

GRADE 1 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement <u style="color: green;">Green Underline = clarified, recoded, or moved into a K&S statement or an SE</u>		
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	No change
(1)(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day; and	(1)(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as <u>Constitution Day</u> San Jacinto Day , Independence Day, and Veterans Day; and	(1)(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day; and	<ul style="list-style-type: none"> Streamlined Constitution Day moved from 2010 SE (14)(F) into 2018 SE (1)(A)
(1)(B) compare the observance of holidays and celebrations, past and present.	(1)(B) compare the observance of holidays and celebrations , past and present .	(1)(B) compare the observance of holidays and celebrations.	Streamlined
(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:	(2) History. The student understands how historical figures , patriots, and good citizens helped shape the community ; state ; and nation. The student is expected to:	(2) History. The student understands how historical figures helped shape the state and nation. The student is expected to:	Streamlined
(2)(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation;	(2)(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community ; state ; and nation; and	(2)(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation; and	Streamlined
(2)(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and	(2)(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and		<ul style="list-style-type: none"> 2010 SE (2)(B) recoded to 2018 SE (15)(C) Streamlined
(2)(C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.	(2)(B)(C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community; state ; and nation.	(2)(B) compare the lives of historical figures who have influenced the state and nation.	<ul style="list-style-type: none"> 2010 SE (2)(C) recoded to 2018 SE (2)(B) Streamlined
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(3) History. The student understands the concepts of time and chronology. The student is expected to:		Deleted
(3)(A) distinguish among past, present, and future;	(A) distinguish among past, present, and future;		<ul style="list-style-type: none"> 2010 SE (3)(A) recoded to 2018 SE (17)(A) Edited for clarification

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(3)(B) describe and measure calendar time by days, weeks, months, and years; and	(B) describe and measure calendar time by days, weeks, months, and years; and		<ul style="list-style-type: none"> 2010 SE (3)(B) recoded to 2018 SE (17)(B) Edited for clarification
(3)(C) create a calendar and simple timeline.	(C) create a calendar and simple timeline.		<ul style="list-style-type: none"> Calendar moved from 2010 SE (3)(C) to 2018 SE (17)(B) Timeline moved from 2010 SE (3)(C) to 2018 SE (17)(A) Streamlined
(4) Geography. The student understands the relative location of places. The student is expected to:	(3)(4) Geography. The student understands the relative location of places. The student is expected to:	(3) Geography. The student understands the relative location of places. The student is expected to:	2010 K&S statement (4) recoded to 2018 K&S statement (3)
	(3)(A)(4)(B) describe the location of self and objects relative to other locations in the classroom and school <u>using spatial terms; and</u>	(3)(A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and	<ul style="list-style-type: none"> 2010 SE (4)(B) recoded to 2018 SE (3)(A) Edited for clarification
(4)(A) locate places using the four cardinal directions; and	(3)(B)(4)(A) locate places using the four cardinal directions. ; <u>and</u>	(3)(B) locate places using the four cardinal directions.	2010 SE (4)(A) recoded to 2018 SE (3)(B)
(4)(B) describe the location of self and objects relative to other locations in the classroom and school.	(4)(B) describe the location of self and objects relative to other locations in the classroom and school.		<ul style="list-style-type: none"> 2010 SE (4)(B) recoded to 2018 SE (3)(A) Edited for clarification
(5) Geography. The student understands the purpose of maps and globes. The student is expected to:	(4)(5) Geography. The student understands the purpose of <u>geographic tools, including</u> maps and globes. The student is expected to:	(4) Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:	<ul style="list-style-type: none"> 2010 K&S statement (5) recoded to 2018 K&S statement (4) Edited for clarification
(5)(A) create and use simple maps such as maps of the home, classroom, school, and community; and	(4)(5)(A) create and use simple maps such as maps of the home, classroom, school, and community; and	(4)(A) create and use simple maps such as maps of the home, classroom, school, and community; and	2010 SE (5)(A) recoded to 2018 SE (4)(A)
(5)(B) locate the community, Texas, and the United States on maps and globes.	(4)(5)(B) locate <u>and explore</u> the community, Texas, and the United States on maps and globes.	(4)(B) locate and explore the community, Texas, and the United States on maps and globes.	<ul style="list-style-type: none"> 2010 SE (5)(B) recoded to 2018 SE (4)(B) Cognitive verb “locate” changed to “locate and explore”
(6) Geography. The student understands various physical and human characteristics. The student is expected to:	(5)(6) Geography. The student understands various physical and human characteristics <u>of place to better understand their community and the world around them.</u> The student is expected to:	(5) Geography. The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:	<ul style="list-style-type: none"> 2010 K&S statement (6) recoded to 2018 K&S statement (5) Edited for clarification

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(6)(A) identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather;	(5)(6) (A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's natural resources, and weather; and	(5)(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and	<ul style="list-style-type: none"> 2010 SE (6)(A) recoded to 2018 SE (5)(A) Edited for clarification
(6)(B) identify examples of and uses for natural resources in the community, state, and nation; and	(6)(B) identify examples of and uses for natural resources in the community, state, and nation; and		Deleted
(6)(C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location.	(5)(B)(6)(C) identify and describe how <u>geographic location influences</u> the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location .	(5)(B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.	<ul style="list-style-type: none"> 2010 SE (6)(C) recoded to 2018 SE (5)(B) Edited for clarification
(7) Economics. The student understands how families meet basic human needs. The student is expected to:	(6)(7) Economics. The student understands how families meet basic human needs. The student is expected to:	(6) Economics. The student understands how families meet basic human needs. The student is expected to:	2010 K&S statement (7) recoded to 2018 K&S statement (6)
(7)(A) describe ways that families meet basic human needs; and	(6)(7) (A) describe ways that families meet basic human needs; and	(6)(A) describe ways that families meet basic human needs; and	2010 SE (7)(A) recoded to 2018 SE (6)(A)
(7)(B) describe similarities and differences in ways families meet basic human needs.	(6)(7) (B) describe similarities and differences in ways families meet basic human needs.	(6)(B) describe similarities and differences in ways families meet basic human needs.	2010 SE (7)(B) recoded to 2018 SE (6)(B)
(8) Economics. The student understands the concepts of goods and services. The student is expected to:	(7)(8) Economics. The student understands the concepts of goods and services. The student is expected to:	(7) Economics. The student understands the concepts of goods and services. The student is expected to:	2010 K&S statement (8) recoded to 2018 K&S statement (7)
(8)(A) identify examples of goods and services in the home, school, and community;	(7)(8) (A) identify examples of goods and services in the home, school, and community;	(7)(A) identify examples of goods and services in the home, school, and community;	2010 SE (8)(A) recoded to 2018 SE (7)(A)
(8)(B) identify ways people exchange goods and services; and	(7)(8) (B) identify ways people exchange goods and services; and	(7)(B) identify ways people exchange goods and services; and	2010 SE (8)(B) recoded to 2018 SE (7)(B)
(8)(C) identify the role of markets in the exchange of goods and services.	(7)(8) (C) identify the role of markets in the exchange of goods and services.	(7)(C) identify the role of markets in the exchange of goods and services.	2010 SE (8)(C) recoded to 2018 SE (7)(C)
(9) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:	(8)(9) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:	(8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:	2010 K&S statement (9) recoded to 2018 K&S statement (8)

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(9)(A) identify examples of people wanting more than they can have;	<u>(8)</u> (9) (A) identify examples of people wanting more than they can have;	(8)(A) identify examples of people wanting more than they can have;	2010 SE (9)(A) recoded to 2018 SE (8)(A)
(9)(B) explain why wanting more than they can have requires that people make choices; and	<u>(8)</u> (9) (B) explain why wanting more than they can have requires that people make choices; and	(8)(B) explain why wanting more than they can have requires that people make choices; and	2010 SE (9)(B) recoded to 2018 SE (8)(B)
(9)(C) identify examples of choices families make when buying goods and services.	<u>(8)</u> (9) (C) identify examples of choices families make when buying goods and services.	(8)(C) identify examples of choices families make when buying goods and services.	2010 SE (9)(C) recoded to 2018 SE (8)(C)
(10) Economics. The student understands the value of work. The student is expected to:	<u>(9)</u> (10) Economics. The student understands the value of work. The student is expected to:	(9) Economics. The student understands the value of work. The student is expected to:	2010 K&S statement (10) recoded to 2018 K&S statement (9)
(10)(A) describe the components of various jobs and the characteristics of a job well performed; and	<u>(9)</u> (10) (A) describe the <u>tools</u> components of various jobs and the characteristics of a job well performed; and	(9)(A) describe the tools of various jobs and the characteristics of a job well performed; and	<ul style="list-style-type: none"> • 2010 SE (10)(A) recoded to 2018 SE (9)(A) • Edited for clarification
(10)(B) describe how specialized jobs contribute to the production of goods and services.	<u>(9)</u> (10) (B) describe how <u>various specialized</u> jobs contribute to the production of goods and services.	(9)(B) describe how various jobs contribute to the production of goods and services.	<ul style="list-style-type: none"> • 2010 SE (10)(B) recoded to 2018 SE (9)(B) • Edited for clarification
(11) Government. The student understands the purpose of rules and laws. The student is expected to:	<u>(10)</u> (11) Government. The student understands the purpose of rules and laws. The student is expected to:	(10) Government. The student understands the purpose of rules and laws. The student is expected to:	2010 K&S statement (11) recoded to 2018 K&S statement (10)
(11)(A) explain the purpose for rules and laws in the home, school, and community; and	<u>(10)</u> (11) (A) explain the purpose for rules and laws in the home, school, and community; and	(10)(A) explain the purpose for rules and laws in the home, school, and community; and	2010 SE (11)(A) recoded to 2018 SE (10)(A)
(11)(B) identify rules and laws that establish order, provide security, and manage conflict.	<u>(10)</u> (11) (B) identify rules and laws that establish order, provide security, and manage conflict.	(10)(B) identify rules and laws that establish order, provide security, and manage conflict.	2010 SE (11)(B) recoded to 2018 SE (10)(B)
(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:	<u>(11)</u> (12) Government. The student understands the role of authority figures <u>and</u> ; public officials and citizens . The student is expected to:	(11) Government. The student understands the role of authority figures and public officials. The student is expected to:	<ul style="list-style-type: none"> • 2010 K&S statement (12) recoded to 2018 K&S statement (11) • Streamlined
(12)(A) identify the responsibilities of authority figures in the home, school, and community;	<u>(11)</u> (12) (A) identify the responsibilities of authority figures in the home, school, and community; and	(11)(A) identify the responsibilities of authority figures in the home, school, and community; and	2010 SE (12)(A) recoded to 2018 SE (11)(A)
(12)(B) identify and describe the roles of public officials in the community, state, and nation; and	<u>(11)</u> (12) (B) identify and describe the roles of public officials in the community, state, and nation and ; and	(11)(B) identify and describe the roles of public officials in the community, state, and nation.	2010 SE (12)(B) recoded to 2018 SE (11)(B)
(12)(C) identify and describe the role of a good citizen in maintaining a constitutional republic.	(12)(C) identify and describe the role of a good citizen in maintaining a constitutional republic.		<ul style="list-style-type: none"> • Deleted • Good citizenship remains in 2018 SEs (12)(A) and (12)(B)

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(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(12)(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(12) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	2010 K&S statement (13) recoded to 2018 K&S statement (12)
(13)(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;	(12)(13) (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; <u>and</u>	(12)(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; and	2010 SE (13)(A) recoded to 2018 SE (12)(A)
(13)(B) identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship; and	(12)(13) (B) identify historical figures <u>and other individuals who have exemplified good citizenship</u> such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt. who have exemplified good citizenship; and	(12)(B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.	<ul style="list-style-type: none"> • 2010 SE (13)(B) recoded to 2018 SE (12)(B) • 2010 SE (13)(C) moved into 2018 SE (12)(B) • Streamlined
(13)(C) identify other individuals who exemplify good citizenship.	(13)(C) identify other individuals who exemplify good citizenship.		2010 SE (13)(C) moved into 2018 SE (12)(B)
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(13)(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles <u>that and</u> contribute to our national identity. The student is expected to:	(13) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:	<ul style="list-style-type: none"> • 2010 K&S statement (14) recoded to 2018 K&S statement (13) • Edited for clarification
(14)(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;	(13)(14) (A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;	(13)(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;	2010 SE (14)(A) recoded to 2018 SE (13)(A)
(14)(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;	(13)(14) (B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;	(13)(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;	<ul style="list-style-type: none"> • 2010 SE (14)(B) recoded to 2018 SE (13)(B) • Streamlined
(14)(C) identify anthems and mottoes of Texas and the United States;	(13)(14) (C) identify anthems and mottoes of Texas and the United States;	(13)(C) identify anthems and mottoes of Texas and the United States;	2010 SE (14)(C) recoded to 2018 SE (13)(C)

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(14)(D) explain and practice voting as a way of making choices and decisions;	(13) (14)(D) explain and practice voting as a way of making choices and decisions; <u>and</u>	(13)(D) explain and practice voting as a way of making choices and decisions; and	2010 SE (14)(D) recoded to 2018 SE (13)(D)
(14)(E) explain how patriotic customs and celebrations reflect American individualism and freedom; and	(13) (14)(E) explain how patriotic customs and celebrations reflect American individualism and freedom. ; <u>and</u>	(13)(E) explain how patriotic customs and celebrations reflect American individualism and freedom.	2010 SE (14)(E) recoded to 2018 SE (13)(E)
(14)(F) identify Constitution Day as a celebration of American freedom.	(14)(F) identify Constitution Day as a celebration of American freedom.		Constitution Day moved from 2010 SE (14)(F) into 2018 SE (1)(A)
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(14) (15) Culture. The student understands the importance of family and community beliefs, eustoms , language, and traditions. The student is expected to:	(14) Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:	<ul style="list-style-type: none"> 2010 K&S statement (15) recoded to 2018 K&S statement (14) Streamlined
(15)(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and	(14) (15)(A) describe and explain the importance of various beliefs, eustoms , language, and traditions of families and communities; and	(14)(A) describe and explain the importance of beliefs, language, and traditions of families and communities; and	<ul style="list-style-type: none"> 2010 SE (15)(A) recoded to 2018 SE (14)(A) Streamlined
(15)(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.	(14) (15)(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, eustoms , language, and traditions of communities.	(14)(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities.	<ul style="list-style-type: none"> 2010 SE (15)(B) recoded to 2018 SE (14)(B) Streamlined
(16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:	(15) (16) Science, technology, and society. The student <u>identifies individuals who created or invented new technology and</u> understands how technology affects daily life, past and present. The student is expected to:	(15) Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:	<ul style="list-style-type: none"> 2010 K&S statement (16) recoded to 2018 K&S statement (15) Edited for clarification
(16)(A) describe how technology changes the ways families live;	(15) (16)(A) describe how technology <u>has affected changes</u> the ways families live; and	(15)(A) describe how technology has affected the ways families live;	<ul style="list-style-type: none"> 2010 SE (16)(A) recoded to 2018 SE (15)(A) Edited for clarification
(16)(B) describe how technology changes communication, transportation, and recreation; and	(15) (16)(B) describe how technology <u>has affected changes</u> communication, transportation, and recreation; and	(15)(B) describe how technology has affected communication, transportation, and recreation; and	<ul style="list-style-type: none"> 2010 SE (16)(B) recoded to 2018 SE (15)(B) Edited for clarification

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	<p>(15)(C)(2)(B) identify the contributions of scientists and inventors historical figures such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and</p>	(15)(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.	<ul style="list-style-type: none"> 2010 SE (2)(B) recoded to 2018 SE (15)(C) Streamlined
(16)(C) describe how technology changes the way people work.	(16)(C) describe how technology changes the way people work.		Deleted
(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(16)(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:	<ul style="list-style-type: none"> 2010 K&S statement (17) recoded to 2018 K&S statement (16) Edited for clarification
(17)(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;	(16)(17)(A) <u>gather</u> obtain information about a topic using a variety of valid oral <u>and visual</u> sources such as conversations ; interviews, <u>and</u> music, <u>pictures, symbols, electronic media, maps, literature and artifacts with adult assistance.</u> ; and	(16)(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and	<ul style="list-style-type: none"> 2010 SE (17)(A) recoded to 2018 SE (16)(A) Cognitive verb “obtain” changed to “gather” 2010 SE (17)(B) moved into 2018 SE (16)(A) Streamlined
(17)(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and	(17)(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and		<ul style="list-style-type: none"> 2010 SE (17)(B) moved into 2018 SE (16)(A) Streamlined
(17)(C) sequence and categorize information.	(16)(B)(17)(C) sequence and categorize information.	(16)(B) sequence and categorize information.	2010 SE (17)(C) recoded to 2018 SE (16)(B)
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(17)(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(17) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	2010 K&S statement (18) recoded to 2018 K&S statement (17)
	(3)(A) <u>(17)(A) distinguish among past, present, and future;</u> (3)(C) create <u>use a calendar and simple timeline</u>	(17)(A) use a simple timeline to distinguish among past, present, and future;	<ul style="list-style-type: none"> 2010 SE (3)(A) recoded to 2018 SE (17)(A) Timeline moved from 2010 SE (3)(C) to 2018 SE (17)(A) Streamlined

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	<u>(17)(B)</u> (3)(B) describe and measure <u>use a calendar to describe and measure time by in days, weeks, months, and years; and</u>	(17)(B) use a calendar to describe and measure time in days, weeks, months, and years;	<ul style="list-style-type: none"> 2010 SE (3)(B) recoded to 2018 SE (17)(B) Edited for clarification
(18)(A) express ideas orally based on knowledge and experiences; and	<u>(17)(C)</u> (18)(A) express ideas orally based on knowledge and experiences; and	(17)(C) express ideas orally based on knowledge and experiences;	2010 SE (18)(A) recoded to 2018 SE (17)(C)
(18)(B) create and interpret visual and written material.	<u>(17)(D)</u> (18)(B) create and interpret visual and written material; <u>and</u>	(17)(D) create and interpret visual and written material; and	2010 SE (18)(B) recoded to 2018 SE (17)(D)
	<u>(17)(E) use social studies terminology correctly.</u>	(17)(E) use social studies terminology correctly.	Edited for alignment with other grades.
(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(18)(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to use a problem-solving and decision-making processes 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 <u>use a problem-solving and decision-making processes 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</u>	(18) 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 (19) recoded to 2018 K&S statement (18) 2010 SE (19)(A) moved into 2018 K&S statement (18) Decision-making moved from 2010 SE (19)(B) into 2018 K&S statement (18)
(19)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	(19)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and		2010 SE (19)(A) moved into 2018 K&S statement (18)
(19)(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.	(19)(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.		Decision-making moved from 2010 SE (19)(B) into 2018 K&S statement (18)