



# **Social Studies Ad Hoc Committee**

SBOE Meeting – June 18<sup>th</sup>, 2025

# Social Studies Ad Hoc Committee

## *Meeting Agenda*

### **Committee Overview**

- Committee Description, Members, Meetings and Goals
- Committee Charges
- Committee Charge #3: Framework Recommendation
- Committee Guiding Principles
- Committee Outcomes

### **Key Components of a Framework**

- Strands, Course Sequence, and Key Topics & Primary Sources

### **Current Social Studies Framework**

- Current Strands
- Current Course Sequence
- Current Topics by Grade Level

### **SBOE Starting Point Framework**

- SBOE Meeting 9/22/2022
- Starting Point Framework - Background
- Starting Point Framework – Course Sequence

### **Committee Discussion**

# Social Studies Ad Hoc Committee

## Description, Members, Meetings and Goal

Memorandum

**To:** All Members of the State Board of Education  
**From:** State Board of Education Chairman  
**Date:** October 10, 2024  
**Subject:** Ad Hoc Committee on Social Studies Standards Framework

**Committee Description:** The Chairman of the State Board of Education has established an Ad Hoc Committee on Social Studies Standards Framework to evaluate Texas' current social studies learning standards, research best practices in history and civics education, and provide recommendations for developing exemplary state standards, ensuring Texas students receive a high-quality social studies education that prepares them for informed citizenship.

**Committee Members and Meetings:** The Committee makeup is Aaron Kinsey (Chair), Marisa Perez-Diaz, Julie Pickren, and Audrey Young. The Committee will not vote but rather provide a report to the State Board of Education.

**Goal:** Provide clear, actionable recommendations for developing social studies curriculum standards that will position Texas as a national leader in history and civics education. The standards should equip students with essential knowledge of American and Texas history, geography, and civic institutions while fostering the skills and dispositions needed for engaged citizenship in a diverse democratic republic.



**Aaron Kinsey**  
*Chairman*



**Marisa Perez-Diaz**  
*Member*



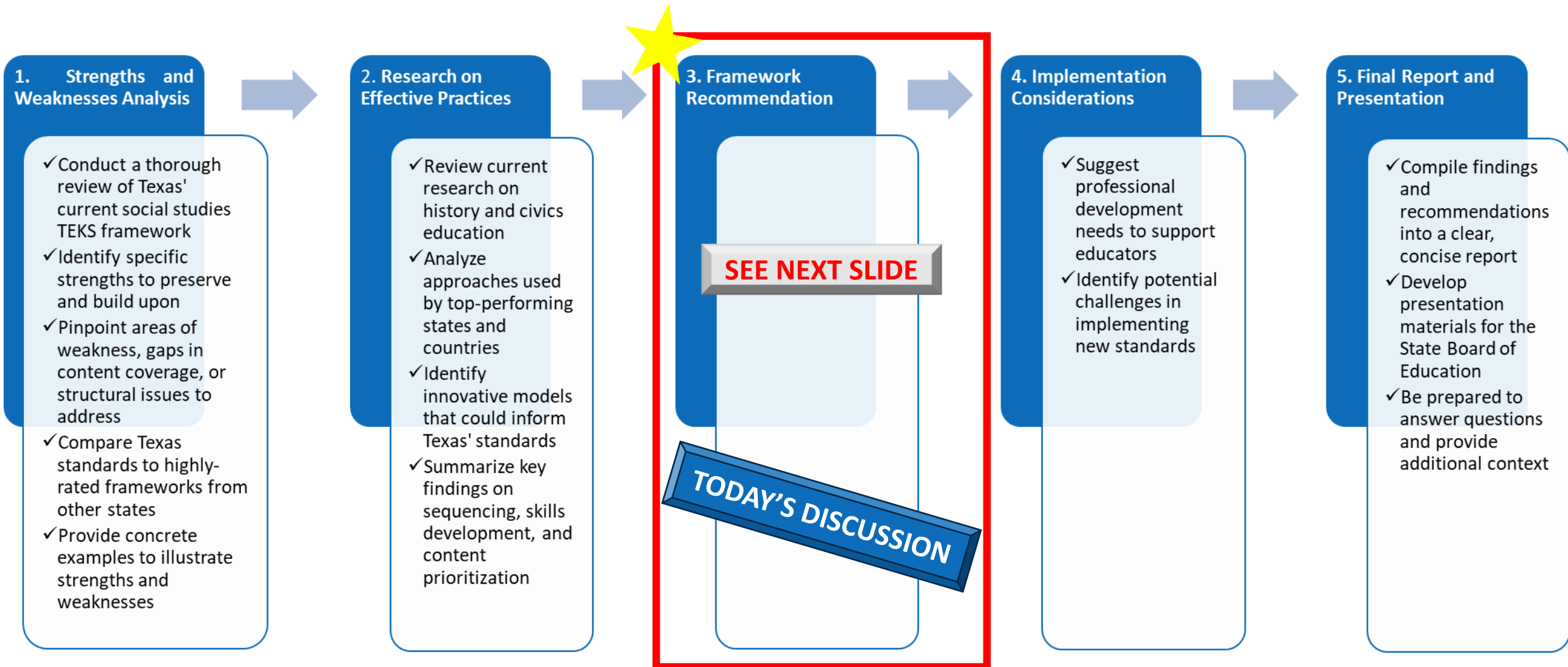
**Julie Pickren**  
*Member*



**Audrey Young**  
*Member*

# Social Studies Ad Hoc Committee

## Charges



# Social Studies Ad Hoc Committee

## Charge - #3 Framework Recommendation

### 3. Framework Recommendation

Provide specific recommendations for revising or replacing the current framework, addressing:

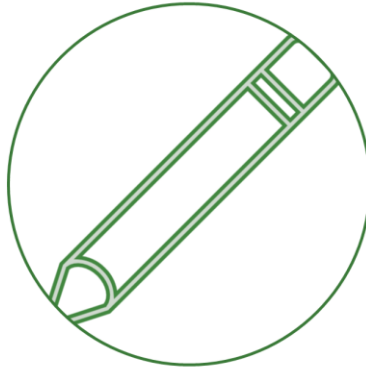
- ✓ **Essential Knowledge**
  - Identify core content all students should master in U.S. history, Texas history, world history, geography, and civics
- ✓ **Recommend grade-appropriate sequencing of content from elementary through high school**
- ✓ **Historical Thinking and Civic Skills**
  - Outline progression of analytical and research skills across grade levels, including presentation in written form
  - Incorporate opportunities to engage with primary sources
  - Emphasize civic reasoning, deliberation, and informed thought
- ✓ **Civic Dispositions and Values**
  - Integrate development of civic virtues like respect for rights, respect for civil liberties, rule of law, and civic participation
  - Foster appreciation for constitutional principles and democratic processes
  - Promote civil discourse, evidence-based reasoning, and respect for diverse viewpoints
- ✓ **Vertical Alignment and Coherence**
  - Ensure key concepts and skills spiral across grade levels with increasing depth
  - Ensure that early grades include essential content that will be revisited
  - and expanded in high school courses
  - Create clear connections between historical topics and civics/government
  - Balance breadth and depth of content coverage
- ✓ **Clarity and Specificity**
  - Recommend organizational structure that is user-friendly for educators
  - Provide guidance on appropriate level of detail in standards
  - Ensure language is clear, precise, and avoids educational jargon

**TODAY'S DISCUSSION**



### **Content Rigor**

Ensure the curriculum is academically rigorous, providing a comprehensive understanding of essential historical and civic topics.



### **Skills Development**

Emphasize the cultivation of critical analysis, problem-solving, and the ability to make connections between historical content and contemporary issues.

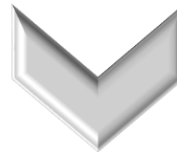


### **Accessibility**

The standards must be clear, logically structured, and user-friendly for educators.

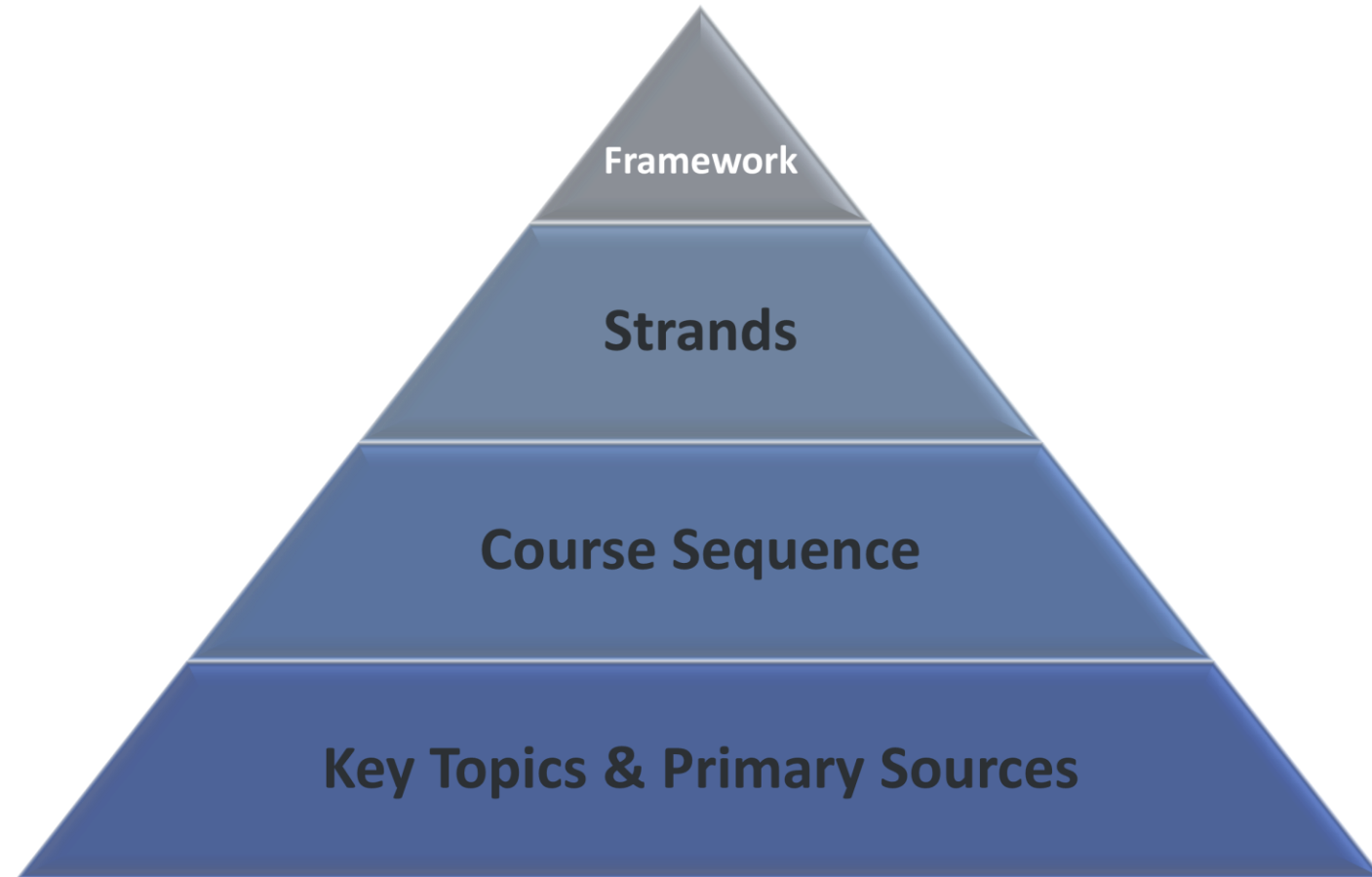


By fulfilling these deliverables, the Ad Hoc Committee will provide invaluable guidance to ensure Texas develops social studies standards that reflect best practices, promote academic rigor, and prepare students for engaged citizenship in the 21st century.



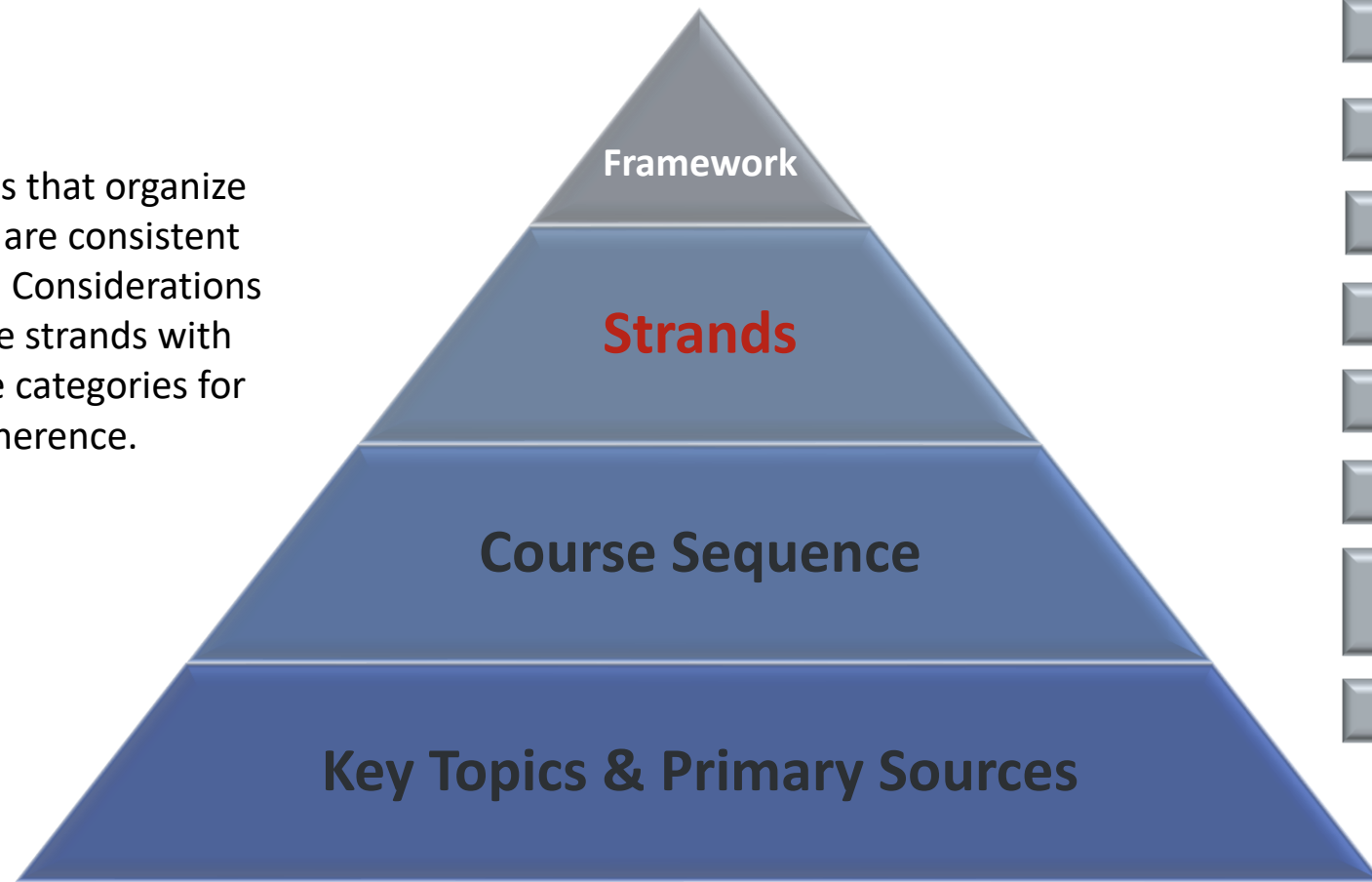
# Social Studies Framework

## *Key Components of a Framework*





There are currently 8 strands that organize content across courses and are consistent with statutory requirements. Considerations should be made to align the strands with current statute and upgrade categories for content focus and coherence.



History

Geography

Economics

Government

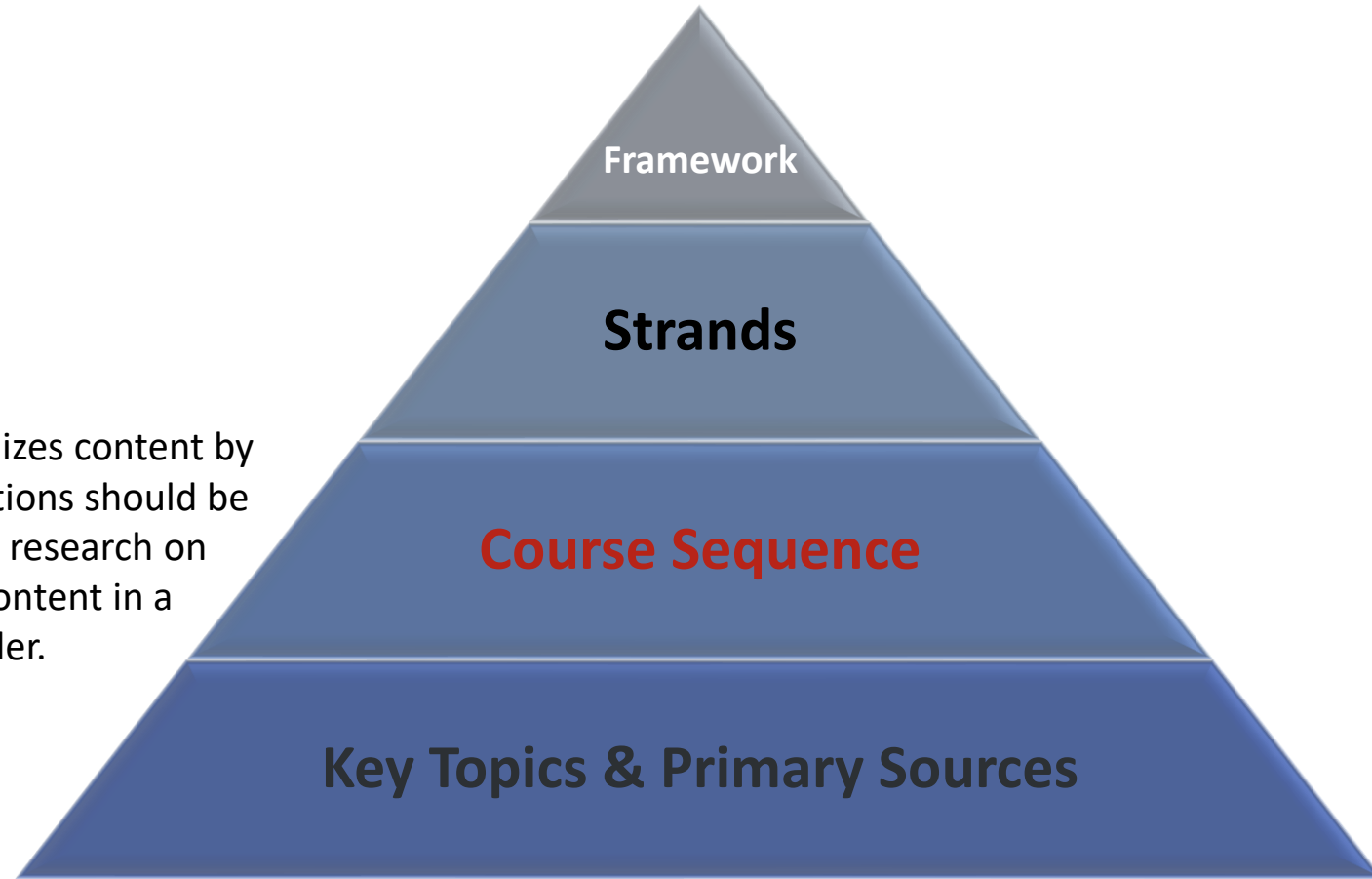
Citizenship

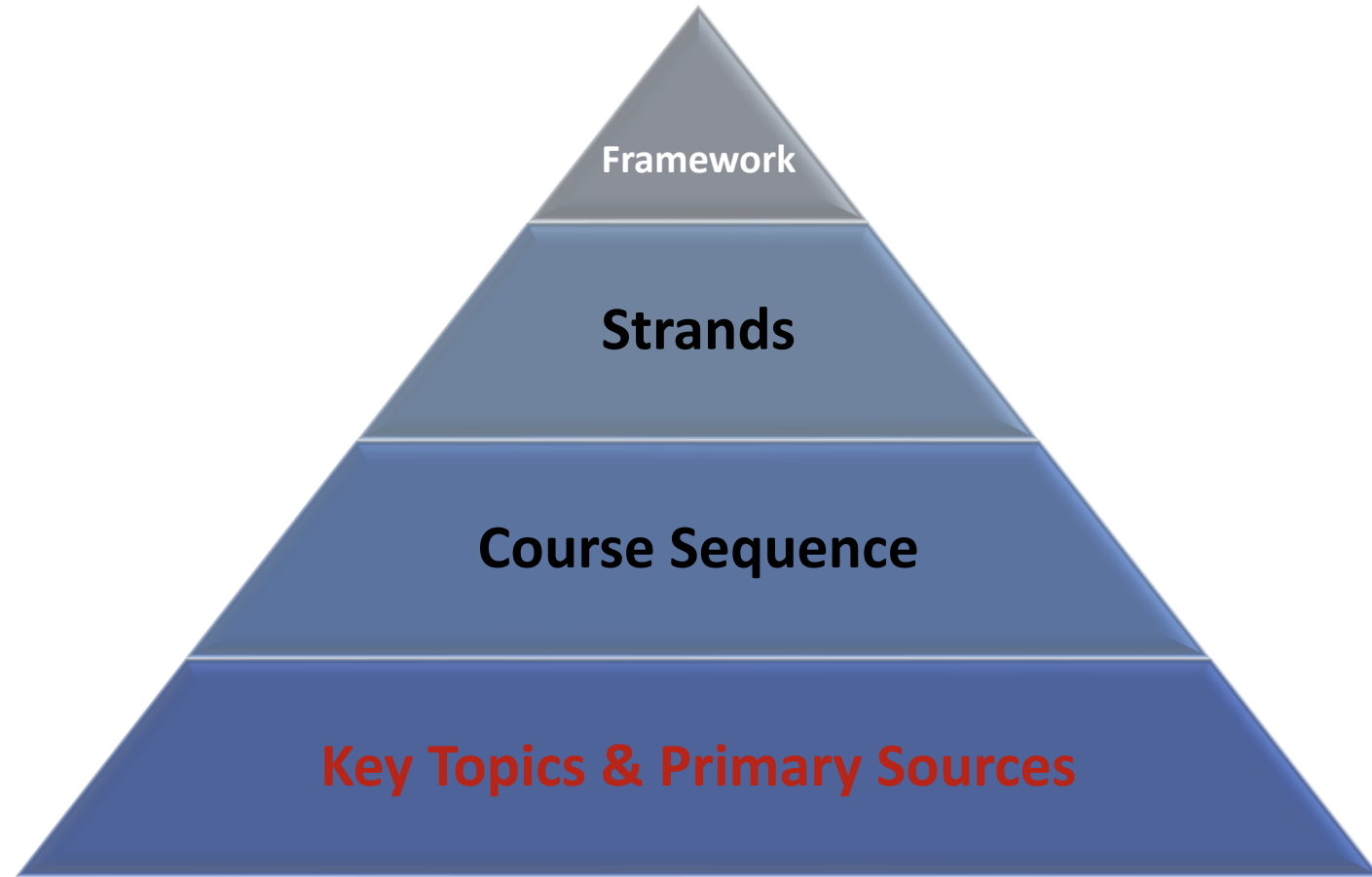
Culture

Science, Technology, and  
Society

Social Studies Skills

The current framework organizes content by grade level topics. Considerations should be made to align with current research on teaching social studies content in a chronological order.





The current framework utilizes the strand titles as major topics and then provides generalized TEKS language to identify specific content. Considerations should be made to provide clarity on key content beneath each strand and identify primary sources aligned to statute as part of the instruction.

# Social Studies Ad Hoc Committee

## Framework – Current Course Sequence

<b>Kinder</b> Self, Home, and Family	<b>1<sup>st</sup> Grade</b> School and Community	<b>2<sup>nd</sup> Grade</b> Community, State, and Nation	<b>3<sup>rd</sup> Grade</b> People Who Made an Impact
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<b>4<sup>th</sup> Grade</b> Texas History Survey	<b>5<sup>th</sup> Grade</b> U.S. History Survey
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<b>6<sup>th</sup> Grade</b> World Cultures	<b>7<sup>th</sup> Grade</b> Texas History	<b>8<sup>th</sup> Grade</b> U.S. History (thru Civil War)
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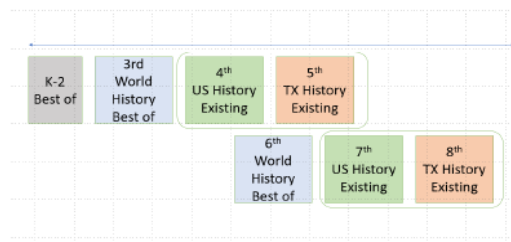
# SBOE Meeting Minutes

## Social Studies TEKS Framework

### COMMITTEE OF THE FULL BOARD

#### 3. Update on Texas Essential Knowledge and Skills (TEKS) Review (Board agenda page I-1)

**MOTION:** It was moved by Mrs. Little that the State Board of Education use the following framework as a starting point in future consideration of revisions to the K-8 social studies TEKS, as amended and recommended by the Committee of the Full Board:



**MOTION AND VOTE:** It was moved by Mrs. Perez-Diaz and seconded by Dr. Robinson that the State Board of Education amend the original motion to include the following framework as a starting point in future consideration of revisions to the 6-8 social studies TEKS:

6th grade Contemporary World Cultures course would stay as is currently

7th grade scope

Geography (TX & US) (3 weeks)	Native Cultures (TX & US) (2 weeks)	Exploration (TX & US) - European reasons for exploration - Key explorers: Cortes, Pineda (2 weeks)	Colonization (TX & US) - Spanish settlements - 13 colonies - PEGS (5 weeks)	American Revolution (Add in new TEKS with Haudenosaunee) (4 weeks)
Early Republic (U.S. - first five presidents) (4 weeks)	Age of Jackson (2 weeks)	Mexican National Era in Texas - Mexican Independence - Empresarios (2 weeks)	Texas Revolution (4 weeks)	Republic of Texas (4 weeks)

8th grade scope

Industrialization (US) (5 weeks)	Westward Expansion (US/Review Tx Annex) (2 weeks)	Reform (2 weeks)	Civil War (5 weeks)	Reconstruction (3 weeks)
Frontier & Agriculture (3 weeks)	Age of Oil/WWI (2 weeks)	Great Depression/WWII (3 weeks)	Civil Rights (TX/US) (4 weeks)	Contemporary US (TX constitution) (4 weeks)

The motion failed with 7 members voting Aye and 7 members voting No as follows:

<u>Aye:</u>	Mr. Allen Dr. Bell-Metereau Mr. Cortez Ms. Davis	Ms. Pérez Ms. Perez-Diaz Dr. Robinson
<u>No:</u>	Ms. Hardy Mr. Hickman Dr. Johnson Mrs. Little	Mr. Maynard Mrs. Melton-Malone Dr. Young

**VOTE:** The motion to approve the use of the framework, as presented in the original motion, as a starting point in future consideration of revisions to the K-8 social studies TEKS carried with 10 members voting Aye and 4 members voting No as follows:

<u>Aye:</u>	Ms. Davis Ms. Hardy Mr. Hickman Dr. Johnson Mrs. Little	Mr. Maynard Mrs. Melton-Malone Ms. Pérez Dr. Robinson Dr. Young
<u>No:</u>	Mr. Allen Dr. Bell-Metereau	Mr. Cortez Ms. Perez-Diaz

**MOTION:** It was moved by Mrs. Little that the State Board of Education request that staff bring to the next SBOE meeting a draft that only adds missing Senate Bill (SB) 3 requirements; give staff the latitude to use draft student expectations from the work groups as a starting point in adding student expectations that meet SB 3 requirements; and establish that the SBOE will spend the next couple of years, until 2025, investigating to inform the framework, as recommended by the Committee of the Full Board.

**MOTION AND VOTE:** It was moved by Dr. Bell-Metereau, seconded by Ms. Perez-Diaz, and carried that the State Board of Education divide the question.

**MOTION AND VOTE:** It was moved by Mr. Hickman, seconded by Ms. Hardy, and carried that the State Board of Education specify that staff should add student expectations that meet SB 3 requirements to the existing TEKS.

**MOTION AND VOTE:** It was moved by Mr. Maynard, seconded by Mr. Hickman, and carried unanimously that the State Board of Education request that staff bring to the next SBOE meeting a draft that only adds missing SB 3 requirements to the existing TEKS and give staff the latitude to use draft student expectations from the work groups as a starting point in adding student expectations that meet SB 3 requirements.

**MOTION AND VOTE:** It was moved by Ms. Perez-Diaz, seconded by Ms. Davis, and carried that the State Board of Education amend the motion to establish that the SBOE will spend the next couple of years, until 2025, investigating to inform the framework to replace "couple of years" with "two years."

**MOTION AND VOTE:** It was moved by Mr. Hickman and seconded by Mr. Maynard that the State Board of Education establish that the SBOE will spend the next two years, until 2025, investigating to

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inform the framework. The motion carried with 8 members voting Aye and 7 members voting No as follows:

<u>Aye:</u>	Dr. Ellis Ms. Hardy Mr. Hickman Dr. Johnson	Mrs. Little Mr. Maynard Mrs. Melton-Malone Dr. Young
<u>No:</u>	Mr. Allen Dr. Bell-Metereau Mr. Cortez Ms. Davis	Ms. Pérez Mrs. Perez-Diaz Dr. Robinson

**MOTION AND VOTE:** It was moved by Mrs. Little and carried unanimously that the State Board of Education take no action on the current Mexican American Studies and African American Studies TEKS and to direct staff to invite interested parties to submit innovative course applications for American Indian/Native Studies and Asian American Studies during the upcoming innovative course application cycle, as recommended by the Committee of the Full Board.

(Mr. Allen was absent for the vote.)

# SBOE Social Studies Framework - Starting Point

- **Framework Starting Point**

- Approved the use of a Framework as a starting point in future consideration of revisions to the K-8 social studies TEKS;

- **SB 3 Alignment**

- Requested TEA staff add student expectations to the existing TEKS that meet SB 3 requirements;

- **Student Expectations' Starting Point**

- Authorized TEA staff the latitude to draft student expectations from the work groups as a starting point to meet SB 3 requirements;

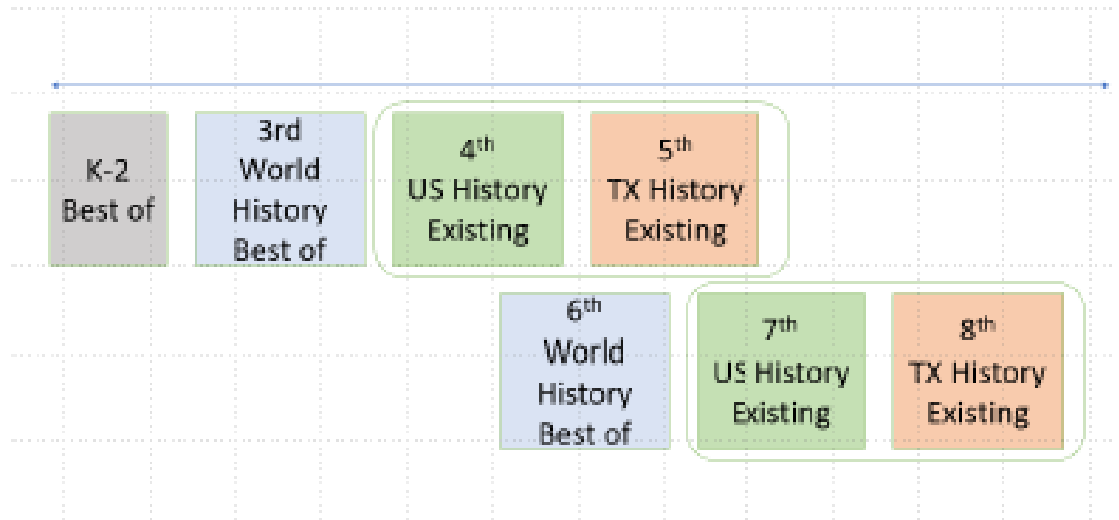
- **SBOE Timeline**

- Established timeline for SBOE to investigate, for two years, to inform the Framework; and

- **Timeline Clarification**

- Clarified the timeline for SBOE to spend the next two years, until 2025, investigating to inform the framework.

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# Social Studies Ad Hoc Committee

## Framework – Starting Point Course Sequence

<b>Kinder</b> Best Of	<b>1<sup>st</sup> Grade</b> Best Of	<b>2<sup>nd</sup> Grade</b> Best Of
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<b>3<sup>rd</sup> Grade</b> World History	<b>4<sup>th</sup> Grade</b> U.S. History	<b>5<sup>th</sup> Grade</b> Texas History
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<b>6<sup>th</sup> Grade</b> World History	<b>7<sup>th</sup> Grade</b> U.S. History	<b>8<sup>th</sup> Grade</b> Texas History
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## Committee Discussion