

WORLD HISTORY STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining 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	2018 TEKS	Additional Information
(1) History. The student understands traditional historical points of reference in world history. The student is expected to:	(1) History. The student understands traditional historical points of reference in world history. The student is expected to:	(1) History. The student understands traditional historical points of reference in world history. The student is expected to:	No change
(1)(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;	(1)(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;	(1)(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;	No change
(1)(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;	(1)(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;	(1)(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;	No change
(1)(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;	(1)(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of <u>major world religions</u> Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe and ; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;	(1)(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;	<ul style="list-style-type: none"> • Edited for clarification • Fall of Rome remains in 2018 SEs (3)(A) and (3)(B) • Formation of medieval Europe remains in 2018 SEs (3)(B) (4)(A), and (4)(B) • The political, economic, and social impact of Islam from 600 to 1450 remains in 2018 SE (4)(C)
(1)(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;	(1)(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;	(1)(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;	No change

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(1)(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and	(1)(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and	(1)(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and	No change
(1)(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.	(1)(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.	(1)(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.	No change
(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:	(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:	(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:	No change
(2)(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;	(2)(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;	(2)(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;	No change
(2)(B) identify the characteristics of civilization; and	(2)(B) identify the characteristics of civilization; and	(2)(B) identify the characteristics of civilization; and	No change
(2)(C) explain how major river valley civilizations influenced the development of the classical civilizations.	(2)(C) explain how major river valley civilizations influenced the development of the classical civilizations.	(2)(C) explain how major river valley civilizations influenced the development of the classical civilizations.	No change
(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:	(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:	(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:	No change

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(3)(A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity;	(3)(A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome; including the development of monotheism, Judaism, and Christianity;	(3)(A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome;	Development of major world religions remains in 2018 SE (1)(B)
(3)(B) explain the impact of the fall of Rome on Western Europe; and	(3)(B) explain the impact of the fall of Rome on Western Europe; and	(3)(B) explain the impact of the fall of Rome on Western Europe; and	No change
(3)(C) compare the factors that led to the collapse of Rome and Han China.	(3)(C) compare the factors that led to the collapse of Rome and Han China.	(3)(C) compare the factors that led to the collapse of Rome and Han China.	No change
(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:	(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:	(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:	No change
(4)(A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire;	(4)(A) explain the development of <u>Roman Catholicism and Eastern Orthodoxy</u> Christianity as a unifying social and political factor <u>factors</u> in medieval Europe and the Byzantine Empire;	(4)(A) explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire;	Edited for clarification
(4)(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy;	(4)(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy;		The central ideas of major religious traditions remain in 2018 SE (22)(B)
(4)(C) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;	(4)(B)(C) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;	(4)(B) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;	2010 SE (4)(C) recoded to 2018 SE (4)(B)
(4)(D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;	(4)(C)(D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;	(4)(C) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;	2010 SE (4)(D) recoded to 2018 SE (4)(C)
(4)(E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;	(4)(D)(E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;	(4)(D) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;	2010 SE (4)(E) recoded to 2018 SE (4)(D)
(4)(F) describe the interactions between Muslim and Hindu societies in South Asia;	(4)(E)(F) describe the interactions between Muslim and Hindu societies in South Asia;	(4)(E) describe the interactions between Muslim and Hindu societies in South Asia;	2010 SE (4)(F) recoded to 2018 SE (4)(E)

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(4)(G) explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe;	(4)(E)(G) explain how the Crusades, the Black Death, <u>and</u> the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe;	(4)(F) explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe;	<ul style="list-style-type: none"> 2010 SE (4)(G) recoded to 2018 SE (4)(F) Streamlined
(4)(H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;	(4)(G)(H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;	(4)(G) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;	2010 SE (4)(H) recoded to 2018 SE (4)(G)
(4)(I) explain the development of the slave trade;	(4)(H)(I) explain <u>the evolution and expansion</u> development of the slave trade;	(4)(H) explain the evolution and expansion of the slave trade;	<ul style="list-style-type: none"> Edited for clarification 2010 SE (4)(I) recoded to 2018 SE (4)(H)
(4)(J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and	(4)(I)(J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and	(4)(I) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and	2010 SE (4)(J) recoded to 2018 SE (4)(I)
(4)(K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.	(4)(J)(K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.	(4)(J) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.	2010 SE (4)(K) recoded to 2018 SE (4)(J)
(5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:	(5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:	(5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:	No change
(5)(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and	(5)(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and	(5)(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and	No change
(5)(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.	(5)(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.	(5)(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.	No change
(6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:	(6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:	(6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:	No change

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(6)(A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and	(6)(A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and	(6)(A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and	No change
(6)(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.	(6)(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.	(6)(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.	No change
(7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:	(7) History. The student understands the causes and impact of <u>increased global interaction</u> European expansion from 1450 to 1750. The student is expected to:	(7) History. The student understands the causes and impact of increased global interaction from 1450 to 1750. The student is expected to:	Edited for clarification
(7)(A) analyze the causes of European expansion from 1450 to 1750;	(7)(A) analyze the causes of European expansion from 1450 to 1750;	(7)(A) analyze the causes of European expansion from 1450 to 1750;	No change
(7)(B) explain the impact of the Columbian Exchange on the Americas and Europe;	(7)(B) explain the impact of the Columbian Exchange on the Americas and Europe ;	(7)(B) explain the impact of the Columbian Exchange;	Edited for clarification
(7)(C) explain the impact of the Atlantic slave trade on West Africa and the Americas;	(7)(C) explain the impact of the Atlantic slave trade on West Africa and the Americas;	(7)(C) explain the impact of the Atlantic slave trade on West Africa and the Americas;	No change
(7)(D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;	(7)(D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;	(7)(D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;	No change
(7)(E) explain Ming China's impact on global trade; and	(7)(E) explain Ming China's impact on global trade; and	(7)(E) explain Ming China's impact on global trade; and	No change
(7)(F) explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution.	(7)(F) explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution.	(7)(F) explain new economic factors and principles of Europe's Commercial Revolution.	Edited for clarification
(8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:	(8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:	(8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:	No change
(8)(A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution;	(8)(A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution;		<ul style="list-style-type: none"> Streamlined The role of steam technology in the Industrial Revolution remains in 2018 SE (27)(A)

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(8)(B) explain how the Industrial Revolution led to political, economic, and social changes in Europe;	(8)(A)(B) explain how the Industrial Revolution led to political, economic, and social changes in Europe ;	(8)(A) explain how the Industrial Revolution led to political, economic, and social changes;	<ul style="list-style-type: none"> 2010 SE (8)(B) recoded to 2018 SE (8)(A) Edited for clarification
(8)(C) identify the major political, economic, and social motivations that influenced European imperialism;	(8)(B)(C) identify the major political, economic, and social motivations that influenced European imperialism;	(8)(B) identify the major political, economic, and social motivations that influenced European imperialism;	2010 SE (8)(C) recoded to 2018 SE (8)(B)
(8)(D) explain the major characteristics and impact of European imperialism; and	(8)(C)(D) explain the major characteristics and impact of European imperialism; and	(8)(C) explain the major characteristics and impact of European imperialism; and	2010 SE (8)(D) recoded to 2018 SE (8)(C)
(8)(E) explain the effects of free enterprise in the Industrial Revolution.	(8)(D)(E) explain the effects of free enterprise in the Industrial Revolution.	(8)(D) explain the effects of free enterprise in the Industrial Revolution.	2010 SE (8)(E) recoded to 2018 SE (8)(D)
(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:	(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:	(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:	No change
(9)(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion;	(9)(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion ;	(9)(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment;	Streamlined
(9)(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;	(9)(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;	(9)(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;	No change
(9)(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and	(9)(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and	(9)(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and	No change
(9)(D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.	(9)(D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.	(9)(D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.	No change
(10) History. The student understands the causes and impact of World War I. The student is expected to:	(10) History. The student understands the causes and impact of World War I. The student is expected to:	(10) History. The student understands the causes and impact of World War I. The student is expected to:	No change

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(10)(A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;	(10)(A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;	(10)(A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;	No change
(10)(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;	(10)(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;	(10)(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;	No change
(10)(C) explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and	(10)(C) explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and	(10)(C) explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and	Streamlined
(10)(D) identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.	(10)(D) identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.	(10)(D) identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.	No change
(11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:	(11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:	(11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:	No change
(11)(A) summarize the international, political, and economic causes of the global depression; and	(11)(A) summarize the international, political, and economic causes of the global depression; and	(11)(A) summarize the international, political, and economic causes of the global depression; and	No change
(11)(B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression.	(11)(B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression <u>such as in the United States, Germany, Great Britain, and France.</u>	(11)(B) explain the responses of governments to the global depression such as in the United States, Germany, Great Britain, and France.	Streamlined
(12) History. The student understands the causes and impact of World War II. The student is expected to:	(12) History. The student understands the causes and impact of World War II. The student is expected to:	(12) History. The student understands the causes and impact of World War II. The student is expected to:	No change
(12)(A) describe the emergence and characteristics of totalitarianism;	(12)(A) describe the emergence and characteristics of totalitarianism;	(12)(A) describe the emergence and characteristics of totalitarianism;	No change

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(12)(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and	(12)(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and	(12)(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and	No change
(12)(C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.	(12)(C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism , the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.	(12)(C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.	Streamlined
(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:	(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:	(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:	No change
(13)(A) summarize how the outcome of World War II contributed to the development of the Cold War;	(13)(A) summarize how the outcome of World War II contributed to the development of the Cold War;	(13)(A) summarize how the outcome of World War II contributed to the development of the Cold War;	No change
(13)(B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism;	(13)(B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise , and how it differed from Soviet communism ;	(13)(B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise;	Streamlined
(13)(C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;	(13)(C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;	(13)(C) identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;	Edited for clarification; no content change
(13)(D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;	(13)(D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union; and	(13)(D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;	No change

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(13)(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and	(13)(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and	(13)(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and	No change
(13)(F) explain how Arab rejection of the State of Israel has led to ongoing conflict.	(13)(F) <u>discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations</u> explain how Arab rejection of the State of Israel has led to ongoing conflict .	(13)(F) discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.	Edited for clarification
(14) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:	(14) History. The student understands the development <u>and use</u> of radical Islamic <u>terrorism in the second half of the 20th century and the early 21st century</u> fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:	(14) History. The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century. The student is expected to:	Edited for clarification
(14)(A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda; and	(14)(A) <u>explain the impact of geopolitical influences on</u> summarize the development and impact of radical Islamic <u>terrorism</u> fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of terrorist groups al Qaeda; and	(14)(A) explain the impact of geopolitical influences on the development of radical Islamic terrorism;	<ul style="list-style-type: none"> • Edited for clarification • Impact of radical Islamic terrorism moved from 2010 SE (14)(A) into 2018 SE (14)(B)
	<u>(14)(B) explain the impact of radical Islamic terrorism on global events;</u>	(14)(B) explain the impact of radical Islamic terrorism on global events; and	<ul style="list-style-type: none"> • Edited for clarification • Impact of radical Islamic terrorism moved from 2010 SE (14)(A) into 2018 SE (14)(B)
(14)(B) explain the U.S. response to terrorism from September 11, 2001, to the present.	(14)(C) (B) explain the U.S. response to <u>the events surrounding terrorism from</u> September 11, 2001, <u>and other acts of radical Islamic terrorism to the present .</u>	(14)(C) explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism.	<ul style="list-style-type: none"> • Edited for clarification • 2010 SE (14)(B) recoded to 2018 SE (14)(C)
(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:	(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:		2010 K&S statement (15) recoded to 2018 K&S statement (29)

WORLD HISTORY STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(15)(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and	(15)(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and		2010 SE (15)(A) recoded to 2018 SE (29)(A)
(15)(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.	(15)(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.		2010 SE (15)(B) recoded to 2018 SE (29)(B)
(16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:	(16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:	(15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:	2010 K&S statement (16) recoded to 2018 K&S statement (15)
(16)(A) locate places and regions of historical significance directly related to major eras and turning points in world history;	(16) (A) locate places and regions of historical significance directly related to major eras and turning points in world history;	(15)(A) locate places and regions of historical significance directly related to major eras and turning points in world history;	2010 SE (16)(A) recoded to 2018 SE (15)(A)
(16)(B) analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and	(16) (B) analyze the influence of human and physical geographic factors on major events in world history, such as <u>including</u> the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and	(15)(B) analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and	<ul style="list-style-type: none"> • 2010 SE (16)(B) recoded to 2018 SE (15)(B) • Streamlined
(16)(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.	(16) (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.	(15)(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.	2010 SE (16)(C) recoded to 2018 SE (15)(C)
(17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:	(17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:	(16) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:	2010 K&S statement (17) recoded to 2018 K&S statement (16)
(17)(A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution;	(17) (A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution ;	(16)(A) identify important changes in human life caused by the Neolithic Revolution;	<ul style="list-style-type: none"> • Streamlined • 2010 SE (17)(A) recoded to 2018 SE (16)(A) • Effects of the Industrial Revolution remain in 2018 SEs (1)(E) and (8)(A)

WORLD HISTORY STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining 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	2018 TEKS	Additional Information
(17)(B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution; and	(17) (16)(B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution; and	(16)(B) summarize the role of economics in driving political changes as related to the Industrial Revolution; and	<ul style="list-style-type: none"> Streamlined 2010 SE (17)(B) recoded to 2018 SE (16)(B) Development of agriculture remains in 2018 SE (1)(A) Neolithic Revolution remains in 2018 SE (16)(A)
(17)(C) summarize the economic and social impact of 20th century globalization.	(17) (16)(C) summarize describe the economic and social impact of 20th-century globalization.	(16)(C) describe the economic impact of globalization.	<ul style="list-style-type: none"> 2010 SE (17)(C) recoded to 2018 SE (16)(C) Cognitive verb “summarize” changed to “describe” Edited for clarification
(18) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:	(18) (17) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:	(17) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:	2010 K&S statement (18) recoded to 2018 K&S statement (17)
(18)(A) identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in <i>The Wealth of Nations</i> ;	(18) (17)(A) identify the historical origins and characteristics of the free enterprise system, including the <u>influence</u> contributions of Adam Smith, especially the influence of his ideas found in <i>The Wealth of Nations</i> ;	(17)(A) identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith;	<ul style="list-style-type: none"> 2010 SE (18)(A) recoded to 2018 SE (17)(A) Streamlined
(18)(B) identify the historical origins and characteristics of communism, including the influences of Karl Marx;	(18) (17)(B) identify the historical origins and characteristics of communism, including the <u>influence</u> influences of Karl Marx;	(17)(B) identify the historical origins and characteristics of communism, including the influence of Karl Marx;	<ul style="list-style-type: none"> 2010 SE (18)(B) recoded to 2018 SE (17)(B) Edited for clarification; no content change
(18)(C) identify the historical origins and characteristics of socialism;	(18) (17)(C) identify the historical origins and characteristics of socialism;	(17)(C) identify the historical origins and characteristics of socialism;	2010 SE (18)(C) recoded to 2018 SE (17)(C)
(18)(D) identify the historical origins and characteristics of fascism;	(18) (17)(D) identify the historical origins and characteristics of fascism; and	(17)(D) identify the historical origins and characteristics of fascism; and	2010 SE (18)(D) recoded to 2018 SE (17)(D)
(18)(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century; and	(18) (17)(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century . ; and	(17)(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.	2010 SE (18)(E) recoded to 2018 SE (17)(E)

WORLD HISTORY STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(18)(F) formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities.	<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>(18)(F) formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities.</p>		<ul style="list-style-type: none"> Streamlined Europe's Commercial Revolution remains in 2018 SE (7)(F) Industrial Revolution remains in 2018 SEs (1)(E), (8)(A), (8)(D), (16)(B), and (27)(A) Free market economies and communist command economies remain in 2018 SE (17)(E)
(19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:	(18) (19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:	(18) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:	2010 K&S statement (19) recoded to 2018 K&S statement (18)
(19)(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and	(18) (19)(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and	(18)(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and	2010 SE (19)(A) recoded to 2018 SE (18)(A)
(19)(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.	(18) (19)(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.	(18)(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.	2010 SE (19)(B) recoded to 2018 SE (18)(B)
(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:	(19) (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:	(19) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:	2010 K&S statement (20) recoded to 2018 K&S statement (19)
(20)(A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment;	(19) (20)(A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the <u>French Revolution</u> English Civil War and the Enlightenment ;	(19)(A) explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution;	<ul style="list-style-type: none"> 2010 SE (20)(A) recoded to 2018 SE (19)(A) Edited for clarification Enlightenment remains in SEs (1)(E) and (9)(A)

WORLD HISTORY STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(20)(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;	Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE <u>(19)</u> (20) (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;	(19)(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;	2010 SE (20)(B) recoded to 2018 SE (19)(B)
(20)(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone; and	<u>(19)</u> (20) (C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson , and William Blackstone; and	(19)(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone; and	<ul style="list-style-type: none"> • 2010 SE (20)(C) recoded to 2018 SE (19)(C) • Streamlined
(20)(D) explain the significance of the League of Nations and the United Nations.	<u>(19)</u> (20) (D) explain the significance of the League of Nations and the United Nations.	(19)(D) explain the significance of the League of Nations and the United Nations.	2010 SE (20)(D) recoded to 2018 SE (19)(D)
(21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:	<u>(20)</u> (21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:	(20) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:	2010 K&S statement (21) recoded to 2018 K&S statement (20)
(21)(A) describe how people have participated in supporting or changing their governments;	<u>(20)</u> (21) (A) describe how people have participated in supporting or changing their governments;	(20)(A) describe how people have participated in supporting or changing their governments;	2010 SE (21)(A) recoded to 2018 SE (20)(A)
(21)(B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and	<u>(20)</u> (21) (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and	(20)(B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and	2010 SE (21)(B) recoded to 2018 SE (20)(B)
(21)(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.	<u>(20)</u> (21) (C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.	(20)(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.	2010 SE (21)(C) recoded to 2018 SE (20)(C)

WORLD HISTORY STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. 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 (21)(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:	(21) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:	2010 K&S statement (22) recoded to 2018 K&S statement (21)
(22)(A) summarize the development of the rule of law from ancient to modern times;	(21)(22)(A) summarize the development of the rule of law from ancient to modern times;	(21)(A) summarize the development of the rule of law from ancient to modern times;	2010 SE (22)(A) recoded to 2018 SE (21)(A)
(22)(B) identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and Rome;	(21)(22)(B) identify the <u>origins</u> influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" <u>from sources including that originated from</u> the Judeo-Christian legal tradition and in Greece and Rome;	(21)(B) identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome;	<ul style="list-style-type: none"> • 2010 SE (22)(B) recoded to 2018 SE (21)(B) • Edited for clarification
(22)(C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia;	(21)(22)(C) identify examples of politically motivated mass murders <u>such as</u> in Cambodia, China, Latin America, <u>and</u> the Soviet Union and Armenia ;	(21)(C) identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union;	<ul style="list-style-type: none"> • 2010 SE (22)(C) recoded to 2018 SE (21)(C) • Edited for clarification • Armenia moved from 2010 SE (22)(C) into 2018 SE (21)(D)
(22)(D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur;	(21)(22)(D) identify examples of genocide, including the Holocaust and genocide in <u>Armenia</u> , the Balkans, Rwanda, and Darfur;	(21)(D) identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur;	<ul style="list-style-type: none"> • 2010 SE (22)(D) recoded to 2018 SE (21)(D) • Armenia moved from 2010 SE (22)(C) into 2018 SE (21)(D)
(22)(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and	(21)(22)(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky , Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and	(21)(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and	<ul style="list-style-type: none"> • 2010 SE (22)(E) recoded to 2018 SE (21)(E) • Streamlined
(22)(F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.	(21)(22)(F) <u>identify examples of</u> assess the degree to which American ideals <u>that</u> have advanced human rights and democratic ideas throughout the world.	(21)(F) identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.	<ul style="list-style-type: none"> • 2010 SE (22)(F) recoded to 2018 SE (21)(F) • Streamlined

WORLD HISTORY STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:	(22)(23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:	(22) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:	2010 K&S statement (23) recoded to 2018 K&S statement (22)
	<u>(22)(A) describe the historical origins and central ideas in the development of monotheism;</u>	(22)(A) describe the historical origins and central ideas in the development of monotheism;	Historical origins and central ideas in the development of monotheism moved from 2010 SE (23)(A) to 2018 SE (22)(A)
(23)(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism; and	(22)(B)(23)(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism, and the development of monotheism ; and	(22)(B) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism; and	<ul style="list-style-type: none"> • 2010 SE (23)(A) recoded to 2018 SE (22)(B) • Historical origins and central ideas in the development of monotheism moved from 2010 SE (23)(A) to 2018 SE (22)(A)
(23)(B) identify examples of religious influence on various events referenced in the major eras of world history.	(22)(C)(23)(B) identify examples of religious influence on various events referenced in the major eras of world history.	(22)(C) identify examples of religious influence on various events referenced in the major eras of world history.	2010 SE (23)(B) recoded to 2018 SE (22)(C)
(24) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:	(23)(24) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:	(23) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:	2010 K&S statement (24) recoded to 2018 K&S statement (23)
(24)(A) describe the changing roles of women, children, and families during major eras of world history; and	(23)(24)(A) describe the changing roles of women, children, and families during major eras of world history; and	(23)(A) describe the changing roles of women, children, and families during major eras of world history; and	2010 SE (24)(A) recoded to 2018 SE (23)(A)
(24)(B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history.	(23)(24)(B) describe the major influences of women <u>during major eras of world history</u> such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history .	(23)(B) describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir.	<ul style="list-style-type: none"> • 2010 SE (24)(B) recoded to 2018 SE (23)(B) • Edited for clarification; no content change
(25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:	(24)(25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:	(24) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:	2010 K&S statement (25) recoded to 2018 K&S statement (24)

WORLD HISTORY STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining 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	2018 TEKS	Additional Information
(25)(A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;	(24)(25) (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;	(24)(A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;	2010 SE (25)(A) recoded to 2018 SE (24)(A)
(25)(B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;	(24)(25) (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;	(24)(B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;	2010 SE (25)(B) recoded to 2018 SE (24)(B)
(25)(C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments; and	(24)(25) (C) explain <u>how</u> the relationship <u>between</u> <u>among</u> Christianity <u>and Humanism</u> ; individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments; and	(24)(C) explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments; and	<ul style="list-style-type: none"> • 2010 SE (25)(C) recoded to 2018 SE (24)(C) • Edited for Clarification
(25)(D) explain how Islam influences law and government in the Muslim world.	(24)(25) (D) explain how <u>geopolitical and religious influences have impacted Islam</u> influences law and government in the Muslim world such as secularism, nationalism, and fundamentalism .	(24)(D) explain how geopolitical and religious influences have impacted law and government in the Muslim world.	<ul style="list-style-type: none"> • 2010 SE (25)(D) recoded to 2018 SE (24)(D) • Edited for clarification
(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(25)(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(25) 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 (26) recoded to 2018 K&S statement (25)
(26)(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;	(26)(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;		<ul style="list-style-type: none"> • Streamlined • Art remains in 2018 SEs (25)(A) and (25)(B) • Architecture remains in 2018 SE (25)(A)
(26)(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and	(25)(A)(26)(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and	(25)(A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and	2010 SE (26)(B) recoded to 2018 SE (25)(A)
(26)(C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.	(25)(B)(26)(C) <u>describe</u> identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.	(25)(B) describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.	<ul style="list-style-type: none"> • 2010 SE (26)(C) recoded to 2018 SE (25)(B) • Cognitive verb “identify” changed to “describe”

WORLD HISTORY STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining 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	2018 TEKS	Additional Information
(27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:	<u>(26)</u> (27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:	(26) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:	2010 K&S statement (27) recoded to 2018 K&S statement (26)
(27)(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties;	<u>(26)</u> (27) (A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties;	(26)(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties;	<ul style="list-style-type: none"> • 2010 SE (27)(A) recoded to 2018 SE (26)(A) • Edited for clarification; no content change
(27)(B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;	<u>(26)</u> (27) (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;	(26)(B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;	2010 SE (27)(B) recoded to 2018 SE (26)(B)
(27)(C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;	<u>(26)</u> (27) (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;	(26)(C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;	2010 SE (27)(C) recoded to 2018 SE (26)(C)
(27)(D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and	<u>(26)</u> (27) (D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and	(26)(D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and	2010 SE (27)(D) recoded to 2018 SE (26)(D)
(27)(E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.	<u>(26)</u> (27) (E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.	(26)(E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.	2010 SE (27)(E) recoded to 2018 SE (26)(E)
(28) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:	<u>(27)</u> (28) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:	(27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:	2010 K&S statement (28) recoded to 2018 K&S statement (27)

WORLD HISTORY STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining 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	2018 TEKS	Additional Information
(28)(A) explain the role of textile manufacturing and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing the Industrial Revolution;	(28) (27)(A) explain the role of textile manufacturing, and steam technology, <u>development in initiating the Industrial Revolution and the role</u> of the factory system, and transportation technology in advancing the Industrial Revolution;	(27)(A) explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution;	<ul style="list-style-type: none"> • 2010 SE (28)(A) recoded to 2018 SE (27)(A) • Edited for clarification
(28)(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;	(28) (27)(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;	(27)(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;	2010 SE (28)(B) recoded to 2018 SE (27)(B)
(28)(C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;	(28) (27)(C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;	(27)(C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;	2010 SE (28)(C) recoded to 2018 SE (27)(C)
(28)(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and	(28) (27)(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and	(27)(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and	2010 SE (28)(D) recoded to 2018 SE (27)(D)
(28)(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.	(28) (27)(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.	(27)(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.	2010 SE (28)(E) recoded to 2018 SE (27)(E)
(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:	(29) (28) Social studies skills. The student <u>understands how historians use historiography to interpret the past and</u> 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) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;	(29) (28)(A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;	(28)(A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;	2010 SE (29)(A) recoded to 2018 SE (28)(A)

WORLD HISTORY STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(29)(B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;	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 (28)(29)(B) explain how historians <u>analyze</u> when examining sources for analyze frame of reference, historical context, and point of view to interpret historical events;	(28)(B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;	<ul style="list-style-type: none"> • 2010 SE (29)(B) recoded to 2018 SE (28)(B) • Edited for clarification
(29)(C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;	(28)(29)(C) <u>analyze</u> explain the differences between primary and secondary sources and examine those sources to <u>determine</u> analyze frame of reference, historical context, and point of view;	(28)(C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;	<ul style="list-style-type: none"> • 2010 SE (29)(C) recoded to 2018 SE (28)(C) • Streamlined
(29)(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;	(28)(29)(D) evaluate the validity of a source based on bias language , corroboration with other sources, and information about the author;	(28)(D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;	<ul style="list-style-type: none"> • 2010 SE (29)(D) recoded to 2018 SE (28)(D) • Edited for clarification • Bias moved from 2010 SE (29)(E) into 2018 SE (28)(D)
(29)(E) identify bias in written, oral, and visual material;	(29)(E) identify bias in written, oral, and visual material;		<ul style="list-style-type: none"> • Streamlined • Bias moved from 2010 SE (29)(E) into 2018 SE (28)(D)
(29)(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;	(28)(E)(29)(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and	(28)(E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and	2010 SE (29)(F) recoded to 2018 SE (28)(E)
(29)(G) construct a thesis on a social studies issue or event supported by evidence; and	(28)(F)(29)(G) construct a thesis on a social studies issue or event supported by evidence.; and	(28)(F) construct a thesis on a social studies issue or event supported by evidence.	2010 SE (29)(G) recoded to 2018 SE (28)(F)
(29)(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.	(29)(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.		<ul style="list-style-type: none"> • Streamlined • Maps and graphs remain in 2018 SEs (15)(C), (29)(A), and (29)(B)
	(29) Social studies skills. (15) Geography <u>The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</u>	(29) Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:	2010 K&S statement (15) recoded to 2018 K&S statement (29)

WORLD HISTORY STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	<p>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE</p>		
	<p>(29)(A)(15)(A) <u>create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and</u></p>	<p>(29)(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and</p>	<p>2010 SE (15)(A) recoded to 2018 SE (29)(A)</p>
	<p>(29)(B)(15)(B) <u>analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</u></p>	<p>(29)(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</p>	<p>2010 SE (15)(B) recoded to 2018 SE (29)(B)</p>
<p>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>No change</p>
<p>(30)(A) use social studies terminology correctly;</p>	<p>(30)(A) use social studies terminology correctly;</p>	<p>(30)(A) use social studies terminology correctly;</p>	<p>No change</p>
<p>(30)(B) use standard grammar, spelling, sentence structure, and punctuation;</p>	<p>(30)(B) use standard grammar, spelling, sentence structure, and punctuation; <u>effective written communication skills, including proper citations and avoiding plagiarism; and</u></p>	<p>(30)(B) use effective written communication skills, including proper citations and avoiding plagiarism; and</p>	<p>Edited for clarification</p>
<p>(30)(C) interpret and create written, oral, and visual presentations of social studies information; and</p>	<p>(30)(C) interpret and create written, oral, and visual presentations of social studies information. and</p>	<p>(30)(C) interpret and create written, oral, and visual presentations of social studies information.</p>	<p>No change</p>
<p>(30)(D) transfer information from one medium to another.</p>	<p>(30)(D) transfer information from one medium to another.</p>		<p>Deleted</p>
<p>(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p>(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. in a variety of settings. The student is expected to <u>use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</u></p>	<p>(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.</p>	<p>2010 SEs (31)(A) and (31)(B) moved into 2018 K&S statement (31)</p>

WORLD HISTORY STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(31)(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>(31)(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>		2010 SE (31)(A) moved into 2018 K&S statement (31)
(31)(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>(31)(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>		2010 SE (31)(B) moved into 2018 K&S statement (31)