

Content Advisor: Douglas L. Simon, Ph.D.

Content Advisor Recommendation: Public Comment

June 15, 2026

General Statements
• In accordance with Step 34 of the SBOE Approved TEKS Review and Revision Process, the content advisors are charged with reviewing public comments that occur within the official 30-day public comment period. The recommendations that follow derive from the public comments, and such recommendations are in the form of edits, deletions, or reordering the respective knowledge and skill statement and associated student expectations • A consistent theme with Social Studies TEKS public comment is the volume of content that exists within select grades. The volume of content is a concern that has been noted by the State Board of Education, the content advisors, and Workgroups A and B. Consequently, each grade or high school course notes whether the instructional time exceeds the available time for instruction, marginally exceeds, or is in parity. For ease of the reader, a legend is included below to visualize those grades that have been flagged as exceeding instructional available time (color coded red), at risk for exceeding available time (color coded as amber), or the instructional time required aligns with the instructional time available (color coded in green). Each grade-level or high school banner will have a red, amber, or green designation in order to visualize the instructional pace for each grade or high school course. • The SBOE Adopted K-8 Framework serves as the guiding parameters for pedagogy and content in relation to U.S. History, World History, and Texas History. Consequently, each grade level includes the guiding parameter for that grade. • The recommendations that follow are specific to grade and high school courses, and range from recommended deletions, edits, and rule text language changes. The left column displays the citation that is suggested for change, the middle column has the language from the knowledge and skill statement or associated student expectation, and the column appearing on the right is the suggested change or deletion. Red strikethrough indicates deletion and green font indicates the addition of language.

LEGEND

-  The estimated instructional time needed to teach all lessons **exceeds** the available instructional time.
-  The estimated instructional time needed to teach all lessons **marginally exceeds** the available instructional time.
-  The estimated instructional time needed to teach all lessons is **aligned** with the available instructional time.

Kindergarten

SBOE Adopted K-8 Framework Guiding Parameter: Stories of America, and Texas: Foundational People, Events, Places, Ideas, and Traditions.

10(B)	retell, with adult assistance, the story of Betsy Ross, who is remembered as a good citizen and for making the first American flag, using the sequential terms beginning, middle, and end (H, S);	DELETE retell, with adult assistance, the story of Betsy Ross, who is remembered as a good citizen and for making the first American flag. using the sequential terms beginning, middle, and end (H, S); Rationale: delete “using the sequential terms beginning, middle, and end.” This is not essential and the focus of the student expectation is Betsy Ross.
11(D)	demonstrate respectful listening and responding during classroom discussions (S); and	DELETE demonstrate respectful listening and responding during classroom discussions (S); and Rationale: delete “ with the rationale that listening and responding during classroom discussions is part of a classroom environment and is not necessary for inclusion in a student expectation.
15	retell, with adult assistance using sequential terms, before, after, next, first, or last, the story of Benjamin Franklin that highlights contributions as an	DELETE retell, with adult assistance using sequential terms, before, after, next, first, or last, the story of Benjamin Franklin that highlights

	inventor, including the invention of the Franklin stove, and as a business owner (H, G/Civ, S); and	contributions as an inventor, including the invention of the Franklin stove, and as a business owner (H, G/Civ, S); and Rationale: delete “using the sequential terms beginning, middle, and end.” This is not essential and the focus of the student expectation is on Benjamin Franklin.
Grade 1		
SBOE Adopted K-8 Framework Guiding Parameter: Stories of America, and Texas: Foundational People, Events, Places, Ideas, and Traditions.		
4(G)	identify Boston and Philadelphia as the locations of the Boston Tea Party and the signing of the Declaration of Independence, respectively (H, G/Civ).	DELETE identify Boston and Philadelphia as the locations of the Boston Tea Party and the signing of the Declaration of Independence, respectively (H, G/Civ). Rationale: This student expectation is not essential. The knowledge and skill statement is looking for symbols of liberty and unit. This is a geographic student expectation, and while relevant to the knowledge and skill statement, is not essential.
11(G)	explain that the Lincoln Memorial in Washington, D.C., is a landmark that honors Abraham Lincoln and has inspired many important speeches, including "I Have a Dream" by Martin Luther King, Jr. (H, G/Civ, Geo/C, S).	DELETE explain that the Lincoln Memorial in Washington, D.C., is a landmark that honors Abraham Lincoln and has inspired many important speeches, including "I Have a Dream" by Martin Luther King, Jr. (H, G/Civ, Geo/C, S). Rationale: While important, the Lincoln Memorial is addressed in 11(F), and in the interest of deleting content to ensure instructional time aligns with available time, recommend deletion of this student expectation.

16 (A-C)	The Civil Rights Movement. The student understands stories of equality and justice. The student is expected to: (A) describe Claudette Colvin and Rosa Parks as women who refused to give up their seats on a segregated bus to protest unfair laws (H, G/Civ, S); (B) describe Dr. Hector P. Garcia as a leader in Texas who worked peacefully for equal rights for Hispanic Americans and veterans in Texas (H, G/Civ, S); and (C) describe Ruby Bridges as a young African American student who bravely walked into an all-white school so that black and white children could learn together (H, G/Civ, S).	DELETE The Civil Rights Movement. The student understands stories of equality and justice. The student is expected to: (A) describe Claudette Colvin and Rosa Parks as women who refused to give up their seats on a segregated bus to protest unfair laws (H, G/Civ, S); (B) describe Dr. Hector P. Garcia as a leader in Texas who worked peacefully for equal rights for Hispanic Americans and veterans in Texas (H, G/Civ, S); and (C) describe Ruby Bridges as a young African American student who bravely walked into an all-white school so that black and white children could learn together (H, G/Civ, S). Rationale: instructional time exceeds available time. While this content is critically important, it is secondary to Martin Luther King Jr. and his life, which is found in 15 (A-F).
Grade 2 SBOE Adopted K-8 Framework Guiding Parameter: Stories of America, and Texas: Foundational People, Events, Places, Ideas, and Traditions.		
2(F)	identify the Greek and Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and	DELETE identify the Greek and Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and RATIONALE: Instructional time exceeds instructional time available. In addition, this student expectation is not tightly associated with Texas. Student expectation 2(E) covers Greek and Roman Civilizations.

5(G)	explain that the Black Robe Regiment were pastors who preached about freedom, inspired America's independence, and served in the Continental Army (H, G/Civ, Geo/C).	DELETE explain that the Black Robe Regiment were pastors who preached about freedom, inspired America's independence, and served in the Continental Army (H, G/Civ, Geo/C). RATIONALE: Instructional time exceeds instructional time available. In addition, this student expectation is not tightly associated with Texas.
9(M)	explain that the government of the Texas Republic was modeled after the government of the United States (H, G/Civ, Geo/C, S); and	DELETE explain that the government of the Texas Republic was modeled after the government of the United States (H, G/Civ, Geo/C, S); and RATIONALE: Instructional time exceeds instructional time available. Student expectation directs drawing comparison. This comparison can be achieved in later grades.
9(E)	retell the story of Charles Schreiner who expanded ranching, business, and community leadership during westward growth in the late 1800s Texas frontier (H, Geo/C, E, S);	DELETE retell the story of Charles Schreiner who expanded ranching, business, and community leadership during westward growth in the late 1800s Texas frontier (H, Geo/C, E, S); RATIONALE: Instructional time exceeds instructional time available

Grade 3		
SBOE Adopted K-8 Framework Guiding Parameter: Prehistory to 500 (World 50%; US 25%; TX 25%)		
2(A)	identify and explain how the land bridge of Beringia shaped migration patterns along coastal routes through the ice-free corridor into what would become the United States (H, Geo/C);	DELETE VERB and SIMPLIFY identify and explain how the land bridge of Beringia shaped migration patterns along coastal routes through the ice-free corridor into what would become the United States (H, Geo/C);
3(B)	locate on a map the Gault Site in Williamson County and explain that the site contains artifacts of some of the earliest Texans (H, Geo/C, S);	DELETE AND SIMPLIFY locate on a map the Gault Site in Williamson County and explain that the site contains artifacts of some of the earliest Texans (H, Geo/C, S);
3(C)	explain that artifacts found at the Gault site include flint spear points used for hunting large animals (H, Geo/C); and	DELETE AND SIMPLIFY explain that artifacts found at the Gault site include ing flint spear points used for hunting large animals (H, Geo/C); and
6(B)	describe how the Parthenon is an example of ancient Greek architecture that influenced the design of the Lincoln Memorial and compare how both structures were built to honor important figures or events (H, Geo/C);	PARTIAL DELETION describe how the Parthenon is an example of ancient Greek architecture that influenced the design of the Lincoln Memorial and compare how both structures were built to honor important figures or events (H, Geo/C);
6(E)	explain why ancient Greek pottery is a primary source and compare it to a secondary source that explains Greek daily life (H, Geo/C, S);	DELETE RATIONALE: Instructional time exceeds instructional time available
6(I)	explain how citizens in ancient Greece used voting to make decisions together using early ideas of democracy and describe how these ideas influenced self-government in America and Texas (H, G/Civ, Geo/C);	REWRITE explain how citizens in ancient Greece used voting to make decisions together using early ideas of democracy and connect describe how these ideas and how they influenced self-government in America and Texas (H, G/Civ, Geo/C);

Grade 4		
SBOE Adopted K-8 Framework Guiding Parameter: 500 -1500 (World 30%; US 50%; TX 20%)		
4(G)	identify examples of primary sources, including glyph writing and quipus which was a knotted string for record keeping, in the Americas (H, Geo/C, S); and	EDIT identify examples of primary sources in the Americas , including glyph writing and quipus, which was were a -knotted strings used for record keeping, in the Americas (H, Geo/C, S); and
Grade 5		
SBOE Adopted K-8 Framework Guiding Parameter: 1500 – 1800 (World 15%; US 60%; TX 25%)		
2(D)	identify Francisco Pizarro as a Spanish conquistador who encountered the Inca Empire while exploring the Andes region of South America (H, G/Civ, Geo/C);	DELETE identify Francisco Pizarro as a Spanish conquistador who encountered the Inca Empire while exploring the Andes region of South America (H, G/Civ, Geo/C);.
Grade 6		
SBOE Adopted K-8 Framework Guiding Parameter: 1800 – 1900 (World 5%; US 15%; TX 80%)		
2(G)	describe key events of the War of 1812, including Andrew Jackson's leadership at the Battle of New Orleans, and how these events strengthened national pride and contributed to the emergence of an American national culture, including the Star-Spangled Banner (H, Geo/C);	SIMPLIFY LANGUAGE describe key events of the War of 1812, including Andrew Jackson's leadership at the Battle of New Orleans, the writing of the Star-Spangled Banner , and how these events strengthened national pride and contributed to the emergence of an American national culture, including the Star-Spangled Banner (H, Geo/C);
3(C)	interpret maps to identify how natural resources in Texas, including timber, farmland, and fossil fuels influence where people settled and explain how	SIMPLIFY LANGUAGE AND REDUCE CONTENT interpret maps to identify how natural resources in Texas, including timber,

	physical and human factors shaped these settlement patterns (Geo/C).	farmland, and fossil fuels influence where people settled and explain how physical and human factors shaped these settlement patterns (Geo/C).
6(A)	explain how the suspension of the Mexican Constitution of 1824 and early conflicts such as the Battle of Gonzales ("Come and Take It") and the Siege of Béxar increased tensions between Texian settlers and the Mexican government (H, G/Civ);	CLARIFY LANGUAGE explain how the suspension of the Mexican Constitution of 1824 and early conflicts, including such as the Battle of Gonzales ("Come and Take It") and the Siege of Béxar increased tensions between Texian settlers and the Mexican government (H, G/Civ);
10	compare socialist ideas as found in The Communist Manifesto, including class struggle and abolishing private property, with American constitutional principles of individual rights and limited government (H, G/Civ, E); and	DELETE compare socialist ideas as found in The Communist Manifesto, including class struggle and abolishing private property, with American constitutional principles of individual rights and limited government (H, G/Civ, E); and RATIONALE 10(O) addresses similar content.
Grade 7		
SBOE Adopted K-8 Framework Guiding Parameter: 1900 – 2000 (World 20%; US 40%; TX 40%)		
1(C)	identify the impact of Spindletop on American and Texas society, including boomtowns and mobility (H, E); and	DELETE identify the impact of Spindletop on American and Texas society, including boomtowns and mobility (H, E); and RATIONALE: Instruction time exceeds instructional time available. DELETE or reinserting it in a different knowledge and skill statement that addresses free enterprise.

6	Communism and Other Totalitarian Regimes. The student understands the immediate events that led to World War II. The student is expected to identify how Germany violated the Treaty of Versailles by rebuilding the German military (H, G/Civ).	DELETE Communism and Other Totalitarian Regimes. The student understands the immediate events that led to World War II. The student is expected to identify how Germany violated the Treaty of Versailles by rebuilding the German military (H, G/Civ). RATIONALE: Instructional time exceeds instructional time available. This content is also covered in key topic 7.
Grade 8		
SBOE Adopted K-8 Framework Guiding Parameter: Texas and US Capstone (US 20%; TX 80%)		
9(I)	describe the policies enacted during Reconstruction in Texas following the Civil War, including military districts that enforced the 13th, 14th, and 15th amendments and explain the resistance in eastern Texas to the implementation of the policies (H, G/Civ);	DELETE describe the policies enacted during Reconstruction in Texas following the Civil War, including military districts that enforced the 13th, 14th, and 15th amendments and explain the resistance in eastern Texas to the implementation of the policies (H, G/Civ); RATIONALE: Instructional time exceeds instructional time available.
13(L)	contrast the treatment and conditions of prisoners-of-war detained in Texas and the United States with the treatment of prisoners-of-war detained in Germany and Japan in World War II (H, Geo/C, E).	DELETE contrast the treatment and conditions of prisoners-of-war detained in Texas and the United States with the treatment of prisoners-of-war detained in Germany and Japan in World War II (H, Geo/C, E). RATIONALE:

		Instructional time exceeds instructional time available.
15(G)	identify the significance of Texas's passage of the Equal Rights Amendment, including being the first state to ratify (H, G/Civ).	DELETE identify the significance of Texas's passage of the Equal Rights Amendment, including being the first state to ratify (H, G/Civ). RATIONALE: Instructional time exceeds instructional time available.
16(A)	explain how events in the Middle East led to economic growth in Texas, including the Yom Kippur War, that resulted in the oil embargo (H, E);	REWORD FOR CLARITY explain how events in the Middle East led to economic growth in Texas, including the Yom Kippur War, that resulted in and the resulting oil embargo (H, E);
World Geography Studies		
		NO FEEDBACK
World History Studies		
		NO FEEDBACK
Foundations of Economics		
		NO FEEDBACK
United States History		
		NO FEEDBACK
United States Government		
3(B)	describe the relationship between religion and civic virtue (G/Civ);	DELETE describe the relationship between religion and civic virtue (G/Civ); Rationale: Redundant with 2(A)
5	Historical Roots and Founding Documents of the Constitutional Republic. The student understands the rule of law and preservation of liberty. The student is expected to analyze the relationship between the rule of law and preservation of liberty using	DELETE Historical Roots and Founding Documents of the Constitutional Republic. The student understands the rule of law and preservation of liberty. The student is expected to analyze the relationship between the rule of law and preservation of

	reasoning skills, including sequencing and contextualization.	liberty using reasoning skills, including sequencing and contextualization. Rationale: instructional time exceeds available time. This knowledge and skill statement is redundant or marginally redundant to other knowledge and skill statements.
7	Historical Roots and Founding Documents of the Constitutional Republic. The student understands key events that led to the establishment of a secure republican order. The student is expected to evaluate the significance of the Election of 1800 as a key event, including the peaceful transfer of power, that led to the establishment of a secure republican order (H, G/CIV).	DELETE Historical Roots and Founding Documents of the Constitutional Republic. The student understands key events that led to the establishment of a secure republican order. The student is expected to evaluate the significance of the Election of 1800 as a key event, including the peaceful transfer of power, that led to the establishment of a secure republican order (H, G/CIV). Rationale: instructional time exceeds available time. This knowledge and skill statement can be addressed in the context of the Electoral College.
9(A)	Describe the principles and the seven articles of the Constitution, including popular sovereignty, republicanism, federalism, separation of powers, checks and balances, limited government, and individual rights (G/CIV); and	DELETE and EDIT Identify the principles and the seven articles of the Constitution, including popular sovereignty, republicanism, federalism, separation of powers, checks and balances, limited government, and individual rights (G/CIV); and Rationale: The knowledge and skills statement and associated student expectations are redundant. Recommend distinct verbs to show different learning objectives.

9(B)	Analyze how the principles of the Constitution are embedded within the seven articles of the Constitution (G/CIV)	SPECIFY Analyze the principles embedded within the seven articles, including popular sovereignty, republicanism, federalism, separation of powers, checks and balances, limited government, and individual rights (G/CIV). Rationale: Provide specificity to the student expectation.
10	Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Bill of Rights. The student is expected to evaluate the purpose of the Bill of Rights using civil discourse to engage in meaningful and respectful communication (G/CIV, S).	DELETE Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Bill of Rights. The student is expected to evaluate the purpose of the Bill of Rights using civil discourse to engage in meaningful and respectful communication (G/CIV, S). Rationale: Instructional time exceeds available time. The Bill of Rights is covered in other knowledge and skill statements.
12	American Political Culture. The student understands contributions to America's core ideals. The student is expected to analyze historical documents, including Alexis de Tocqueville's Democracy in America, Volume 1, Part 3, Chapters 4 and 10; Thomas Jefferson's Letter to the Danbury Baptists; Frederick Douglass' "What to the Slave is the Fourth of July?" and "What the Black Man Wants"; the First Lincoln-Douglas debate; Martin Luther King Jr.'s "I Have a Dream"; and Ronald Reagan's "A Time for Choosing," for	DELETE American Political Culture. The student understands contributions to America's core ideals. The student is expected to: analyze historical documents, including Alexis de Tocqueville's Democracy in America, Volume 1, Part 3, Chapters 4 and 10; Thomas Jefferson's Letter to the Danbury Baptists; Frederick Douglass' "What to the Slave is the Fourth of July?" and "What the Black Man Wants"; the First Lincoln-Douglas debate; Martin Luther King Jr.'s "I Have a Dream"; and Ronald Reagan's "A Time for Choosing," for evidence of the embodiment of America's core ideals (H, G/Civ, S).

	evidence of the embodiment of America's core ideals (H, G/Civ, S).	Rationale: Break out student expectations from the knowledge and skill statement to provide clarity and better organization of material. Recommend deletion of primary source of documents. Such documents are located in other high school courses.
12(A)		NEW 12A identify America's core ideals, including liberty, individualism, equality of opportunity, the rule of law, and limited government (H, G/Civ, S). Rationale: Break out student expectations from the knowledge and skill statement to provide clarity and better organization of material.
12(B)		NEW 12(B) explain the contributions of Alexis de Tocqueville's Democracy in America, including his observations of civic participation, equality of condition, liberty, and tyranny of the majority. Rationale: Break out student expectations from the knowledge and skill statement to provide clarity and better organization of material.
12(C)		NEW 12(C) analyze Martin Luther King Jr.'s "I Have a Dream"; and Ronald Reagan's "A Time for Choosing," for evidence of the embodiment of America's core ideals (H, G/Civ, S). Rationale: Retain two of the original source documents from the former long list and permit students to identify elements of American Political Culture.

13(A)	describe the structure of the legislative branch and explain the functions of the legislative branch, including the necessary and proper clause (G/Civ);	EDIT and SPECIFY NEW 13(A) describe the legislative branch in relation to its structure including House and Senate membership, leadership, committees, terms of office, and eligibility to hold office. necessary and proper clause. (H, G/Civ). Rationale: rewrite and clarify which branch of government is the student expectation and what is the knowledge required for that student expectation.
13(B)	describe the structure of the executive branch and explain the functions of the executive branch, including the Take Care Clause and the role of executive orders (G/Civ);	DELETE and SPECIFY describe the structure of the executive branch and explain the functions of the executive branch, including the Take Care Clause and the role of executive orders (G/Civ); NEW 13(B) describe the legislative branch in relation to its functions including draft and pass laws, declare war, levy taxes, pay the national debt, raise and support armies, approve or reject treaties, and confirm or reject presidential nominations (H, G/Civ). Rationale: Delete student expectation and move elements of it to 13(E). Rewrite and clarify which branch of government is the student expectation and what is the knowledge required for that student expectation.
13(C)	describe the structure of the judicial branch and explain the functions of the judicial branch, including Marbury v. Madison and the role of judicial review (G/Civ);	DELETE and SPECIFY describe the structure of the judicial branch and explain the functions of the judicial branch, including Marbury v. Madison and the role of judicial review (G/Civ);

		NEW 13(C) describe the legislative branch in relation to its constitutional role with oversight and investigations including conducting impeachments and the removal of government officials (H, G/Civ). Rationale: Delete student expectation and move elements of it to 13(E) rewrite and clarify which branch of government is the student expectation and what is the knowledge required for that student expectation.
13(D)	compare responsibilities of the federal government (G/CIV)	DELETE compare responsibilities of the federal government (G/CIV) NEW 13(D) describe the executive branch in relation to its authority and responsibility including enforcing the laws, serving as commander in chief, conducting foreign policy, appointing officials, and signing or vetoing legislation including Clinton v City of New York (H, G/Civ). Rationale: Student expectation is ambiguous. In addition, deletion of student expectation will align instructional time required with instructional time available. A new 13(D) identifies the responsibility and power of the executive branch.
13(E)	identify eligibility requirements for individuals holding Constitutional offices, including president, vice president, senators, representatives, cabinet members, and supreme court justices (G/Civ);	DELETE, REORDER and SPECIFY identify eligibility requirements for individuals holding Constitutional offices, including president, vice president, senators, representatives, cabinet members, and supreme court justices (G/Civ); NEW 13(E)

		describe the executive branch in relation to the role of executive orders and how they enforce or interpret the laws passed by the legislature (H, G/Civ). Rationale: Reorder student expectation and move to NEW 13(J). This student expectation goes beyond the executive branch, so it is moved at the end of the knowledge and skill statement to serve as a catch all.
13(F)		NEW 13(F) describe the executive branch in relation to presidential succession and disability as outlined in legislative acts and the 25th Amendment. RATIONALE: Adding student expectation on presidential succession and disability.
13(F)	explain delegation of powers and separation of powers in relation to the three branches of government (G/Civ); and	DELETE explain delegation of powers and separation of powers in relation to the three branches of government (G/Civ); and
13(G)	explain how the Electoral College balances population influence by giving smaller states a stronger voice in presidential elections than a direct popular vote would provide and explain how electoral vote allocation determined the outcomes of the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ).	DELETE, REORDER and EDIT explain how the Electoral College balances population influence by giving smaller states a stronger voice in presidential elections than a direct popular vote would provide and explain how electoral vote allocation determined the outcomes of the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ). NEW 13(G) explain the Electoral College in terms of the process to elect the president and the

		vice-president including significant historical election including balances population influence by giving smaller states a stronger voice in presidential elections than a direct popular vote would provide and explain how electoral vote allocation determined the outcomes of the elections of 1800, 1824, 1876, 1888, 2000, and 2016 (H, G/Civ). Rationale: Student expectation is highlighting the electoral college as the process to elect the president and vice president. The process itself implies a discussion of direct popular election and how electors are selected and how votes are counted. Also, inclusion of the election of 1800 shows the peaceful transfer of power.
13(H) renumbered from 13(C)	describe the structure of the judicial branch and explain the functions of the judicial branch, including Marbury v. Madison and the role of judicial review (G/Civ);	EDIT and SPECIFY describe the structure of the judicial branch and explain the functions of the judicial branch, including Marbury v. Madison and the role of judicial review (G/Civ); NEW 13(G) describe the judicial branch in relation to its federal structure and the appointment and tenure of federal judges (H, G/Civ). Rationale: rewrite and clarify the branch of government with the student expectation and what is the knowledge required for that student expectation.
13(I) renumbered from 13(C)	describe the structure of the judicial branch and explain the functions of the judicial branch, including Marbury v. Madison and the role of judicial review (G/Civ);	EDIT and SPECIFY describe the structure of the judicial branch and explain the functions of the judicial branch, including Marbury v. Madison and the role of judicial review (G/Civ);

		NEW 13(H) describe the judicial branch in relation to separation of powers including the foundational case of <i>Marbury v. Madison</i> and the role of judicial review (H, G/Civ). Rationale: rewrite and clarify the branch of government with the student expectation and what is the knowledge required for that student expectation.
13(J)		ADD describe the process by which the U.S. Constitution may be amended according to Article V (H, G/CIV).
14(B)	explain enumerated, reserved, and concurrent powers, and how <i>McCulloch v. Maryland</i> clarified the balance of federal and state power (H, G/Civ);	EDIT and CLARIFY explain enumerated, reserved, and concurrent powers, including how <i>McCulloch v. Maryland</i> clarified the balance of federal and state power through the necessary and proper clause (H, G/Civ) Rationale: clarification of knowledge and skill statement.
14(D)	explain the effects of the 17th amendment, including the direct election of Senators, on the federalist structure of government (H, G/Civ, S); and	EDIT AND CLARIFY explain the effects of the 17th amendment, including and the direct election of Senators, including on the effects on the federalist structure of government (H, G/Civ, S); and Rationale: rewrite and clarify student expectation.
14(E)	describe how conflicts and crises in United States history changed the balance of power in the federal system in between the state and national	EDIT AND CLARIFY describe how conflicts and national crises in United States history changed the balance of power in the federal system-in

	governments, including the Great Depression, the civil rights movement, and the Civil War (H, G/Civ, E).	between the state and national governments, including the Civil War, the Great Depression, and the civil rights movement (H, G/Civ, E). Rationale: Rewrite and eliminate unnecessary words.
16(A)	identify civil liberties and civil rights protected in the Bill of Rights (G/Civ, S); and	EDIT AND CLARIFY identify civil liberties and civil rights protected in the Bill of Rights (G/Civ, S); and NEW 16(A) identify civil liberties and civil rights protected in the Bill of Rights, including freedom of speech, freedom of the press, and freedom of religion (G/Civ, S); and Rationale: Civil Liberties and Civil Rights are distinct concepts. Civil liberties refer to fundamental freedoms, like freedom of speech, religion, and due process, while civil rights reference the government's obligation to ensure equal treatment. With that in mind, civil liberties and civil rights are separated.
16(B) renumbered from 16(A)	identify civil liberties and civil rights protected in the Bill of Rights (G/Civ, S); and	EDIT AND CLARIFY identify civil liberties and civil rights protected in the Bill of Rights (G/Civ, S); and NEW 16(B) Identify civil rights guaranteed by the 14th Amendment, including the equal protection and due process clauses (G/Civ, S); and

		Rationale: focused student expectation needed for civil rights.
16(C) renumbered from 16(B)	explain the role of the U.S. Supreme Court in interpreting rights guaranteed by the U.S. Constitution in cases, including Brown v. Board of Education of Topeka, Miranda v. Arizona, Dobbs v. Jackson's Women's Health Organization, Students for Fair Admissions v. Harvard, Pierce v. Society of Sisters, and Texas v. Johnson (H, G/Civ, Geo/C).	EDIT and ADD NEW 16(C) explain the role of the U.S. Supreme Court in interpreting rights guaranteed by the U.S. Constitution in cases, including Brown v. Board of Education of Topeka, Miranda v. Arizona, Dobbs v. Jackson's Women's Health Organization, Students for Fair Admissions v. Harvard, Pierce v. Society of Sisters , Kennedy v. Bremerton School District, and Texas v. Johnson (H, G/Civ, Geo/C). Rationale: Deleted a case and added Kennedy v. Bremerton School District. This case abandoned the Lemon Test and is consequential on its own terms.
17(A)	describe the growth of the federal government (G/Civ, E);	EDIT AND SPECIFY NEW 17(A) describe the administrative growth of the federal government, including the Department of Homeland Security, the Department of Veterans Affairs, and the Department of Health and Human Services (G/Civ, E); and Rationale: clarify the growth and example agencies.
17B)	(B) identify the purpose of selected independent federal executive agencies and regulatory commissions as prescribed by the Administrative Procedure Act of 1946 (H, G/Civ); and	DELETE (B) identify the purpose of selected independent federal executive agencies and regulatory commissions as prescribed by the Administrative Procedure Act of 1946 (H, G/Civ); and

		Rationale: instructional time exceeds available time. This knowledge and skill statement is not essential.
18(A)	explain the roles and responsibilities of citizens in United States elections (G/Civ);	DELETE explain the roles and responsibilities of citizens in United States elections (G/Civ); RATIONALE: This student expectation is ambiguous. In addition, instructional time exceeds available time. This knowledge and skill statement is not essential.
18(C)	explain how representative districts are crafted, including use of the census and the process of reapportionment using demographic patterns (G/Civ, Geo/C, S); and	EDIT AND SPECIFY NEW 18(C) explain how representative congressional districts are crafted and reapportioned, including use of the using census data, demographic patterns, and race-neutral factors as held by the Supreme Court in Louisiana v. Callais. and the process of reapportionment using demographic patterns (G/Civ, Geo/C, S); and RATONALE: Added reference to Louisiana v. Callais with race-neutral factors. Significant and generational reapportionment case
Personal Financial Literacy (PFL)		
		NO FEEDBACK
Psychology		
		NO FEEDBACK
Sociology		
1(B)	explain sociological ideas of Jane Addams, Harriet Martineau, Adam Smith, Karl Marx, Emile Durkheim, and Max Weber.	EDIT AND SPECIFY 1(B) identify prominent sociologists and their key ideas, including Adam Smith, August Comte, Karl Marx, Max Weber, Emile Durkheim, Jane Addams , Harriet Martineau, and Robert Merton.

		Rationale: Reorder chronology and add/delete key sociologists.
1(D)	explain ways cultural concepts in society are studied (Geo/C, S)	EDIT AND SPECIFY 1(D) explain how cultural concepts in society are studied, including interpreting literature, media, popular culture, and historical documents (GEO/C, S). Rationale: Add specificity. Cultural concepts in Texas could include cowboy heritage, rodeo, country music, tex-mex, Texas pride.
2(A)	identify scientific steps social scientists use (S)	EDIT and SPECIFY identify scientific steps social scientists use (S) NEW 2(A) 2(A) explain how the scientific method is used to study the social world, including formulating a question, developing a hypothesis, designing a study, drawing conclusions, and reporting the results. (S) Rationale: Specify the scientific method steps.
8(A)	analyze the characteristics of social capital as a resource in society (GEO/C, E, S)	EDIT AND SPECIFY analyze the characteristics of social capital as a resource in society (GEO/C, E, S) NEW 8(A) explain how social capital is a form of capital that generates benefits for individuals and groups, including building strong relationships, accessing resources, exchanging ideas, creating opportunities, and increasing trust (GEO/C, E).

		Rationale: add specificity and describe what social capital offers with generating value for society.
8(B)	analyze how individuals' access to social networks, including social media, influences access to resources, opportunities, and social mobility (GEO/C, E, S)	DELETE analyze how individuals' access to social networks, including social media, influences access to resources, opportunities, and social mobility (GEO/C, E, S) NEW 8(B) explain how social capital fosters entrepreneurship and business creation, including establishing networks, exchanging innovative ideas, accessing financial resources, and building business resilience (GEO/C, E). Rationale: Show how social capital is linked with entrepreneurship and business formation.
8(D)	explain how systems of social stratification influence access to resources, opportunities, and social mobility (H, Geo/C, E, S);	DELETE 8(D) explain how systems of social stratification influence access to resources, opportunities, and social mobility (H, Geo/C, E, S); Move Social Stratification to a NEW KEY TOPIC (9)
8(E)	explain W.E.B. DuBois contributions to the study of social stratification (H, Geo/C, E)	DELETE 8(E) explain W.E.B. DuBois contributions to the study of social stratification (H, Geo/C, E) Move Social Stratification to a NEW KEY TOPIC (9)

		Rationale: Social stratification is a significant topic in the field of sociology, and as it is currently positioned, it is aligned under social capital. That alignment is awkward. It is more appropriate to create a new key topic of social stratification and provide adequate content for both social capital and social stratification.
9		Social Stratification. The student understands social stratification as a hierarchical organization of individuals in society based on factors like wealth, power, education, and social status (GEO/C, E).
9(A)		describe how social stratification is a sociological concept that is metaphorically derived from geology and the study of layered, stratified rock (GEO/C).
9(B)		describe the systems of social stratification, including class systems, caste systems, estate systems, slavery systems, and meritocracy. (GEO/C, E).
9(C)		explain how individuals are ranked into layers based upon socioeconomic factors, like wealth, income, education, occupation, social status, and power (GEO/C, E).
9(D)		explain how social mobility and the upward and downward movement of individuals and groups are influenced by education, occupation, and income (GEO/C, E).
9(E)		explain how the free enterprise system positively impacts upward social mobility for individuals and groups, including the formation and growth of businesses, reducing poverty, and building social capital (GEO/C, E).

Ethnic Studies, African American Studies
• No feedback for this TEK.
Ethnic Studies, Mexican American Studies
• No feedback for this TEK.
Economics Advanced Studies
• No feedback for this TEK.
Social Studies Advanced Studies
• No feedback for this TEK.
Social Science Research Methods
• No feedback for this TEK.
Special Topics in Social Studies
• No feedback for this TEK.