

## General Comments

- I endorse all the revisions suggested by Dr. Donald Frazier in [K-12 SS TEKS - Cumulative Work Group B Product - March 24 2026](#). Some of my suggestions below also are mentioned in [K-12 SS TEKS - Cumulative Work Group B Product - March 24 2026](#).
- I mourn the lost detail as this was compressed! Generally, I would prepare greater specificity—and content-knowledge focused TEKS can provide greater detail without requiring greater numbers of teaching hours. But given that there was a general direction to abbreviate, this is a reasonable abbreviation. The foundations are generally solid, even if I would prefer more detail.
- The draft has a large number of small language errors. TEA should have a copy-editor and proofreader review the draft for smoothness of grammar, punctuation, general correct English language use, etc.
- *Impact* remains an incorrect neologism that TEA should not use. Please replace “impact”, “impacted”, etc., throughout with substitutes such as *affect*, *effect*, *consequences*, etc.
- “Enslaved people” is recent jargon that will confuse students and will not endure. The TEA should replace “enslaved people” with “slaves” throughout. Similar locutions likewise should be replaced.
- It would be good to have concrete and assessable writing expectations in each grade.

## Grade 1 Comment

(12)(A) recognize slavery as the unfair treatment of someone based on race resulting in enslavement.

This is wrong. See the definition in [Britannia](#):

slavery, condition in which one human being was owned by another. A slave was considered by law as property, or chattel, and was deprived of most of the rights ordinarily held by free persons.

This can be simplified for first graders, but neither “unfairness” nor race are part of the essential definition of slavery.

In Grade 2, (12)(E), this language is used: “slavery took away people’s freedom and slaves were treated as property instead of human beings”. If this works for second graders, it should work for first graders. I suggest this language be adapted to be used in Grade 1, (12)(A).

## Grade 5 Comment

(7)(E) explain the Boston Massacre as political propaganda ...

This is very confusingly worded. The Massacre may have been used to forward propaganda, but it was not itself propaganda.

## **United States History Studies Comments**

### (2) Colonial Life and Government.

This has been substantially abbreviated. Students really need to know more colonial history to understand America's nature. It would be good to restore a far deeper study of colonial America, including its faiths, its intellectual history, and its wars.

### Cultural History

This also much abbreviated. Cultural history is what unifies Americans—and also prevents history from turning into a dour history of problems. It would be good to restore coverage of American cultural history throughout.

## **World History Studies Comments**

### (6)(C) monsoon agriculture

Suggest emendation to “the monsoon’s effects on trade and agriculture”

### (10)(B) Babylonian Captivity

Suggest clarification, “of the Papacy”.

### (11) The student understands Indian and Chinese civilizations from 1000-1700

Suggest emendation to “1000-1800”.

### (12) Renaissance and the Reformation

Suggest restoring the Renaissance’s role in fostering individualism and republican self-government. Language drawn from Grade 5, (5)(B-C) should be incorporated here.

(B) describe the Renaissance as a restoration of classical Greek and Roman ideas of liberty, self-government, and art (H, G/Civ, Geo/C);

(C) explain that the Renaissance focused on the value of the individual and that this core characteristic influenced American founders’ ideas about rights and government (H, G/Civ, Geo/C)

### (20)(B) British Commonwealth

The phrase “British Commonwealth” shouldn’t be here. “British Commonwealth” refers to the post-World War II replacement of the British Empire. The decline of the British Empire, not its height! Is this meant to refer to the free-trade empire in Latin America? To the self-ruling Dominions? Whatever it is meant to refer to, it should be removed, and perhaps replaced with something more appropriate.

## World Geography Studies Comments

If at all possible, I strongly urge the TEA to incorporate the amendments to World Geography included in [K-12 SS TEKS - Cumulative Work Group B Product - March 24 2026](#).

I would recommend these additions for (2), so that they can be applied to each individual region.

<b>Recommended Addition:</b> (A) describe locational knowledge, including major political features, major geographic features, and detailed political and geographic features of at least two countries in each of the ten major world regions;
<b>Recommended Addition:</b> (B) describe and date historical knowledge of political geography in each of the ten major world regions, including major civilizations, empires, and historical developments;
<b>Recommended Addition:</b> (C) describe and date major historical wars and battles in each of the ten major world regions, including the effects of physical geography on their goals, conduct, and outcomes;
<b>Recommended Addition:</b> (D) explain how physical geography has affected the history of economic development in each of the ten major world regions, including natural resources, major historical communication and trade routes, and modifications of their environments;
<b>Recommended Addition:</b> (E) explain how physical geography has affected the historical spread of civilizations in each of the ten major world regions, including religions, languages, technological innovations, intellectual and artistic traditions, and major architectural sites.

Note: The draft preserves as topic titles both “Central and South Asia” and “Russia and the Republics”. “Central Asia” and “the Republics” are the same thing—except the Caucasian republics, which are not included in Central Asia. I prefer Central Asia, but you should note the duplication. “Russia and the Transcaucasian Republics” as a new section title would eliminate duplication.

## Psychology Comment

(4)(C) analyse how the United States Declaration of Independence and What to a Slave is the Fourth of July? Address liberty and patriotism in America.

Is this supposed to be here?