

# GRADE 3 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	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		
(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:	(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:	(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:	No change
(1)(A) describe how individuals, events, and ideas have changed communities, past and present;	(1)(A) describe how individuals, events, and ideas have changed communities, past and present;	(1)(A) describe how individuals, events, and ideas have changed communities, past and present;	No change
(1)(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and	(1)(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and	(1)(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and	No change
(1)(C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities.	(1)(C) describe how individuals, including Daniel Boone <del>and Christopher Columbus</del> , the Founding Fathers, <del>and Juan de Oñate</del> , have contributed to the expansion of existing communities or to the creation of new communities.	(1)(C) describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.	Streamlined
(2) History. The student understands common characteristics of communities, past and present. The student is expected to:	(2) History. The student understands common characteristics of communities, past and present. The student is expected to:	(2) History. The student understands common characteristics of communities, past and present. The student is expected to:	No change
(2)(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;	(2)(A) identify reasons people have formed communities, including a need for security <u>and laws</u> , religious freedom, <del>law</del> , and material well-being; <u>and</u>	(2)(A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being; and	Edited for clarification
(2)(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and	(2)(B) <del>compare</del> <del>identify</del> ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; <del>and</del>	(2)(B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.	<ul style="list-style-type: none"> <li>2010 SE (2)(C) moved into 2018 SE (2)(B)</li> <li>Cognitive verb “identify” changed to “compare”</li> </ul>
(2)(C) compare ways in which various other communities meet their needs.	<del>(2)(C) compare ways in which various other communities meet their needs.</del>		2010 SE (2)(C) moved into 2018 SE (2)(B)
(3) History. The student understands the concepts of time and chronology. The student is expected to:	<del>(3) History. The student understands the concepts of time and chronology. The student is expected to:</del>		Deleted

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(3)(A) use vocabulary related to chronology, including past, present, and future times;	<del>(3)(A) use vocabulary related to chronology, including past, present, and future times;</del>		2010 SE (3)(A) moved into 2018 SE (15)(A)
(3)(B) create and interpret timelines; and	<del>(3)(B) create and interpret timelines; and</del>		2010 SE (3)(B) recoded to 2018 SE (15)(B)
(3)(C) apply the terms year, decade, and century to describe historical times.	<del>(3)(C) apply the terms year, decade, and century to describe historical times.</del>		2010 SE (3)(C) recoded to 2018 SE (15)(C)
(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:	<del>(3)(4)</del> Geography. The student understands how humans adapt to <u>and/or modify variations in</u> the physical environment. The student is expected to:	(3) Geography. The student understands how humans adapt to and/or modify the physical environment. The student is expected to:	<ul style="list-style-type: none"> <li>2010 K&amp;S statement (4) recoded to 2018 K&amp;S statement (3)</li> <li>Edited for clarification</li> </ul>
(4)(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards;	<del>(3)(4)</del> (A) describe <u>similarities and differences</u> <del>and explain variations</del> in the physical environment, including climate, landforms, natural resources, and natural hazards;	(3)(A) describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards;	<ul style="list-style-type: none"> <li>2010 SE (4)(A) recoded to 2018 SE (3)(A)</li> <li>Edited for clarification</li> </ul>
(4)(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;	<del>(3)(4)</del> (B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; and	(3)(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; and	2010 SE (4)(B) recoded to 2018 SE (3)(B)
(4)(C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;	<del>(4)(C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;</del>		Deleted
(4)(D) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape; and	<del>(3)(C)(4)(D)</del> describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape. <del>and</del>	(3)(C) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.	2010 SE (4)(D) recoded to 2018 SE (3)(C)
(4)(E) identify and compare the human characteristics of various regions.	<del>(4)(E) identify and compare the human characteristics of various regions.</del>		Deleted
(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:	<del>(4)(5)</del> Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:	(4) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:	2010 K&S statement (5) recoded to 2018 K&S statement (4)
(5)(A) use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community;	<del>(4)(5)</del> (A) use cardinal and intermediate directions to locate places on maps and globes <del>such as the Rocky Mountains, the Mississippi River, and Austin, Texas,</del> in relation to the local community;	(4)(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community;	<ul style="list-style-type: none"> <li>2010 SE (5)(A) recoded to 2018 SE (4)(A)</li> <li>Streamlined</li> </ul>

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(5)(B) use a scale to determine the distance between places on maps and globes;	<del>(4)(5)</del> (B) use a scale to determine the distance between places on maps and globes; <u>and</u>	(4)(B) use a scale to determine the distance between places on maps and globes; and	2010 SE (5)(B) recoded to 2018 SE (4)(B)
(5)(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes; and	<del>(5)(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes; and</del>		2010 SE (5)(C) moved into 2018 SE (4)(C)
(5)(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.	<del>(4)(C)(5)(D)</del> <u>identify</u> , create, and interpret maps of places <del>and regions</del> that contain map elements, including a title, compass rose, legend, scale, and grid system.	(4)(C) identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system.	<ul style="list-style-type: none"> <li>2010 SE (5)(D) recoded to 2018 SE (4)(C)</li> <li>2010 SE (5)(C) moved into 2018 SE (4)(C)</li> <li>Cognitive verb phrase “create and interpret” changed to “identify, create, and interpret”</li> <li>Streamlined</li> </ul>
(6) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:	<del>(5)(6)</del> Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:	(5) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:	2010 K&S statement (6) recoded to 2018 K&S statement (5)
(6)(A) identify ways of earning, spending, saving, and donating money; and	<del>(5)(6)</del> (A) identify ways of earning, spending, saving, and donating money; and	(5)(A) identify ways of earning, spending, saving, and donating money; and	2010 SE (6)(A) recoded to 2018 SE (5)(A)
(6)(B) create a simple budget that allocates money for spending, saving, and donating.	<del>(5)(6)</del> (B) create a simple budget that allocates money for spending <u>and</u> saving, <del>and donating.</del>	(5)(B) create a simple budget that allocates money for spending and saving.	<ul style="list-style-type: none"> <li>2010 SE (6)(B) recoded to 2018 SE (5)(B)</li> <li>Streamlined</li> </ul>
(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:	<del>(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:</del>		2010 K&S statement (7) moved into 2018 K&S statement (6)
(7)(A) define and identify examples of scarcity;	<del>(A) define and identify examples of scarcity;</del>		2010 SE (7)(A) recoded to 2018 SE (6)(B)
(7)(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; and	<del>(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; and</del>		Deleted
(7)(C) explain the concept of a free market as it relates to the U.S. free enterprise system.	<del>(C) explain the concept of a free market as it relates to the U.S. free enterprise system.</del>		2010 SE (7)(C) moved into 2018 K&S statement (6)

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(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:	<del>(6)(8)</del> Economics. The student understands <u>the concept of the free enterprise system</u> and how businesses operate in the U.S. free enterprise system. The student is expected to:	(6) Economics. The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:	<ul style="list-style-type: none"> <li>2010 K&amp;S statement (8) recoded to 2018 K&amp;S statement (6)</li> <li>2010 K&amp;S statement (7) moved into 2018 K&amp;S statement (6)</li> <li>2010 SE (7)(C) moved into 2018 K&amp;S statement (6)</li> </ul>
(8)(A) identify examples of how a simple business operates;	<del>(A) identify examples of how a simple business operates;</del>		Deleted
(8)(B) explain how supply and demand affect the price of a good or service;	<del>(6)(A)(8)(B)</del> explain how supply and demand affect the price of a good or service;	(6)(A) explain how supply and demand affect the price of a good or service;	2010 SE (8)(B) recoded to 2018 SE (6)(A)
	<del>(6)(B)(7)(A)</del> <u>define and identify examples of scarcity;</u>	(6)(B) define and identify examples of scarcity;	2010 SE (7)(A) recoded to 2018 SE (6)(B)
(8)(C) explain how the cost of production and selling price affect profits;	<del>(6)(8)(C)</del> explain how the cost of production and selling price affect profits; and	(6)(C) explain how the cost of production and selling price affect profits; and	2010 SE (8)(C) recoded to 2018 SE (6)(C)
(8)(D) explain how government regulations and taxes impact consumer costs; and	<del>(8)(D) explain how government regulations and taxes impact consumer costs; and</del>		Deleted
(8)(E) identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.	<del>(6)(D)(8)(E)</del> identify individuals, past and present, <u>such as including</u> Henry Ford and <del>other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton,</del> who have started new businesses.	(6)(D) identify individuals, past and present, such as Henry Ford and Sam Walton, who have started new businesses.	<ul style="list-style-type: none"> <li>2010 SE (8)(E) recoded to 2018 SE (6)(D)</li> <li>Streamlined</li> </ul>
(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	<del>(7)(9)</del> Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	(7) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:	2010 K&S statement (9) recoded to 2018 K&S statement (7)
(9)(A) describe the basic structure of government in the local community, state, and nation;	<del>(7)(9)(A)</del> describe the basic structure of government in the local community, state, and nation;	(7)(A) describe the basic structure of government in the local community, state, and nation;	2010 SE (9)(A) recoded to 2018 SE (7)(A)
(9)(B) identify local, state, and national government officials and explain how they are chosen;	<del>(7)(9)(B)</del> identify local, state, and national government officials and explain how they are chosen; and	(7)(B) identify local, state, and national government officials and explain how they are chosen; and	2010 SE (9)(B) recoded to 2018 SE (7)(B)

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(9)(C) identify services commonly provided by local, state, and national governments; and	<del>(7)(9)(C)</del> identify services commonly provided by local, state, and national governments; <del>and</del>	(7)(C) identify services commonly provided by local, state, and national governments.	2010 SE (9)(C) recoded to 2018 SE (7)(C)
(9)(D) explain how local, state, and national government services are financed.	<del>(9)(D) explain how local, state, and national government services are financed.</del>		Deleted
(10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:	<del>(8)(10)</del> Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:	(8) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:	2010 K&S statement (10) recoded to 2018 K&S statement (8)
(10)(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and	<del>(8)(10)(A)</del> identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and	(8)(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and	2010 SE (10)(A) recoded to 2018 SE (8)(A)
(10)(B) describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.	<del>(8)(10)(B) describe and explain the importance of the concept of "consent of the governed." as it relates to the functions of local, state, and national government.</del>	(8)(B) describe the concept of "consent of the governed."	<ul style="list-style-type: none"> <li>• 2010 SE (10)(B) recoded to 2018 SE (8)(B)</li> <li>• Streamlined</li> </ul>
(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:	<del>(9)(11)</del> Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures <u>and organizations</u> . The student is expected to:	(9) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:	<ul style="list-style-type: none"> <li>• 2010 K&amp;S statement (11) recoded to 2018 K&amp;S statement (9)</li> <li>• Edited for clarification</li> </ul>
(11)(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;	<del>(9)(11)(A)</del> identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;	(9)(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;	2010 SE (11)(A) recoded to 2018 SE (9)(A)
(11)(B) identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship; and	<del>(9)(11)(B)</del> identify <del>historical</del> figures such as Helen Keller, <u>and</u> Clara Barton, <u>and</u> <del>contemporary figures such as</del> Ruby Bridges <del>and military and first responders</del> who exemplify good citizenship; <del>and</del>	(9)(B) identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship;	<ul style="list-style-type: none"> <li>• 2010 SE (11)(B) recoded to 2018 SE (9)(B)</li> <li>• Streamlined</li> </ul>

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(11)(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.	<del>(9)(11)</del> (C) identify and <u>describe</u> <del>explain the importance of</del> individual acts of civic responsibility, including obeying laws, serving <u>and improving</u> the community, serving on a jury, and voting; <u>and</u> .	(9)(C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting; and	<ul style="list-style-type: none"> <li>• 2010 SE (11)(C) recoded to 2018 SE (9)(C)</li> <li>• 2010 SE (12)(B) moved into 2018 SE (9)(C)</li> <li>• Cognitive verb phrase “explain the importance of” changed to “identify and describe”</li> <li>• Edited for clarification</li> </ul>
	<del>(D)</del> <u>identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.</u>	(9)(D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.	2010 SE (12)(C) recoded to 2018 SE (9)(D)
(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:	<del>(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:</del>		Deleted
(12)(A) give examples of community changes that result from individual or group decisions;	<del>(12)(A) give examples of community changes that result from individual or group decisions;</del>		Deleted
(12)(B) identify examples of actions individuals and groups can take to improve the community; and	<del>(12)(B) identify examples of actions individuals and groups can take to improve the community; and</del>		2010 SE (12)(B) moved into 2018 SE (9)(C)
(12)(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.	<del>(12)(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.</del>		2010 SE (12)(C) recoded to 2018 SE (9)(D)
(13) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:	<del>(10)(13)</del> Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:	(10) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:	2010 K&S statement (13) recoded to 2018 K&S statement (10)
(13)(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and	<del>(10)(13)</del> (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and	(10)(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and	2010 SE (13)(A) recoded to 2018 SE (10)(A)
(13)(B) compare ethnic and/or cultural celebrations in the local community with other communities.	<del>(10)(13)</del> (B) compare ethnic and/or cultural celebrations in the local community with other communities.	(10)(B) compare ethnic and/or cultural celebrations in the local community with other communities.	2010 SE (13)(B) recoded to 2018 SE (10)(B)

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(14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:	<b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b> <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b>		
(14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:	(11)(14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:	(11) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:	2010 K&S statement (14) recoded to 2018 K&S statement (11)
(14)(A) identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes; and	(11)(14)(A) identify and <u>describe</u> <del>compare</del> the heroic deeds of state and national heroes <u>and military and first responders such as</u> , <del>including Hector P. Garcia , and James A. Lovell, and the Four Chaplains</del> <u>other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes</u> ; and	(11)(A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains; and	<ul style="list-style-type: none"> <li>• 2010 SE (14)(A) recoded to 2018 SE (11)(A)</li> <li>• Cognitive verb phrase “identify and compare” changed to “identify and describe”</li> <li>• Military and first responders moved from 2010 SE (14)(B) into 2018 SE (11)(A)</li> <li>• Harriet Tubman, Todd Beamer, and other contemporary heroes moved from 2010 SE (14)(A) into 2018 SE (11)(B)</li> <li>• Streamlined</li> </ul>
(14)(B) identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.	(11)(14)(B) identify and <u>describe</u> <del>analyze</del> the heroic deeds of individuals <u>such as Harriet Tubman, Todd Beamer, and other contemporary heroes</u> , <del>including military and first responders such as the Four Chaplains.</del>	(11)(B) identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes.	<ul style="list-style-type: none"> <li>• 2010 SE (14)(B) recoded to 2018 SE (11)(B)</li> <li>• Cognitive verb phrase “identify and analyze” changed to “identify and describe”</li> <li>• Harriet Tubman, Todd Beamer, and other contemporary heroes moved from 2010 SE (14)(A) into 2018 SE (11)(B)</li> <li>• Military and first responders moved from 2010 SE (14)(B) into 2018 SE (11)(A)</li> </ul>
(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:	(12)(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to: <u>identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder</u> <del>and Phillis Wheatley</del> <u>and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and</u>	(12) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities.	<ul style="list-style-type: none"> <li>• 2010 K&amp;S statement (15) recoded to 2018 K&amp;S statement (12)</li> <li>• 2010 SE (15)(A) moved into 2018 K&amp;S statement (12)</li> <li>• Carmen Lomas Garza and Laura Ingalls Wilder moved from 2010 SE (15)(B) into 2018 K&amp;S statement (12)</li> <li>• Streamlined</li> </ul>

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(15)(A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and	<del>(15)(A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and</del>		<ul style="list-style-type: none"> <li>2010 SE (15)(A) moved into 2018 K&amp;S statement (12)</li> <li>Streamlined</li> </ul>
(15)(B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.	<del>(B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.</del>		<ul style="list-style-type: none"> <li>Carmen Lomas Garza and Laura Ingalls Wilder moved from 2010 SE (15)(B) into 2018 K&amp;S statement (12)</li> <li>Streamlined</li> </ul>
(16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:	<del>(16)</del> (13) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:	(13) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:	2010 K&S statement (16) recoded to 2018 K&S statement (13)
(16)(A) identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and	<del>(16)(A) identify</del> <u>individuals</u> <del>scientists and inventors, including Jonas Salk, Maria Mitchell, and others</del> who have discovered scientific breakthroughs or created or invented new technology such as <u>Jonas Salk</u> , Cyrus McCormick, Bill Gates, <del>and</del> Louis Pasteur <u>and others</u> ; and	(13)(A) identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others; and	<ul style="list-style-type: none"> <li>2010 SE (16)(A) recoded to 2018 SE (13)(A)</li> <li>Edited for clarification</li> <li>Streamlined</li> </ul>
(16)(B) identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.	<del>(16)(B)</del> <u>describe</u> <del>identify</del> the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.	(13)(B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.	<ul style="list-style-type: none"> <li>2010 SE (16)(B) recoded to 2018 SE (13)(B)</li> <li>Cognitive verb “identify” changed to “describe”</li> </ul>
(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	<del>(17)</del> (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <del>electronic</del> technology. The student is expected to:	(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired 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 (17) recoded to 2018 K&amp;S statement (14)</li> <li>Edited for clarification</li> </ul>

# GRADE 3 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></p> <p><b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p>		
(17)(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources;	<del>(14)(17)</del> (A) <u>gather</u> <del>research</del> information, including historical and current events; and geographic data, about the community <del>and world</del> , using a variety of <del>valid print, oral, visual, and Internet</del> resources;	(14)(A) gather information, including historical and current events and geographic data about the community using a variety of resources;	<ul style="list-style-type: none"> <li>2010 SE (17)(A) recoded to 2018 (14)(A)</li> <li>Cognitive verb phrase “research information” changed to “gather information”</li> <li>Streamlined</li> </ul>
(17)(B) sequence and categorize information;	<del>(B) sequence and categorize information;</del>		2010 SE (17)(B) moved into 2018 SE (14)(B)
(17)(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;	<del>(14)(B)(17)(C)</del> interpret oral, visual, and print material by <u>sequencing, categorizing,</u> identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, <del>and</del> comparing, <u>and</u> contrasting; <u>and</u>	(14)(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting; and	<ul style="list-style-type: none"> <li>2010 SE (17)(C) recoded to 2018 SE (14)(B)</li> <li>2010 SE (17)(B) moved into 2018 SE (14)(B)</li> </ul>
(17)(D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;	<del>(17)(D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;</del>		<ul style="list-style-type: none"> <li>Deleted</li> <li>Use of a variety of sources remains in 2018 SE (14)(A)</li> </ul>
(17)(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; and	<del>(14)(C)(17)(E)</del> interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; <del>and</del>	(14)(C) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.	2010 SE (17)(E) recoded to 2018 SE (14)(C)
(17)(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	<del>(17)(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</del>		<ul style="list-style-type: none"> <li>Deleted</li> <li>Interpretation and creation of maps and graphs remains in 2018 SE (14)(C)</li> </ul>
(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	<del>(15)(18)</del> Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	2010 K&S statement (18) recoded to 2018 K&S statement (15)
	<del>(15)(A)(3)(A) use vocabulary related to chronology, including past, present, and future times</del> <u>use social studies terminology correctly;</u>	(15)(A) use social studies terminology correctly;	<ul style="list-style-type: none"> <li>2010 SE (3)(A) moved into 2018 SE (15)(A)</li> <li>Edited for clarification</li> </ul>
	<del>(15)(B)(3)(B) create and interpret timelines;</del>	(15)(B) create and interpret timelines;	2010 SE (3)(B) recoded to 2018 SE (15)(B)
	<del>(15)(C)(3)(C) apply the terms year, decade, and century to describe historical times;</del>	(15)(C) apply the terms year, decade, and century to describe historical times;	2010 SE (3)(C) recoded to 2018 SE (15)(C)
(18)(A) express ideas orally based on knowledge and experiences;	<del>(15)(D)(18)(A)</del> express ideas orally based on knowledge and experiences; and	(15)(D) express ideas orally based on knowledge and experiences; and	2010 SE (18)(A) recoded to 2018 SE (15)(D)

# GRADE 3 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></p> <p><b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p>		
(18)(B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and	<del>(15)(E)(18)(B) use technology to</del> create written and visual material such as stories, <del>poems,</del> pictures, maps, and graphic organizers to express ideas. <del>;</del> <del>and</del>	(15)(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.	<ul style="list-style-type: none"> <li>• 2010 SE (18)(B) recoded to 2018 SE (15)(E)</li> <li>• Streamlined</li> </ul>
(18)(C) use standard grammar, spelling, sentence structure, and punctuation.	<del>(18)(C) use standard grammar, spelling, sentence structure, and punctuation.</del>		Deleted
(19) 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:	<del>(16)(19)</del> 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 <u>use a problem-solving and decision-making 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.</u> <del>;</del> <del>and</del>	(16) 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>• 2010 K&amp;S statement (19) recoded to 2018 K&amp;S statement (16)</li> <li>• 2010 SE (19)(A) moved into 2018 K&amp;S statement (16)</li> <li>• 2010 SE (19)(B) moved into 2018 K&amp;S statement (16)</li> </ul>
(19)(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>(19)(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 (19)(A) moved into 2018 K&S statement (16)
(19)(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>(19)(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 (19)(B) moved into 2018 K&S statement (16)