

Grade	Old TEKS	Current	New TEKS	New	Change/Rationale
7	1	History. The student understands traditional historical points of reference in Texas history.	1	History. The student understands traditional historical points of reference in Texas history.	No change.
7	1(A)	identify the major eras in Texas History and describe their defining characteristics;	1(A)	identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;	To meet College Readiness Standards students are now expected to understand why historians define eras and the eras were identified to provide consistency.
7	1(B)	apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	1(B)	apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	No change.
7	1(C)	explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861	1(C)	explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, oil discovery at Spindletop.	Dates were given definition and two additional dates were added.
7	2	History. The student understands how individuals, events, and issues prior the Texas Revolution shaped the history of Texas.	2	History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas.	No effective change to the timeframe of this knowledge statement, it simply reiterates the era terminology.
7	2(A)	compare the cultures of Native Americans in Texas prior to European colonization;	2(A)	compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;	Terminology changed to reflect current language used by scholars related to native people and the culture groups are defined for consistency.

7	2(B)	identify important individuals, events, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions;	2(B)	identify important individuals, events, and issues related to European exploration of Texas, such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain;	An illustrative list was added to provide clarity.
7	2(C)	identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Juan Seguín during the colonization of Texas;	2(C)	identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns and ranches; and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo;	Expectation is expanded to include the civil settlements of the Spanish Colonial era and an illustrative list was added.
7	2(D)	identify the impact of the Mexican Federal Constitution of 1824 on events in Texas;	2(D)	identify the individuals, issues and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;	Expectation was expanded significantly to include important, but previously lightly covered, events related to Texas role in the Mexico's fight for independence from Spain. It includes a fairly lengthy list of required examples.
7	2(E)	trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin; and	2(E)	identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín de León, and Green DeWitt, during the Mexican settlement of Texas; and	The previously intended Seguin was identified and two additional diverse examples were added. In addition, terminology related to empresarios was added to reflect the correct role of settlers during this period which should be settlements and settlers as opposed to colonies and colonists.
7	2(F)	contrast Spanish and Anglo purposes for and methods of settlement in Texas.	2(F)	contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.	Addition attempts to draw the distinction between Spanish and Mexican efforts to populate Texas.
7	3	History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas.	3	History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas.	No change.

7	3(A)	explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, and William B. Travis; and	3(A)	trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report , the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;	Expectation expanded to include two items that preceded and influenced the later events.
7	3(B)	explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto.	3(B)	explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín , and William B. Travis;	A diverse and significant example was added that many teachers already included in their instruction.
7	3(C)		3(C)	explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there , the Constitutional Convention of 1836 , Fannin's surrender at Goliad, and the Battle of San Jacinto; and	The expectation remains essentially the same since Travis's letter had previously been required through the introduction and the addition to the Convention of 1836 simply uses proper terminology. The addition of the defenders of the Alamo is intended to highlight the multi-ethnic participation that existed among the Alamo defenders.
7	3(D)		3(D)	explain how the establishment of the Republic of Texas brought civil, political and religious freedom to Texas.	This is a new expectation intended to highlight the impact of the successful revolution and the creation of the Republic of Texas.
7	4	History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood.	4	History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood.	No change.
7	4(A)	identify individuals, events, and issues during the Republic of Texas and early Texas statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo; and	4(A)	identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hayes, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Sante Fe Expedition, public debt, and the roles of racial and ethnic groups;	The number of required item in this expectation grew significantly as representative groups, event, and individuals were added. For the most part ~80% of these items are traditionally covered by teachers so the net is an addition of ~20%.
7	4(B)	analyze the causes of and events leading to Texas statehood.	4(B)	analyze the causes of and events leading to Texas annexation; and	Change simply notes the proper terminology.

7	4(C)		4(C)	identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.	Although this expectation is new, much of the content in it was previously part of 4(A). Noting population growth during this period and the change to our modern borders is usually taught by teachers, though it was not previously stated.
7	5	History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction.	5	History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction.	No change.
7	5(A)	explain reasons for the involvement of Texas in the Civil War; and	5(A)	explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs;	An illustrative list was added to provide clarity.
7	5(B)	analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.	5(B)	analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas; and	No change.
7	5(C)		5(C)	identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.	This is a new expectation intended to highlight people and events with a substantial illustrative list. The net impact of this standard should be minimal as many teachers already cover this material.
7	6	History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century.	6	History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century.	No change.
7	6(A)	identify significant individuals, events, and issues from Reconstruction through the beginning the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia Parker, Spindletop; and	6(A)	identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians , the buffalo soldiers, and Quanah Parker;	The change to Quanah Parker was intended to place the emphasis on the more significant aspect of the story which is Quanah and the influence on his actions and beliefs due to the experience with mother. It would be difficult to cover Quanah without covering Cynthia Parker.

7	6(B)	explain the political, economic, and social impact of the cattle and oil industries and the development of West Texas resulting from the close of the frontier.	6(B)	identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life;	This expectation, though new is actually the content previous found in 6(A).
7	6(C)		6(C)	identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads, and contributions of James Hogg; and	This expectation, though new is actually the content previous found in 6(A).
7	6(D)		6(D)	explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.	Formerly 6(B), the focus on cattle was broadened to agriculture to take into account the impact of farming in West Texas. Oil which was previously associated with this content was inappropriate for the time period.
7	7	History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th century.	7	History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21 st centuries.	The 21st century was added.
7	7(A)	define the impact of "boom and bust" and trace the boom-and-bust cycle of leading Texas industries throughout the 20th century, including farming, oil and gas, cotton, cattle ranching, real estate, and banking;	7(A)	explain the political, economic, and social impact of the oil industry on the industrialization of Texas.	Oil, which had been in 6(B) was moved to the proper time period.
7	7(B)	evaluate the Progressive and other reform movements in Texas in the 19th and 20th centuries;	7(B)	define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21 st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;	The main change to this expectation involves addition of trace to the actions expected of students when reviewing examples of boom-and-bust over time. There were also changes intended to clarify the illustrative list.
7	7(C)	trace the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James Farmer, Hector P. García, Oveta Culp Hobby, and Lyndon B. Johnson;	7(C)	describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20 th century;	This expectation has been raised to include comparing the various movement found in the new illustrative list.

7	7(D)	analyze the political, economic, and social impact of major wars, including World War I and World War II, on the history of Texas;	7(D)	describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Bell Madison White;	This expectation has been lowered in its expected action, though the number of required individuals and groups was increased.
7	7(E)	trace the emergence of the two-party system in Texas during the second half of the 20th century.	7(E)	analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas; and	Emphasis was changed from simply wars to include events, especially the Great Depression which served as a bridge between the two world wars.
7	7(F)		7(F)	analyze the political, economic, and social impact of major events in the latter half of the 20 th and early 21 st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration.	This expectation was increased to include more contemporary events and brings forth items previously in 7(E).
7	8	Geography. The student uses geographic tools to collect, analyze, and interpret data.	8	Geography. The student uses geographic tools to collect, analyze, and interpret data.	No change.
7	8(A)	create thematic maps, graphs, charts, models, and databases representing various aspects of during the 19th and 20th centuries; and	8(A)	create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19 th , 20 th , and 21 st centuries; and	This expectation raised by adding interpretation to the act of creating maps and other materials and broadened to include the 21st century.
7	8(B)	pose and answer questions about geographic distributions and patterns in Texas during the 19th and 20th centuries.	8(B)	analyze and interpret geographic distributions and patterns in Texas during the 19 th , 20 th , and 21 st centuries.	This expectation was raised by changing the expectation to analyze and interpret.
7	9	Geography. The student understands the location and characteristics of places and regions of Texas.	9	Geography. The student understands the location and characteristics of places and regions of Texas.	No change.

7	9(A)	locate places and regions of importance in Texas during the 19th and 20th centuries;	9(A)	locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19 th , 20 th , and 21 st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest;	The four natural regions were enumerated for consistency and an illustrative list was added.
7	9(B)	compare places and regions of Texas in terms of physical and human characteristics; and	9(B)	compare places and regions of Texas in terms of physical and human characteristics; and	No change.
7	9(C)	analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.	9(C)	analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.	No change.
7	10	Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th and 20th centuries.	10	Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19 th , 20 th , and 21 st centuries.	The knowledge statement was broadened to include the 21st century.
7	10(A)	identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications; and	10(A)	identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications; and	The intention of this change was to balance the discussion of consequences by looking at both the positive and negative.
7	10(B)	explain ways in which geographic factors have affected the political, economic, and social development of Texas.	10(B)	explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.	An illustrative list was added to provide clarity.
7	11	Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries.	11	Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19 th , 20 th , and 21 st centuries.	The knowledge statement was broadened to include the 21st century.
7	11(A)	analyze why immigrant groups came to Texas and where they settled;	11(A)	analyze why immigrant groups came to Texas and where they settled;	No change.
7	11(B)	analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas;	11(B)	analyze how immigration and migration to Texas in the 19 th , 20 th , and 21 st centuries have influenced Texas;	The expectation was broadened to include the 21st century.

7	11(C)	analyze the effects of the changing population distribution in Texas during the 20th century; and	11(C)	analyze the effects of the changing population distribution and growth in Texas during the 20 th and 21st centuries and the additional need for education, health care, and transportation ; and	Analyzing the effects of growth and the specific impact in certain areas were added.
7	11(D)	describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.	11(D)	describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.	No change.
7	12	Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society.	12	Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society.	No change.
7	12(A)	explain economic factors that led to the urbanization of Texas;	12(A)	explain economic factors that led to the urbanization of Texas;	No change.
7	12(B)	trace the development of major industries that contributed to the urbanization of Texas; and	12(B)	trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing ; and	An illustrative list was added to provide clarity.
7	12(C)	explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.	12(C)	explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.	No change.
7	13	Economics. The student understands the interdependence of the Texas economy with the United States and the world.	13	Economics. The student understands the interdependence of the Texas economy with the United States and the world.	No change.
7	13(A)	analyze the impact of national and international markets and events on the production of goods and services in Texas;	13(A)	analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology ;	An illustrative list was added to provide clarity.
7	13(B)	analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and	13(B)	analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and	The proper economic term was added to replace an inaccurate one.
7	13(C)	analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets.	13(C)	analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.	An additional item was added to the illustrative list to modernize it for the 21st century.

7	14	Government. The student understands the basic principles reflected in the Texas Constitution.	14	Government. The student understands the basic principles reflected in the Texas Constitution.	No change.
7	14(A)	identify how the Texas Constitution reflects the principles of limited government, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and	14(A)	identify how the Texas Constitution reflects the principles of limited government, republicanism , checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and	An additional principle was added to the identification list.
7	14(B)	identify the influence of ideas from the U.S. Constitution on the Texas Constitution.	14(B)	compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.	The level of this expectation was raised with the use of comparison principles and concepts found in the previous expectation.
7	15	Government. The student understands the structure and functions of government created by the Texas Constitution.	15	Government. The student understands the structure and functions of government created by the Texas Constitution.	No change.
7	15(A)	describe the structure and functions of government at municipal, county, and state levels;	15(A)	describe the structure and functions of government at municipal, county, and state levels;	No change.
7	15(B)	identify major sources of revenue for state and local governments; and	15(B)	identify major sources of revenue for state and local governments such as property tax, sales tax, and fees ; and	An illustrative list was added to provide clarity.
7	15(C)	describe the structure and governance of Texas public education.	15(C)	describe the structure, funding , and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.	Funding and its sources were added to this standard.
7	16	Citizenship. The student understands the rights and responsibilities of Texas citizens.	16	Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society.	Democratic society was added to highlight actions both in government and society at-large.
7	16(A)	summarize the rights guaranteed in the Texas Bill of Rights; and	16(A)	identify rights of Texas citizens; and	No effective change was made as students will have to review the source of their rights.
7	16(B)	identify civic responsibilities of Texas citizens.	16(B)	explain and analyze civic responsibilities of Texas citizens and the importance of civic participation.	This expectation was raised significantly through the actions expected.
7	17	Citizenship. The student understands the importance of the expression of different points of view in a democratic society.	17	Citizenship. The student understands the importance of the expression of different points of view in a democratic society.	No change.
7	17(A)	identify different points of view of political parties and interest groups on important Texas issues;	17(A)	identify different points of view of political parties and interest groups on important Texas issues, past and present ;	The expectation was broadened to include past and present points of view.

7	17(B)	describe the importance of free speech and press in a democratic society; and	17(B)	describe the importance of free speech and press in a democratic society; and	No change.
7	17(C)	express and defend a point of view on an issue of historical or contemporary interest in Texas.	17(C)	express and defend a point of view on an issue of historical or contemporary interest in Texas.	No change.
7	18	Citizenship. The student understands the importance of effective leadership in a democratic society.	18	Citizenship. The student understands the importance of effective leadership in a democratic society.	No change.
7	18(A)	identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been President of the United States;	18(A)	identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been President of the United States;	No change.
7	18(B)	analyze the contributions of Texas leaders such as Henry B. González, Phil Gramm, Barbara Jordan, and Sam Rayburn.	18(B)	identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner "Cactus Jack", James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.	The level of this expectation was greatly lowered but the quantity of required items was significantly increased.
7	19	Culture. The student understands the concept of diversity within unity in Texas.	19	Culture. The student understands the concept of diversity within unity in Texas.	No change.
7	19(A)	explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;	19(A)	explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;	No change.
7	19(B)	describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture; and	19(B)	describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;	Change in grammar.
7	19(C)	identify examples of Spanish influence on place names such as Amarillo and Río Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry.	19(C)	identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and	The expectation was broadened to include other cultures and an illustrative list was added.
7	19(D)		19(D)	identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elizabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.	Bedichek, an author, was removed from the science and technology strand and an illustrative list of other artists were added.

7	20	Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas.	20	Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas.	No change.
7	20(A)	compare types and uses of technology, past and present;	20(A)	compare types and uses of technology, past and present;	No change.
7	20(B)	identify Texas leaders in science and technology such as Roy Bedichek, Walter Cunningham, Michael DeBakey, and C.M. "Dad" Joiner;	20(B)	identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;	Bedichek and Joiner who were not science or technology leaders were removed and replaced with other illustrative examples.
7	20(C)	analyze the effects of scientific discoveries and technological innovations, such as barbed wire, the windmill, and oil, gas, and aerospace industries, on the developments of Texas;	20(C)	analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;	The expectation is now more focused on the development of Texas and the illustrative list was modified to be more flexible.
7	20(D)	evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land;	20(D)	evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and	No change.
7	20(E)	analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world; and	20(E)	analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world; and	No change.
7	20(F)	make predictions about economic, social, and environmental consequences that may result from future scientific discoveries and technological innovations.			Expectation was deleted in light of it unassessible nature.
7	21	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	21	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 knowledge statement became more involved as one must teach an established research method and assessing the validity of sources.

7	21(A)	differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;	21(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 Texas;	This expectation now includes assessing the validity of a source.
7	21(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;	21(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;	No change.
7	21(C)	organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;	21(C)	organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;	No change.
7	21(D)	identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;	21(D)	identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;	No change.
7	21(E)	support a point of view on a social studies issue or event;	21(E)	support a point of view on a social studies issue or event;	No change.
7	21(F)	identify bias in written, oral, and visual material;	21(F)	identify bias in written, oral, and visual material;	No change.
7	21(G)	evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and	21(G)	evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and	No change.
7	21(H)	use appropriate mathematical skills to interpret social studies information such as maps and graphs.	21(H)	use appropriate mathematical skills to interpret social studies information such as maps and graphs.	No change.
7	22	Social studies skills. The student communicates in written, oral, and visual forms.	22	Social studies skills. The student communicates in written, oral, and visual forms.	No change.
7	22(A)	use social studies terminology correctly;	22(A)	use social studies terminology correctly;	No change.
7	22(B)	use standard grammar, spelling, sentence structure, and punctuation;	22(B)	use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;	Proper citation of sources was added to align with College Readiness Standard and curb plagiarism.
7	22(C)	transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and	22(C)	transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and	No change.

7	22(D)	create written, oral, and visual presentations of social studies information.	22(D)	create written, oral, and visual presentations of social studies information.	No change.
7	23	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	23	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	No change.
7	23(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	23(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	No change.
7	23(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.	23(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.	No change.