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Final Recommendations: Individual Content Advisor Feedback

March 24, 2026

In accordance with Step 31 of the SBOE Approved TEKS Review and Revision Process, the content advisors are charged with providing individual feedback through a review of drafts, feedback, and focus group data, and upon review and in consultation with work group representatives as necessary, make recommendations to the SBOE. This individual feedback captures the efforts of Work Group B and additional guiding questions from the TEA Curriculum staff that assisted with formulating individual feedback on the final recommendations.

General Statements
<ul style="list-style-type: none">• The efforts of Workgroup B in further refining the Social Studies TEKS resulted in a comprehensive survey of social studies that is true to the SBOE framework and charge.• Workgroup B identified the instructional time for each grade or high school course with the estimated time available. A continuing concern is the content recommended for select grades and high school courses will outpace the instructional time available. I concur with that concern. Consequently, each grade or high school course notes whether the instructional time exceeds the available time.• The recommendations that follow are specific to grade and high school courses, and range from recommended deletions, edits to the student expectation, or identifying additional content worthy of SBOE consideration.
Kindergarten
<ul style="list-style-type: none">• SBOE Adopted K-8 Framework Guiding Parameter: Stories of America, and Texas: Foundational People, Events, Places, Ideas, and Traditions.• Workgroup B estimates instructional time at 98 lessons (49 hours), which exceeds the estimated time available at 96 lessons (48 hours). Assuming these estimates are reasonably precise, the course content can be covered with slight adjustments in a school year.• Workgroup B Draft: Citation 7(G) is rewritten for simplicity (recognizing trading as giving something to get something in return). I would recommend the original knowledge and skills statement because it was specific as to who is trading (Iroquois, Commanche, Cherokee, and other people) and what is being traded (i.e., goods or identify goods).

<ul style="list-style-type: none"> • Workgroup B Draft: Citation 7(E) and additional citations added “with adult assistance” in order to reflect the ability of the students. I would recommend deleting the add-on language “with adult assistance.” The existing TEKS for kindergarten do not use such language, and it is assumed that kindergarten teachers would scale assistance as needed.
Grade 1
<ul style="list-style-type: none"> • SBOE Adopted K-8 Framework Guiding Parameter: Stories of America, and Texas: Foundational People, Events, Places, Ideas, and Traditions. • Workgroup B estimates instructional time at 97 lessons (48.5 hours), which exceeds the estimated time available at 96 lessons (48 hours). Assuming these estimates are reasonably precise, the course content can be covered with slight adjustments in a school year. • Workgroup B Draft: Citations added “with adult assistance.” I would recommend deleting the add-on language “with adult assistance.” It is assumed that first grade teachers would assist as needed. • Workgroup B Draft: Citation 5(B) removed “using examples from a story.” The preferred pedagogical technique with K-2 is story telling. I would recommend retaining the element of stories with this student expectation.
Grade 2
<ul style="list-style-type: none"> • SBOE Adopted K-8 Framework Guiding Parameter: Stories of America, and Texas: Foundational People, Events, Places, Ideas, and Traditions. • Workgroup B estimates instructional time at 95 lessons (47.5 hours), which fits within the estimated time available at 96 lessons (48 hours). • Workgroup B Draft: Citation 5(G) removed “Summarize stories of the American Revolution.” The preferred pedagogical technique with K-2 is story telling. I would recommend retaining the element of stories with this student expectation. • Workgroup B Draft: Citation 8 directs that the student understands stories about people and events of the Texas Revolution. There is only one student expectation in this knowledge and skill statement that directs retelling a story. I would recommend additional student expectations in this section begin with retelling a story.
Grade 3
<ul style="list-style-type: none"> • SBOE Adopted K-8 Framework Guiding Parameter: Prehistory to 500 (World 50%; US 25%; TX 25%) • Workgroup B estimates instructional time at 122 lessons (61 hours), which fits within the estimated time available at 128 lessons (64 hours). • The Workgroup B deletions, clarifications, and rationales are concise and efficient. The third-grade flow in relation to content and organization is improved.
Grade 4
<ul style="list-style-type: none"> • SBOE Adopted K-8 Framework Guiding Parameter: 500 -1500 (World 30%; US 50%; TX 20%) • Workgroup B estimates instructional time at 117 lessons (58.5 hours), which fits within the estimated time available at 128 lessons (64 hours).

- **Workgroup B Draft: Citation 1(A-H)** deleted or moved content related to the Middle Ages in Asia, Africa, and the Middle East and Connections to American and Texas. I concur with the rationale that content is either non-essential, not vertically or horizontally aligned, or alignment fits more logically with another knowledge and skill statement.
- **Workgroup B Draft: Citation 2(M, N)** deleted with rationale that content related to Gothic style architecture and its connection to America and Texas and the Reconquista as a historical period is non-essential. I concur with the rationale that these student expectations are non-essential.

Grade 5

- **SBOE Adopted K-8 Framework Guiding Parameter:** 1500 – 1800 (World 15%; US 60%; TX 25%)
- Workgroup B estimates instructional time at 131 lessons (92.85 hours), which **exceeds** the estimated time available at 128 lessons (96 hours). Assuming these estimates are reasonably precise, it is recommended that additional lessons are deleted.
- **Workgroup B Draft: Citation 1(A)** adds Martin Luther as a key figure in the Protestant Reformation. I agree with this addition.
- **Workgroup B Draft: Citation 3(A)** questions why major geographic features found in locations in Texas including Gulf Coastal Plains, Gulf of America, Great Plains, Guadalupe Mountains, Rio Grande River, Piney Woods, Hill County, and Big Bend National Park are DIFFERENT than grade 3, which references the 8 geographic regions. The content advisors with 3(A) called special attention to geographic features found in some of the geographic regions. I recommend that 3(A) remain as a student expectation.
- **Workgroup B Draft: Citation 3(D)** deletes reference to Francisco Coronado seeking the “Seven Cities of Gold.” I recommend restoring the deletion and maintaining reference to the “Seven Cities of Gold” in the student expectation.

Grade 6

- **SBOE Adopted K-8 Framework Guiding Parameter:** 1800 – 1900 (World 5%; US 15%; TX 80%)
- Workgroup B estimates instructional time at 166 lessons (124.5 hours), which **exceeds** the estimated time available at 160 lessons (120 hours). Assuming these estimates are reasonably precise, it is recommended that additional lessons are deleted.
- **Workgroup B Draft: Citation 3 (A-C)** cites disagreement with lesson/time estimate. I agree with the lesson/estimate of 6 lessons (4.5 hours).
- **Workgroup B Draft: Citation 3(D)** refers to explanation of how physical and human factors shaped settlement patterns. This student expectation is partially redundant to 3(C), and in light of lesson/time constraints, I would recommend deleting 3(D).
- **Workgroup B Draft: Citation 5** time constrains westward expansion from 1825 – 1835, yet in Citation 5(B) the student expectation refers to Manifest Destiny and

how it encouraged Americans to seek new lands. Manifest Destiny was first coined in 1845, and while movement westward occurred prior to and after 1845, the student expectation as written may appear confusing in relation to the time constraint of 1825 – 1835.

- **Workgroup B Draft: Citation 6** makes necessary deletions to content in order to meet lesson/time constraints. I agree with these deletions.
- **Workgroup B Draft: Citation 9(M)** provides for comparing socialist ideas of Karl Marx and Friederich Engels in relation to the Communist Manifesto and how its claims are contrary to American constitutional principles. Citation 9(M)
- content is largely redundant to 9(N), which addresses communist ideology. For purposes of lesson/time constraints, I would recommend deleting **9(N)**.

Grade 7

- **SBOE Adopted K-8 Framework Guiding Parameter:** 1900 – 2000 (World 20%; US 40%; TX 40%)
- Workgroup B estimates instructional time at 164 lessons (123 hours), which **exceeds** the estimated time available at 160 lessons (120 hours). Assuming these estimates are reasonably precise, it is recommended that additional lessons are deleted.
- **Workgroup B Draft: Citation 1(E)** refers to Adina de Zavala and Clara Driscoll in the preservation in the Alamo. The knowledge and skill statement does not direct a connection to Texas in relation to the Progressive Era. I would recommend the knowledge and skill statement (**Citation 1**) read: “The Progressive Era. The student understands the important ideas of the Progressive Era in American [and its connections to Texas].”
- **Workgroup B Draft: Citation 1(F)** directs evaluation of the impact of Spindletop on American and Texas society in relation to the Progressive Era. I would recommend deleting this student expectation or reinserting it in a different knowledge and skill statement that addresses free enterprise.
- **Workgroup B Draft: Citation 3 (strikethrough between F and G)** recommends deleting a student expectation for applying research skills to describe multiple perspectives on American cultural developments. I agree with deleting this research skill student expectation because teachers should have flexibility where and how to employ research skills.
- **Workgroup B Draft: Citation 8(A)** refers to Texans who contributed to World War II. I recommend adding Earl Rudder because of his courage at Pointe du Hoc during the Normandy Invasion.
- **Workgroup B Draft: Citation 10(F)** directs how the use of marches, boycotts, and legal cases were used to raise awareness and secure civil rights for Mexican Americans. I recommend including *Hernandez v. Texas* (1954) as an example of how the 14th Amendment’s Equal Protection Clause applies to ethnic and national groups.

Grade 8

- **SBOE Adopted K-8 Framework Guiding Parameter:** Texas and US Capstone (US 20%; TX 80%)
- Workgroup B estimates instructional time at 150 lessons (112.5 hours), which fits within the estimated time available at 160 lessons (120 hours).
- **Workgroup B Draft: Citation 2(A strikethrough)** refers to comparing cultural practices, patterns of mobility, and methods of obtaining food, ways of life of early peoples of Texas, including Paleo Indian and Archaic cultures. Workgroup B recommended deleting this student expectation because of time considerations and earlier grades covered this content extensively. Grade 8 is a capstone, and the intent is to spiral knowledge in a way that is concretely learned. I would recommend restoring the deletion. In addition, available lessons and hours are available for Grade 8 based upon Workgroup B's own estimate.
- **Workgroup B Draft: Citation 10 (new knowledge and skill statement, Texas Immigration, Expansion, and Agriculture and the frontier)** is recommended by Workgroup B for inclusion because the student expectations do not align organizationally with Citation 9 (Civil War and Reconstruction). I agree with the addition of the knowledge and skill statement for organizational purposes insofar the SBOE agrees because workgroups were not authorized to create new topics and subtopics.
- **Workgroup B Draft: Citation 11** deletes student expectation C, E, G, H, J, K, N, and P. I agree with deletions as noted by Workgroup B.
- **Workgroup B Draft: Citation 16** refers to the influence of American Founding Documents and Principles. Workgroup B recommends deletion. I recommend retaining student expectations A – F because grade 8 is a capstone class, and the founding principles are spiraled from kindergarten to grade 8.

World Geography Studies

- Workgroup B estimates instructional time at 164 lessons (123 hours), which **exceeds** the estimated time available at 160 lessons (120 hours). I recommend deleting 3 hours of instructional time.
- Workgroup B Draft: Citation 11 (A-F) are major themes of World Geography. These student expectations were deleted. I concur with the deletion insofar as content exceeded available instructional time.

World History Studies

- Workgroup B estimates instructional time at 153 lessons (114.75 hours), which fits the estimated time available at 160 lessons (120 hours).
- **Workgroup B Draft: Citation 7(C - E)** is formerly Citation 7(B). I recommend deleting student expectations **C, D, and E**, restoring Citation **7(B)** and rewriting it to read: "Describe important political, economic, and cultural aspects of the Qin, Han, and Tang Dynasties, including the conquest of Southern China, the spread of Buddhism along the Silk Road, and the inventions of the compass, gunpowder, and paper."

- **Workgroup B Draft: Citation 10(A)** adds “and the influence on Western civilization and the United States” to the student expectation. I recommend deleting this add-on and restoring original student expectation to read: “Analyze developments in medieval English legal history including common law, Parliament, habeas corpus, and private property rights.” This is simple construction of the student expectation and bounds it to the Late Middle Ages from 1300 – 1450.
- **Workgroup B Draft: Citation 11(B)** is confusing. I recommend rewriting it to read: “Describe the cultural and economic development of the Song Dynasty on Chinese history, including Neo-Confucianism, printed money, and the Silk Road.”
- **Workgroup B Draft: Citation 12(D)** directs the student to identify Renaissance elements, but it does not identify which elements. I recommend a rewrite to state: “Identify the Renaissance elements of humanism, scientific observation, and technical innovation in art, including the Duomo, the Mona Lisa, the Pieta, and the School of Athens.”
- **Workgroup B Draft: Citation 16(D)** directs students to describe the causes and effects of slavery in the Americas including the Atlantic Slave Trade. I recommend rewriting the student expectation to say: “Describe the causal reasons that led slavery to emerge as a global institution practiced in the Islamic World, African societies, the Mediterranean in relation to the Barbary Pirates, and in the Americas, including the Atlantic Slave Trade.”

Foundations of Economics

- Workgroup B estimates instructional time at 165 lessons (123.75 hours), which **exceeds** the estimated time available at 160 lessons (120 hours). Assuming these estimates are reasonably precise, it is recommended that additional lessons are deleted.
- **Workgroup B Draft: Citation 1(B)** requires identification of the relationship between virtue, character, and individual economic endeavor in historical and religious texts, including the Torah and the Old Testament. This student expectation lacks specificity. I recommend rewriting the student expectation to say: “*Identify the relationship between virtue, including trust, courage, and justice, with individual economic endeavors found in historical and religious texts, including the Torah and the Old Testament.*” The recommended student expectation is precise and indicates content students will learn.

United States History

- Workgroup B estimates instructional time at 159 lessons (134.5 hours), which **exceeds** the estimated time available at 160 lessons (120 hours). Assuming these estimates are reasonably precise, it is recommended that non-essential lessons are deleted.
- **Workgroup B Draft: Citation 3(A)** directs students to analyze political and economic factors that contributed to the American Revolution. Among the listed items, it has a general category of “tax acts.” I would recommend specifying

which tax acts. I recommend including the Sugar Act of 1764, the Stamp Act of 1765, and the Townsend Acts of 1767.

United States Government

- The Workgroup B Draft is comprehensive with its focus on principles and core ideas that shape the functions and powers of government. I am encouraged to see a focus on founding documents and the critical role they play in establishing and furthering the American Experiment.
- Work Group B estimated 57.75 hours of instructional time required to cover the material with 60 hours available. That estimate indicates that course content can be taught within one semester.
- **Workgroup B Draft: Citation 8** refers to the Declaration of Independence, and both Workgroup A and B sequenced the content logically that makes this important founding document understandable to high school students.
- **Workgroup B Draft: Citation 9(A) and (B)** appear redundant or have significant overlap. I would recommend Citation **9 (A)** describe the seven articles of the Constitution and **Citation 9 (B)** 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).
- **Workgroup B Draft: Citation 14 (E)** addresses federalism and the balance of power shaped by cultural, political, and economic conflict. I would recommend the student expectation to read: “Describe how the balance of power between states and the federal government has been impacted by cultural, economic, or political conflict, including the Great Depression, the Civil Rights Movement, and the Civil War.” (H/G/CIV, E)
- **Workgroup B Draft: Citation 15 (A-D)** directs students will understand state and local governments in Texas and then directs students to identify and describe various roles in government by using inquiry and research methods. The skills **(S)** tag is unnecessary for these student expectations. I would recommend removing “**using inquiry and research methods to locate relevant sources**” from Citation 15 A-D) along with the **S** tag.
- **Workgroup B Draft: Citation 16 (B)** highlights significant Supreme Court decisions, and they all deserve inclusion in the TEKS. I would recommend the first part of the student expectation to read: “Explain the role of the U.S. Supreme Court with interpreting rights guaranteed by the U.S. Constitution through its decisions, including”

Personal Financial Literacy (PFL)

- Workgroup B estimated 72 hours of instructional time needed to cover the material which **exceeds** the 67.5 hours of available instructional time.
- **Workgroup B Draft: Citation 16** involves risk management and insurance. This section expanded the student expectations for risk management and insurance. Consequently, I recommend deleting (B), (C), and (F) as non-essential because of instruction time limitations.

<ul style="list-style-type: none"> • Workgroup B draft does not include a content related specifically to crypto currency. I would recommend adding a student expectation on the impact of crypto currency and associated technologies in the modern economy.
Psychology
<ul style="list-style-type: none"> • Work Group B estimated 58.50 hours of instructional time required to cover the material with 60 hours available. That estimate indicates that course content can be taught within one semester. • No additional feedback on this TEK
Sociology
<ul style="list-style-type: none"> • The Workgroup B Draft and the work preceding it has crafted an age-appropriate introductory course in Sociology for secondary education. The course content covers the most prominent topics in the field aimed at capturing student interest that helps students understand the relationship between the individual and society and the causal factors that shape the human condition. • Workgroup B estimated 63.75 hours of instructional time needed to cover the material with 60 hours of available instructional time. Reviewing the content and the level of depth in each content area, my estimate is that 60 hours is sufficient instructional time to cover the material. • Workgroup B Draft: Citation 1(F) introduces deviant behavior and how it is viewed in society. Deviance is a major topic within the field of Sociology. Simply put, deviant behaviors are violations of established cultural or social norms or established laws. Because it has theoretical depth and breadth, it is recommended to highlight its most salient features, like social control, social order, positive sanctions, negative sanctions, informal sanctions, and formal sanctions. Drawing distinctions between criminal and non-criminal deviant behavior will facilitate further understanding of the concept. • Workgroup B Draft: Citation 3(A) explores the functionalist view of society and how social institutions maintain stability through manifest functions, latent functions, and latent dysfunctions. Robert K. Merton developed these core concepts with the aim of refining functionalism. In light of that sociological contribution, it is recommended that Robert Merton is added as a central sociological scholar in Citation 1(B). • Workgroup B Draft: Citation 3(C) states to explain rational choice theory (RCT), including utilitarianism, and how both affect human behavior. This knowledge and skill statement has been streamlined, but it is recommended that it is more specific and includes how RCT is applied, like in economics (consumer buying habits), criminology (the cost and benefit of committing a crime), and politics (voting behavior). • Workgroup B Draft: Citation 7 (strikethrough A) deleted Lord Acton’s famous quote “Power tends to corrupt; absolute power corrupts absolutely.” I would recommend retaining this quote and linking George Washington’s decision to not seek a third term as an example of patriotism to the new nation by avoiding the appearance of ambition and setting precedent for the peaceful transfer of power.

This also connects to Washington's Farewell Address 1796 that is found in United States Government, Citation 3(D).

- **Workgroup B Draft: Citation 8** (strikethrough C) deleted Robert Putnam's view on the civic value of social capital utilizing from primary sources. I recommend retaining Robert Putnam's work. Its application in today's modern world is relevant insofar as traditional social institutions have eroded with a commensurate loss of a sense of belonging. The loss of belonging (or the social glue that makes community) has led to loners who become detached from social, associational, and civic life. Loneliness is a modern-day epidemic. Value is found in our communities and the social structure.
- **Workgroup B Draft: Citation 8(C)** adds social stratification as content for social capital. I recommend the full deletion of social stratification because it is a different and distinct topic and will confuse the teacher and students.

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.