

SBOE Ad Hoc Committee on Social Studies
Committee of the Full Board
Monday, June 23, 2025

The SBOE Ad Hoc Committee on Social Studies convened on Wednesday, June 23, 2025, in Room H-100 of the William B. Travis building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present:

Aaron Kinsey, *Chair*; Marisa Perez-Diaz, *Member*; Julie Pickren, *Member*; and Audrey Young, *Member*

Absent:

Not applicable.

Non-committee members present:

Not applicable.

I. Committee Chair's Opening Remarks

- a. Chair Kinsey convened the Ad Hoc Committee and provided a brief overview of the meeting agenda and reminded members of the assigned charges, including Committee description, members, meetings and goals.

II. Committee Presentation

- a. Chair Kinsey introduced TEA staff to begin the presentation.
- b. TEA Staff updated members of the Committee with research on effective practices. Members offered local examples of advanced level instructional materials adopted that led to multiple benefits for all students, including Gifted and Talented as well as Special Needs students. Members asked questions related to the practice of scaffolding and the practice of introducing new content in chronological order but also content appropriate to ensure knowledge retention.
- c. TEA Staff provided Social Studies Frameworks from four states across the country: Louisiana, Tennessee, Florida, and Alabama. Information provided showed inconsistency of practices across states in Social Studies Frameworks for other states. Members asked TEA Staff if more information could be collected relating to when each state implemented these Frameworks and staff indicated they would gather more information. Other Members indicated it would be interesting to understand how success is being measured in these states versus how Texas measures success. TEA Staff shared that strands have different names in each state, for example Florida's strand on Holocaust Education. TEA Staff went on to say it is difficult to identify chronological learning based on other state's strands. Another Member noted the state of Alabama having also added Holocaust Studies. Members discussed a special topics course could be considered for Holocaust studies. One Member asked about national standards. TEA Staff indicated that a national organization provides standards but alignment with Texas statute would need to be considered. One Member emphasized the importance of how to approach learning at lower levels and would like to

ensure subject matter experts are allowed to make recommendations on TEKS and the opportunity to connect students with their local history.

- d. TEA Staff presented information related to the Key Components of a Framework: Strands, Course Sequence, and Key Topics and Primary Sources. Three Options were presented to the Committee: 1. Status Quo (8 current strands); 2. Existing Strands Aligned with Statutes; and 3. Create Your Own. Members discussed skills aligned with strands. For example, learning to read a map, identifying cardinal directions and layering those skills across strands. One Member voiced concern with the list of statutory primary sources and their level of difficulty and the consideration of teacher preparation for more complex subjects. A Member commented on the opportunity to align with Civics Academies for teacher training per SB 3. Another Member indicated it was a good idea to combine Social Studies skills with Geography. Further discussion among all Members occurred about the subject of Communism and its content being applicable across more than one strand, such as Government and Economics. Further discussion by Members regarding Course Sequence focused on aligning with state statute, obtaining practitioner feedback, closing academic learning gaps between grades and noting the need to prevent the introduction of concepts once and students never revisiting the information again. TEA Staff commented that the practice of “layering” will provide students with the context they need for retention, allowing students to go deeper from one grade to the next. Discussion among the Members regarding the appropriate percentage of U.S. History across all grades was discussed and a request was made for percentages to be determined going forward. When discussing Key Topics and Primary Sources, TEA Staff shared statutory references with Members and highlighted recent legislation passed during the 2025 session.

III. Committee Discussion

- a. Members of the Committee *discussed the timeline* by which certain actions should be taken such as the *adoption of a Framework, determination of Content Advisors and workgroup meetings*. A Member noted that recently passed legislation requires review and revision of the Social Studies TEKS by July 31, 2026. Some Members referenced the SBOE Process Guide to select Content Advisors and name workgroups. One Member noted that 9 Content Advisors will be selected, of which 7 will be named by the SBOE and 2 by the Texas Higher Education Coordinating Board. Emphasis on the condensed timeline for making decisions and approving participants will be necessary. Members agreed that the full board will need to consider the adoption of a Framework, Content Advisors, and Work Groups at the September SBOE Meeting. Committee members agreed to meet prior to Thursday to agree upon the report to be presented to the COFB.

IV. Committee Recommendations

- a. **Members of the Committee agreed to recommend to the Committee of the Full Board a Social Studies Framework based on a combination with existing titles and align with statutes (Option #2 – 6 strands): Texas, U.S., and World History; Government and Civics; Economics; Geography; Culture and Religion; and Technology and Innovation.**
- b. **Members of the Committee agreed to recommend to the Committee of the Full Board a Social Studies Framework with a Course Sequence based on the starting point as directed by the SBOE in September 2022 meeting including enhancements to improve K-2nd grade history coverage and offering some layering of topics in chronological order in grades 3rd through 5th with a repeated depth of study in grades 6th through 8th.**
- c. **The Ad Hoc Committee on Social Studies Framework agreed to report out to the Committee of the Full Board on Thursday, June 26, 2027.**