:                          | 2010 K&S statement (12) recoded to 2018 K&S statement (11)  |
| (12)(A) explain economic factors that led to the urbanization of Texas;  | <del>(11)(12)</del> (A) explain economic factors and <del>trace the development of major industries that contributed to the</del> that led to the urbanization of Texas <u>such as transportation, oil and gas, and manufacturing; and</u>                                    | (11)(A) explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and | <ul style="list-style-type: none"> <li>• 2010 SE (12)(A) recoded to 2018 SE (11)(A)</li> <li>• 2010 SE (12)(B) moved into 2018 SE (11)(A)</li> <li>• Edited for clarification</li> </ul>                                      |
| (12)(B) trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and                                    | <del>(12)(B) trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and</del>  |  | 2010 SE (12)(B) moved into 2018 SE (11)(A)  |
| (12)(C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.  | <del>(11)(B)(12)(C)</del> explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.   | (11)(B) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.  | 2010 SE (12)(C) recoded to 2018 SE (11)(B)  |
| (13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:   | <del>(12)(13)</del> Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:   | (12) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:                         | 2010 K&S statement (13) recoded to 2018 K&S statement (12)  |
| (13)(A) analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology;        | <del>(12)(13)</del> (A) <u>explain</u> <del>analyze</del> the impact of national and international markets <del>and events</del> on the production of goods and services in Texas, <u>including such as</u> agriculture and, oil and gas, <del>and computer technology;</del> | (12)(A) explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas;                  | <ul style="list-style-type: none"> <li>• 2010 SE (13)(A) recoded to 2018 SE (12)(A)</li> <li>• Cognitive verb “analyze” changed to “explain”</li> <li>• Streamlined</li> <li>• Computers remain in 2018 SE (19)(C)</li> </ul> |
| (13)(B) analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and | <del>(12)(13)</del> (B) <u>explain</u> <del>analyze</del> the impact of economic concepts within the free enterprise system such as supply and demand, profit, <del>government regulation,</del> and world competition on the economy of Texas; and                           | (12)(B) explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas; and    | <ul style="list-style-type: none"> <li>• 2010 SE (13)(B) recoded to 2018 SE (12)(B)</li> <li>• Cognitive verb “analyze” changed to “explain”</li> <li>• Streamlined</li> </ul>  |

GRADE 7 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

| 2010 TEKS  | Streamlining   | 2018 TEKS  | Additional Information  |
|--|--|--|---|
| (13)(C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.                                  | <del>(12)(13)</del> (C) analyze the impact of significant industries in Texas such as <del>oil and gas</del> , aerospace, medical, and computer technologies on local, national, and international markets.                      | (12)(C) analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets.   | <ul style="list-style-type: none"> <li>• 2010 SE (13)(C) recoded to 2018 SE (12)(C)</li> <li>• Streamlined</li> <li>• Oil and gas remain in 2018 SE (11)(A) and (12)(A)</li> </ul>            |
| (14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:   | <del>(13)(14)</del> Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:  | (13) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:   | 2010 K&S statement (14) recoded to 2018 K&S statement (13)  |
| (14)(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and | <del>(13)(14)</del> (A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and | (13)(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and | 2010 SE (14)(A) recoded to 2018 SE (13)(A)  |
| (14)(B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.   | <del>(13)(14)</del> (B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.   | (13)(B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.   | 2010 SE (14)(B) recoded to 2018 SE (13)(B)  |
| (15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:  | <del>(14)(15)</del> Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:   | (14) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:  | 2010 K&S statement (15) recoded to 2018 K&S statement (14)  |
| (15)(A) describe the structure and functions of government at municipal, county, and state levels;   | <del>(14)(15)</del> (A) describe the structure and functions of government at municipal, county, and state levels; <u>and</u>  | (14)(A) describe the structure and functions of government at municipal, county, and state levels; and   | 2010 SE (15)(A) recoded to 2018 SE (14)(A)  |
| (15)(B) identify major sources of revenue for state and local governments such as property tax, sales tax, and fees; and   | <del>(14)(15)</del> (B) identify major sources of revenue for state and local governments such as property <u>taxes</u> <del>tax</del> , sales <u>taxes</u> <del>tax</del> , <u>bonds</u> , and fees.; <del>and</del>            | (14)(B) identify major sources of revenue for state and local governments such as property taxes, sales taxes, bonds, and fees.  | <ul style="list-style-type: none"> <li>• 2010 SE (15)(B) recoded to 2018 SE (14)(B)</li> <li>• Edited for clarification</li> <li>• Bonds moved from 2010 (15)(C) into 2018 (14)(B)</li> </ul> |
| (15)(C) describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.          | <del>(15)(C) describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.</del>               |  | <ul style="list-style-type: none"> <li>• Streamlined</li> <li>• Bond issues moved into 2018 SE (14)(B)</li> <li>• State and local taxes remain in 2018 SE (14)(B)</li> </ul>                  |

GRADE 7 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

| 2010 TEKS   | Streamlining  | 2018 TEKS   | Additional Information   |
|---|---|---|--|
| (16) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:                          | <del>(15)(16)</del> Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:                           | (15) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:                          | 2010 K&S statement (16) recoded to 2018 K&S statement (15)   |
| (16)(A) identify rights of Texas citizens; and  | <del>(15)(16)</del> (A) <u>explain</u> <del>identify</del> rights of Texas citizens; and  | (15)(A) explain rights of Texas citizens; and   | <ul style="list-style-type: none"> <li>2010 SE (16)(A) recoded to 2018 SE (15)(A)</li> <li>Cognitive verb “identify” changed to “explain”</li> </ul> |
| (16)(B) explain and analyze civic responsibilities of Texas citizens and the importance of civic participation.   | <del>(15)(16)</del> (B) explain <del>and analyze</del> civic responsibilities of Texas citizens and the importance of civic participation.  | (15)(B) explain civic responsibilities of Texas citizens and the importance of civic participation.   | <ul style="list-style-type: none"> <li>2010 SE (16)(B) recoded to 2018 SE (15)(B)</li> <li>Streamlined</li> </ul>                                    |
| (17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:               | <del>(16)(17)</del> Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:                | (16) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:               | 2010 K&S statement (17) recoded to 2018 K&S statement (16)   |
| (17)(A) identify different points of view of political parties and interest groups on important Texas issues, past and present;   | <del>(16)(17)</del> (A) identify different points of view of political parties and interest groups on important Texas issues, past and present; <u>and</u>                                | (16)(A) identify different points of view of political parties and interest groups on important Texas issues, past and present; and                                       | 2010 SE (17)(A) recoded to 2018 SE (16)(A)   |
| (17)(B) describe the importance of free speech and press in a democratic society; and   | <del>(16)(17)</del> (B) describe the importance of free speech and press in a democratic society. <del>;</del> <u>and</u>   | (16)(B) describe the importance of free speech and press in a democratic society.   | 2010 SE (17)(B) recoded to 2018 SE (16)(B)   |
| (17)(C) express and defend a point of view on an issue of historical or contemporary interest in Texas.   | <del>(17)(C) express and defend a point of view on an issue of historical or contemporary interest in Texas.</del>  |   | <ul style="list-style-type: none"> <li>Streamlined</li> <li>Supporting a point of view remains in 2018 SE (20)(E)</li> </ul>                         |
| (18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:                                     | <del>(17)(18)</del> Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:                                      | (17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:                                     | 2010 K&S statement (18) recoded to 2018 K&S statement (17)   |
| (18)(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and | <del>(17)(18)</del> (A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and | (17)(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and | 2010 SE (18)(A) recoded to 2018 SE (17)(A)   |

GRADE 7 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

| 2010 TEKS   | Streamlining  | 2018 TEKS  | Additional Information  |
|---|---|--|---|
| (18)(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr. | <b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b><br><b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b><br><u>(17)</u> <del>(18)</del> (B) identify the contributions of Texas leaders <u>such as</u> , <del>including</del> Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr. | (17)(B) identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr. | <ul style="list-style-type: none"> <li>• 2010 SE (18)(B) recoded to 2018 SE (17)(B)</li> <li>• Streamlined</li> </ul> |
| (19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:   | <u>(18)</u> <del>(19)</del> Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:  | (18) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:  | 2010 K&S statement (19) recoded to 2018 K&S statement (18)  |
| (19)(A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;  | <u>(18)</u> <del>(19)</del> (A) explain how the diversity of Texas is reflected in a variety of cultural activities <u>and</u> ; <del>and performances;</del>   | (18)(A) explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations;  | <ul style="list-style-type: none"> <li>• 2010 SE (19)(A) recoded to 2018 SE (18)(A)</li> <li>• Streamlined</li> </ul> |
| (19)(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;   | <u>(18)</u> <del>(19)</del> (B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;   | (18)(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;  | 2010 SE (19)(B) recoded to 2018 SE (18)(B)  |
| (19)(C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and  | <u>(18)</u> <del>(19)</del> (C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and  | (18)(C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and   | 2010 SE (19)(C) recoded to 2018 SE (18)(C)  |
| (19)(D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.   | <u>(18)</u> <del>(19)</del> (D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.   | (18)(D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.  | 2010 SE (19)(D) recoded to 2018 SE (18)(D)  |
| (20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:  | <u>(19)</u> <del>(20)</del> Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:   | (19) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:   | 2010 K&S statement (20) recoded to 2018 K&S statement (19)  |
| (20)(A) compare types and uses of technology, past and present;   | <u>(19)</u> <del>(20)</del> (A) compare types and uses of technology, past and present;   | (19)(A) compare types and uses of technology, past and present;  | 2010 SE (20)(A) recoded to 2018 SE (19)(A)  |

GRADE 7 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

| 2010 TEKS  | Streamlining   | 2018 TEKS   | Additional Information   |
|--|--|---|--|
| (20)(B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;   | <del>(19)(20)</del> (B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;   | (19)(B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;  | 2010 SE (20)(B) recoded to 2018 SE (19)(B)   |
| (20)(C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;                                     | <del>(19)(20)</del> (C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;   | (19)(C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;                          | 2010 SE (20)(C) recoded to 2018 SE (19)(C)   |
| (20)(D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and  | <del>(19)(20)</del> (D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and  | (19)(D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and   | 2010 SE (20)(D) recoded to 2018 SE (19)(D)   |
| (20)(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.  | <del>(19)(20)</del> (E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.  | (19)(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.   | 2010 SE (20)(E) recoded to 2018 SE (19)(E)   |
| (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: | <del>(20)(21)</del> 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 <del>electronic</del> technology. The student is expected to: | (20) 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"> <li>• 2010 K&amp;S statement (21) recoded to 2018 K&amp;S statement (20)</li> <li>• Edited for clarification</li> </ul> |
| (21)(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;                               | <del>(20)(21)</del> (A) differentiate between, locate, and use valid primary and secondary sources such as <del>computer software, databases,</del> media and news services, biographies, interviews, and artifacts to acquire information about Texas;                              | (20)(A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas;  | <ul style="list-style-type: none"> <li>• 2010 SE (21)(A) recoded to 2018 SE (20)(A)</li> <li>• Streamlined</li> </ul>                                      |

GRADE 7 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

| 2010 TEKS  | Streamlining   | 2018 TEKS  | Additional Information   |
|--|--|--|--|
| (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; | <p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b><br/> <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p><del>(20)(21)</del>(B) analyze information by <u>applying absolute and relative chronology through</u> sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> | (20)(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; | <ul style="list-style-type: none"> <li>• 2010 SE (21)(B) recoded to 2018 SE (20)(B)</li> <li>• 2010 SE (1)(B) moved into 2018 SE (20)(B)</li> </ul>  |
| (21)(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;  | <del>(20)(21)</del> (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;  | (20)(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;  | 2010 SE (21)(C) recoded to 2018 SE (20)(C)   |
| (21)(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;  | <del>(20)(21)</del> (D) <u>identify bias and</u> points of view from the historical context surrounding an event <del>and the frame of reference</del> that influenced the participants;   | (20)(D) identify bias and points of view from the historical context surrounding an event that influenced the participants;  | <ul style="list-style-type: none"> <li>• 2010 SE (21)(D) recoded to 2018 SE (20)(D)</li> <li>• Identifying bias moved from 2010 SE (21)(F) into 2018 SE (20)(D)</li> <li>• Edited for clarification</li> </ul> |
| (21)(E) support a point of view on a social studies issue or event;  | <del>(20)(21)</del> (E) support a point of view on a social studies issue or event; <u>and</u>   | (20)(E) support a point of view on a social studies issue or event; and  | 2010 SE (21)(E) recoded to 2018 SE (20)(E)   |
| (21)(F) identify bias in written, oral, and visual material;   | <del>(21)(F) identify bias in written, oral, and visual material;</del>  |  | <ul style="list-style-type: none"> <li>• Streamlined</li> <li>• Identifying bias moved from 2010 SE (21)(F) into 2018 SE (20)(D)</li> </ul>  |
| (21)(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and   | <del>(20)(F)(21)(G)</del> evaluate the validity of a source based on <u>language</u> , corroboration with other sources, and information about the author; <del>and</del>  | (20)(F) evaluate the validity of a source based on corroboration with other sources and information about the author.  | <ul style="list-style-type: none"> <li>• 2010 SE (21)(G) recoded to 2018 SE (20)(F)</li> <li>• Streamlined</li> </ul>  |
| (21)(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.   | <del>(21)(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</del>  |  | <ul style="list-style-type: none"> <li>• Streamlined</li> <li>• Interpreting social studies information remains in 2018 SEs (20)(C), (21)(A) and (21)(B)</li> </ul>  |
|  | <u>(21) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</u>  | (21) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:   | 2010 K&S statement (8) recoded to 2018 K&S statement (21)  |

GRADE 7 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

| 2010 TEKS   | Streamlining   | 2018 TEKS  | Additional Information                            |
|---|--|--|---|
|   | <p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b><br/> <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p>                   |  |   |
|   | <p><u>(21)(A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries; and</u></p>  | <p>(21)(A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries; and</p> | <p>2010 SE (8)(A) recoded to 2018 SE (21)(A)</p>  |
|   | <p><u>(21)(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.</u></p>  | <p>(21)(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.</p>                             | <p>2010 SE (8)(B) recoded to 2018 SE (21)(B)</p>  |
| <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>   | <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>  | <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>                                | <p>No change</p>                                  |
| <p>(22)(A) use social studies terminology correctly;</p>  | <p>(22)(A) use social studies terminology correctly;</p>   | <p>(22)(A) use social studies terminology correctly;</p>   | <p>No change</p>                                  |
| <p>(22)(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;</p>   | <p>(22)(B) <u>use effective written communication skills, including proper citations and avoiding plagiarism</u> <del>use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources; and</del></p> | <p>(22)(B) use effective written communication skills, including proper citations and avoiding plagiarism; and</p>   | <p>Edited for clarification</p>                   |
| <p>(22)(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</p> | <p><del>(22)(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</del></p>   |  | <p>Streamlined</p>                                |
| <p>(22)(D) create written, oral, and visual presentations of social studies information.</p>  | <p>(22)(C) <del>(D)</del> create written, oral, and visual presentations of social studies information.</p>  | <p>(22)(C) create written, oral, and visual presentations of social studies information.</p>   | <p>2010 SE (22)(D) recoded to 2018 SE (22)(C)</p> |



GRADE 7 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

| 2010 TEKS   | Streamlining   | 2018 TEKS  | Additional Information   |
|---|--|--|--|
| (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:   | <p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b><br/> <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, <del>in a variety of settings.</del> The student is expected to <del>use a</del> <u>use a problem-solving and decision-making process</u> processes to identify a problem, <u>gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;</u> <del>and.</del></p> | (23) 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"> <li>Streamlined</li> <li>2010 SEs (23)(A) and (23)(B) moved into 2018 K&amp;S statement (23)</li> <li>Edited for clarification</li> </ul> |
| (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 | <del>(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</del>   |  | 2010 SE (23)(A) moved into 2018 K&S statement (23)   |
| (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.  | <del>(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.</del>  |  | 2010 SE (23)(B) moved into 2018 K&S statement (23)   |