

GRADE 8 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	No change
(1)(A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects;	(1)(A) identify the major eras <del>and events</del> in U.S. history through 1877, including colonization, revolution, <del>drafting of the Declaration of Independence</del> , creation and ratification of the Constitution, <del>religious revivals such as the Second Great Awakening</del> , early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; <u>and</u>	(1)(A) identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and	<ul style="list-style-type: none"> <li>Streamlined</li> <li>Declaration of Independence remains in 2018 SEs (1)(B) and (15)(C)</li> <li>Second Great Awakening remains in 2018 SE (25)(B)</li> </ul>
(1)(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	<del>(1)(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</del>		2010 SE (1)(B) moved into 2018 SE (29)(B)
(1)(C) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.	(1)( <del>B</del> )( <del>C</del> ) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.	(1)(B) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.	2010 SE (1)(C) recoded to 2018 SE (1)(B)
(2) History. The student understands the causes of exploration and colonization eras. The student is expected to:	(2) History. The student understands the causes of exploration and colonization eras. The student is expected to:	(2) History. The student understands the causes of exploration and colonization eras. The student is expected to:	No change
(2)(A) identify reasons for European exploration and colonization of North America; and	(2)(A) identify reasons for <u>English, Spanish, and French</u> <del>European</del> exploration and colonization of North America; and	(2)(A) identify reasons for English, Spanish, and French exploration and colonization of North America; and	Streamlined
(2)(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.	(2)(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.	(2)(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.	No change

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(3) History. The student understands the foundations of representative government in the United States. The student is expected to:	(3) History. The student understands the foundations of representative government in the United States. The student is expected to:	(3) History. The student understands the foundations of representative government in the United States. The student is expected to:	No change
(3)(A) explain the reasons for the growth of representative government and institutions during the colonial period;	(3)(A) explain the reasons for the growth of representative government and institutions during the colonial period;	(3)(A) explain the reasons for the growth of representative government and institutions during the colonial period;	No change
(3)(B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and	(3)(B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and	(3)(B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and	No change
(3)(C) describe how religion and virtue contributed to the growth of representative government in the American colonies.	(3)(C) describe how religion and virtue contributed to the growth of representative government in the American colonies.	(3)(C) describe how religion and virtue contributed to the growth of representative government in the American colonies.	No change
(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:	(4) History. The student understands significant political and economic issues of the revolutionary <u>and Constitutional eras</u> <del>era</del> . The student is expected to:	(4) History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to:	Edited for clarification; no content change
(4)(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;	(4)(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;	(4)(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;	No change
(4)(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;	(4)(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, <del>Bernardo de Gálvez</del> , Crispus Attucks, King George III, <del>Haym Salomon</del> , Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;	(4)(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;	Streamlined

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(4)(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783;	(4)(C) explain the issues surrounding important events of the American Revolution, including declaring independence; <del>writing the Articles of Confederation</del> ; fighting the battles of Lexington <u>and</u> ; Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; <u>and</u>	(4)(C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and	<ul style="list-style-type: none"> <li>Streamlined</li> <li>Articles of Confederation remains in 2018 SE (15)(B)</li> </ul>
(4)(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise; and	(4)(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise. <del>;</del> <u>and</u>	(4)(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.	No content change
(4)(E) analyze the arguments for and against ratification.	<del>(4)(E) analyze the arguments for and against ratification.</del>		<ul style="list-style-type: none"> <li>Streamlined</li> <li>Arguments for and against ratification of the Constitution remain in 2018 SEs (15)(A) and (17)(A)</li> </ul>
(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:	(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:	(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:	No change
(5)(A) describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government;	(5)(A) describe major domestic problems faced by the leaders of the new republic, <u>including such as</u> maintaining national security, <del>building a military</del> , <u>and</u> setting up the court system, <del>and defining the authority of the central government</del> ;	(5)(A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system;	Streamlined
(5)(B) summarize arguments regarding protective tariffs, taxation, and the banking system;	(5)(B) summarize arguments regarding protective tariffs, taxation, and the banking system;	(5)(B) summarize arguments regarding protective tariffs, taxation, and the banking system;	No change
(5)(C) explain the origin and development of American political parties;	(5)(C) explain the origin and development of American political parties;	(5)(C) explain the origin and development of American political parties;	No change
(5)(D) explain the causes, important events, and effects of the War of 1812;	(5)(D) explain the causes, important events, and effects of the War of 1812;	(5)(D) explain the causes, important events, and effects of the War of 1812;	No change

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(5)(E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;	(5)(E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;	(5)(E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;	No change
(5)(F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and	(5)(F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and	(5)(F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and	No change
(5)(G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.	(5)(G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.	(5)(G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.	No change
(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:	(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:	(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:	No change
(6)(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;	(6)(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;	(6)(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;	No change
(6)(B) explain the political, economic, and social roots of Manifest Destiny;	<del>(6)(B) explain the political, economic, and social roots of Manifest Destiny;</del>		<ul style="list-style-type: none"> <li>Streamlined</li> <li>Manifest Destiny remains in 2018 SE (6)(B)</li> </ul>
(6)(C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;	<del>(6)(C)</del> analyze <del>the relationship between the concept of Manifest Destiny and</del> <u>the westward growth of the nation, including the Louisiana Purchase</u> and Manifest Destiny; and	(6)(B) analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny; and	<ul style="list-style-type: none"> <li>2010 SE (6)(C) recoded to 2018 SE (6)(B)</li> <li>Louisiana Purchase moved from 2010 SE (6)(E) into 2018 SE (6)(B)</li> </ul>
(6)(D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States; and	<del>(6)(D)</del> explain the causes and effects of the U.S.-Mexican War and their impact on the United States; <del>and</del>	(6)(C) explain the causes and effects of the U.S.-Mexican War and their impact on the United States.	2010 SE (6)(D) recoded to 2018 SE (6)(C)
(6)(E) identify areas that were acquired to form the United States, including the Louisiana Purchase.	<del>(6)(E) identify areas that were acquired to form the United States, including the Louisiana Purchase.</del>		Louisiana Purchase moved from 2010 SE (6)(E) into 2018 SE (6)(B)

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(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:	(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:	(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:	No change
(7)(A) analyze the impact of tariff policies on sections of the United States before the Civil War;	(7)(A) analyze the impact of tariff policies on sections of the United States before the Civil War;	(7)(A) analyze the impact of tariff policies on sections of the United States before the Civil War;	No change
(7)(B) compare the effects of political, economic, and social factors on slaves and free blacks;	(7)(B) compare the effects of political, economic, and social factors on slaves and free blacks;	(7)(B) compare the effects of political, economic, and social factors on slaves and free blacks;	No change
(7)(C) analyze the impact of slavery on different sections of the United States; and	(7)(C) analyze the impact of slavery on different sections of the United States; and	(7)(C) analyze the impact of slavery on different sections of the United States; and	No change
(7)(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.	(7)(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the <del>role roles</del> of John Quincy Adams, <del>John C. Calhoun, Henry Clay, and Daniel Webster</del> .	(7)(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.	Streamlined
(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:	(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:	(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:	No change
(8)(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;	(8)(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;	(8)(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;	No change

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(8)(B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b>  <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p>(8)(B) explain the <del>causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and</del> <u>central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and</u></p>	(8)(B) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;	<ul style="list-style-type: none"> <li>• 2010 SE (8)(B) divided into 2018 SEs (8)(B) and (8)(C)</li> <li>• Edited for clarification</li> </ul>
	(8)( <del>C</del> )(B) explain <del>the causes of the Civil War, including sectionalism, states' rights, and slavery, and</del> significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the <del>announcement of the</del> Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and	(8)(C) explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and	<ul style="list-style-type: none"> <li>• 2010 SE (8)(B) divided into 2018 SEs (8)(B) and (8)(C)</li> <li>• Edited for clarification</li> </ul>
(8)(C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.	(8)( <del>C</del> )(D) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.	(8)(D) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.	2010 SE (8)(C) recoded to 2018 SE (8)(D)
(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:	(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:	(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:	No change
(9)(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;	(9)(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;	(9)(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;	No change

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(9)(B) evaluate the impact of the election of Hiram Rhodes Revels;	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b>  <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p>(9)(B) <del>evaluate</del> <u>explain</u> the impact of the election of <u>African Americans from the South such as Hiram Rhodes Revels</u>; and</p>	(9)(B) explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and	<ul style="list-style-type: none"> <li>• Cognitive verb “evaluate” changed to “explain”</li> <li>• Edited for clarification</li> </ul>
(9)(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups; and	(9)(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups; <del>and</del>	(9)(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.	No change
(9)(D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.	<del>(9)(D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.</del>		Deleted
(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:	(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:	(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:	No change
(10)(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries;	(10)(A) locate places and regions <u>directly related to major eras and turning points</u> <del>of importance</del> in the United States during the 17th, 18th, and 19th centuries;	(10)(A) locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;	Edited for clarification
(10)(B) compare places and regions of the United States in terms of physical and human characteristics; and	(10)(B) compare places and regions of the United States in terms of physical and human characteristics; and	(10)(B) compare places and regions of the United States in terms of physical and human characteristics; and	No change
(10)(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.	(10)(C) analyze the effects of physical and human geographic factors <u>such as weather, landforms, waterways, transportation, and communication</u> on major historical <del>and contemporary</del> events in the United States.	(10)(C) analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.	<ul style="list-style-type: none"> <li>• Edited for clarification</li> <li>• Streamlined</li> </ul>
(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:	(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:	(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:	No change

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(11)(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries;	(11)(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States <del>during the 17th, 18th, and 19th centuries;</del> and	(11)(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; and	No content change
(11)(B) describe the positive and negative consequences of human modification of the physical environment of the United States; and	(11)(B) describe the positive and negative consequences of human modification of the physical environment of the United States. <del>;</del> and	(11)(B) describe the positive and negative consequences of human modification of the physical environment of the United States.	No content change
(11)(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.	<del>(11)(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.</del>		<ul style="list-style-type: none"> <li>Streamlined</li> <li>Modification of the physical environment remains in 2018 SE (11)(B)</li> </ul>
(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:	(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity <u>through 1877</u> . The student is expected to:	(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to:	Edited for clarification
(12)(A) identify economic differences among different regions of the United States;	(12)(A) identify economic differences among different regions of the United States;	(12)(A) identify economic differences among different regions of the United States;	No change
(12)(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery;	(12)(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; <u>and</u>	(12)(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and	No content change
(12)(C) explain the reasons for the increase in factories and urbanization; and	<del>(12)(C) explain the reasons for the increase in factories and urbanization; and</del>		<ul style="list-style-type: none"> <li>Streamlined</li> <li>Factory system remains in 2018 SE (27)(C)</li> <li>Urbanization remains in 2018 SEs (13)(B) and (23)(B)</li> </ul>
(12)(D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.	(12)(C) <del>(D)</del> analyze the causes and effects of economic differences among different regions of the United States at selected times <del>in U.S. history.</del>	(12)(C) analyze the causes and effects of economic differences among different regions of the United States at selected times.	<ul style="list-style-type: none"> <li>2010 SE (12)(D) recoded to 2018 SE (12)(C)</li> <li>No content change</li> </ul>
(13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:	(13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:	(13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:	No change

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(13)(A) analyze the War of 1812 as a cause of economic changes in the nation; and	(13)(A) analyze <u>the economic effects of</u> the War of 1812 <del>as a cause of economic changes in the nation;</del> and	(13)(A) analyze the economic effects of the War of 1812; and	Edited for clarification
(13)(B) identify the economic factors that brought about rapid industrialization and urbanization.	(13)(B) identify the economic factors that brought about rapid industrialization and urbanization.	(13)(B) identify the economic factors that brought about rapid industrialization and urbanization.	No change
(14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:	(14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:	(14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:	No change
(14)(A) explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights; and	(14)(A) explain why a free enterprise system of economics developed in the new nation, including minimal government <u>regulation</u> <del>intrusion,</del> taxation, and property rights; and	(14)(A) explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights; and	Edited for clarification
(14)(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.	(14)(B) describe the characteristics and the benefits of the U.S. free enterprise system <u>through 1877</u> <del>during the 18th and 19th centuries.</del>	(14)(B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877.	No content change
(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:	(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:	(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:	No change
(15)(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government;	(15)(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, <u>and</u> the Federalist Papers, <del>and selected Anti-Federalist writings,</del> on the U.S. system of government;	(15)(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;	<ul style="list-style-type: none"> <li>Streamlined</li> <li>Anti-Federalists remain in 2018 SE (17)(A)</li> </ul>
(15)(B) summarize the strengths and weaknesses of the Articles of Confederation;	(15)(B) summarize the strengths and weaknesses of the Articles of Confederation;	(15)(B) summarize the strengths and weaknesses of the Articles of Confederation;	No change
(15)(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; and	(15)(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; <del>and</del>	(15)(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights;	No content change

GRADE 8 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(15)(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.	(15)(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; <del>and-</del>	(15)(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and	No content change
	<del>(15)(E)(20)(A)</del> <u>explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke, William Blackstone, and William Penn in the development of self-government in colonial America.</u>	(15)(E) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.	<ul style="list-style-type: none"> <li>• 2010 SE (20)(A) recoded to 2018 SE (15)(E)</li> <li>• Streamlined</li> </ul>
(16) Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:	(16) Government. The student understands the <u>purpose</u> <del>process</del> of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:	(16) Government. The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:	Edited for clarification
(16)(A) summarize the purposes for and process of amending the U.S. Constitution; and	(16)(A) summarize the purposes for <del>and-process</del> <del>of</del> amending the U.S. Constitution; and	(16)(A) summarize the purposes for amending the U.S. Constitution; and	Streamlined
(16)(B) describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States.	(16)(B) describe the impact of <del>19th-century amendments, including</del> the 13th, 14th, and 15th amendments, <del>on life in the United States.</del>	(16)(B) describe the impact of the 13th, 14th, and 15th amendments.	Streamlined
(17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:	(17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:	(17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:	No change
(17)(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and	(17)(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and	(17)(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and	No change
(17)(B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.	(17)(B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.	(17)(B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.	No change
(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:	(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:	(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:	No change

GRADE 8 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(18)(A) identify the origin of judicial review and analyze examples of congressional and presidential responses;	<b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b> <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b> (18)(A) identify the origin of judicial review <del>and analyze examples of congressional and presidential responses;</del>	(18)(A) identify the origin of judicial review;	Streamlined
(18)(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and	(18)(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and	(18)(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and	No change
(18)(C) evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States.	(18)(C) evaluate the impact of <del>selected</del> landmark Supreme Court <u>decision</u> <del>decisions, including</del> Dred Scott v. Sandford; on life in the United States.	(18)(C) evaluate the impact of the landmark Supreme Court decision Dred Scott v. Sandford on life in the United States.	<ul style="list-style-type: none"> <li>Streamlined</li> <li>Supreme court cases remain in 2018 SE (18)(B)</li> </ul>
(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	No change
(19)(A) define and give examples of unalienable rights;	(19)(A) define and give examples of unalienable rights;	(19)(A) define and give examples of unalienable rights;	No change
(19)(B) summarize rights guaranteed in the Bill of Rights;	(19)(B) summarize rights guaranteed in the Bill of Rights; <u>and</u>	(19)(B) summarize rights guaranteed in the Bill of Rights; and	No change
(19)(C) explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family;	<del>(19)(C) explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family;</del>		Deleted
(19)(D) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries;	(19)(C) <del>(D)</del> identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.;	(19)(C) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.	2010 SE (19)(D) recoded to 2018 SE (19)(C)
(19)(E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and	<del>(19)(E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and</del>		Grade 8 2010 SE (19)(E) moved into United States History Since 1877 2018 SE (22)(D)

GRADE 8 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(19)(F) explain how the rights and responsibilities of U.S. citizens reflect our national identity.	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b>  <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p><del>(19)(F) explain how the rights and responsibilities of U.S. citizens reflect our national identity.</del></p>		<ul style="list-style-type: none"> <li>Streamlined</li> <li>Rights of U.S. citizens remain in 2018 SEs (15)(C), (15)(D), (16)(B), (19)(A), and (19)(B)</li> <li>Responsible citizenship remains in 2018 SE (19)(C)</li> </ul>
(20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:	(20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:	(20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:	No change
(20)(A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America;	<del>(20)(A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America;</del>		<ul style="list-style-type: none"> <li>2010 SE (20)(A) recoded to 2018 SE (15)(E)</li> <li>Streamlined</li> </ul>
(20)(B) evaluate the contributions of the Founding Fathers as models of civic virtue; and	(20)(A)(B) evaluate the contributions of the Founding Fathers as models of civic virtue; and	(20)(A) evaluate the contributions of the Founding Fathers as models of civic virtue; and	2010 SE (20)(B) recoded to 2018 SE (20)(A)
(20)(C) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.	(20)(B)(C) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.	(20)(B) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.	2010 SE (20)(C) recoded to 2018 SE (20)(B)
(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	No change
(21)(A) identify different points of view of political parties and interest groups on important historical and contemporary issues;	(21)(A) identify different points of view of political parties and interest groups on important historical <del>and contemporary</del> issues;	(21)(A) identify different points of view of political parties and interest groups on important historical issues;	Streamlined
(21)(B) describe the importance of free speech and press in a constitutional republic; and	(21)(B) describe the importance of free speech and press in a constitutional republic; and	(21)(B) describe the importance of free speech and press in a constitutional republic; and	No change

GRADE 8 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b>  <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p>		
(21)(C) summarize a historical event in which compromise resulted in a peaceful resolution.	(21)(C) summarize <del>a</del> historical <u>events</u> <del>event</del> in which compromise resulted in a <del>peaceful</del> resolution <u>such as the Missouri Compromise, the Compromise of 1850, and Kansas-Nebraska Act.</u>	(21)(C) summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.	Edited for clarification
(22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	No change
(22)(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and	(22)(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and	(22)(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and	No change
(22)(B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton.	(22)(B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, <del>James Monroe, Stonewall Jackson,</del> Susan B. Anthony, and Elizabeth Cady Stanton.	(22)(B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.	<ul style="list-style-type: none"> <li>Streamlined</li> <li>President James Monroe and the Monroe Doctrine remain in 2018 SE (5)(E)</li> </ul>
(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:	(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:	(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:	No change
(23)(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;	(23)(A) identify <del>selected</del> racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;	(23)(A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;	No content change
(23)(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;	(23)(B) explain <u>how the relationship between</u> urbanization <u>contributed to</u> <del>and</del> conflicts resulting from differences in religion, social class, and political beliefs;	(23)(B) explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs;	Streamlined
(23)(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved;	(23)(C) identify ways conflicts between people from various racial, ethnic, and religious groups were <u>addressed</u> <del>resolved</del> ;	(23)(C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed;	Edited for clarification

GRADE 8 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(23)(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and	(23)(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and	(23)(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and	No change
(23)(E) identify the political, social, and economic contributions of women to American society.	(23)(E) identify the political, social, and economic contributions of women to American society.	(23)(E) identify the political, social, and economic contributions of women to American society.	No change
(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:	(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:	(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:	No change
(24)(A) describe the historical development of the abolitionist movement; and	(24)(A) describe <u>and evaluate</u> the historical development of the abolitionist movement; and	(24)(A) describe and evaluate the historical development of the abolitionist movement; and	Evaluating the abolitionist movement moved from 2010 SE (24)(B) into 2018 SE (24)(A)
(24)(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled.	(24)(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, <del>abolition</del> , the labor reform movement, and care of the disabled.	(24)(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.	Evaluating the abolitionist movement moved from 2010 SE (24)(B) into 2018 SE (24)(A)
(25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:	(25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:	(25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:	No change
(25)(A) trace the development of religious freedom in the United States;	(25)(A) trace the development of religious freedom in the United States;	(25)(A) trace the development of religious freedom in the United States;	No change
(25)(B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings; and	(25)(B) describe religious <u>influences motivation</u> <del>for immigration and influence</del> on social movements, including the impact of the first and second Great Awakenings; and	(25)(B) describe religious influences on social movements, including the impact of the first and second Great Awakenings; and	<ul style="list-style-type: none"> <li>• Streamlined</li> <li>• Reasons for immigration remain in 2018 SE (23)(A)</li> </ul>
(25)(C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.	(25)(C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.	(25)(C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.	No change
(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	No change

GRADE 8 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(26)(A) describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States;	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b>  <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p>(26)(A) <del>describe developments in</del> identify examples of American art, music, and literature that <del>are unique to American culture</del> <u>reflect society in different eras</u> such as the Hudson River School artists, <del>John James Audubon, the</del> "Battle Hymn of the Republic," <del>transcendentalism, and other cultural activities in the history of the United States;</del> <u>transcendental literature; and</u></p>	(26)(A) identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the "Battle Hymn of the Republic," transcendental literature; and	<ul style="list-style-type: none"> <li>Streamlined</li> <li>2010 SE (26)(A) moved into 2018 (26)(A)</li> </ul>
(26)(B) identify examples of American art, music, and literature that reflect society in different eras; and	<del>(26)(B) identify examples of American art, music, and literature that reflect society in different eras; and</del>		<ul style="list-style-type: none"> <li>2010 SE (26)(B) moved into 2018 (26)(A)</li> </ul>
(26)(C) analyze the relationship between fine arts and continuity and change in the American way of life.	(26)(B)( <del>C</del> ) analyze the relationship between <u>the fine</u> arts and continuity and change in the American way of life.	(26)(B) analyze the relationship between the arts and continuity and change in the American way of life.	<ul style="list-style-type: none"> <li>2010 SE (26)(C) recoded to 2018 SE (26)(B)</li> <li>Edited for clarification</li> </ul>
(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:	(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:	(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:	No change
(27)(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts;	(27)(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, <u>the telegraph</u> , and interchangeable parts;	(27)(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts;	<ul style="list-style-type: none"> <li>The telegraph, implied in 2010 SE (27)(B), moved into 2018 SE (27)(A)</li> </ul>
(27)(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States;	<del>(27)(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States;</del>		<ul style="list-style-type: none"> <li>Streamlined</li> <li>Impact of transportation and communication systems remains in 2018 SEs (27)(A), (27)(B), and (27)(C)</li> </ul>
(27)(C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally; and	(27)(B)( <del>C</del> ) analyze how technological innovations changed the way goods were manufactured and <u>distributed</u> <del>marketed</del> , nationally and internationally; and	(27)(B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and	<ul style="list-style-type: none"> <li>2010 SE (27)(C) recoded to 2018 (27)(B)</li> <li>Edited for clarification</li> </ul>

GRADE 8 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(27)(D) explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west.	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b>  <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p>(27)(C) <del>(D) analyze explain</del> how technological innovations brought about economic growth such as <u>the development of how</u> the factory system <del>contributed to rapid industrialization</del> and <u>the construction of</u> the Transcontinental Railroad <del>led to the opening of the west.</del></p>	(27)(C) analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad.	<ul style="list-style-type: none"> <li>• 2010 SE (27)(D) recoded to 2018 SE (27)(C)</li> <li>• Cognitive verb changed from “explain” to “analyze”</li> <li>• Edited for clarification</li> </ul>
(28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:	(28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:	(28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:	No change
(28)(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and	(28)(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and	(28)(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and	No change
(28)(B) identify examples of how industrialization changed life in the United States.	(28)(B) identify examples of how industrialization changed life in the United States.	(28)(B) identify examples of how industrialization changed life in the United States.	No change
(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:	(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including <del>electronic</del> technology. The student is expected to:	(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:	Edited for clarification
(29)(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;	(29)(A) differentiate between, locate, and use valid primary and secondary sources such as <del>computer software, databases,</del> media and news services, biographies, interviews, and artifacts to acquire information about the United States;	(29)(A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;	Edited for clarification

GRADE 8 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(29)(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b>  <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p>(29)(B) analyze information by <u>applying absolute and relative chronology through</u> sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	(29)(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	<ul style="list-style-type: none"> <li>2010 SE (1)(B) moved into 2018 SE (29)(B)</li> </ul>
(29)(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	(29)(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	(29)(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	No change
(29)(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;	(29)(D) identify <u>bias and</u> points of view <u>created by</u> <del>from</del> the historical context surrounding an event <del>and the frame of reference which influenced the participants;</del>	(29)(D) identify bias and points of view created by the historical context surrounding an event;	<ul style="list-style-type: none"> <li>2010 SE (29)(F) moved into 2018 SE (29)(D)</li> <li>Streamlined</li> </ul>
(29)(E) support a point of view on a social studies issue or event;	(29)(E) support a point of view on a social studies issue or event;	(29)(E) support a point of view on a social studies issue or event;	No change
(29)(F) identify bias in written, oral, and visual material;	<del>(29)(F) identify bias in written, oral, and visual material;</del>		<ul style="list-style-type: none"> <li>2010 SE (29)(F) moved into 2018 SE (29)(D)</li> </ul>
(29)(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;	(29) <del>(G)</del> evaluate the validity of a source based on <u>language</u> ; corroboration with other sources ; and information about the author;	(29)(F) evaluate the validity of a source based on corroboration with other sources and information about the author;	<ul style="list-style-type: none"> <li>2010 SE (29)(G) recoded to 2018 SE (29)(F)</li> <li>Streamlined</li> </ul>
(29)(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs;	<del>(29)(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs;</del>		<ul style="list-style-type: none"> <li>Streamlined</li> <li>Organizing and interpreting information remains in 2018 SE (29)(C)</li> <li>Maps and graphs remain in 2018 SEs (29)(C), (29)(G), and (29)(H)</li> </ul>
(29)(I) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and	(29) <del>(I)</del> create <u>a visual representation of historical information such as</u> thematic maps, graphs, <u>and</u> charts, <del>models, and databases</del> representing various aspects of the United States; and	(29)(G) create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States; and	<ul style="list-style-type: none"> <li>2010 SE (29)(I) recoded to 2018 SE (29)(G)</li> <li>Edited for alignment with similar TEKS in other social studies courses</li> </ul>

GRADE 8 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(29)(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.	<b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b> <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b> (29)( <del>H</del> )( <del>J</del> ) pose and answer questions about geographic distributions and patterns shown on maps, graphs, <u>and</u> charts, <del>models, and databases.</del>	(29)(H) pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.	<ul style="list-style-type: none"> <li>• 2010 SE (29)(J) recoded to 2018 SE (29)(H)</li> <li>• Streamlined</li> </ul>
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change
(30)(A) use social studies terminology correctly;	(30)(A) use social studies terminology correctly;	(30)(A) use social studies terminology correctly;	No change
(30)(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;	(30)(B) use <u>effective written communication skills, including proper citations and avoiding plagiarism</u> <del>standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;</del> and	(30)(B) use effective written communication skills, including proper citations and avoiding plagiarism; and	Edited for alignment with similar TEKS in other social studies courses
(30)(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and	<del>(30)(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</del>		<ul style="list-style-type: none"> <li>• Streamlined</li> <li>• Creating a visual representation remains in 2018 SE (29)(G)</li> </ul>
(30)(D) create written, oral, and visual presentations of social studies information.	(30)( <del>C</del> )( <del>D</del> ) create written, oral, and visual presentations of social studies information.	(30)(C) create written, oral, and visual presentations of social studies information.	2010 SE (30)(D) recoded to 2018 SE (30)(C)
(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:	(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, <del>in a variety of settings.</del> The student is expected to: <del>use</del> <u>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> ; and	(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	<ul style="list-style-type: none"> <li>• 2010 SE (31)(A) moved into 2018 K&amp;S statement (31)</li> <li>• Decision-making moved from 2010 SE (31)(B) into 2018 K&amp;S statement (31)</li> <li>• Edited for clarification</li> </ul>

GRADE 8 SOCIAL 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><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b>  <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p><del>(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</del></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><del>(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.</del></p>		2010 SE (31)(B) moved into 2018 K&S statement (31)