

March 3–4, 2026

SBOE Social Studies K–12 TEKS Review and Revision Process

Work Group B Charge informed by SBOE guidance

Day 1:

- Review the SE language to **ensure verbs are measurable, developmentally appropriate, and aligned with assessment expectations**. Utilize resources provided by staff. (~~Strike the verb~~, Add the new verb, Provide rationale for the suggested change in the right-hand column)
- Ensure standards contain **explicitly named content** where appropriate and ensure clarity for teachers. (Add specificity). Provide rationale for the suggested additional specificity in the right-hand column.)
- Consider the number of breakouts included in each student expectation. Break apart dense SEs into **smaller, teachable components**. (Edit the existing SE by moving portions of SEs from the original and locating the new placement of the content as a separate SE. Provide a rationale for the suggested move in the right-hand column.)
- Suggest which newly adopted strand tags should be added to student expectations. Organize the order of the strand tags by aligning to the majority of the content included in the student expectation:
 - History (world, United States, and Texas) = H
 - Government and Civics = G/Civ
 - Geography and Culture = Geo/C
 - Economics = E
 - Social Studies Skills (based on disciplinary thinking skills) = S
- **Prioritize essential content for grade levels and courses** that contain more content than what can be reasonably taught within a school year.
 - Utilize the content advisor consensus recommendations for specificity and maintaining adopted content under key topics/subtopics.
 - Consider instructional time available estimates at the top of each course.
 - Review instructional time needed (Lessons/hours) estimates included in the right hand column next to each knowledge and skill statement.
 - For grade levels or courses that contain too much content, identify the specific student expectations within the knowledge and skills statement that is NON-ESSENTIAL. (~~Strike through the SE or portion of the SE considered NON-ESSENTIAL~~. Provide a rationale in the right-hand column for the recommended removal of content).

Day 2:

- Utilize the resource document provided to **check for vertical alignment both within and across grade levels**. (Provide recommendations to resolve gaps or duplications in the right-hand column).
- Utilize resource documents provided to **check for alignment with statute, SBOE direction, and adopted frameworks**. (Provide recommendations to identify where to include any missing statutory requirements and identify any misalignment with the SBOE framework in the right-hand column).
- Ensure that standards clearly emphasize **American historical development and civic identity**, grounded in documented historical influences. (Provide recommendations in the right-hand column where appropriate.)
- **Draft implementation and introductory language** for all grade levels and courses that includes at a minimum an overview of the grade level/course based on proposed content, alignment with statutes, and updates on use of adopted strands. Use of current introductory as a guide is encouraged.