

Content Advisors Consensus Document

Recommendations for the SBOE on work to be completed based on the Work Group A draft

February 2026

General Statements
<ul style="list-style-type: none"><li>• We would like to commend the Work Groups on the work completed considering the challenges of the charge and the timeframe for completing the work using the adopted key topics and subtopics.</li><li>• We appreciate the thoughtful integration of skills and content.</li><li>• The Content Advisor team recommends that they be given the opportunity to provide Work Group B a revised version of the Work Group A product when appropriate.</li><li>• Use “including” in lieu of “e.g.” or “such as” statements to facilitate specificity of content and support local and state assessment of the content.</li><li>• Use measurable verbs. Verbs such as “trace” and “recognize” are difficult to assess.</li><li>• Review verbs to ensure that rigor and cognitive level are grade appropriate.</li><li>• Deleted content removes opportunity for spiraling. Revisited topics should be included and explored at a deeper level.</li><li>• When considering content to delete, ensure a balanced approach that doesn’t disproportionately remove culture and religion.</li><li>• Deletions to reduce content may have decreased specificity without reducing instructional time.</li><li>• Consider as part of the introduction statement that districts should be encouraged to honor local history beyond what is prescribed in the TEKS.</li><li>• Retain any content that connects ancient history with modern American and Texan history, especially in grade 3 and include an explanation of the connection.</li><li>• Retain any content that connects the American Declaration of Independence and the Texas Declaration Independence.</li><li>• Due to time constraints, there are additional recommendations that may not be explicitly mentioned in this document.</li><li>• While this document reflects the Content Advisors collective discussion about the Work Group A product, individual reports reflect individual recommendations that might not be represented here.</li></ul>
Kindergarten
First Grade
<ul style="list-style-type: none"><li>• 4(B) - Retain Paul Revere (pg. 9)</li><li>• 14 (A) and (C) - Retain Comanche, horses, and bluebonnets (pg. 12)</li></ul>
Second Grade
<ul style="list-style-type: none"><li>• 7 (D) - Retain Dolley Madison (pg. 17)</li></ul>
Third Grade
<ul style="list-style-type: none"><li>• 1 (E) - Retain the Phoenician alphabet and the connection to our alphabet (pg. 20)</li><li>• 5 (B) - Retain content about Moses, Hebrew slavery, the Exodus, and the Promised Land (pg. 22)</li><li>• 15 (B) - Retain the contributions of ancient Rome to American Culture (pg. 24)</li><li>• 18 - Retain content about history of Christianity (pg. 24)</li></ul>
Fourth Grade
<ul style="list-style-type: none"><li>• 3(B) - Move “feudalism e.g. castles and knights” to 3(D) (pg. 26)</li></ul>

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<ul style="list-style-type: none"> <li>• 3 (D) - Remove content associated with term “cowboy code” as it is not historically based (pg. 24)</li> </ul>
Fifth Grade
<ul style="list-style-type: none"> <li>• 4 (C) - Retain pirates and privateers in its original location and do not move to 4(A) (pg. 32)</li> <li>• 7 (B) - Add Crispus Attucks under 7B as it was recommended for deletion in 2<sup>nd</sup> grade by the WG (pg. 34)</li> <li>• 9(C) – Retain Rule of law (pg. 35)</li> </ul>
Sixth Grade
Seventh Grade
Eighth Grade
World Geography Studies
<ul style="list-style-type: none"> <li>• We recommend organizing the content explicitly for each region and including historical geography.</li> <li>• (13) Retain Central Asia and South Asia as a key topic because of historical connections among countries in the region. (pg. 69)</li> </ul>
World History Studies
<ul style="list-style-type: none"> <li>• Deletions resulted in lack of specificity particularly for the ancient Middle East, Israel, Rome and Christianity. (pgs. 72-73)</li> </ul>
Economics with Emphasis on the Free Enterprise System and Its Benefits
United States History Studies
<ul style="list-style-type: none"> <li>• SS Skills need to be embedded in the content rather than listed as a separate line.</li> <li>• Deleted content removes specificity from the K&amp;S and SE, recommend leaving content to provide clarity to teachers on content to be taught.</li> <li>• Verb choice needs to match the appropriate for the grade level</li> <li>• See document with line by line recommendations</li> </ul>
United States Government
<ul style="list-style-type: none"> <li>• (32) - Retain content about Texas government and politics (pg. 118)</li> </ul>
Personal Financial Literacy (PFL)
Psychology
Sociology
<ul style="list-style-type: none"> <li>• Content needs additional clarity and specificity.</li> </ul>
Ethnic Studies, African American Studies
<ul style="list-style-type: none"> <li>• We agree with a chronological approach to the content. Workgroups need the opportunity to adjust TEKS language (not delete content) but organize the content under appropriate eras.</li> </ul>
Ethnic Studies, Mexican American Studies
<ul style="list-style-type: none"> <li>• We agree with a chronological approach to the content. Workgroups need the opportunity to adjust TEKS language (not delete content) but organize the content under appropriate eras.</li> </ul>
Economics Advanced Studies

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Social Studies Advanced Studies
Social Studies Research Methods
Special Topics in Social Studies