



State Board of Education
THE STATE *of* TEXAS

Ad Hoc Committee on Social Studies Framework

SBOE Report to the Committee of the Full Board

June 25th, 2025



Committee Overview

- Committee Description, Members, Meetings and Goals

Committee Timeline

- Committee Meetings to Date

Research

Key Components of a Framework Review

- Options Considered

Committee Recommendations

Discussion

Social Studies Ad Hoc Committee

Description, Members, Meetings and Goal



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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

SBOE Report – Committee Timeline



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April 10, 2025

Public Hearing on
Recommendations
for a TEKS
Framework for
Social Studies

June 18, 2025

Social Studies Ad
Hoc Committee
Meeting to Discuss
Current Framework
and Components

June 23, 2025

Social Studies Ad
Hoc Committee
Meeting to Discuss
Research and
Framework Options

June 25, 2025

Social Studies Ad
Hoc Committee
Meeting to Review
and Approve Report

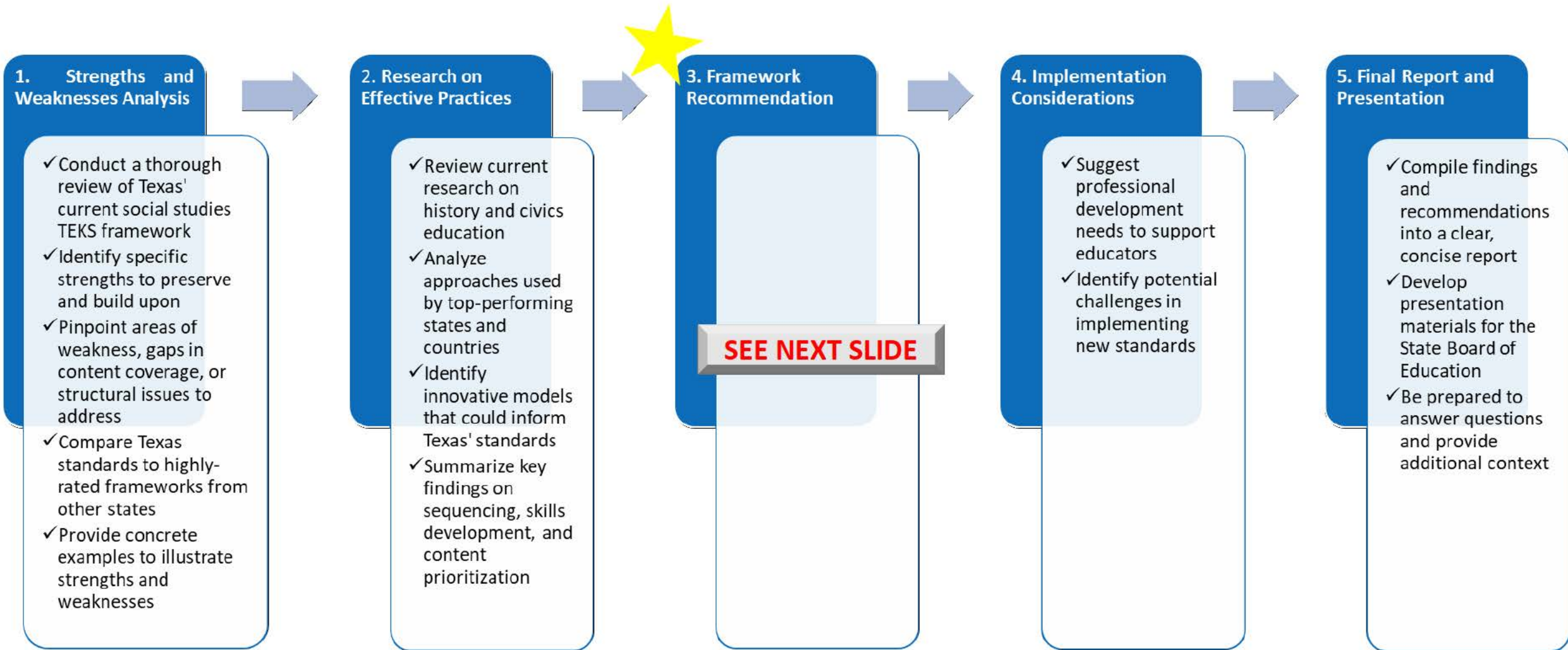
June 26, 2025

SBOE Committee of
the Full Board to
Receive an Update
from the Committee
and Discuss
Recommendations

Social Studies Ad Hoc Committee Charges



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Social Studies Ad Hoc Committee

Charge - #3 Framework Recommendation



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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

Social Studies Ad Hoc Committee

Guiding Principles

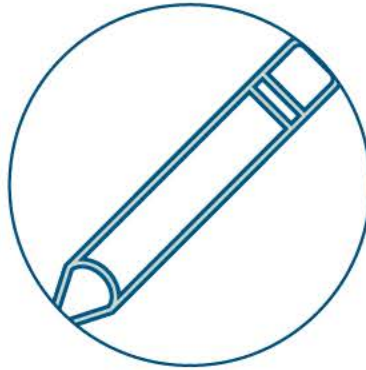


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Content Rigor

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.



Social Studies Ad Hoc Committee

Outcomes



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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.





National Assessment of Educational Progress (NAEP) results reveal a decline in eighth graders' proficiency in U.S. history and civics, with scores dropping to levels seen in the 1990s. Contributing factors include **weak state standards**, inadequate instructional materials, insufficient teacher preparation, limited instructional time, and a lack of accountability in social studies education. (*Finn, 2023*)

Best practices for social studies instruction:

Practice 1: K-2 History

K - 2 social studies instruction should focus on historical figures through personal stories and biographies, sequencing past events using timelines, and exploring places and artifacts of the past (i.e. buildings, art, and tools). This reinforces research based findings that show the **study of history for the youngest students is a learning rather than developmental process.** (*Fardi, 2022*)

Practice 2: Layered Topics

Building students' understanding by starting with broader contexts and progressively focusing on more specific histories produces **layered knowledge over time.** This aligns with spiral curriculum theory and cumulative learning that enhance long term retention of content. (*Lee, 2012*)

Practice 3: Chronological

Consistent exposure to **chronological narratives** aids elementary students in their understanding of historical concepts and grasping relationships between events. (*Sole, 2019*)

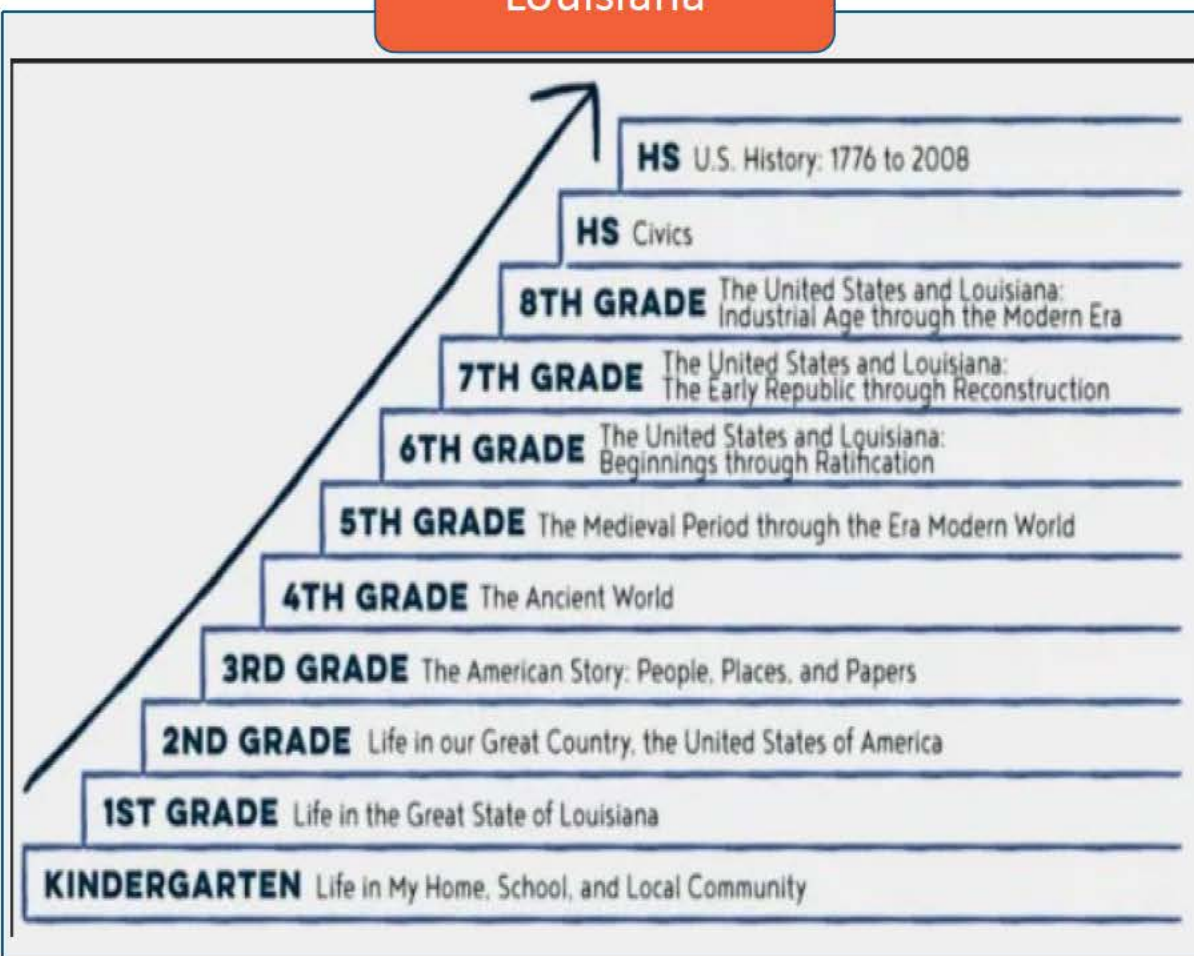
Frameworks from other States



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There is inconsistency in implementation of best practices in Social Studies frameworks for other states.

Louisiana



Tennessee

Standards Progression and Course Descriptions

Grade	Course Title	Course Description
K	The World Around Us	Kindergarten students will build upon experiences with their families, schools, and communities as an introduction to social studies.
1	Tennessee's Place in the United States	First grade students will learn about Tennessee and its place in the U.S. through culture, economics, geography, government/civics, and history.
2	Life in the United States	Second grade students will learn about culture, economics, geography, government/civics, and history by studying their identity as American citizens and how our nation operates.
3	Part 1: Geography and Economics	Third grade students will learn geographical skills, world geography, U.S. and Tennessee geography as well as the basic role of economics.
	Part 2: Early American and Tennessee History	Third grade students will learn about the indigenous people of North America, European exploration, early American and Tennessee settlements, and the founding of the Thirteen Colonies.
4	The History of the United States: Revolution to Reconstruction	Fourth grade students will learn about the events that led to U.S. independence, the American Revolution, the growth and development of the U.S. through Manifest Destiny, and the causes and effects of the Civil War and Reconstruction.
5	Part 1: The History of the United States: Industrialization to the Civil Rights Movement	Fifth grade students will learn about the challenges facing the U.S. during the 19th and 20th centuries, with an emphasis on major American wars and events that changed our history.
	Part 2: Tennessee History	Fifth grade students will learn about the history of Tennessee, including the cultural, geographic, economic, and political influences on the state and its development.
6	World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire	Sixth grade students will learn about the cultural, geographical, political, and governmental beginnings of ancient civilizations through the fall of the Western Roman Empire.
7	World History and Geography: The Middle Ages to the Exploration of the Americas	Seventh grade students will learn about the social, cultural, geographical, political, and technological changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa.
8	United States History and Geography: Colonization of North America to Reconstruction	Eighth grade students will learn about the settlement and founding of the U.S. through Reconstruction and study the history, economics, culture, government, and geography of Tennessee in context to illustrate the role our state has played in American history.

Frameworks from other States



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There is inconsistency in implementation of best practices in Social Studies frameworks for other states.

Florida

Kinder - Third grades:

- American History
- African American History
- Geography
- Economics
- Civics and Government

Fourth Grade:

- American History
- African American History
- Geography
- Economics
- Civics and Government
- Financial Literacy

Fifth Grade:

- American History
- African American History
- Geography
- Economics
- Civics and Government
- Holocaust Education

Overview of Grades 6 – 8

- 6 – 8 African American History
- 6 – 8 Holocaust Education

Sixth Grade:

- Geography
- Economics
- Civics and Government
- World History

Seventh Grade:

- Geography
- Economics
- Civics and Government

Eighth Grade:

- American History
- Geography
- Economics
- Civics and Government
- Financial Literacy

Alabama

Social Studies (2024)

- **SS24.K** Kindergarten: Living and Working Together in Family and Community
- **SS24.1** Grade 1: Living and Working Together in Community and State
- **SS24.2** Grade 2: Living and Working Together in State and Nation
- **SS24.3** Grade 3: Alabama in American History and Government I: Geography and Settlement
- **SS24.4** Grade 4: Alabama in American History and Government II: Colonies to 1900
- **SS24.5** Grade 5: Alabama in American History and Government III: Twentieth Century to Present
- **SS24.6** Grade 6: Making A New Nation: United States Beginnings and Civic Foundations
- **SS24.7** Grade 7: World History and Geography: Geographic Principles and Ancient Civilizations
- **SS24.8** Grade 8: World History and Geography: Middle Ages to the Enlightenment
- **SS24.WH** Grade 9: World History and Geography: Age of Revolution to Present
- **SS24.US1** Grade 10: United States History I: Revolution to Progressive Era
- **SS24.US2** Grade 11: United States History II: World War I to Present
- **SS24.USG** Grade 12: United States Government
- **SS24.E** Grade 12: Economics
- **SS24.P** Psychology
- **SS24.S** Sociology
- **SS24.CWI** Contemporary World Issues
- **SS24.HG** Human Geography
- **SS24.HS** Historical Studies
- **SS24.HOS** Holocaust Studies
- **SS24.AS** Alabama Studies

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Framework – Current Course Sequence and Research



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Kinder	1 st Grade	2 nd Grade	3 rd Grade
Self, Home, and Family	School and Community	Community, State, and Nation	People Who Made an Impact

Practice 1: K – 2 Lacks content focused on teaching of history.



4 th Grade	5 th Grade
Texas History Survey	U.S. History Survey

Practice 2: Topics are presented in isolation , without layering within and across grades.



6 th Grade	7 th Grade	8 th Grade
World Cultures	Texas History	U.S. History (thru Civil War)

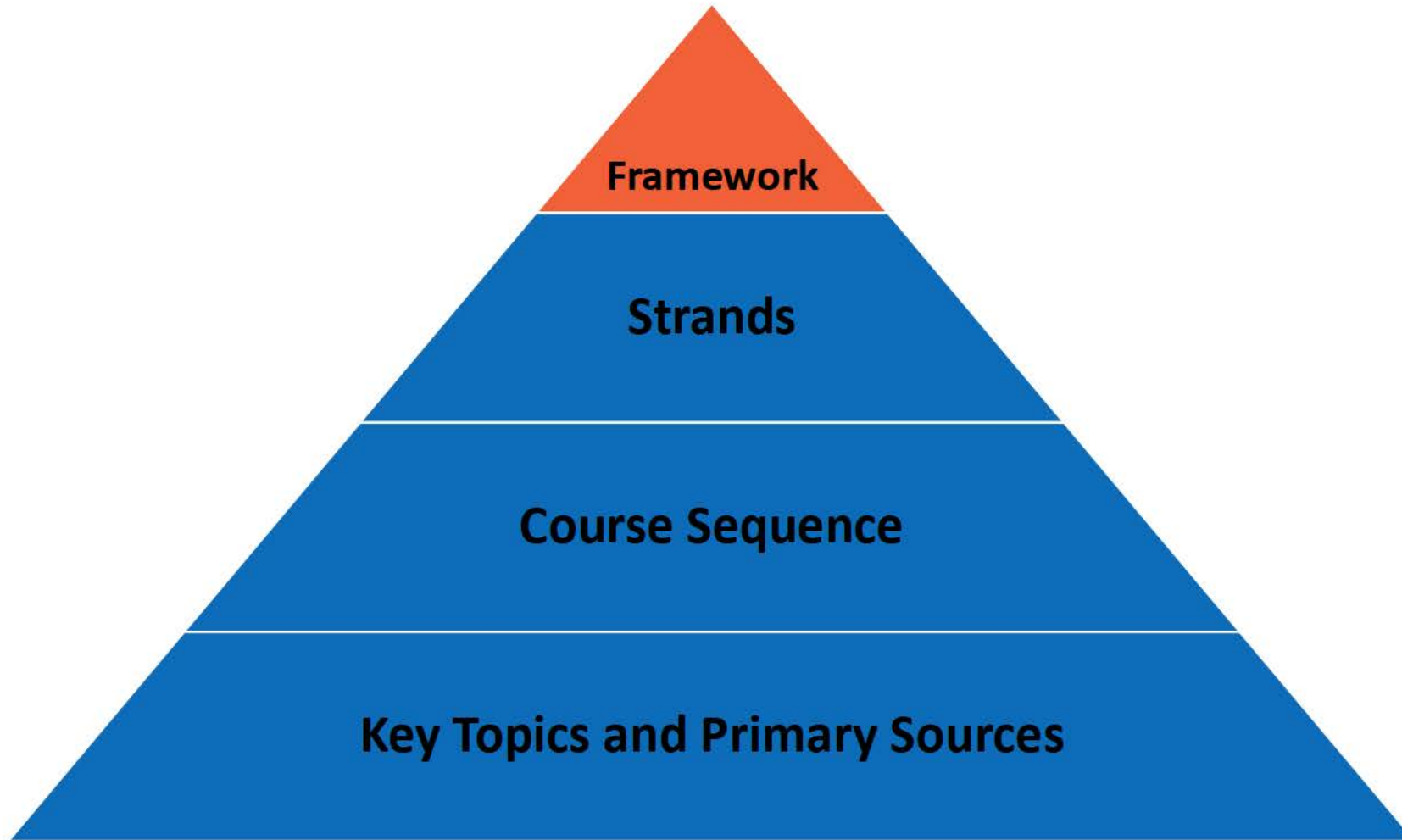
Practice 3: Content is not chronological.

Social Studies Framework

Key Components of a Framework



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Social Studies Framework

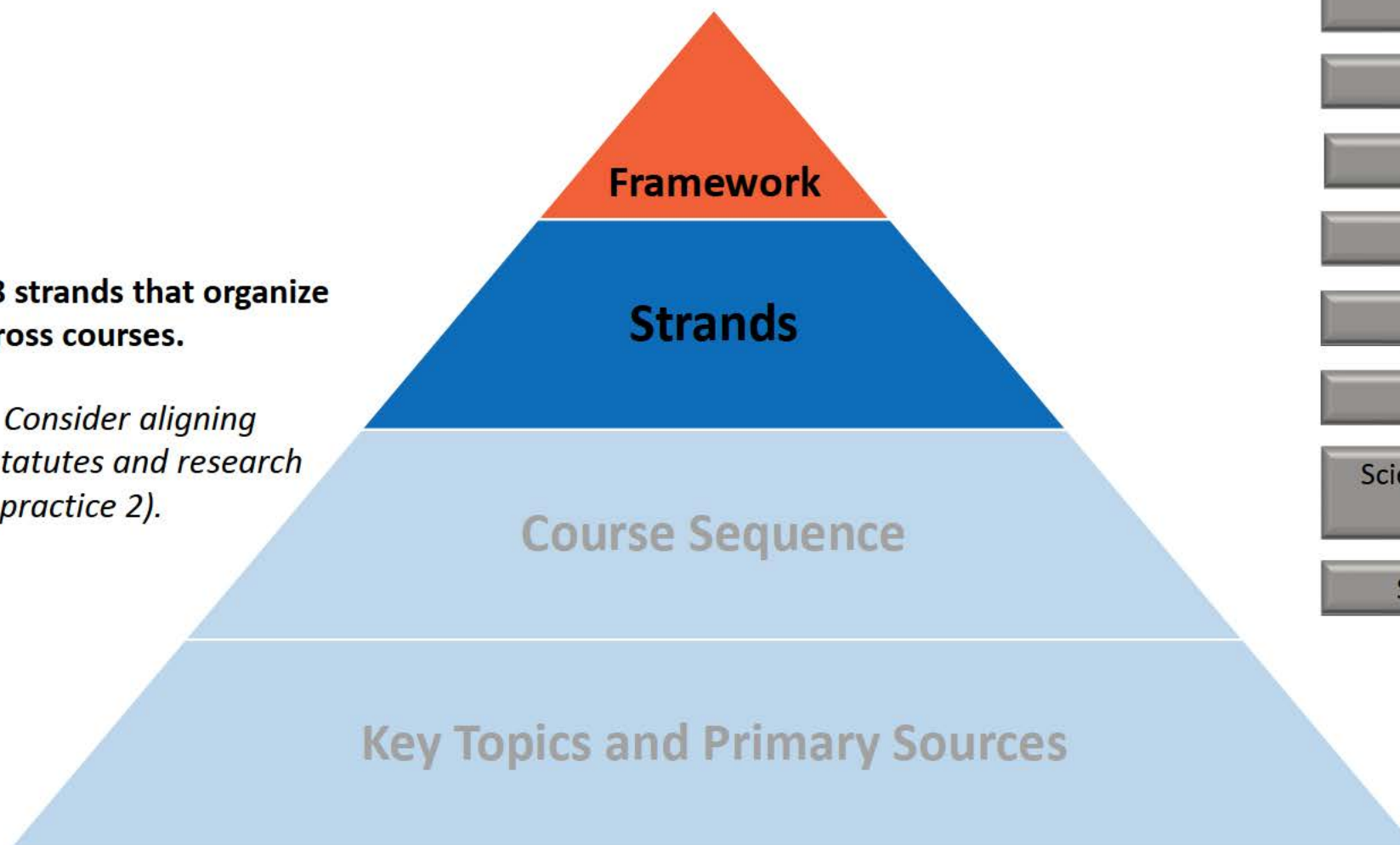
Key Components of a Framework – Current Strands



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There are currently 8 strands that organize content across courses.

Recommendation: Consider aligning strands with current statutes and research (see slide 4, practice 2).



History

Geography

Economics

Government

Citizenship

Culture

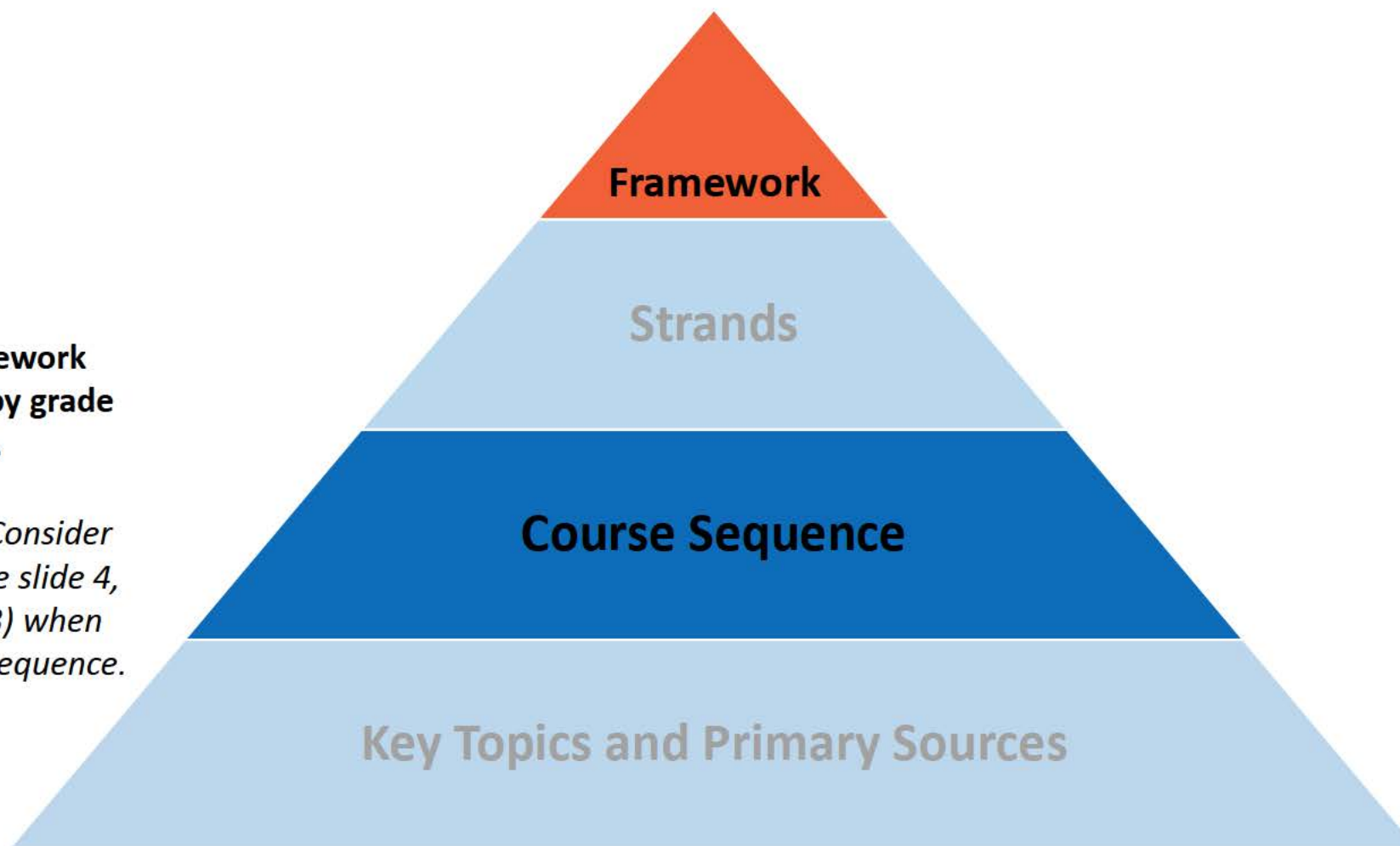
Science, Technology, and
Society

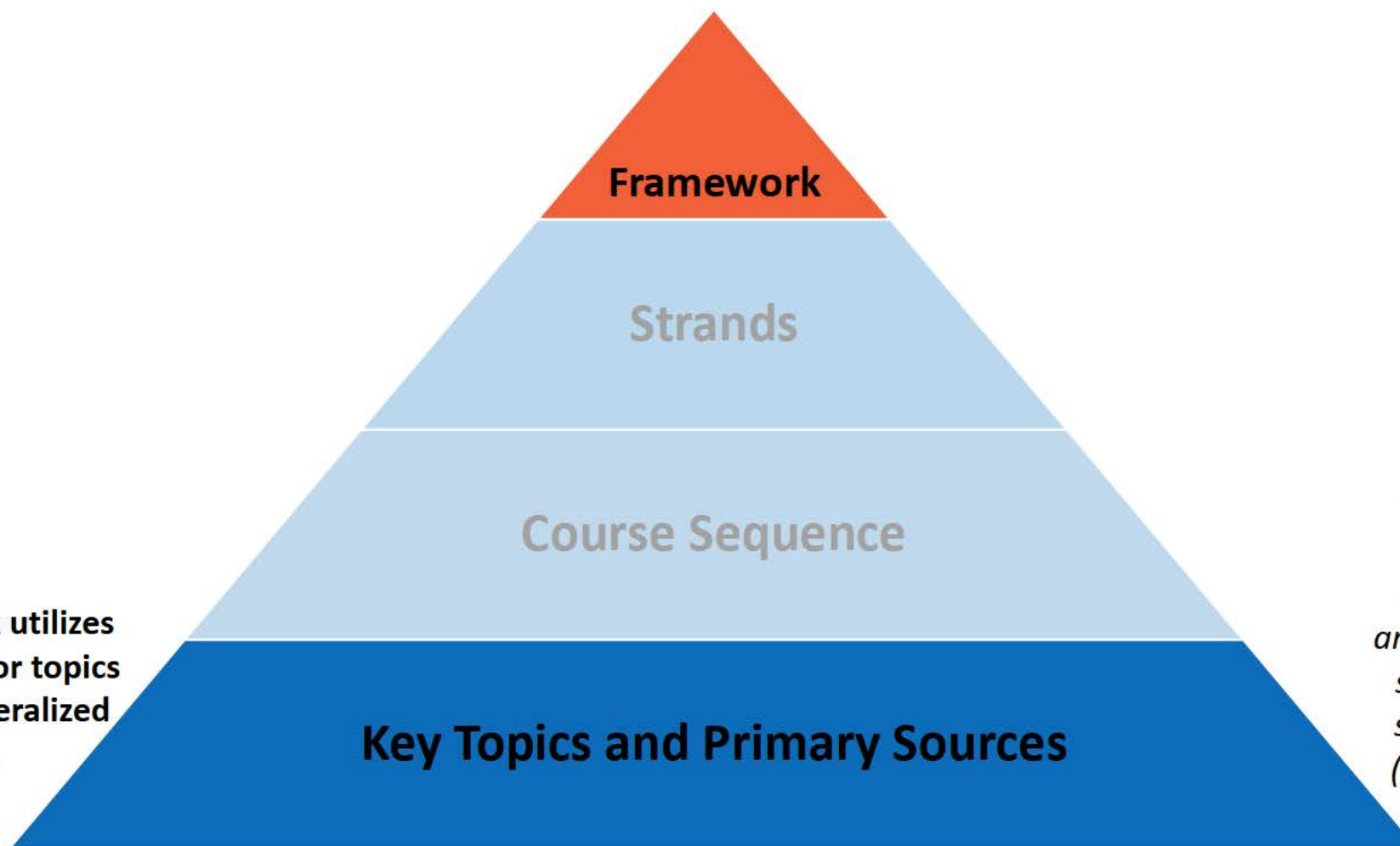
Social Studies Skills



The current framework organizes content by grade level topics.

Recommendation: Consider current research (see slide 4, practices 1, 2 and 3) when establishing course sequence.





The current framework utilizes the strand titles as major topics and then provides generalized TEKS language.

*Recommendation:
Consider providing clarity on key topics and identifying primary sources aligned with statute and research (see slide 4, practices 1,2 and 3).*

What are the next steps in selecting a framework?



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Discussion 1: Consider aligning Texas Social Studies **Strands** with Research and Current Statute.

Discussion 2: Consider current research when establishing a course sequence.

Discussion 3: Identify **Key Topics and Primary Sources** within the Strands to provide direction when drafting specific TEKS and alignment with statutory requirements.

Strands Option 1

Status Quo: Maintain Strand Titles



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History

Geography

Government

Economics

Citizenship

Culture

Science,
Technology,
and Society

Social Studies
Skills

Strands Option 2

Combine Existing Strand Titles and Align with Statutes



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Texas, United States, and World History	Government and Civics	Economics	Geography	Culture and Religion	Technology and Innovation
<ul style="list-style-type: none">• Key people, events, places, and ideas	<ul style="list-style-type: none">• Understanding of, ability to, and appreciation of civics and the U.S. form of government	<ul style="list-style-type: none">• Emphasis on free enterprise system and its benefits	<ul style="list-style-type: none">• Places, features, and skills	<ul style="list-style-type: none">• Art, architecture, writings, and religion	<ul style="list-style-type: none">• Key inventions, technology and their impact
Required content in statute including <i>informed American patriotism</i> , the <i>harmful effects of Communist Ideology</i> , and the use of specific <i>primary sources</i> may be integrated into multiple strands as appropriate.					

Strand Titles Option 3

Create New Strands Aligned with Statutes



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What are the next steps in selecting a framework?



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Discussion 1: Consider aligning Texas Social Studies **Strands** with Research and Current Statute.

Discussion 2: Consider current research when establishing a course sequence.

Discussion 3: Identify **Key Topics and Primary Sources** within the Strands to provide direction when drafting specific TEKS and alignment with statutory requirements.

Course Sequence Option 1

Status Quo: Maintain Course Sequence



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K
Self, Home,
and Family

1st
School and
Community

2nd
Community,
State, and
Nation

3rd
People Who
Made an
Impact

*Practice 1: K – 2 Lacks content
focused on teaching of history.*

4th
TX History

5th
US History

*Practice 2: Topics are presented in
isolation , without layering across
grades.*

*Practice 3: Content is not
chronological.*

6th
World Cultures

7th
TX History

8th
US History
(thru civil war)

Course Sequence Option 2



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Consider a course sequence based on the starting point sequence as directed by the SBOE in September 2022 meeting. Enhancements include improving K-2nd history coverage and offering some layering of topics in chronological order in grades 3rd-5th with a repeated depth of study in grades 6th–8th.

K – 2nd

Stories of America and Texas:
Foundational People, Events, Places and Ideas

*Practice 1: K – 2 Content
focused on teaching of history.*

3rd

Road to the
Republic

4th

America's
Journey from
Settlers to
Superpower

5th

From Frontier
to Leader: The
Story of Texas
in America

ancient to modern

*Practice 2: Layered
topics are presented
within the grade level
bands.*

*Practice 3: Content is
chronological within
grade bands.*

6th

Road to the
Republic

7th

America's
Journey from
Settlers to
Superpower

8th

From Frontier
to Leader: The
Story of Texas
in America

ancient to modern

3x3x3 Model

3 grades (K-2nd) build the foundation of the stories of America and Texas.

3 grades (3rd-5th) present a survey of topics with a layered and chronological approach connecting world, U.S., and Texas history.

3 grades (6th-8th) a deeper and broader dive into the topic from previous grade bands.

Legend

	Texas History
	United States History
	World History

Example of Layering and Chronology for Option 2

Strand: Government and Civics



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Strand: Government and Civics

ancient to modern

3rd

Road to the Republic
(Prehistory to 1500 AD)

Grade 3: Describe how ancient Greece developed democracy and how ancient Rome created a republic to help people make decisions and live together with equal treatment under law.

4th

America's Journey from Settlers to
Superpower
(1500 AD to 1800s)

Grade 4: Identify the purposes of the U.S. Constitution in limiting government power with power kept by the citizens.

5th

From Frontier to Leader: The Story of
Texas in America
(Late 1800s to Present)

Grade 5: Explain how the end of the Civil War led to new freedoms and rights for more Americans and Texans including the Reconstruction Amendments and origin of Juneteenth.

Layered content connects how individual rights and the voice of the people have evolved throughout history.

6th

Road to the Republic
(Prehistory to 1500 AD)

Grade 6: Explain how ancient Greece developed a direct democracy and how ancient Rome created a republic and evaluate how these systems influenced the modern constitutional republic of the United States.

7th

America's Journey from Settlers to
Superpower
(1500 AD to 1800s)

Grade 7: Analyze the importance of the U.S. Constitution and Texas Constitution in limiting government power through principles such as rule of law, separation of powers, and popular sovereignty.

8th

From Frontier to Leader: The Story of
Texas in America
(Late 1800s to Present)

Grade 8: Contrast how the constitutional role of the U.S. Supreme Court in cases such as Brown v Board of Education and Hernandez v Texas works to preserve and expand the rights of American citizens as opposed to the role of courts in countries like the Soviet Union and the People's Republic of China.

Layered content connects how individual rights and the voice of the people have evolved throughout history with specific examples of principles and judicial action to compare and contrast our state and nation with others.

3x3x3 Model

3 grades (K-2nd) build the foundation of the stories of America and Texas.

3 grades (3rd-5th) present a survey of topics with a layered and chronological approach connecting world, U.S., and Texas history.

3 grades (6th-8th) a deeper and broader dive into the topic from previous grade bands.

This model reinforces key historical events to help students build timeline awareness and factual historical foundations.

Example of Layering and Chronology for Option 2

Strand: Economics



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Strand: Economics

ancient to modern

3rd

Road to the Republic
(Prehistory to 1500 AD)

Grade 3: Explain how the Silk Road helped connect people, goods (including silk) and ideas across Asia, the Middle East and Europe.

4th

America's Journey from Settlers to
Superpower
(1500 AD to 1800s)

Grade 4: Describe how British trade laws limited the colonies' ability to trade freely with other countries and became a cause for the American Revolution.

5th

From Frontier to Leader: The Story of
Texas in America
(Late 1800s to Present)

Grade 5: Identify the importance of the Chisholm Trail during the era of cattle drives and connect its historic path to the trade and transportation role of Interstate 35 today.

Layered content is focused on continuity and change in trade throughout history.

6th

Road to the Republic
(Prehistory to 1500 AD)

Grade 6: Describe how the Mongol Empire expanded trade across Asia and Europe by protecting the Silk Road and explain how this increased the exchange of goods, ideas and technologies between civilizations.

7th

America's Journey from Settlers to
Superpower
(1500 AD to 1800s)

Grade 7: Explain how trade policies and alliances with Spain influenced the American Revolution and how Texas played a role in global support efforts.

8th

From Frontier to Leader: The Story of
Texas in America
(Late 1800s to Present)

Grade 8: Analyze the political, economic and social impact of cattle drives and the development of the cattle industry in Texas, including how supply and demand, railroads and access to global markets influenced trade and economic growth.

Layered content is focused on continuity and change in trade throughout history with specific examples of global, national and state actions and events to think critically about the role of the United States and Texas in a global economic context.

3x3x3 Model

3 grades (K-2nd) build the foundation of the stories of America and Texas.

3 grades (3rd-5th) present a survey of topics with a layered and chronological approach connecting world, U.S., and Texas history.

3 grades (6th-8th) a deeper and broader dive into the topic from previous grade bands.

This model reinforces key historical events to help students build timeline awareness and factual historical foundations.

Course Sequence Option 3



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Consider improving K-2nd history coverage and create a layered & chronological sequence in grades 3rd-7th to synthesize a culminating study of Texas history in 8th grade.

K – 2nd

Stories of America and Texas:
Foundational People, Events, Places and Ideas

*Practice 1: K – 2 Content
focused on teaching of history.*

3rd

World

The Roots of
Western
Civilization

4th

World

The Rise of
Western
Civilization

5th

United States

From Sea to
Shining Sea: The
Founding of
America

6th

United States

From Colonies to a
Country: America's
Journey in the
World

7th

United States

The Emergence
of a Superpower

ancient to modern

*Practice 2: Layered
topics are presented
within and across the
grade levels.*

*Practice 3: Content is
chronological within and
across grades.*

8th

Texas

From Independence to
Influence

ancient to modern

3x5x1 Model

3 grades (K-2nd) build the foundation of the stories of America and Texas.

5 grades (3rd-7th) present a deep dive into topics with a layered and chronological approach connecting world, U.S., and Texas history.

1 grade (8th) synthesizes all prior content by diving deeply into the history of Texas as a leader in the nation and world.

Legend

Texas History

United States History

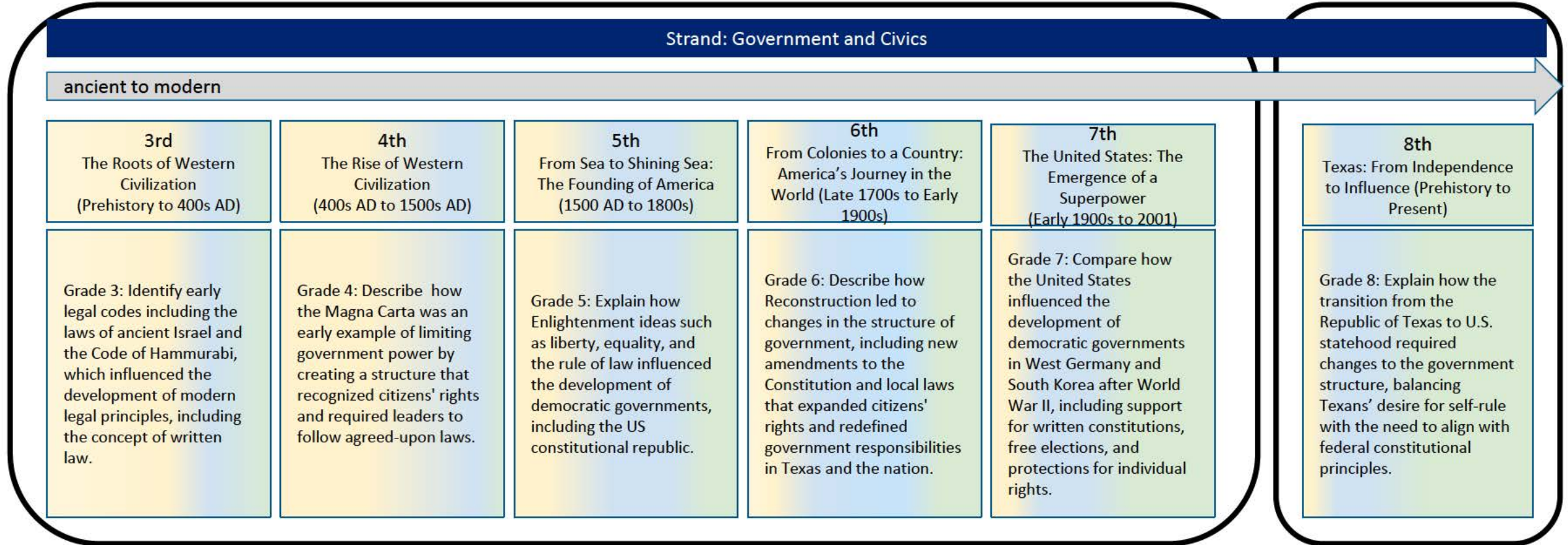
World History

Example of Layering and Chronology for Option 3

Strand: Government and Civics



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Layered content builds background on the development of structures and functions of government throughout history including concepts such as democratic ideals, rights of citizens and rule of law.

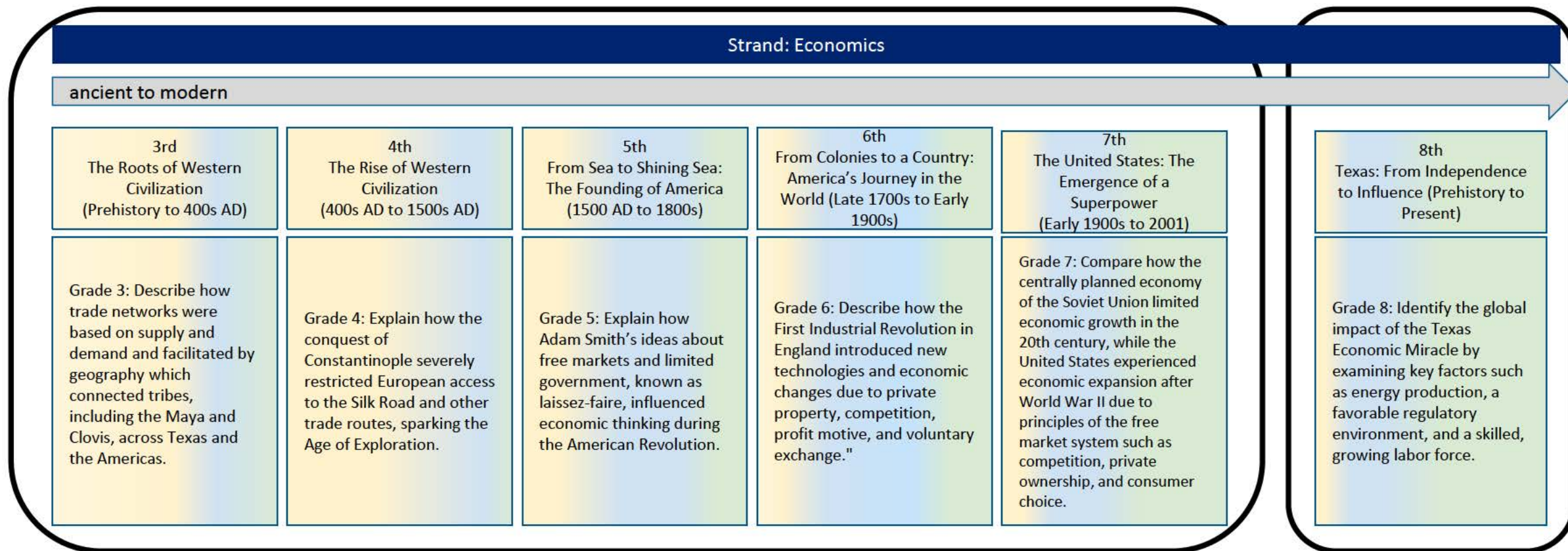
This model nurtures critical thinking by helping students recognize patterns, make connections and anticipate outcomes across historical contexts.

Sample of Layering and Chronology for Option 3

Strand: Economics



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Layered content builds knowledge about the formation of economic structures and markets throughout history including concepts of supply and demand, limited government, private property, and competition.

This model nurtures critical thinking by helping students recognize patterns, make connections and anticipate outcomes across historical contexts.

What are the next steps in selecting a framework?



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Discussion 1: Clearly Define Texas Social Studies **Strands**

Discussion 2: Decide on Social Studies **Course Sequence** Aligned to Research

Discussion 3: Identify **Key Topics and Primary Sources** within the Strands to provide direction when drafting specific TEKS and alignment with statutory requirements.



Establishing the strands and course sequence will support the selection of key topics and integration of primary sources.

Ad Hoc Committee Social Studies Framework

Recommendations

- Framework Components
 - Strands Recommendations
 - Course Sequence Recommendation
 - Key Topics and Primary Sources - TBD
- Timelines
 - Finalize Framework in September SBOE Meeting
 - Finalize process for TEKS Review and Revision in September SBOE Meeting



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Strands Recommendation

Combine Existing Strand Titles and Align with Statutes



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RECOMMENDED

Texas, United States, and World History

- Key people, events, places, and ideas

Government and Civics

- Understanding of, ability to, and appreciation of civics and the U.S. form of government

Economics

- Emphasis on free enterprise system and its benefits

Geography

- Places, features, and skills

Culture and Religion

- Art, architecture, writings, and religion

Technology and Innovation

- Key inventions, technology and their impact

Required content in statute including ***informed American patriotism***, the ***harmful effects of Communist Ideology***, and the use of specific ***primary sources*** may be integrated into multiple strands as appropriate.

Course Sequence Recommendation



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RECOMMENDED

Consider a course sequence based on the starting point sequence as directed by the SBOE in September 2022 meeting. Enhancements include improving K-2nd history coverage and offering some layering of topics in chronological order in grades 3rd-5th with a repeated depth of study in grades 6th-8th.

K – 2nd

Stories of America and Texas:
Foundational People, Events, Places and Ideas

*Practice 1: K – 2 Content
focused on teaching of history.*

3rd

Road to the
Republic

4th

America's
Journey from
Settlers to
Superpower

5th

From Frontier
to Leader: The
Story of Texas
in America

ancient to modern

*Practice 3: Content is
chronological within
grade bands.*

*Practice 2: Layered
topics are presented
within the grade level
bands.*

Legend	
	Texas History
	United States History
	World History

6th

Road to the
Republic

7th

America's
Journey from
Settlers to
Superpower

8th

From Frontier
to Leader: The
Story of Texas
in America

ancient to modern

3x3x3 Model

3 grades (K-2nd) build the foundation of the stories of America and Texas.

3 grades (3rd-5th) present a survey of topics with a layered and chronological approach connecting world, U.S., and Texas history.

3 grades (6th-8th) a deeper and broader dive into the topic from previous grade bands.



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Questions and Discussion

Social Studies Ad Hoc Committee

SBOE Report – Meeting Minutes – June 25, 2025



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Members Present:

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

Meeting Minutes:

- I. Chair Kinsey called the meeting to order.
- II. The Committee approved the previous meetings' minutes.
- III. The Committee approved the final report and recommendations.
- IV. Chair Kinsey adjourned the meeting.