



State Board of Education

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Memorandum

To: SBOE Work Group – A and Content Advisors
From: Aaron Kinsey, SBOE Chairman
Date: February 9, 2026

Subject: SBOE Social Studies K-12 TEKS Review and Revision Process Cycle 2025 – Work Group Charge

Welcome teachers, educators, parents, community members, and business members. I am happy to host you for the next two days as part of the State Board of Education (“SBOE”) Social Studies TEKS Review and Revision process. The last full review of these TEKS was accomplished in 2010, with incremental changes since that time. As many of you are aware, the SBOE is laser-focused on reviewing and revising the Social Studies TEKS that will impact Texas students for generations to come.

The current process incorporates lessons learned from a 2022 attempt to revamp these TEKS. One important lesson from that effort was that the SBOE needed to provide much clearer guidance to workgroups to turn ideas into actionable student expectations. The SBOE has done this by adopting the following guidelines:

- [Course Sequence \(K-8\)](#) and [Strands \(all courses\)](#) [adopted by SBOE in September 2025]
- [Key Topics and Subtopics](#) [adopted by SBOE in January 2026]

Together, these adopted “guidelines” clearly communicate the intended direction of this Social Studies effort.

In following the SBOE-adopted TEKS Review and Revision Process, a (highly important) step is to solicit assistance from workgroups built from across the state, with the mission to turn the SBOE’s guidance into written TEKS.

As members of these work group teams, I want to recognize the important role you each will play in reaching our goal of establishing outstanding TEKS for Social Studies. Your expertise and input are critical to turning the Board’s vision into teachable standards.

It is my intent that the TEKS produced by Workgroup A will serve as the initial draft of TEKS, to be presented for discussion at the SBOE’s Special Called Meeting on February 25th. At that meeting, the SBOE will provide feedback on alignment with the Board’s intent (as specifically communicated in the “guidelines”) and proceed forward toward a final completion in June 2026.

Please review the details on how to accomplish this important work as contained in **Attachment A** of this document.

Again, thank you in advance for your contributions to this process and I look forward to reviewing your work product.

Gustavo Reveles El Paso, District 1	LJ Francis Corpus Christi, District 2	Marisa B. Perez-Diaz San Antonio, District 3	Staci Childs Houston, District 4	Rebecca Bell-Metereau San Marcos, District 5	Julie Pickren Pearland, District 7
Audrey Young Trinity, District 8	Keven Ellis Lufkin, District 9	Tom Maynard Florence, District 10	Brandon Hall Aledo, District 11	Tiffany Clark DeSoto, District 13	Evelyn Brooks Frisco, District 14

Attachment A

The Work Groups shall work individually and collectively to follow the charge given, by:

- 1) Utilizing the 2-day work time from February 10-11, 2026, to complete only the charge provided.
- 2) Utilizing the Key Topics and Subtopics adopted by the Board in January 2026 as the foundation document for work involving grades K – 8 and identified High School Courses. Use existing individual TEKS if applicable to the adopted course sequence, key topics, and subtopics.
- 3) Reviewing the Key Topics and Subtopics for your assigned grade level range or course(s).
 - a. Carefully consider the amount of time necessary for students to develop mastery of the content and ensure that all student expectations reasonably can be taught within the amount of time typically allotted for the subject or course prior to the end of the school year or a state end-of-course assessment required by TEC, §39.023, as applicable
 - i. Indicate if the amount of content included in the grade or course SBOE approved content outline is too much, just right, or too little.
 - ii. For any grade or course with too much content, make recommendations and provide justification for any content that should be removed. Make no additions if the course is identified to have too much content.
 - iii. In the event that any grade or course contains too little content, make recommendations and provide justification for any content that should be added.
 - iv. Work Groups may not provide substitutions for content that the SBOE has adopted in the Key Topics and Subtopics document. (e.g. deletion of content based on romanette i. followed by additions of content from romanette iii.)
- 4) Ensure that student expectations are content driven for your assigned grade level or course
 - a. Review each Key Topic
 - i. Embed a verb in the key topic to indicate a general understanding of the identified content. This will guide the creation of the TEKS Knowledge and Skill statement.
 - ii. Embed language aligned with social studies disciplinary skills, as appropriate, in the key topic.
 - b. Review each Subtopic
 - i. Embed a verb in subtopics, as appropriate, to indicate the level of cognitive thinking or rigor at which the student must demonstrate mastery. Maintain consideration of how the verb may adjust instructional time needed to reach mastery of the skill. This will guide the creation of TEKS student expectations.
 - ii. Embed language aligned with social studies disciplinary skills, as appropriate, in the subtopics.
- 5) When analyzing the key topics and subtopics, consider the general course of study, not what might be covered in an Advanced Placement course
- 6) For all other high school courses not specifically listed in the SBOE adopted Key Topics and Subtopics document, the assigned work group shall:
 - a. Utilize the current TEKS as the foundational document.
 - b. Create strand tags for knowledge and skills statements and student expectations as appropriate using the SBOE adopted strands. (examples of tagging strands will be provided to the work group for consideration)
- 7) Utilize the documentation process provided by staff to track all revisions to show what has been changed. Keep in mind that work products will be posted to the SBOE website for transparency of the process and for opportunity to collect feedback from stakeholders
- 8) Leave any and all official documents with TEA staff