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## **Recommendations for the SBOE on the Work Group draft documents**

**February 2026**

Please review the Work Group Draft Documents and provide your input either by individual grade level, grade level groups, or as a whole document. Include the following information per step 24 in the process. Grade Level recommendations on additional work to be completed

- **General Statements about the draft?**
- **What work should be completed in the next work group convening?**

### **General Statements About the Draft**

The draft I reviewed was a kaleidoscopic blend of colors in some places (indicating striking content, adding verbs and skills, and moving content) but having been on hand for the process, I was familiar with what was indicated with each notation. It is a tangle of colors, at any rate.

This is clearly a work in progress. But, overall, the process is working, although not as seamlessly as one might hope. Democracy is a sloppy business sometimes, but the process by which the people's voice can be heard is important in the representative form of government which we enjoy.

I am pleased by the move toward a narrative approach to history, and an emphasis on Western Civilization as shaping the bedrock principles of our nation. I am glad to see an open discussion of Christianity as an influential force in shaping the American character. Other world religions are treated with respect in most cases, yet the single most important shaper of American culture is sometimes treated with trepidation. Mentioning Christianity is not proselytizing, but rather an admission of the reality of the history of the United States.

No matter one's personal faith or belief, religious impulses shape the human genius in ways that play out in the history of our species. It crafts culture. Belief leads to action.

We are getting there. This has been an intensive, and exhausting, process. However, anything worth doing is worth doing right. I think we are doing this right.

That said, below are some specific comments.

### **SPECIFIC COMMENTS**

In general, the skills need to be embedded (or massaged) into the content. The skills are applied to the content.

1. Kinder- line 15

Recommendation: keep all of these as "including" statements. as they establish the minimum expectation for consistent student learning across classrooms. They also provide necessary

clarity and guidance for teachers who need more defined direction, particularly those who are new to the profession.

2. Kinder line 19

Recommend: needs and wants are part of current kindergarten TEKS

3. Kinder line 20

Recommendation: to name an innovation that Franklin is known for like the post office. as specifics establish the minimum expectation for consistent student learning across classrooms—across the state. They also provide necessary clarity and guidance for teachers who need more defined direction, particularly those who are new to the profession.

### **GRADE 1**

4. Grade 1 line 4. Why was Paul Revere removed?

5. Grade 1 line 14

Recommendation to keep Comanche, horses, and bluebonnets because these are direct Texas connections/ symbols of Texas and spiral from kindergarten.

### **GRADE 2**

6. Grade 2 line 7 D

Recommendation to keep Dolley Madison as a female and hero

### **GRADE 3**

7. Grade 3 line 1 E

Recommendation to keep Phoenician alphabet as it shows different types of writing and is a contribution to America and Texas. This is an inspiration for the alphabet we use today.

8. Grade 3 Line 5 B

Recommendation to keep this as there are significant cultural and historic ties to American culture and history and there are percentage requirements in the framework to tie these things to America and Texas

9. Grade 3 line 6 B

Recommendation to keep this as there are percentage requirements in the framework to tie these things to America and Texas

10. Grade 3 line 7 B

Recommendation to Keep Washington comparison to Cincinnatus and Sam Houston to Gaius Marius and keep Julius Caesar and Augustus for whom the months July and August are named as there are percentage requirements in the framework to tie these things to America and Texas

11. Suggestion was made to remove in this section (after 7 C) to remove the entire section on Christianity. The rationale is that it is redundant, but I am not sure where else it is mentioned.

#### **GRADE 4**

QUESTION: Where is the crusades in grade 4?

12. Grade 4 Line 1 E

Suggestion to remove gun powder and printing for streamlining. Recommendation: this does not actually streamline. students still have to research. Providing these innovations establishes the minimum expectation for consistent student learning across classrooms. They also provide necessary clarity and guidance for teachers who need more defined direction, particularly those who are new to the profession.

13. Grade 4 Line 3G. Not sure what exactly we are comparing. The Muslim perspective vs. the Christian perspective on the Reconquista?

#### **GRADE 5**

14. Grade 5 Line 3B

Moscoso, the successor to De Soto, did in fact traverse east Texas.

15. Grade 5 Line 4E

Recommendation: add "mandatory" to "community responsibility of mit'a"

16. Grade 5 Line 1A

It was suggested to remove the details of this, but the recommendation is to keep it in order to meet required percentages from framework as things that inspired America and Texas

17. Grade 5 line 3 C and D- remove dates?

#### **GRADE 6**

18. Grade 6 Line 9C

They recommended only removing rule of law.

Suggestion: keep rule of law (it's a key topic in K-2), individual rights, limited government, and Constitution as supreme law of the land. This really is a huge list and these things can be built on in other grades.

19. Grade 6 Line 5C

suggestion to remove expanded voting rights.

Recommendation to keep this as this was a significant change in who could vote

#### **HIGH SCHOOL US HISTORY**

General comment: There needs to be a general reconciliation between this course and the US content in the 6<sup>th</sup> and 7<sup>th</sup> grades.

20. Line 3B. Change to IDENTIFY and keep the full list of influences  
US history line 5 emergence of national identity under war of 1813. Recommendation to keep.  
this is important to the development of patriotism

21. Line 6 B  
they suggested removing all of this content INCLUDING TEXAS  
REVOLUTION. Recommendation to add it back. in order to establish the minimum expectation  
for consistent student learning across classrooms. They also provide necessary clarity and  
guidance for teachers who need more defined direction, particularly those who are new to the  
profession.

22. Line 7 E  
Suggestion: specific events to trace in order to establish the minimum expectation for consistent  
student learning across classrooms. They also provide necessary clarity and guidance for  
teachers who need more defined direction, particularly those who are new to the profession.

23. Line 8 B  
Recommendation add Tariffs, bleeding Kansas, and Dred Scott to this in order to establish the  
minimum expectation for consistent student learning across classrooms. They also provide  
necessary clarity and guidance for teachers who need more defined direction, particularly those  
who are new to the profession.

24. Line 8 C  
go to grade 6 and find some events/ battles to put here in order to establish the minimum  
expectation for consistent student learning across classrooms. They also provide necessary  
clarity and guidance for teachers who need more defined direction, particularly those who are  
new to the profession.

25. Line 8 D  
Name these in order to establish the minimum expectation for consistent student learning across  
classrooms. They also provide necessary clarity and guidance for teachers who need more  
defined direction, particularly those who are new to the profession.

26. Line 9 C  
These need to be named explicitly due to the political nature of this topic

27. Line 10 B, C  
add specificity here

28. Line 12 A, B, C  
more specificity needed here

29. Line 13

There is so much cold war missing. Nothing on iron curtain, Truman doctrine, Berlin Wall. This needs many recommendations read all rationale and notes in this whole section

30. Line 13 E

Lots of specificity needed here for consistency across classrooms and for ease of assessment.

31. Line 13 H

recommendation to add Reagan's *City on a Hill* speech to show his belief about America and its role in global affairs.

## **INSTRUCTIONS FOR WORK GROUP B**

The convening of Work Group B will inaugurate a streamlining of the content to make it practical for an instructional year, with the understanding that how the TEKS are written will determine how much classroom time will be required to cover that standard.

Work Group B members should understand that there is a Thesis to this framework—there is a purpose to this overhaul of what our kids learn in the K-12 educational journey. The United States is a product of a process. Our nation is the culmination of an idea, and an idea that has a intellectual genealogy of sorts. After all, thoughts begat thoughts, and the human journey is one that accumulates knowledge and wisdom through the ages. In the American experience, this was Western Civilization, with wellsprings in Jerusalem, Athens, Rome, London, and Philadelphia. Other world cultures influenced the formation of the United States, but none—by far—compare to that of the collective West.

Defining Western Civilization and identifying its role of in the creation and perpetuation of the United States is the purpose of this curriculum. Crafting a prepared citizenry for a responsible role in the life of our state and nation is the goal, in the spirit of the classical concept of civic virtue.

The use of narrative history, and the use of content spiraling and repetition has an important place and is a key feature of this new framework. We, collectively, are releasing social studies from its long imprisonment in silos, and making the connections between topics, people, and events that make the story make sense. We are also restoring it to its rightful place as part of the core disciplines in our state's schools.

Some may argue that Texas is too heavily represented in this framework. To the contrary. Texas is the best expression of the American idea, and as a result, a culmination of the American promise. Perhaps the best insights into the original intent of our nation's founders. Ultimately, this is a curriculum for TEXAS students. This is the story they are inheriting, with all of its nuance, influences, and above all . . . promise.

This is important work.

**Donald S. Frazier, Kerrville, Texas.**