

UNITED STATES HISTORY STUDIES SINCE 1877, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	<p>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE</p>		
(1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:	(1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:	(1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:	No change
(1)(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;	(1)(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;	(1)(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;	Streamlined
(1)(B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and	(1)(B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and	(1)(B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and	No change
(1)(C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.	(1)(C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.		Deleted
	<u>(1)(26)(C)(E) explain discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."</u>	(1)(C) explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."	<ul style="list-style-type: none"> • 2010 SE (26)(E) recoded to 2018 SE (1)(C) • Cognitive verb “discuss” changed to “explain”
(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:	(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:	(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:	No change
(2)(A) identify the major characteristics that define an historical era;	(2)(A) identify the major characteristics that define an historical era;		<ul style="list-style-type: none"> • Streamlined • Eras remain in 2018 SE (2)(A)
(2)(B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;	(2)(A) (B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; and	(2)(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; and	2010 SE (2)(B) recoded to 2018 SE (2)(A)
(2)(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	(2)(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and		<ul style="list-style-type: none"> • Streamlined • 2010 SE (2)(C) moved into 2018 SE (28)(B)

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(2)(D) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).	<p>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</p> <p>(2)(B)(D) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).</p>	(2)(B) explain the significance of the following years as turning points: 1898 (Spanish- American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939- 1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).	<ul style="list-style-type: none"> • 2010 SE (2)(D) recoded to 2018 SE (2)(B) • Edited for clarification; no content change
(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:	(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:	(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:	No change
(3)(A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;	(3)(A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform, and the beginnings of Populism;	(3)(A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform;	<ul style="list-style-type: none"> • Streamlined • Populist party remains in 2018 SE (5)(C)
(3)(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;	(3)(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the <u>growth rise</u> of entrepreneurship, free enterprise , and the pros and cons of big business; and	(3)(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business; and	<ul style="list-style-type: none"> • Edited for clarification • Free enterprise moved from 2010 SE (3)(B) into 2018 SE (15)(B)
(3)(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and	(3)(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization. , the Social Gospel, and philanthropy of industrialists; and	(3)(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization.	<ul style="list-style-type: none"> • Streamlined • Philanthropic industrialist Andrew Carnegie remains in 2018 SE (23)(A)
(3)(D) describe the optimism of the many immigrants who sought a better life in America.	(3)(D) describe the optimism of the many immigrants who sought a better life in America.		<ul style="list-style-type: none"> • Streamlined • Immigrants remain in 2018 SEs (3)(C) and (13)(B)

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	<p>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</p>		
(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:	(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:	(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:	No change
(4)(A) explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;	(4)(A) explain why significant events, policies, and individuals, including such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge , Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole and missionaries moved the United States into the position of a world power;	(4)(A) explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power;	Streamlined
(4)(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;	(4)(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;	(4)(B) evaluate U.S. expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;	No change
(4)(C) identify the causes of World War I and reasons for U.S. entry;	(4)(C) identify the causes of World War I and reasons for U.S. entry;	(4)(C) identify the causes of World War I and reasons for U.S. entry;	No change
(4)(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;	(4)(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, <u>including the Battle of Argonne Forest</u> ;	(4)(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest;	2010 SE (4)(G) moved into 2018 SE (4)(D)
(4)(E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;	(4)(E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I that resulted in the stalemate on the Western Front; and	(4)(E) analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front; and	Streamlined
(4)(F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and	(4)(F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, <u>including isolationism, neutrality</u> , Woodrow Wilson's Fourteen Points, and the Treaty of Versailles. and	(4)(F) analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.	Edited for clarification
(4)(G) analyze significant events such as the Battle of Argonne Forest.	(4)(G) analyze significant events such as the Battle of Argonne Forest.		<ul style="list-style-type: none"> Streamlined 2010 SE (4)(G) moved into 2018 SE (4)(D)

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(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:	(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:	(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:	No change
(5)(A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;	(5)(A) <u>analyze</u> evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;	(5)(A) analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;	Cognitive verb “evaluate” changed to “analyze”
(5)(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society; and	(5)(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, <u>Jane Addams</u> , Ida B. Wells, and W. E. B. DuBois on American society; and	(5)(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society; and	<ul style="list-style-type: none"> Streamlined Jane Addams moved from 2010 SE (26)(D) into 2018 SE (5)(B)
(5)(C) evaluate the impact of third parties, including the Populist and Progressive parties.	(5)(C) <u>analyze</u> evaluate the impact of third parties, including the Populist and Progressive parties.	(5)(C) analyze the impact of third parties, including the Populist and Progressive parties.	Cognitive verb “evaluate” changed to “analyze”
(6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:	(6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:	(6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:	No change
(6)(A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and	(6)(A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, <u>the Scopes Trial</u> , eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and	(6)(A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and	<ul style="list-style-type: none"> Streamlined Scopes Trial, implied in 2010 SE (6)(B), moved into 2018 SE (6) (A)
(6)(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.	(6)(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.	(6)(B) analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh.	<ul style="list-style-type: none"> Streamlined Scopes Trial, implied in 2010 SE (6)(B), moved into 2018 SE (6) (A)
(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:	(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:	(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:	No change
(7)(A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor;	(7)(A) identify reasons for U.S. involvement in World War II, including <u>the aggression of</u> Italian, German, and Japanese dictatorships and their <u>aggression</u> , especially the attack on Pearl Harbor;	(7)(A) identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor;	Edited for clarification; no content change

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(7)(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;	<p>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</p> <p>(7)(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;</p>	(7)(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies;	<ul style="list-style-type: none"> Streamlined World War II industrial mobilization moved from 2010 SE (7)(B) into 2018 SE (17)(A)
(7)(C) analyze the function of the U.S. Office of War Information;	(7)(C) analyze the function of the U.S. Office of War Information;		Deleted
(7)(D) analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;	(7)(C) (D) analyze major issues of World War II, including the Holocaust, the internment of German, Italian, and Japanese Americans <u>and as a result of</u> Executive Order 9066; and the development of conventional and atomic weapons;	(7)(C) analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons;	<ul style="list-style-type: none"> 2010 SE (7)(D) recoded to 2018 SE (7)(C) Streamlined
(7)(E) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;	(7)(D) (E) analyze major military events of World War II, <u>including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands,</u> the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;	(7)(D) analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps;	<ul style="list-style-type: none"> 2010 SE (7)(E) recoded to 2018 SE (7)(D) Edited for clarification; no content change
(7)(F) evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and	(7)(E) (F) <u>describe</u> evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, and Chester <u>W. A.</u> Nimitz, George Marshall, and George Patton; and	(7)(E) describe the military contributions of leaders during World War II, including Dwight Eisenhower, Douglas MacArthur, and Chester W. Nimitz;	<ul style="list-style-type: none"> 2010 SE (7)(F) recoded to 2018 SE (7)(E) Cognitive verb “evaluate” changed to “describe” Streamlined

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(7)(G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.	<p>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</p> <p>(7)(F)(G) explain <u>issues affecting</u> the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities; <u>and</u></p>	(7)(F) explain issues affecting the home front, including volunteerism, the purchase of war bonds, Victory Gardens, and opportunities and obstacles for women and ethnic minorities; and	<ul style="list-style-type: none"> • 2010 SE (7)(G) divided into 2018 SEs (7)(F) and (7)(G) • Edited for clarification
	<p>(7)(G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; <u>and</u> the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers. and opportunities and obstacles for women and ethnic minorities</p>	(7)(G) explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.	<ul style="list-style-type: none"> • 2010 SE (7)(G) divided into 2018 SEs (7)(F) and (7)(G) • Edited for clarification
(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:	(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:	(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:	No change
(8)(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;	(8)(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, <u>the North Atlantic Treaty Organization,</u> and John F. Kennedy's role in the Cuban Missile Crisis;	(8)(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis;	Edited for clarification; no content change

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(8)(B) describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers;	(8)(B) describe how Cold War tensions were intensified by the <u>House Un-American Activities Committee (HUAC)</u> , the arms race, the space race ; McCarthyism, <u>the arms race, and the space race</u> and the House Un-American Activities Committee (HUAC) , the findings of which were confirmed by the Venona Papers ;	(8)(B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race;	<ul style="list-style-type: none"> • Edited for clarification • Streamlined
(8)(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;	(8)(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;	(8)(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;	No change
(8)(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;	(8)(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;	(8)(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;	No change
(8)(E) analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and	(8)(E) analyze the major issues and events of the Vietnam War, including <u>the escalation of forces</u> , such as the Tet Offensive, the escalation of forces ; Vietnamization, and the fall of Saigon; and	(8)(E) analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon; and	Streamlined
(8)(F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.	(8)(F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.	(8)(F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.	No change
(9) History. The student understands the impact of the American civil rights movement. The student is expected to:	(9) History. The student understands the impact of the American civil rights movement. The student is expected to:	(9) History. The student understands the impact of the American civil rights movement. The student is expected to:	No change
(9)(A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;	(9)(A) trace the historical development of the civil rights movement <u>from the late 1800s through the 21st century</u> in the 19th, 20th, and 21st centuries , including the 13th, 14th, 15th, and 19th amendments;	(9)(A) trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;	Edited for clarification; no content change
	<u>(9)(B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;</u>	(9)(B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;	Clarification of content implied in 2010 and 2018 SEs (3)(C), (7)(F), and (9)(A)

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(9)(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;	<p>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</p> <p>(9)(C)(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, <u>and</u> women's, and other civil rights movements;</p>	(9)(C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;	<ul style="list-style-type: none"> • 2010 SE (9)(B) recoded to 2018 SE (9)(C) • Edited for clarification; no content change
(9)(C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;	(9)(D)(C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, Hector P. Garcia , and Betty Friedan;	(9)(D) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan;	<ul style="list-style-type: none"> • 2010 SE (9)(C) recoded to 2018 SE (9)(D) • Streamlined
(9)(D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.;	(9)(E)(D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.;	(9)(E) compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.;	<ul style="list-style-type: none"> • 2010 SE (9)(D) recoded to 2018 SE (9)(E) • Streamlined
(9)(E) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;	(9)(F)(E) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;	(9)(F) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;	2010 SE (9)(E) recoded to 2018 SE (9)(F)
(9)(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965;	(9)(G)(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights <u>Act</u> acts of 1957 and 1964, and the Voting Rights Act of 1965;	(9)(G) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;	<ul style="list-style-type: none"> • 2010 SE (9)(F) recoded to 2018 SE (9)(G) • Streamlined
(9)(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo;	(9)(H)(G) <u>explain how</u> describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups , including the Congressional bloc of southern Democrats, that sought to maintain the status quo;	(9)(H) explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo;	<ul style="list-style-type: none"> • 2010 SE (9)(G) recoded to 2018 SE (9)(H) • Streamlined
(9)(H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and	(9)(I)(H) evaluate changes <u>and events</u> in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and	(9)(I) evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and	<ul style="list-style-type: none"> • 2010 SE (9)(H) recoded to 2018 SE (9)(I) • Streamlined

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(9)(I) describe how litigation such as the landmark cases of Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement.	<p>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</p> <p>(9)(J)(I) describe how <u>Sweatt v. Painter and litigation such as the landmark cases of</u> Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement.</p>	(9)(J) describe how Sweatt v. Painter and Brown v. Board of Education played a role in protecting the rights of minorities during the civil rights movement.	<ul style="list-style-type: none"> • 2010 SE (9)(I) recoded to 2018 SE (9)(J) • Streamlined
(10) History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to:	(10) History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to:	(10) History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to:	Edited for clarification
(10)(A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;	(10)(A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;	(10)(A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;	No change
(10)(B) describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength;	(10)(B) describe Ronald Reagan's leadership in domestic and international policies, including <u>Reagan's economic policies</u> Reaganomics and Peace Through Strength;	(10)(B) describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength;	Edited for clarification; no content change
(10)(C) compare the impact of energy on the American way of life over time;	(10)(C) compare the impact of energy on the American way of life over time;		<ul style="list-style-type: none"> • Streamlined • Organization of Petroleum Exporting Countries (OPEC) oil embargo remains in 2018 SE (17)(E) • Effects of population growth and distribution on the physical environment remain in 2018 SE (14)(A)
(10)(D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis;	(10) (C) (D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, The Iran-Contra Affair, the Iran Hostage Crisis, Marines in Lebanon, and the Iran Hostage Crisis <u>Iran-Contra Affair</u> ;	(10)(C) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair;	<ul style="list-style-type: none"> • 2010 SE (10)(D) recoded to 2018 SE (10)(C) • Edited for clarification, no content change

UNITED STATES HISTORY STUDIES SINCE 1877, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(10)(E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and	Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE (10)(D)(E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s such as and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation and ; the Moral Majority ; and the National Rifle Association ; and	(10)(D) describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority; and	<ul style="list-style-type: none"> • 2010 SE (10)(E) recoded to 2018 SE (10)(D) • Streamlined
(10)(F) describe significant societal issues of this time period.	(10)(E)(F) describe significant societal issues of this time period <u>such as the War on Drugs and the AIDS epidemic</u> .	(10)(E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic.	<ul style="list-style-type: none"> • 2010 SE (10)(F) recoded to 2018 SE (10)(E) • Edited for clarification
(11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:	(11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:	(11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:	No change
(11)(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;	(11)(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, <u>the events surrounding September 11, 2001 9/11</u> , and the global War on Terror;	(11)(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror;	Streamlined
(11)(B) identify significant social and political advocacy organizations, leaders, and issues across the political spectrum;	(11)(B) identify significant social and political advocacy organizations, leaders, and issues <u>such as health care, immigration, and education from different viewpoints</u> across the political spectrum;	(11)(B) identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum;	<ul style="list-style-type: none"> • Streamlined • Edited for clarification
(11)(C) evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties;	(11)(C) evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties;		Deleted
(11)(D) analyze the impact of third parties on presidential elections;	(11)(C)(D) analyze the impact of third parties on <u>the 1992 and 2000</u> presidential elections; and	(11)(C) analyze the impact of third parties on the 1992 and 2000 presidential elections; and	<ul style="list-style-type: none"> • 2010 SE (11)(D) recoded to 2018 SE (11)(C) • Streamlined
	(11)(18) (D)(B) <u>identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.</u>	(11)(D) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.	2010 SE (18)(B) recoded to 2018 SE (11)(D)

UNITED STATES HISTORY STUDIES SINCE 1877, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(11)(E) discuss the historical significance of the 2008 presidential election; and	<p>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</p> <p>(11)(E) discuss the historical significance of the 2008 presidential election; and</p>		<ul style="list-style-type: none"> Streamlined Significance of election of Barack Obama remains in 2018 SE (2)(D)
(11)(F) discuss the solvency of long-term entitlement programs such as Social Security and Medicare.	<p>(11)(F) discuss the solvency of long-term entitlement programs such as Social Security and Medicare.</p>		Deleted
(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to:	<p>(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to <u>analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina.</u></p>	<p>(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina.</p>	<ul style="list-style-type: none"> Streamlined 2010 SE (12)(A) moved into 2018 K&S statement (12)
(12)(A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and	<p>(12)(A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and</p>		<ul style="list-style-type: none"> Streamlined 2010 SE (12)(A) moved into 2018 K&S statement (12)
(12)(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.	<p>(12)(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.</p>		<ul style="list-style-type: none"> Streamlined U.S. expansionism remains in 2018 SEs (4)(A) and (4)(B)
(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:	<p>(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:</p>	<p>(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:</p>	No change
(13)(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and	<p>(13)(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and</p>	<p>(13)(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and</p>	No change
(13)(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.	<p>(13)(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.</p>	<p>(13)(B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.</p>	Streamlined

UNITED STATES HISTORY STUDIES SINCE 1877, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(14) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:	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 (14) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:	(14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:	Streamlined
(14)(A) identify the effects of population growth and distribution on the physical environment;	(14)(A) identify the effects of population growth and distribution on the physical environment; and	(14)(A) identify the effects of population growth and distribution on the physical environment; and	No change
(14)(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act; and	(14)(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act. ; and	(14)(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.	No change
(14)(C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights.	(14)(C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights.		<ul style="list-style-type: none"> • Streamlined • Effects of government actions remain in a various 2018 SEs
(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:	(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:	(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:	No change
(15)(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;	(15)(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;	(15)(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;	No change
(15)(B) describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act;	(15)(B) describe the changing relationship between the federal government and private business, including <u>the growth of free enterprise</u> , costs and benefits of laissez-faire, <u>Sherman Antitrust Act</u> anti-trust acts , <u>the Interstate Commerce Act</u> , and the Pure Food and Drug Act;	(15)(B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act;	<ul style="list-style-type: none"> • Streamlined • Free enterprise moved from 2010 SE (3)(B) into 2018 SE (15)(B)
(15)(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas;	(15)(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; and	(15)(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; and	No change

UNITED STATES HISTORY STUDIES SINCE 1877, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(15)(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and	(15)(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States. ; and	(15)(D) describe the economic effects of international military conflicts, including the Spanish- American War and World War I, on the United States.	No change
(15)(E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.	(15)(E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.		Deleted
(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:	(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:	(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:	No change
(16)(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;	(16)(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;	(16)(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;	No change
(16)(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;	(16)(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;	(16)(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;	No change
(16)(C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others;	(16)(C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others ;	(16)(C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage;	Streamlined
(16)(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and	(16)(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and	(16)(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and	No change

UNITED STATES HISTORY STUDIES SINCE 1877, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(16)(E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.	(16)(E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.	(16)(E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.	No change
(17) Economics. The student understands the economic effects of World War II and the Cold War. The student is expected to:	(17) Economics. The student understands the economic effects of <u>government policies from World War II through the present</u> and the Cold War . The student is expected to:	(17) Economics. The student understands the economic effects of government policies from World War II through the present. The student is expected to:	Edited for clarification
(17)(A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment;	(17)(A) describe the economic effects of World War II on the home front such as <u>mobilization</u> , the end of the Great Depression, rationing, and increased opportunity for women and minority employment;	(17)(A) describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment;	<ul style="list-style-type: none"> Streamlined World War II industrial mobilization moved from 2010 SE (7)(B) into 2018 SE (17)(A)
(17)(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;	(17)(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;	(17)(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;	No change
(17)(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;	(17)(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;	(17)(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;	No change
(17)(D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and	(17)(D) identify <u>the actions and outcomes of government policies intended to create economic opportunities for citizens</u> and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and	(17)(D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX; and	Streamlined

UNITED STATES HISTORY STUDIES SINCE 1877, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(17)(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).	<p>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</p> <p>(17)(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).</p>	(17)(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).	No change
(18) Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:	(18) Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:		Deleted
(18)(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and	(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and		Deleted
(18)(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.	(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.		2010 SE (18)(B) recoded to 2018 SE (11)(D)
(19) Government. The student understands changes over time in the role of government. The student is expected to:	(18)(19) Government. The student understands changes over time in the role of government. The student is expected to:	(18) Government. The student understands changes over time in the role of government. The student is expected to:	2010 K&S statement (19) recoded to 2018 K&S Statement (18)
(19)(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;	(18)(19) (A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;	(18)(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;	2010 SE (19)(A) recoded to 2018 SE (18)(A)
(19)(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;	(18)(19) (B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and <u>September 11, 2001</u> 9/11 ;	(18)(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001;	<ul style="list-style-type: none"> • 2010 SE (19)(B) recoded to 2018 SE (18)(B) • Edited for clarification

UNITED STATES HISTORY STUDIES SINCE 1877, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(19)(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders;	(19) (18)(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; and	(18)(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; and	2010 SE (19)(C) recoded to 2018 SE (18)(C)
(19)(D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009; and	(19) (18)(D) <u>describe</u> discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009 . ; and	(18)(D) describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009.	<ul style="list-style-type: none"> • 2010 SE (19)(D) recoded to 2018 SE (18)(D) • Cognitive verb “discuss” changed to “describe”
(19)(E) evaluate the pros and cons of U.S. participation in international organizations and treaties.	(19)(E) evaluate the pros and cons of U.S. participation in international organizations and treaties.		<ul style="list-style-type: none"> • Streamlined • North Atlantic Treaty Organization remains in 2018 SE (8)(A) • Treaty of Versailles remains in 2018 SE (4)(F) • General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA) remain in 2018 SE (17)(E)
(20) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:	(20) (19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:	(19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:	2010 K&S statement (20) recoded to 2018 K&S statement (19)
(20)(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and	(20) (19)(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and	(19)(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and	2010 SE (20)(A) recoded to 2018 SE (19)(A)

UNITED STATES HISTORY STUDIES SINCE 1877, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(20)(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.	(19)(20) (B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.	(19)(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.	2010 SE (20)(B) recoded to 2018 SE (19)(B)
(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to:	(20)(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to:	(20) Government. The student understands the impact of constitutional issues on American society. The student is expected to:	2010 K&S statement (21) recoded to 2018 K&S statement (20)
(21)(A) analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester;	(20)(21) (A) analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, <u>Brown v. Board of Education</u> , Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder , and White v. Regester ; and	(20)(A) analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder; and	<ul style="list-style-type: none"> • 2010 SE (21)(A) recoded to 2018 SE (20)(A) • Streamlined
(21)(B) discuss historical reasons why the constitution has been amended; and	(20)(21) (B) <u>explain</u> discuss historical reasons why <u>landmark constitutional amendments have been proposed and ratified from 1877 to the present.</u> the constitution has been amended; and	(20)(B) explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.	<ul style="list-style-type: none"> • 2010 SE (21)(B) recoded to 2018 SE (20)(B) • Cognitive verb “discuss” changed to “explain” • Edited for clarification
(21)(C) evaluate constitutional change in terms of strict construction versus judicial interpretation.	(21)(C) evaluate constitutional change in terms of strict construction versus judicial interpretation.		Deleted
(22) Citizenship. The student understands the concept of American exceptionalism. The student is expected to:	(21)(22) Citizenship. The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville. The student is expected to:	(21) Citizenship. The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville. The student is expected to:	2010 K&S statement (22) recoded to 2018 K&S statement (21)
(22)(A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire;	(21)(22) (A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire; and	(21)(A) discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire; and	<ul style="list-style-type: none"> • 2010 SE (22)(A) recoded to 2018 SE (21)(A) • Streamlined

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2010 TEKS	Streamlining	2018 TEKS	Additional Information
(22)(B) describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations; and	Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE (21)(22) (B) describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations. ; and	(21)(B) describe how American values are different and unique from those of other nations.	<ul style="list-style-type: none"> • 2010 SE (22)(B) recoded to 2018 SE (21)(B) • Streamlined
(22)(C) describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.	(22)(C) describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.		Deleted
(23) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:	(22) (23) Citizenship. The student understands <u>the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights</u> efforts to expand the democratic process. The student is expected to:	(22) Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights. The student is expected to:	<ul style="list-style-type: none"> • 2010 K&S statement (23) recoded to 2018 K&S statement (22) • Edited for clarification
(23)(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;	(22)(23) (A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;	(22)(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;	2010 SE (23)(A) recoded to 2018 SE (22)(A)
(23)(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and	(22)(23) (B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and	(22)(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;	2010 SE (23)(B) recoded to 2018 SE (22)(B)
(23)(C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union."	(22)(23) (C) explain how participation in the democratic process reflects our national <u>identity</u> ethos , patriotism, and civic responsibility; and as well as our progress to build a "more perfect union."	(22)(C) explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility; and	<ul style="list-style-type: none"> • 2010 SE (23)(C) recoded to 2018 SE (22)(C) • Streamlined
	Grade 8(22)(19)(D)(E) <u>summarize the criteria and explain the process for becoming a naturalized citizen of the United States.</u>	(22)(D) summarize the criteria and explain the process for becoming a naturalized citizen of the United States.	Grade 8 2010 SE (19)(E) moved into U.S. History 2018 SE (22)(D)

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2010 TEKS	Streamlining	2018 TEKS	Additional Information
(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE <u>(23)</u> (24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	2010 K&S statement (24) recoded to 2018 K&S statement (23)
(24)(A) describe qualities of effective leadership; and	(24)(A) describe qualities of effective leadership; and		Deleted
(24)(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.	<u>(23)</u> (24)(A)(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, and Barry Goldwater , Sandra Day O'Connor, and Hillary Clinton.	(23)(A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and	<ul style="list-style-type: none"> • 2010 SE (24)(B) recoded to 2018 SE (23)(A) • Streamlined
	<u>(23)</u> (26) (B)(F) <u>explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez.</u>	(23)(B) explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez.	<ul style="list-style-type: none"> • 2010 SE (26)(F) recoded to 2018 SE (23)(B) • Edited for clarification
(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(24)(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(24) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	2010 K&S statement (25) recoded to 2018 K&S statement (24)
(25)(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;	(24)(25) (A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;	(24)(A) describe how characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature;	2010 SE (25)(A) recoded to 2018 SE (24)(A)
(25)(B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society;	(24)(25) (B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; and	(24)(B) describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; and	<ul style="list-style-type: none"> • 2010 SE (25)(B) recoded to 2018 SE (24)(B) • Streamlined

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2010 TEKS	Streamlining	2018 TEKS	Additional Information
(25)(C) identify the impact of popular American culture on the rest of the world over time; and	<p>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</p> <p>(25)(C) identify the impact of popular American culture on the rest of the world over time; and</p>		<ul style="list-style-type: none"> Streamlined Diffusion of American culture remains in 2018 SE (24)(C)
(25)(D) analyze the global diffusion of American culture through the entertainment industry via various media.	<p>(24)(25)(C)(D) identify and analyze the global diffusion of American culture through the entertainment industry via various media.</p>	(24)(C) identify and analyze the global diffusion of American culture through various media.	2010 SE (25)(D) recoded to 2018 SE (24)(C) Streamlined
(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:	<p>(25)(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:</p>	(25) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:	2010 K&S statement (26) recoded to 2018 K&S statement (25)
(26)(A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;	<p>(25)(26)(A) explain actions taken by people to expand economic opportunities and political rights , including those for racial, ethnic, gender, and religious groups minorities as well as women, in American society;</p>	(25)(A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;	<ul style="list-style-type: none"> 2010 SE (26)(A) recoded to 2018 SE (25)(A) Edited for clarification
(26)(B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture;	<p>(25)(26)(B) describe discuss the Americanization movement to assimilate immigrants and American Indians into American culture;</p>	(25)(B) describe the Americanization movement to assimilate immigrants and American Indians into American culture;	<ul style="list-style-type: none"> 2010 SE (26)(B) recoded to 2018 SE (25)(B) Cognitive verb “discuss” changed to “describe”
(26)(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;	<p>(25)(26)(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; and</p>	(25)(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; and	2010 SE (26)(C) recoded to 2018 SE (25)(C)
(26)(D) identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;	<p>(25)(26)(D) identify the political, social, and economic contributions of women such as Rosa Parks , Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, and Sonia Sotomayor ; and Oprah Winfrey to American society ; and</p>	(25)(D) identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.	<ul style="list-style-type: none"> 2010 SE (26)(D) recoded to 2018 SE (25)(D) Streamlined Jane Addams moved from 2010 SE (26)(D) into 2018 (5)(B) Rosa Parks also appears in 2018 SE (9)(D)
(26)(E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and	<p>(26)(E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and</p>		2010 SE (26)(E) recoded to 2018 SE (1)(C)

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2010 TEKS	Streamlining	2018 TEKS	Additional Information
(26)(F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez.	<p>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</p> <p>(26)(F) discuss the importance of Congressional congressional Medal of Honor recipients, including individuals of all races and genders such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Roy Benavidez.</p>		2010 SE (26)(F) recoded to 2018 SE (23)(B)
(27) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:	(26) <u>(27)</u> Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:	(26) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:	2010 K&S statement (27) recoded to 2018 K&S statement (26)
(27)(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;	(26) <u>(27)</u> (A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;	(26)(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;	2010 SE (27)(A) recoded to 2018 SE (26)(A)
(27)(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and	(26) <u>(27)</u> (B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine including vaccines ; and	(26)(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine; and	<ul style="list-style-type: none"> • 2010 SE (27)(B) recoded to 2018 SE (26)(B) • Streamlined
(27)(C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management.	(26) <u>(27)</u> (C) <u>describe the effect</u> understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing and time-study analysis, robotics, computer management, and just in time inventory management .	(26)(C) describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics.	<ul style="list-style-type: none"> • 2010 SE (27)(C) recoded to 2018 SE (26)(C) • Streamlined

UNITED STATES HISTORY STUDIES SINCE 1877, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	<p>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE</p>		
(28) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:	(27)(28) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:	(27) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:	2010 K&S statement (28) recoded to 2018 K&S statement (27)
(28)(A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States;	(27) (A) analyze how scientific discoveries, technological innovations, <u>space exploration</u> , and the application of these by the free enterprise system <u>improve the standard of living in the United States</u> , including changes those in transportation and communication, improve the standard of living in the United States ; <u>and</u>	(27)(A) analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication; and	<ul style="list-style-type: none"> • 2010 SE (28)(A) recoded to 2018 SE (27)(A) • Space exploration moved from 2010 SE (28)(B) into 2018 SE (27)(A) • Edited for clarification
(28)(B) explain how space technology and exploration improve the quality of life; and	(28)(B) explain how space technology and exploration improve the quality of life; and		<ul style="list-style-type: none"> • Streamlined • 2010 SE (28)(B) moved into to 2018 SE (28)(A)
(28)(C) understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.	(27)(B)(C) <u>describe</u> understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.	(27)(B) describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.	<ul style="list-style-type: none"> • 2010 SE (28)(C) recoded to 2018 SE (27)(B) • Cognitive verb “understand” changed to “describe”
(29) 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:	(28)(29) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(28) Social studies skills. The student understands how historians use historiography to interpret the past and 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"> • 2010 K&S statement (29) recoded to 2018 K&S statement (28) • Edited for clarification
(29)(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;	(28)(29) (A) <u>analyze use a variety of both</u> primary and secondary valid sources <u>such as maps, graphs, speeches, political cartoons, and artifacts</u> to acquire information <u>and to analyze and</u> answer historical questions;	(28)(A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;	<ul style="list-style-type: none"> • 2010 SE (29)(A) recoded to 2018 SE (28)(A) • Streamlined • 2010 SE (29)(H) moved into 2018 SE (28)(A)

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2010 TEKS	Streamlining	2018 TEKS	Additional Information
	<p>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</p>		
(29)(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;	<u>(28)</u> (29) (B) analyze information <u>by applying absolute and relative chronology through</u> sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;	(28)(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;	<ul style="list-style-type: none"> • 2010 SE (29)(B) recoded to 2018 SE (28)(B) • Streamlined • 2010 SE (2)(C) moved into 2018 SE (28)(B)
(29)(C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time;	(29)(C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time;		<ul style="list-style-type: none"> • Streamlined • Historians’ use of historiography remains in 2018 K&S statement (28)
(29)(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;	<u>(28)</u> (29)(C) (D) <u>apply use</u> the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;	(28)(C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;	<ul style="list-style-type: none"> • 2010 SE (29)(D) recoded to 2018 SE (28)(C) • Cognitive verb “use” changed to “apply”
(29)(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context;	<u>(28)</u> (29)(D) (E) evaluate the validity of a source based on language ; corroboration with other sources ; and information about the author, including points of view, frames of reference, and historical context; and	(28)(D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and	<ul style="list-style-type: none"> • 2010 SE (29)(E) recoded to 2018 SE (28)(D) • Streamlined
(29)(F) identify bias in written, oral, and visual material;	(29)(F) identify bias in written, oral, and visual material;		<ul style="list-style-type: none"> • Streamlined • 2010 SE (29)(F) moved into 2018 SE (28)(E)
(29)(G) identify and support with historical evidence a point of view on a social studies issue or event; and	<u>(28)</u> (29)(E) (G) identify <u>bias</u> and support with historical evidence a point of view on a social studies issue or event . ; and	(28)(E) identify bias and support with historical evidence a point of view on a social studies issue or event.	<ul style="list-style-type: none"> • 2010 SE (29)(G) recoded to 2018 SE (28)(E) • Streamlined • 2010 SE (29)(F) moved into 2018 SE (28)(E)
(29)(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.	(29)(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.		<ul style="list-style-type: none"> • Streamlined • 2010 SE (29)(H) moved into 2018 SE (28)(A)
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	<u>(29)</u> (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(29) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	2010 K&S statement (30) recoded to 2018 K&S statement (29)

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2010 TEKS	Streamlining	2018 TEKS	Additional Information
(30)(A) create written, oral, and visual presentations of social studies information;	(29)(30) (A) create written, oral, and visual presentations of social studies information <u>using effective communication skills, including proper citations and avoiding plagiarism</u> ; and	(29)(A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and	<ul style="list-style-type: none"> • 2010 SE (30)(A) recoded to 2018 SE (29)(A) • Edited for clarification
(30)(B) use correct social studies terminology to explain historical concepts; and	(29)(30) (B) use correct social studies terminology correctly. to explain historical concepts; and	(29)(B) use social studies terminology correctly.	<ul style="list-style-type: none"> • 2010 SE (30)(B) recoded to 2018 SE (29)(B) • Edited for clarification
(30)(C) use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.	(29)(C) use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.		<ul style="list-style-type: none"> • Streamlined • Creating written, oral and visual presentations remains in 2018 SE (29)(A)
(31) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(30)(31) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(30) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	2010 K&S statement (31) recoded to 2018 K&S statement (30)
(31)(A) create thematic maps, graphs, and charts representing various aspects of the United States; and	(30) (A) create <u>a visual representation of historical information such as</u> thematic maps, graphs, and charts representing various aspects of the United States ; and	(30)(A) create a visual representation of historical information such as thematic maps, graphs, and charts; and	<ul style="list-style-type: none"> • 2010 SE (31)(A) recoded to 2018 SE (30)(A) • Edited for clarification
(31)(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.	(30) (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.	(30)(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.	2010 SE (31)(B) recoded to 2018 SE (30)(B)
(32) 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:	(31)(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings . The student is expected to: <u>use a problem-solving and decision-making process processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;</u> and.	(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	<ul style="list-style-type: none"> • 2010 K&S statement (32) recoded to 2018 K&S statement (31) • 2010 SEs (32)(A) and (32)(B) moved into 2018 K&S statement (31)

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(32)(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	<p>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</p> <p>(32)(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</p>		<ul style="list-style-type: none"> Streamlined 2010 SE (32)(A) moved into 2018 K&S statement (31)
(32)(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.	<p>(32)(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.</p>		<ul style="list-style-type: none"> Streamlined 2010 SE (32)(B) moved into 2018 K&S statement (31)