



SOCIAL STUDIES TEKS REVISIONS

The following are the Texas State Teachers Association's comments delivered to the State Board of Education on the proposed K-12 Social Studies TEKS.

The Texas State Teachers Association appreciates the opportunity to provide feedback on the proposed revisions to the K–12 TEKS for Social Studies. TSTA supports the State Board of Education's goal of creating standards that help teachers deliver a strong, meaningful education in history and civics to Texas students. To accomplish that goal, the SBOE should adopt standards that are developmentally appropriate, manageable within the school year, and informed by the expertise of classroom educators and curriculum specialists.

The proposed standards should be streamlined to give teachers adequate time to help students, the purpose of history education is not simply to memorize information, but to analyze it critically. A student must be able to understand cause and effect, change over time, and historical context. More memorization does not increase rigor; it instead limits teacher's ability to spend classroom time on research and project-based activities with our students.

When the curriculum becomes too extensive, teachers are forced to move rapidly from topic to topic in order to cover all material tied to standardized assessments. This limits their ability to adapt lessons to student needs, incorporate local and community history, or explore topics in greater depth. Reducing the number of required standards would allow educators greater flexibility to design lessons that are engaging, coherent, and responsive to their students.

The SBOE should place greater value on the expertise of Texas educators throughout the revision process, especially relying on the expertise of elementary educators when determining age-appropriate expectations for younger students. Classroom teachers are the professionals who will ultimately implement these standards, and their experience is essential in determining whether the TEKS are realistic, teachable, and effective. Previous educator workgroups have had limited influence over the final product, while the accelerated timeline for revisions has reduced opportunities for meaningful public and professional feedback. The Board should ensure that teachers from across Texas have a substantial role in reviewing and refining the standards before adoption. Strong social studies standards should support thoughtful instruction and student understanding, not create an unmanageable checklist of content that educators are expected to rush through.