

February 17, 2026

Dear Colleagues:

My apologies for not being able to attend yesterday's virtual session to review the recommendations provided by the workgroups. I trust that it was a productive discussion. I attended the workgroup focused on K-2 and found the participants to be extremely knowledgeable and engaged. I do agree with others that it would be beneficial if the groups were organized by grade level moving forward. This would ensure that most participants have experience in teaching early childhood and understand what is developmentally appropriate for children ages 5-8.

These are the questions I captured from work group A:

- Since we were constrained in our charge, and we were directed not to add any content if we decided to remove content, will upcoming work groups be able to add content and have more flexibility?
- How will members of work group B be selected? How will TEA decide which members from work group A will come back to work group B?
 - Can SBOE/TEA ensure that those selected are experts in that content?
- How will vertical alignment be addressed?
- How will foundational content be identified and added, to ensure students understand core concepts before diving into more complex history. (eg. Discussing people associated with the Boston Massacre before teaching about the event itself which removes key figures from their historical context. The group did not feel that the massacre itself was appropriate for first grade.)
- How will teachers learn to use the skills document and address skills in the TEKS?

I would recommend that we as content advisors accept Workgroup A's recommendations related to Grades k-2. There was wide consensus that too much content was being included especially given the actual amount of instructional time available for social studies in the early grades. I would not recommend adding back content that they have suggested to delete or move to a later grade to allow time for deep learning and foundational skill building.

Similarly, I have no objections to the recommendations made by the workgroup regarding personal financial literacy. I support their suggestions to either remove content or to reorder it for understanding as in the case of business structures and earning income.

Thank you,

Dr. Kate Rogers