

Individual Work Product

Andrea Hutchison | Content Advisor to the Texas State Board of Education

This document represents my Individual Work Product on Work Group B Draft of Social Studies TEKS, as of March 24, 2026. The following recommendations reflect my independent analysis as a Content Advisor in the K–12 Social Studies TEKS revision process. Where my recommendations align with the Content Advisor consensus, that agreement is noted. Where my professional judgment differs from the consensus position, I have provided alternative and/or additional recommendations grounded in curriculum research, vertical alignment, and the needs of Texas students and teachers. It is my hope that both my agreements and departures from consensus serve the Board's goal of developing rigorous, accurate, and meaningful social studies standards.

Grade Level	Standard(s)	Commentary
General	General	<p>Effective standards define what students should know and be able to do, but they should not prescribe the answer. When standards include explanatory detail, that information belongs in a TEKS guide where it can inform instruction without narrowing the standard itself. For example, 'Explain the significance of the Texas Declaration of Independence' is preferable to 'Explain that the Texas Declaration of Independence was a document that declared independence from Mexico allowing the formation of the Republic of Texas'. The latter provides the answer rather than defining the expectation. If the goal of a standard is for students to know the exact information included in a standard, the correct verb should be “identify”. See below for more detail.</p>
General	General	<p>I recommend adding a list of disciplinary skills to the introduction section of each course. This would give teachers a clear foundation for the skills already embedded in the TEKS while also creating space to incorporate additional skills where appropriate.</p> <p>Looking at the Work Group B product, the majority of skills indicated by an "S" appear to be geography skills, and most of those are limited to map labeling activities. I would strongly advocate for broader inclusion of disciplinary thinking skills, particularly those outlined in the approved strands and those required by statute. Specifically, civil discourse, in which students are required by statute to “actively listen and engage in civil discourse, including discourse with those with different viewpoints” (TEC 28.002 h-2) seems to be missing. I would strongly encourage adding this explicit skill into the</p>

		TEKS.
General		I recommend reviewing the strand tagging for elementary courses. While multiple strands are represented, the current distribution appears heavily weighted toward geography. This imbalance may warrant a closer look to ensure the tagging accurately reflects the disciplinary thinking strand most appropriate for each standard, rather than defaulting to geography as a catch-all designation.
General	General	Use the term “American Revolution” instead of “American War for Independence” for consistency, were applicable.
Kinder	General	Include all content advisor recommendations from the consensus document with the addition of these below:
Kinder	1E	Change to “Identify the U.S. Constitution as the foundational document that establishes laws and protects the rights of people in our country.” Liberties and freedoms are synonymous, and the “most important rule book” is redundant as it is the only “rulebook”.
Kinder	13EF	Combine into one standard
1st Grade	General	Include all content advisor recommendations from the consensus document with the addition of these below:
1st Grade	2AB	The standard is too narrow. Consider “Define producers as people who make goods or provide services, and identify examples of producers in the community including farmers”. and “Define consumers as people who buy or use goods and services, and identify examples of consumers in the community”
1st Grade	2H	Remove. Redundant to 2G
1st Grade	4B	Change “seeking freedom to follow their religion” to “seeking religious and political freedom” to align with Kindergarten standards.
1st Grade	Topics 3 &4 Move 4E to Kinder	Remove as this topic was already covered in Kindergarten.
1st Grade	7E	Remove as this is redundant with 7D
1st Grade	7F	Change from “recite” to “identify”

1st Grade	7G	Combine with 7A
1st Grade	8B	Change from “recognize” to “identify”
1st Grade	8D	Combine with 7D above
1st Grade	8E	Delete as this is repeated from Kinder
1st Grade	9A	Move to topic 7
1st Grade	9B	Move to Kinder (see above) as this is not connected to the Declaration of Independence.
1st Grade	10A	Rewrite to be more specific and accurate: “Define missions as Spanish colonial settlements that included churches, where Spanish priests worked to convert American Indians to Christianity and where Native peoples were required to live and work”.
1st Grade	13 AB	Combine and move up to 12
1st Grade	15B	Remove “life as a preacher” as it is not significant to the context as a Civil Rights Leader. This will also simplify this standard by allowing first grade students to focus on his story as a Civil Rights leader.
1st Grade	15 EF	Combine
2nd Grade	General	Include all content advisor recommendations from the consensus document with the addition of these below:
Second Grade	2 ABCD	Remove this entire section. It feels out of place. There is not enough information given about each civilization for students to get a thorough understanding.
2nd Grade	4D	Remove. Redundant as they are already explaining this concept in 4C.
2nd Grade	5B	Reword for clarity: “Explain the contributions of the Oneida and Tuscarora nations to the American Revolution, including scouting, carrying messages, and sharing food with Patriot forces”
2nd Grade	5D	Change American Army to Continental Army
2nd Grade	6B	Change to “Explain the concept of rule of law” and move the “means everyone must follow the same rules to keep society fair and safe” to the TEKS guide.
2nd Grade	8A	Remove “religious communities known as” as this was already established in previous standards.

3rd Grade	1F	Edit for clarity: "Explain how ancient Egyptians used papyrus and hieroglyphics to record information and how the Rosetta Stone helped historians decode hieroglyphics."
3rd Grade	1G	Edit for clarity. Change to "Explain the purpose of Egyptian pyramids and obelisks and compare to similar modern-day buildings including the Washington and San Jacinto monuments".
3rd Grade	1H	Edit for clarity: "Explain how artifacts including copper and seashells, found far from Poverty Point provide evidence that its people traded over long distances"
3rd Grade	3BC	Combine
3rd Grade	3D	Edit to include sourcing skill: "Locate the White Shaman rock art site in the lower Pecos River valley on a map and analyze how the rock art found there serves as a primary source and provides evidence of the beliefs and cultures of early American Indians in Texas"
3rd Grade	4E	Add the word "some" back in to avoid generalization.
3rd Grade	4G	Edit for clarity and to bring in disciplinary skills: "identify ancient Greek pottery as a primary source and corroborate with a secondary source that explains Greek daily life"
3rd Grade	6H	Remove to cut down on standards. This content is not needed and wording does not make sense.
3rd Grade	6J	Change to describe voting as a right and a responsibility
3rd Grade	6L	Remove "...and compare these ideas to laws and government in America and Texas today" as students won't have the necessary foundation.
4th Grade	1	Restore standards addressing Asia, Africa, and the Middle East during the Middle Ages. Limiting this period to European history misrepresents the scope of global development during this era and excludes significant civilizations, trade networks, and events that shaped the medieval world.
4th Grade	1B	Edit for clarity: Suggestion: "Identify the role of the Catholic Church in medieval European society, including the influence of the Pope"
4th Grade	1C	Oversimplification. Edit to include multiple purposes and perspectives. Change to: "Explain the causes and effects of the Crusades, including the goal of reclaiming Jerusalem and the impact on

		European, Muslim, and Jewish populations”
4th Grade	2I	Change to describe voting as a right and responsibility
4th Grade	3G	Comparing the mit'a system to communism is presentist. It anachronistically compares a modern ideological framework (communism) to an ancient labor system which does not lead to valid historical thinking. Comparing these two implies a meaningful similarity that doesn't exist. TEC 28.002 specifically states the “State Board of Education shall, as appropriate, adopt essential knowledge and skills that develop each student's understanding of communist regimes and ideologies” . This is not an appropriate way to develop understanding of communist regimes. Furthermore, students do not have the necessary foundation of communist regimes at this point.
4th Grade	4F	Add “on a map” after “locate”
4th Grade	4G	Edit to include more geographic thinking: “Explain how the geographic location of the Jumano enabled them to participate in regional trade networks, including the Pueblo and Caddo, across Texas and the Southwest”
4th Grade	5F	I recommend restoring this standard as written. Examples of Renaissance art serve as crucial primary sources for the time period and are essential to authentic historical inquiry. The selection of specific works is best left to instructional material companies, who are well-positioned to identify age-appropriate and contextually suitable pieces aligned to the suitability rubric.
4th Grade	6K	Restore. Students are required to engage in civil discourse, including discourse with those with different viewpoints” per statute (TEC 28.002 h-2). So far civil discourse has not appeared in standards.
5th Grade	1C	Remove “and compare how this innovation also helped spread ideas when American founders shared arguments for independence” so the standard focuses on the Reformation time period. The role of the printing press can be added as an extra standard for the revolution topic if needed.
5th Grade	1F	Edit for clarity: “explain John Locke's concept of natural rights, including life, liberty, and property, and how his ideas influenced the founding principles of the United States and Texas”
5th Grade	1H	Include “also known as the free enterprise system” after capitalism

5th Grade	2Q	Remove. The framework calls for only 15% of world history. This does not seem like world history content that needs to be included in that 15%. It is not needed to understand the American colonies.
5th Grade	2P	Consider changing to “compare the scale of slavery in the American colonies to other regions in the Americas, including the Caribbean and South America”. This revision will also allow students to practice the skills of charts and graphs using numerical comparisons.
5th Grade	3EF	Combine into one standard: Explain effects of Spanish Catholic missions and presidios on Texas settlement including the spread of Christianity, and their effects of Texas settlement and trade.
5th Grade	4B	Recommendation: Move “define mercantilism as an economic system that limited colonial trade and production to benefit Great Britain” as a new standard above 4B instead of 7A as this is where it is first introduced.
5th Grade	5G	Remove the term “first” see above in Kinder and 1st Grade The verb “describe” does not align to the structure of the standard. Change to “Describe the Thanksgiving between the Wampanoag people and the Pilgrims”.
5th Grade	5H	Comparing the free enterprise at Jamestown to communism is presentist. It anachronistically compares a modern ideological framework (communism) to an colonial time period which does not lead to valid historical thinking. Comparing these two implies a meaningful similarity that doesn't exist. TEC 28.002 specifically states the “State Board of Education shall, as appropriate, adopt essential knowledge and skills that develop each student's understanding of communist regimes and ideologies” . This is not an appropriate way to develop understanding of communist regimes. Furthermore, students do not have the necessary foundation of communist regimes at this point to offer a valid comparison. Edit to say: “explain how the Jamestown settlement reflected emerging ideas of free enterprise and private property as foundations of economic and political life in the American colonies” By establishing a strong foundation of what free enterprise is, students will be more able to compare it to communism during a more appropriate historical period.

5th Grade	5J	Remove “and American exceptionalism”. The purpose of this sermon was to unite colonists, not about collective superiority. American exceptionalism as a formal concept has its roots in Alexis de Tocqueville's <i>Democracy in America</i> (1835). Including American exceptionalism here would be applying the term retrospectively. Introducing the concept of American exceptionalism would make more sense historically after the founding of the United States or after 1835.
5th Grade	7A	Mercantilism is mentioned in an above standard (4B) which would insinuate that students can already explain mercantilism Reword 7A to “explain how mercantilism led to increasing discontent among colonists”
5th Grade	7E	Edit for accuracy: Describe the Boston Massacre and explain how colonial leaders used the Boston Massacre as propaganda to turn colonists against British rule
5th Grade	8F	Edit for clarity: “Explain the significance of the Declaration of Independence including the idea that “all men are created equal”, and that people have “unalienable rights” including “life, liberty, and the pursuit of happiness” Separate standard: “Identify July 4, 1776 as the date the Declaration of Independence was adopted”. Rationale: Adopted is more historically accurate than “signed” as it wasn’t signed until later.
5th Grade	8Q	Remove. Galvez was removed during the streamlining in 2018.
5th Grade	9FGIJ	Combine into one: “Describe the basic principles of government found in the U.S. Constitution including popular sovereignty, republicanism, limited government, separation of powers, checks and balances, and federalism and explain how they prevent tyranny” This will allow students to understand how these principles work together to prevent tyranny. Definitions of the principles can go in the TEKS guide.
5th Grade	9H	Edit for clarity and specificity: “Identify the three branches of government (legislative, executive, and judicial) and explain

		<p>the function of each”</p> <p>Present the branches in the order they appear in the Constitution: Legislative (Article I), Executive (Article II), and Judicial (Article III).</p>
5th Grade	9K	Keep standard as in from Work Group B document
5th Grade	9L	<p>Change to “summarize the ten amendments listed in the Bill of Rights”.</p> <p>Rationale: using the verb list could be interpreted as listing them as they are presented in the Constitution. This better aligns with current TEKS.</p>
5th Grade	9PQ	<p>Include Adams presidency</p> <p>Change to “Explain key foreign and domestic events of John Adams presidency including the Quasi War and the Virginia and Kentucky Resolutions”</p> <p>Adams can be considered of the “Age of Washington”</p>
5th Grade	2H	Keep standard as is according to Work Group B documents: “Analyze the importance of the Monroe Doctrine in shaping United States foreign policy in the Western Hemisphere”
6th Grade	5 (knowledge statement)	Change to just “Westward Expansion”. Nothing in the SEs relates to Texas statehood as the time period is from 1825 to 1835.
6th Grade	6 (knowledge statement)	Change to just “Westward Expansion”. This section is about the revolution, so including “Texas statehood” in the title is not accurate.
6th Grade	6B	Edit to “Describe how William B. Travis's leadership decisions at the Alamo influenced the outcome of the battle and the broader Texas Revolution”
6th Grade	8C	Restore removed standard that states: “Analyze the causes of the American Civil War by explaining how disagreements over slavery, states’ rights, and tariff policies increased sectional tensions between the Northern and Southern states”
6th Grade	8G	Restore removed standard that states “explain how abolitionist efforts increased national debate over slavery and contributed to growing sectional tensions before the Civil War”
6th Grade	8G	Keep language from Work Group B: “analyze major events

		that increased sectional tensions and led to the Civil War, including the impact on Texas of the Compromise of 1850 with the Fugitive Slave Act, popular sovereignty, the Kansas Nebraska Act, the Dred Scott decision, and Bleeding Kansas”
6th Grade	8Q	Edit to “Explain the historical significance of Juneteenth and its connection to the emancipation of enslaved people in Texas”
7th Grade	1C	Keep 1C as is in the Work Group B document “analyze the immediate and long-term effects of Theodore Roosevelt’s major domestic issues, including the National Park Service and Meat Packing Act policy actions”
7th Grade	1D	Keep 1D as is in the Work Group B document “analyze the immediate and long-term effects of Theodore Roosevelt’s major foreign policies, including the Monroe Doctrine and Panama Canal”
7th Grade	1F	Remove as this is covered in 6th grade.
7th Grade	4B	Remove- not necessary
7th Grade	4F	Per content advisor consensus document: change verb to “identify” for time constraints
7th Grade	6BCDE	Remove due to time constraints
7th Grade	7M	Keep 7M as is in the Work Group B document “explain the outcomes of the Conferences at Yalta and Potsdam”
7th Grade	New standard after 9C	Add standard “Explain how U.S. imperialism in the early 20th century affected the territories and peoples acquired through expansion, including Hawaii, Puerto Rico, and the Philippines”
7th Grade	9H	Remove due to time constraints
7th Grade	9N	Keep 9N as is in the Work Group B document “Analyze President Harry S. Truman’s decision to use the atomic bombs, created by the Manhattan Project, on Hiroshima and Nagasaki”
7th Grade	10C	Keep 10C as is in the Work Group B document “analyze Dr. Martin Luther King Jr.’s “I Have a Dream” speech as an appeal to America’s founding ideals of liberty and equality in the Declaration of Independence”
7th Grade	11E	Keep as is in the Work Group B document “describe the cultural revolution of the 1960s and early 1970s, including

		changes in music, youth culture, social value, and attitudes toward authority”
7th Grade	13A	Keep as is in the Work Group B document “explain the effects of the communist victory in Vietnam on United States foreign policy, including the War Powers Act”
8th Grade	1A	Restore to 8 geographical regions to align with earlier grade levels: “Identify regions on a map including East Texas, Blackland Prairie, Coastal Bend, Hill Country, South Texas, West Texas, Panhandle, Trans Pecos”
8th Grade	5A	Enlightenment and American Revolution not aligned to the Mexican National Period as stated in knowledge statement.
8th Grade	6I and 6L	Combine into one standard
8th Grade	7H	Restore verb to “analyze”
8th Grade	8 (Knowledge statement)	Rewrite to include Mexican-American War
8th Grade	8G	Keep original language: “describe how slavery developed and functioned in Texas, including its economic and social impacts”.
US History	2B	Restore original language: “compare the Jamestown settlement and Plymouth Colony, including the roles of indentured servitude and slavery”
US History	3E	Remove “Washington’s resignation as Commander in Chief of the Continental Army”
US History	2D	Restore/edit: “Explain how religious freedom motivated the founding of several English colonies, including Massachusetts, Rhode Island, Pennsylvania, and Maryland”
US History	4C	Edit for clarity: “Analyze key debates and outcomes of the Constitutional Convention, including James Madison’s contributions, the Great Compromise, the Three-Fifths Compromise, and competing views on the rights of individuals and states”
US History	New Standard (after 5A)	Explain how disagreements between Alexander Hamilton and Thomas Jefferson over the role of the federal government led to the formation of the first American political parties.
US history	8BC	Move fugitive slave act to C and move C above B
US History	8D	Remove. Redundant with 8B

US History	9E	Remove for time constraints. This has been covered extensively in previous grade levels.
US History	11H	Change to “Explain how the work of Ida B. Wells, Booker T. Washington, and W.E.B. Du Bois, and the founding of the NAACP reflected the ongoing struggle for civil rights in the post-Civil War era” for increased specificity.
US History	12A	From content advisor consensus document: “describe America’s growing role in world affairs from the Civil War to 1914, including America’s growing influence in Hawaii leading to annexation, the Open Door Policy, the Spanish-American War, the Panama Canal” for clarity
US History	13D	Keep as is in the Work Group B documents “analyze causes of the Great Depression including stock market crash, bank failures, monetary policy, tariffs, and the Dust Bowl”
US History	13E	Keep as is in the Work Group B documents “analyze the responses to the Great Depression, including the New Deal”
US History	14D	From content advisor consensus document: “describe the American homefront during World War II including manufacturing, labor migrations, rationing, the Manhattan Project, WASPs, Rosie the Riveter, the Bracero Program, and Japanese internment”
US History	14E	From content advisor consensus document: “describe events and people in the war in Europe, including the Tuskegee airmen, Eisenhower and D-Day, the Battle of the Bulge and Audie Murphy, the Holocaust and survivors, and the Fall of the Nazis
US History	14F	From content advisor consensus document: “describe events of the war in the Pacific, including Midway, island hopping, Iwo Jima, Navajo Code Talkers, and the decision to drop the atomic bomb”
US History	15B	From content advisor consensus document: “compare and contrast communism and free enterprise including property ownership, the role of government in the economy, and individual economic freedom”
	Add standard before 15F	“Compare the goals, strategies, and achievements of the African American, Chicano, and American Indian Movement (AIM) civil rights movements in the 20th century”
World Geography	General	Accept the standards presented in Work Group B as is instead of the Content Advisor consensus recommendation.

		This is organized nicely and will translate well to the classroom.
World History	1B	From content advisor consensus document: change to “describe how the Neolithic Revolution led to the development of agriculture, permanent settlements, and the growth of early civilizations”
World History	1D	Move to elementary. This should be foundational, not in a high school course that is not required.
World History	2A	From content advisor consensus document: remove “and” in front of Decalogue
World History	6C	From content advisor consensus recommendation: “explain important aspects of Indian history during the Maurya empire including the importance of monsoon’s effects on trade and agriculture, the Gupta empires including Indian mathematics”
World History	7B	From content advisor consensus recommendation: amend to: “Describe important political, economic, and cultural aspects of the Qin, Han and Tang Dynasties including the conquest of Southern China, the spread of Buddhism along the Silk Road, and the inventions of the compass, gunpowder, and paper”
World History	10A	From content advisor consensus document: Amend to: “analyze developments in medieval English legal history including common law, Parliament, habeas corpus, and private property rights”
World History	18A	From content advisor consensus document: remove as these are included elsewhere.
World History	19B	From content advisor consensus document: remove “and analyze” for time constraints
World History	19E	Remove “describe and”
World History	21B	From content advisor consensus recommendations: change to “identify key events on the western front and describe innovations including trench warfare and improvements in battlefield trauma care during WWI”
World History	24B	From content advisor consensus recommendations: change to “identify key events including invasion of Poland, D-Day, and the dropping of the atomic bomb on Hiroshima and Nagasaki and describe innovations including RADAR and blood banks during WWI”
World History	24D	Keep as is in work group B document: “analyze WWI

		propaganda, including images, media, and song lyrics, to evaluate perspective, reliability, and utility”
World History	25C	From content advisor consensus recommendations: correct spelling of “perestroika”
Sociology	1E	Keep as is in Work Group B document: “explain deviant behavior and how this behavior is viewed and treated in society”
Sociology	7A	Keep as is in Work Group B document: “explain how power affects social groups, modern political institutions, individuals and society”
Sociology	8C	Keep as is in Work Group B: “identify systems of social stratification”
Psychology	General	Reduce content for viability in a semester course
Psychology	1A	Remove for time constraints
Psychology	1D	Remove for time constraints
Psychology	3C	Remove
Psychology	4ABC	Remove for time constraints
Government	3AB	Remove due to time constraints
Government	4A	Remove- redundant with 9A
Government	4B	Change verb to “analyze”
Government	5	remove
Government	12	Remove “Ronald Reagan’s “A Time for Choosing” due to time constraints as it is not required by statute
Government	13B	Add in the cabinet
Government	13F	Remove- redundant with 9A
Government	13G	Keep Work Group B recommendation, and/or include civil discourse in the standard to analyze the pros and cons of the electoral college.
Government	15ABCD	From content advisor consensus recommendation: Remove “using inquiry and research methods to locate relevant sources”
Government	18C	Add in “gerrymandering”

Government	18	Add in a standard about the Media as this is apart of the knowledge statement
Government	18	Add in a standard about analyzing the electoral college
Personal Financial Literacy	2F	Keep Work Group B recommendation: "describe the relationship between postsecondary education and future income earnings"
Economics	General	It is my recommendation to reduce content in this course. Although it will now be a year long course, this is still too much content to be viable.
Economics	1B	Remove
Economics	2	Remove
Economics	3CD	Remove both
Economics	6 and 7	Remove- no SEs
Economics	14	Remove
Economics	19AB	Remove
Economics	22-25	Rewrite as SEs