



*Texas Essential Knowledge and Skills  
(TEKS) and Satchel Pulse Skills solution*

Standards alignment of the TEKS and Satchel Pulse Skills

# Contents

Introduction	01
MTSS Tiers and independent study	02
How we help	03
CASEL alignment	04
Our focus on positive mindsets	05
Our focus on all age groups	05
Lesson structure and examples	06
Early Elementary	07
Elementary	08
Middle	09
High	10
<b>Self-studies</b>	<b>11</b>
Middle	12
High	13
<b>Intervention plans</b>	<b>15</b>
<b>Alignment to TEKS</b>	<b>16</b>
Trustworthiness	18
Responsibility	19
Caring	20
Good citizenship	21
Alignment to Chapter 120	22
Alignment to Chapter 127	23
Reference materials	24

**Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.**

*The Satchel Pulse Skills Program has an aligned curriculum to the Other Texas Essential Knowledge and Skills (Chapter 120) - Positive Character Traits and Personal Skills, as well as the Texas Essential Knowledge and Skills for Career Development (Chapter 127) - Investigating Careers, College and Career Readiness, and Career Preparation for older students.*

This document aims to highlight what these alignments look like and how Satchel Pulse can help Texas districts meet their state standards.



## MTSS Tiers and independent study

Satchel Pulse Skills Program provides the required instruction in a variety of arrangements:

### MTSS Tier 1

For MTSS Tier 1 Universal Curriculum we have over 800 digital lessons that are classroom-ready and focus on the essential skills and knowledge of the standards at the appropriate grade levels.

### MTSS Tiers 2 and 3

For MTSS Tiers 2 and 3 we offer intervention plans that are a series of six lessons that focus on a single essential skill (for example, empathy) designed to target students who are struggling to develop that skill. These lessons are aimed at providing small-group interventions and are designed to be mainly technology-free.

### Independent Study

For students' independent studies, we also have over 400 Self-Study Modules that exist within our Futures portal and can also be assigned in online learning platforms. With these, students can develop, reflect on, and improve their skills from anywhere and on any device.

### Our Skills Program has been designed to consider many things:

- The limited time teachers have to plan high-quality lessons
- The need for assessment to be part of any curriculum program and the ability to make the curriculum based on students' needs and not just a static curriculum
- The varying knowledge and understanding of skills across the range of staff delivering the lessons/interventions
- The need for a tailored and structured approach that can be used by any member of staff
- Simple and easy to use resources that can be delivered in a variety of ways to the students, in and out of the classroom
- How effective the methods of delivery are to the different ages throughout K-12

## CASEL alignment

From evidence-based research and good practice, our Skills program has a defined structure and framework that helps develop and improve students' skills in a measured and planned way. The program's framework works on the basis of Skill Development - we are closely aligned to the competencies and skills of the CASEL framework. These skills are:

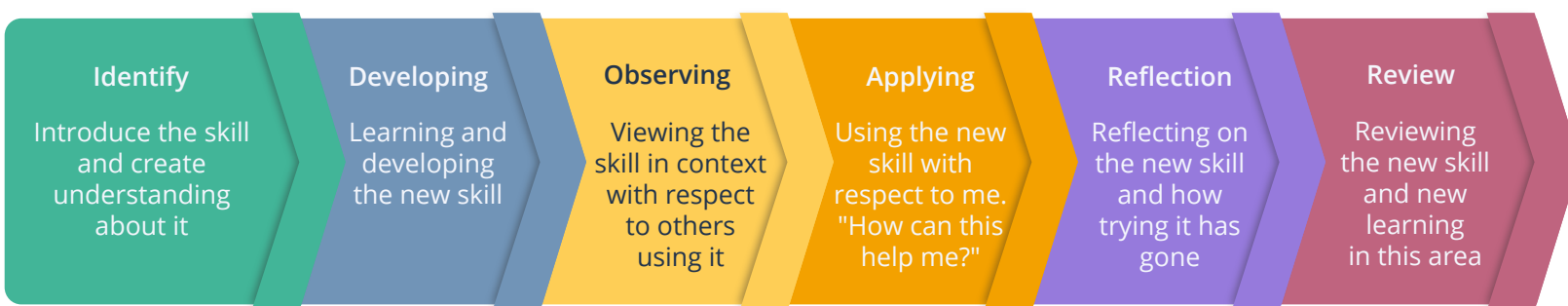
Self-Awareness	Self-Management	Relationship Skills	Social Awareness	Responsible Decision-Making
<ul style="list-style-type: none"> <li>Identifying emotions</li> <li>Accurate self-perception</li> <li>Recognizing strengths</li> <li>Self-confidence</li> <li>Self-efficacy</li> </ul>	<ul style="list-style-type: none"> <li>Impulse control</li> <li>Stress management</li> <li>Goal setting</li> <li>Organization skills</li> <li>Self-motivation</li> <li>Self-discipline</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Social engagement</li> <li>Relationship building</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Perception-taking</li> <li>Empathy</li> <li>Appreciating diversity</li> <li>Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>Identifying problems</li> <li>Analyzing situations</li> <li>Solving problems</li> <li>Evaluating</li> <li>Reflecting</li> <li>Ethical Responsibility</li> </ul>

## Our focus on positive mindsets

Even from the conception stage, the intention of the Satchel Pulse Skills Program has been to look at skill development in a positive mindset. This means that the program starts from a point of knowing little about the skill to formulate and encourage the growth of the skill within the student's understanding. When students practice and apply the skill, they are able to do this from a point of developing understanding rather than an abstract application of the skill.

## Our focus on all age groups

Satchel Pulse Skills Program is suitable for all K-12 students and the developmental steps of skill acquisition have been central to the planning and writing of all the resources. We have four age bands within the programme, these are K-2nd, 3rd-5th, 6th-8th and 9th-12. Each age band teaches the specific skills in age and developmentally-appropriate ways.



## Lessons structure and examples

Each skill for each age range has a sequence of developmentally-appropriate lessons.

Phase	Identifying and observing others	Skills development	Using and applying	Reflection	Review
What?	Introduction to the subskill - "Where do I see this happening?" "Why is it important?"	Direct teaching of the skill - "How can this subskill be developed?"	I know my skill and how I can develop - "how could I apply this to different situations?"	Reflect on what this skill is - "how can I apply it?"	"What have I learned?" "What do I need to develop in this skill area?"
	Lessons 1 and 2	Lessons 3 and 4	Lessons 5 and 6	Lesson 7	Lesson 8

Within each Skills lesson we have the structure of:

Focus question	Stimulus	Questions 1 and 2	How does this apply to me?	Challenge/Reflection
Question to focus the students ideas and thought about what the lesson is going to be about	Range of different stimuli (quotes, pictures, scenarios, clips) used to encourage the students to explore the focus of the lesson further.	Develop the understanding of the concept of the lesson and focus.	After discussions and exploration of the focus of the lesson - the chance for the students to apply the skill/concept to themselves.	Once the students have applied the learning, the lesson ends with a opportunity to reflect or challenge themselves to apply their learning beyond the lesson.



To get a better understanding of our Skills lessons structure, here is an example Early Elementary Lesson with a focus on Empathy. This is a lesson that is in the identifying and understanding 'what empathy is' phase.

**Early Elementary K-2**  
Skill: Empathy      Competency: Social Awareness      Lesson 1 of 8

**Focus question**

Focus question

**What does it mean to have empathy?**



**Stimulus**



Listen to Mark and Murray talk about Empathy and watch how they show empathy to each other.

**Questions 1 and 2**

Question

**What does it mean to show empathy?**

Think, then share your thoughts.

Question

**What ways did Murray show empathy to Mark?**

**How did Mark show empathy to Murray?**

Think, then share your thoughts.

**How does this apply to me?**

Reflection

**Think about a time when you felt really sad.**

**Did someone show you empathy?**

**How did it make you feel?**

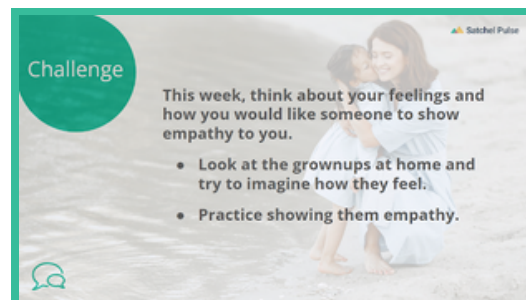
Think, then share your thoughts.

**Challenge/Reflection**

Challenge

This week, think about your feelings and how you would like someone to show empathy to you.

- Look at the grownups at home and try to imagine how they feel.
- Practice showing them empathy.



[Click here](#) for a full view of this lesson

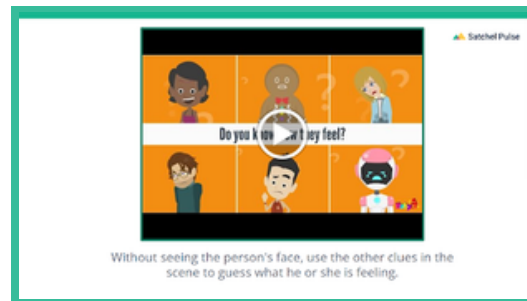
Here is an example of an Elementary Lesson with a focus on Empathy. This is a lesson that is in the 'skill development and observing it in others' phase.

**Elementary 3-5**  
Skill: Empathy      Competency: Social Awareness      Lesson 4 of 8

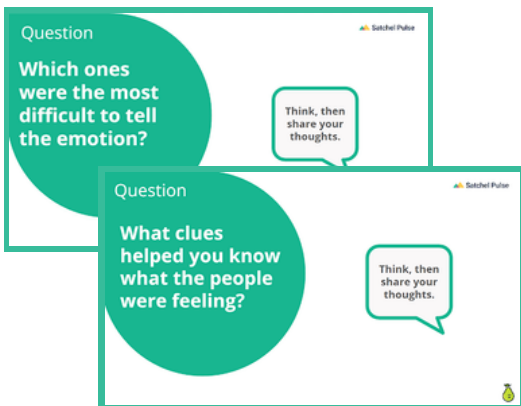
**Focus question**



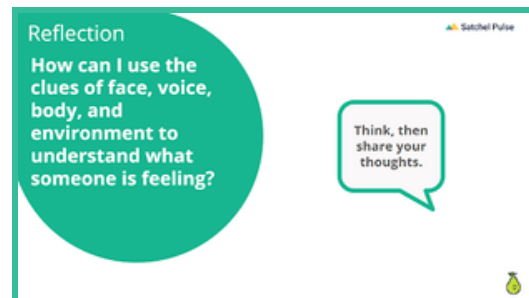
**Stimulus**



**Questions 1 and 2**



**How does this apply to me?**



**Challenge/Reflection**

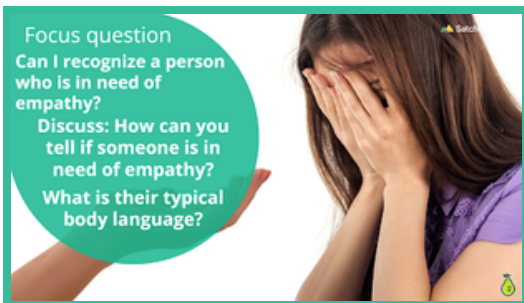


[Click here](#) for a full view of this lesson

Here is an example of a Middle Lesson with a focus on Empathy. This is a lesson that is in the 'applying it to me' phase.

**Middle 6-8**  
Skill: Empathy      Competency: Social Awareness      Lesson 6 of 8

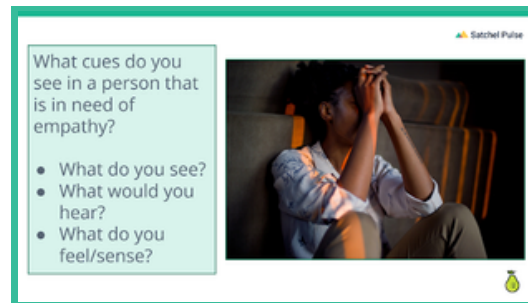
**Focus question**



Focus question  
Can I recognize a person who is in need of empathy?  
Discuss: How can you tell if someone is in need of empathy?  
What is their typical body language?

*(Image of a person covering their face with their hands)*

**Stimulus**

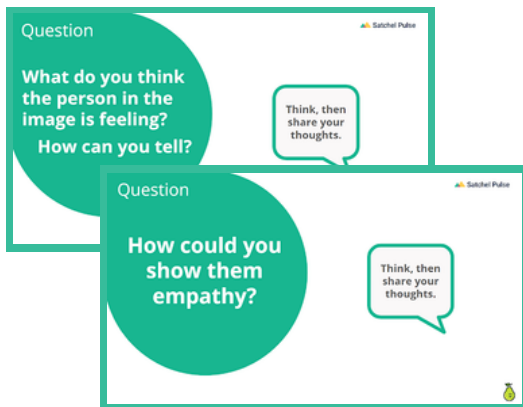


What cues do you see in a person that is in need of empathy?

- What do you see?
- What would you hear?
- What do you feel/sense?

*(Image of a person sitting in a chair with their hands to their face, appearing distressed)*

**Questions 1 and 2**



Question  
What do you think the person in the image is feeling?  
How can you tell?

Think, then share your thoughts.

Question  
How could you show them empathy?

Think, then share your thoughts.

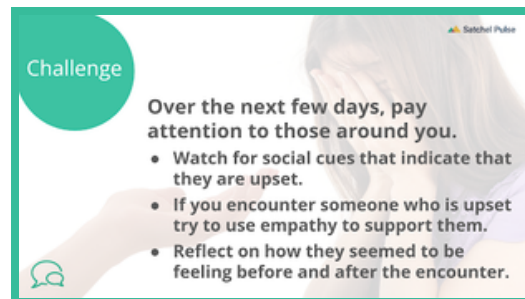
**How does this apply to me?**



Reflection  
How often do you see someone in need of empathy?  
How well were you able to empathize with them?

Think, then share your thoughts.

**Challenge/Reflection**



Challenge  
Over the next few days, pay attention to those around you.

- Watch for social cues that indicate that they are upset.
- If you encounter someone who is upset try to use empathy to support them.
- Reflect on how they seemed to be feeling before and after the encounter.

[Click here](#) for a full view of this lesson

Here is an example of a High Lesson with a focus on Empathy. This is a lesson that is in the 'reflecting and reviewing' phase.

**High 9-12**  
Skill: Empathy      Competency: Social Awareness      Lesson 8 of 8

**Focus question**



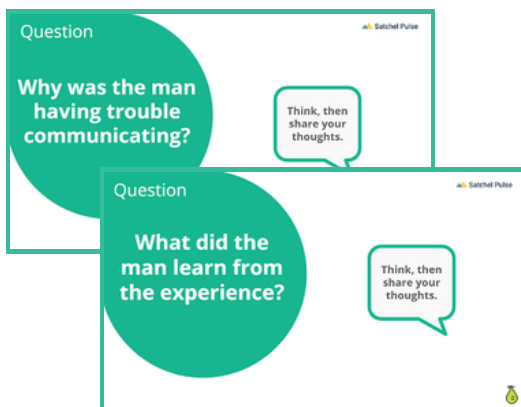
Focus question  
**How does quick judgement affect empathy?**  
Discuss: When was a time you 'judged a book by its cover'?

**Stimulus**



View the clip on remembering not to be too quick to judge.

**Questions 1 and 2**



Question  
**Why was the man having trouble communicating?**  
Think, then share your thoughts.

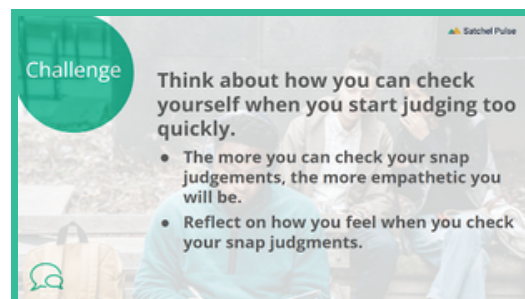
Question  
**What did the man learn from the experience?**  
Think, then share your thoughts.

**How does this apply to me?**



Reflection  
**Have I ever been too quick to judge? How does quick judgement impact my ability to be empathetic?**  
Think, then share your thoughts.

**Challenge/Reflection**



Challenge  
**Think about how you can check yourself when you start judging too quickly.**

- The more you can check your snap judgements, the more empathetic you will be.
- Reflect on how you feel when you check your snap judgments.

[Click here](#) for a full view of this lesson

## Self-studies

To complement our Skills lessons, we have Self-Studies that can be assigned to students through our Futures Portal and that they can access from anywhere, on any device. The Self-Studies have been designed to follow the same structure over four modules. The Self-Studies have been designed to dovetail with the SEL lessons so that further learning and reflection can happen for students beyond the classroom.

Phase	Identifying and observing others	Skills development	Using and applying	Reflection and review
What?	Introduction to the subskill - "Where do I see this happening?" "Why is it important?"	Direct teaching of the skill - "How can this subskill be developed?"	I know my skill and how I can develop - "how could I apply this to different situations?"	Reflect on what this skill is - "how can I apply it?" "what have I learned?" "what do I need to develop in this skill area?"
	Module 1	Module 2	Module 3	Module 4

Here is an example of a Middle Self-Study with a focus on Empathy. This is a lesson that is in the 'skill development' phase.


**Middle 6-8**

Skill: Empathy      Competency: Social Awareness      Self-Study 2 of 4

Think about


Think about..

How do I develop empathy?



Satchel Pulse

Stimulus



Satchel Pulse

While watching this clip listen to Mrs. Feils' stories about how she helped others by using empathy. Make sure you take note of what steps you need to take to develop empathy.

Reflection question

Question

**What are the steps to developing empathy?**

Give your own example or one from the clip of using these steps.



Satchel Pulse

[Click here](#) for a full view of this self-study

Here is an example of a High Self-Study with a focus on Empathy. This is a lesson that is in the 'reflecting and review' phase.

**High 9-12**

Skill: Empathy      Competency: Social Awareness      Self-Study 4 of 4

Think about

Think about..

What does it mean to sit in the dark with others?



Satchel Pulse

Stimulus



View the clip to reflect on compassion and empathy and how they relate to each other.

Satchel Pulse

Reflection question

**Question**

Do I understand that empathy is a relationship between equals?

How can I resist the urge to "flip on the lights" and stay out of judgement and get into what someone else is feeling?

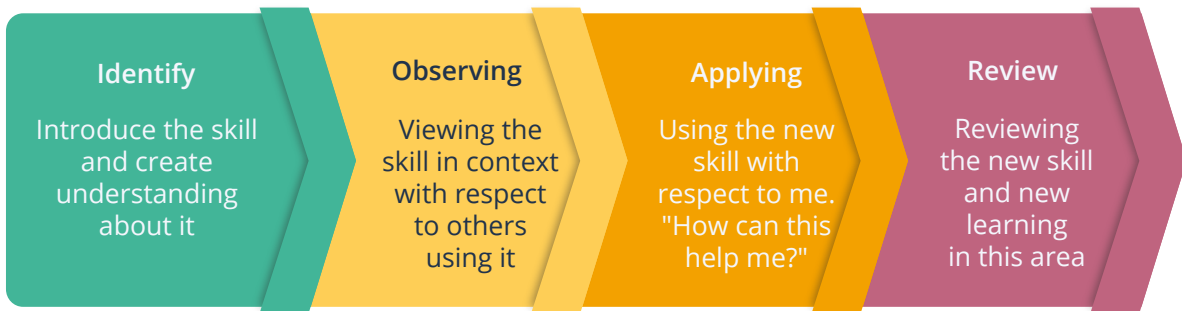
I have been working on my empathy skills.

Satchel Pulse

[Click here](#) for a full view of this self-study

As we all know, students' skills do not develop at the same rate and there are students that need more support for their skill development. Our intervention plans have been designed for this purpose. Each intervention plan has a specific skill as a sole focus. The plan is a series of 6 lessons that can be completed in small group with MTSS tier 2 and 3 students. The intervention plans are a resource that can be used digitally or easily printed for use with students.

The interventions plans have a carefully planned and designed sequence of skill development over the six lessons.



Phase	Identifying and observing others	Using and applying	Reflection	Review
What?	Introduction to the subskill - "Where do I see this happening?" "Why is it important?"	I know my skill and how I can develop - "how could I apply this to different situations?"	Reflect on what this skill is - "how can I apply it?"	"What have I learned?" "What do I need to develop in this skill area?"
	Lessons 1	Lessons 2 and 3	Lessons 4 and 5	Lesson 6



# Intervention plans

Intervention plans have suggested printable student worksheets, resources, and some web links to support learning in the lessons. Within the intervention plan, there is also a tip on adult SEL development in the specific subskill, which may be used to support students or adult growth in SEL skills.

## Early Elementary K-2

Skill: Stress Management

Competency: Self-Management

Intervention Title: Calm Me

**Self Management - Stress Management**  
Intervention Plan: Calm Me

**Intervention Objectives**

For children to be able to:

- Recognize when feeling excited/worried/annoyed.
- Develop and practice strategies for calming the positive and staying in control.

**Adult SEL Reminder:**

Stressors can be internal and external. For young children being able to calm themselves, relies on their being able to recognize different feelings in themselves. In this plan lesson there is an effort to use visual supports and sensory techniques. In talking about worries with children the adults need to remind of the smallest thing may be very big worry for young children and they need to be careful not to dismiss these worries.

Lesson	1	2	3
Guiding question	Why do I feel my feelings on any a certain day?	Do I have more calm or excited feelings on my body?	Do I get worried?
Focus	Understand the effect of feelings on our bodies.	Understand the difference between calm and excited feelings.	Understand what worried feelings are.
Activities	1. Have a child read page of paper, draw a card on that or have to get paper with a single body part name. Ask the children to say where in their bodies do they feel happy, sad, excited, angry etc. Adults to lead help up on the person in different colors. 2. Children to draw themselves for some a body part and ask the children to color the parts of their body that feel emotions, encourage them to narrate what they are feeling. 3. Ask the children back at their work and answer the question, does the feeling sometimes get too big? What do they do then?	1. Recap on last lesson and talk about when we feel different feelings. Four five cards as - where do you feel on your body? Ask the children what it might be and then read to help. That's it's a bit of a challenge that it's a bit of a challenge that it's a bit of a challenge. 2. Ask what is the opposite feeling to excited? Excite them to the next level. Can they imagine how you feel when you are excited? How do they feel calm in their bodies? 3. Using the resource sheet ask the children to show the things that make them feel excited and calm. (Discuss what the children have drawn, stop this sheet for lesson 4)	1. Report back on the share book from last lesson. Did anyone feel as if any feelings of help their grown-ups feel calm? If appropriate try to use it as a guide. 2. Ask the children if any of them have anything they are worried about? If so, they should try to write the worry in a box or on a card. Using the resource sheet 1 ask the children to say what the worry is and how they feel about it. 3. Using resource sheet 2 ask the children to draw some of the things that worry them and some of the things that help them feel calm.
Take Away & Wrap Up	<b>Game:</b> Name a body part and the group then reflects back the feeling that would affect that body part and how.	<b>Share:</b> Ask the children to discuss calm and excited feelings with the grown-ups at home. Ask the children to find out what helps them feel calm in their bodies.	<b>Share:</b> Ask the children to take home their big/small worries sheet and discuss them with the grown-ups at home.

Satchel Pulse Page 1 / 2

Lesson	4	5	6
Guiding question	How can I use different ways to help me feel calm?	Can I use different ways to help me feel calm?	What have we learned about how to be calm and our calm feelings?
Focus	Learn some ways to manage excited, worried feelings with calming strategies.	Practice some different ways to help feel calm.	Review learning and celebrate successes.
Activities	1. Report back on last lesson's share book. Did the grown-ups at home have anything to say about their big/small worries? 2. Recap on excited feelings and worried feelings. Help the children think about where they happen in their bodies. Recap on calm feelings and ask the children to remember the things that help them feel calm (you may want to remind the resource sheet they find in lesson 2). 3. Introduce the idea that there are ways to help you feel calm when you have not got those things around you. Teach the children some breathing exercises to help them calm themselves down.	1. Report back on last lesson's challenge - which breathing technique worked the best for them? Why was that one the best one? When did they have to use it? 2. Depending on the group of children and how they manage, practice a couple of ways they can be calm, this might be visualization, imitation, simple yoga poses, using music, coloring in, being in the outdoors, drawing or any other practices that are used in the classroom to support calm behaviour. 3. At the end of the lesson ask the children to report back on which ways they find best to help them feel calm.	1. Report back on last lesson's challenge - which ways helped them be calm? Why did those work best? 2. Ask children to share what they learned in these lessons with the group. Celebrate and affirm new learning. Reflect back to each child the improvements that have been seen in the group. Encourage them to think about times when they might need to use their new calming strategies the most. 3. Practice together the different breathing activities. Discuss ways we can help others use these ways of calming ourselves. How could we teach the most useful one to other people?
Take Away & Wrap Up	<b>Challenge:</b> Ask the children to try out any of the ways they helped them feel calm before the next lesson. For them to report back next lesson on what works best for them.	<b>Challenge:</b> Ask the children to try out any of the ways they helped them feel calm before the next lesson. For them to report back next lesson on what works best for them.	
Measures of Success	<ul style="list-style-type: none"> <li>Understands what excited/worried/annoyed is and how it feels in our bodies</li> <li>Can talk about ways to be able to calm themselves down when feeling excited/worried/annoyed</li> <li>Can use calm strategies at the right times</li> </ul>		
Resource available to support the lesson	<ul style="list-style-type: none"> <li>Resource available to support the lesson</li> </ul>		

Satchel Pulse

**Self Management - Stress Management**  
Intervention Plan: Calm Me

Lesson 2 - 1  
Big and small worries

Seeing a spider	Losing a pencil	Not having ice cream for dessert
Forgetting to bring in lunch	Losing a favorite special pencil	Falling over at recess
Not knowing the answer in math	Being in the dark	Being out in a game
Loud noises	Going to the Principal's office	Forgetting your teacher's name

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**Self Management - Stress Management**  
Intervention Plan: Calm Me

Lesson 2 - 2  
Big and small worries

**My Worries**

**Big**

**Small**

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**Self Management - Stress Management**  
Intervention Plan: Calm Me

Lesson 2  
Calm and Excited

**Excited**

**Calm**

Satchel Pulse

**Self Management - Stress Management**  
Intervention Plan: Calm Me

Lesson 4  
Breathing exercises (adult reference)

**Breathing activities for modeling**

The idea of breathing exercises for young children is to help them regulate themselves and support them feeling calmer. They need to be very easy to use independently with no resources so they can do them anywhere, at any time.

- Birthday candles**

Children to put a single finger up near their face so they can blow gently on the fingertip. Ask the children to think of their finger as a birthday cake candle and gently blow it out. Model breathing in for a count of five, then blow out the candle again gently for a count five. Repeat five times or more as needed.

- Handy breathing**

Ask the children to put their hand on the table/or in front of them. (Works best with palm down). Using a finger from the other hand start at the wrist to trace round the hand, as you move towards the top of the finger you breathe in, at the fingertip you pause, as you go down the finger you breathe out. You do this until you have been all the way round the fingers and back again.

- Lift breathing**

Ask the children to put their hands on top of each other in front of them. Think about the bottom hand being the ground and the top hand being a lift. As the lift goes up they breathe in, pause at the top and breathe out as the lift returns to the ground. Repeat as necessary.

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## Alignment to TEKS

*Texas Essential Knowledge and Skills (TEKS)* are the state standards for what students should know and be able to do.

Satchel Pulse Skills Program has aligned our curriculum to the *Other Texas Essential Knowledge and Skills (Chapter 120) - Positive Character Traits and Personal Skills* and additionally for older students the *Texas Essential Knowledge and Skills for Career Development (Chapter 127), investigating Careers, College and Career Readiness, and Career Preparation*.



## Other Texas Essential Knowledge and Skills (Chapter 120) Positive Character Traits and Personal Skills

Within the Other TEKS, the expectations are broken down into areas of focus. These are:

Trustworthiness	Responsibility	Caring (Interpersonal skills)	Good citizenship
Honesty Integrity Loyalty Punctuality Reliability	Accountability Diligence Perseverance Self-control Self-management	Charity Compassion Consideration Cooperation Empathy Generosity Kindness Patience	Having concern for the common good and the community Having respect for authority, law, justice, and the rights of others Being free from prejudice Having gratitude and school pride Being courteous, fair, and patriotic Making responsible decisions

In the following pages we have mapped the specific skills that are in Satchel Pulse Skills Program to the areas of focus for the Other TEKS Positive Character Traits and Personal Skills.

## Trustworthiness

targets honesty, integrity, loyalty, punctuality, and reliability.

Competency	Satchel Pulse skill	
Relationship Skills	Communication	
	Social engagement	
	Relationship building	✓
	Teamwork	
Responsible Decision-Making	Evaluating	
	Analyzing situations	
	Identifying problems	
	Solving problems	
	<b>Ethical responsibility</b>	✓
	<b>Reflecting</b>	✓
Self-Awareness	Self-efficacy	
	Self-confidence	✓
	Recognizing strengths	
	Identifying emotions	
	Accurate self-perception	
Self-Management	Organizational skills	✓
	Impulse control	
	Goal setting	
	Stress management	
	Self-discipline	✓
	Self-motivation	✓
Social Awareness	<b>Perspective-taking</b>	✓
	Empathy	
	Appreciating diversity	
	<b>Respect for others</b>	✓

**High 9-12**  
Lesson 5 of 8

[Click here for  
'Consequences of Cheating'](#)

**Early Elementary K-2**  
Lesson 3 of 8

[Click here for  
'Reflecting on School'](#)

**Elementary 3-5**  
Lesson 2 of 8

[Click here for  
'If I Was A Parent...'](#)

**Middle 6-8**  
Lesson 8 of 8

[Click here for  
'Consequences'](#)

## Responsibility

targets accountability, diligence, perseverance, self-control, and self-management.

Competency	Satchel Pulse skill	
Relationship Skills	Communication	
	Social engagement	
	Relationship building	
	Teamwork	
Responsible Decision-Making	Evaluating	
	<b>Analyzing situations</b>	✓
	Identifying problems	
	Solving problems	
	Ethical responsibility	
Self-Awareness	<b>Self-efficacy</b>	✓
	Self-confidence	✓
	Recognizing strengths	
	Identifying emotions	
	Accurate self-perception	
Self-Management	Organizational skills	✓
	<b>Impulse control</b>	✓
	Goal setting	✓
	Stress management	✓
	<b>Self-discipline</b>	✓
	Self-motivation	✓
Social Awareness	Perspective-taking	
	Empathy	
	Appreciating diversity	
	Respect for others	

**High 9-12**  
Lesson 7 of 8

[Click here for 'Real Life Decision Strategies'](#)

**Middle 6-8**  
Lesson 5 of 8

[Click here for 'Encouragement'](#)

**Early Elementary K-2**  
Lesson 4 of 8

[Click here for 'I'm Frustrated!'](#)

**Elementary 3-5**  
Lesson 4 of 8

[Click here for 'Patience'](#)

## Caring

targets interpersonal skills, eg. charity, compassion, consideration, cooperation, empathy, generosity, kindness, and patience.

Competency	Satchel Pulse skill	
Relationship Skills	Communication	✓
	Social engagement	✓
	<b>Relationship building</b>	✓
	<b>Teamwork</b>	✓
Responsible Decision-Making	Evaluating	
	Analyzing situations	
	Identifying problems	
	Solving problems	
	Ethical responsibility	
	Reflecting	
Self-Awareness	Self-efficacy	
	Self-confidence	
	Recognizing strengths	✓
	<b>Identifying emotions</b>	✓
	Accurate self-perception	
Self-Management	Organizational skills	
	Impulse control	✓
	Goal setting	
	Stress management	✓
	Self-discipline	
	Self-motivation	
Social Awareness	Perspective-taking	✓
	<b>Empathy</b>	✓
	Appreciating diversity	✓
	Respect for others	✓

### Elementary 3-5

Lesson 5 of 8

[Click here for 'Trust is a must!'](#)

### Early Elementary K-2

Lesson 3 of 8

[Click here for 'Together is Better'](#)

### High 9-12

Lesson 4 of 8

[Click here for 'Work Consciously On Emotions'](#)

### Middle 6-8

Lesson 3 of 8

[Click here for 'Developing Empathy'](#)

## Good citizenship

targets having concern for the common good and the community, having respect for authority, law, justice, and the rights of others, being free from prejudice, having gratitude and school pride, being courteous, fair, and patriotic, and making responsible decisions.

Competency	Satchel Pulse skill	
Relationship Skills	Communication	
	Social engagement	✓
	Relationship building	
	Teamwork	
Responsible Decision-Making	<b>Evaluating</b>	✓
	Analyzing situations	✓
	Identifying problems	✓
	Solving problems	✓
	<b>Ethical responsibility</b>	✓
	Reflecting	✓
Self-Awareness	<b>Self-efficacy</b>	✓
	Self-confidence	
	Recognizing strengths	✓
	Identifying emotions	
	Accurate self-perception	
Self-Management	Organizational skills	
	Impulse control	✓
	Goal setting	
	Stress management	
	Self-discipline	✓
	Self-motivation	
Social Awareness	Perspective-taking	
	Empathy	
	<b>Appreciating diversity</b>	✓
	Respect for others	✓

### Elementary 3-5

Lesson 2 of 8

[Click here for 'Stop and Pause'](#)

### Early Elementary K-2

Lesson 6 of 8

[Click here for 'Following Rules'](#)

### Middle 6-8

Lesson 4 of 8

[Click here for 'Scouting Your Strengths'](#)

### High 9-12

Lesson 4 of 8

[Click here for 'Disability'](#)

## Other Texas Essential Knowledge and Skills (Chapter 120)

A - Trustworthiness

B - Responsibility

C - Caring

D - Good citizenship

Competency	Satchel Pulse skill	A	B	C	D
Relationship Skills	Communication			✓	
	Social engagement			✓	✓
	Relationship building	✓		✓	
	Teamwork			✓	
Responsible Decision-Making	Evaluating				✓
	Analyzing situations		✓		✓
	Identifying problems				✓
	Solving problems				✓
	Ethical responsibility	✓			✓
	Reflecting				✓
Self-Awareness	Self-efficacy		✓		
	Self-confidence	✓	✓		
	Recognizing strengths			✓	✓
	Identifying emotions			✓	
	Accurate self-perception	✓			
Self-Management	Organizational skills		✓		
	Impulse control		✓	✓	✓
	Goal setting		✓		
	Stress management		✓	✓	
	Self-discipline	✓	✓		✓
	Self-motivation	✓	✓		
Social Awareness	Perspective-taking	✓		✓	
	Empathy			✓	
	Appreciating diversity			✓	✓
	Respect for others	✓		✓	✓



# Texas Essential Knowledge and Skills for Career Development (Chapter 127)

## Middle School

- §127.2. Investigating Careers
- §127.3. College and Career Readiness

## High School

- §127.12. Project-Based Research (1 Credit), Adopted '15
- §127.14. Career Preparation I (2 Credits), Adopted '15
- §127.15. Career Preparation II (2 Credits), Adopted '15  
Updated '17
- §127.16. Extended Career Preparation (1 Credit), Adopted '16

Competency	Satchel Pulse skill	M1	M2	H3	H4	H5	H6
Relationship Skills	Communication		✓	✓	✓	✓	✓
	Social engagement	✓	✓		✓	✓	
	Relationship building	✓	✓	✓	✓	✓	✓
	Teamwork		✓	✓	✓		✓
Responsible Decision-Making	Evaluating		✓	✓	✓	✓	✓
	Analyzing situations		✓		✓	✓	✓
	Identifying problems		✓		✓	✓	✓
	Solving problems		✓		✓	✓	✓
	Ethical responsibility	✓	✓		✓	✓	✓
	Reflecting		✓	✓	✓	✓	✓
Self-Awareness	Self-efficacy	✓	✓		✓	✓	
	Self-confidence		✓		✓	✓	
	Recognizing strengths		✓	✓	✓		
	Identifying emotions		✓		✓	✓	
	Accurate self-perception		✓	✓	✓		
Self-Management	Organizational skills		✓	✓	✓	✓	✓
	Impulse control		✓		✓		✓
	Goal setting	✓	✓	✓	✓	✓	✓
	Stress management		✓		✓		✓
	Self-discipline		✓	✓	✓	✓	✓
	Self-motivation		✓		✓	✓	✓
Social Awareness	Perspective-taking		✓		✓		
	Empathy		✓		✓	✓	
	Appreciating diversity	✓	✓		✓	✓	
	Respect for others	✓	✓		✓	✓	✓

Here are the essential knowledge and skills outlined in Texas's Essential Knowledge and Skills (Chapters 120 and Chapter 127). This information is directly copied from The Texas Education Agency (access [here](#)).

### *Other Texas Essential Knowledge and Skills (Chapter 120)*

#### **The expectations for Trustworthiness**

(honesty, integrity, loyalty, punctuality, and reliability)

##### **§120.3. C. 1 K-2**

The student understands how personal skills, choices, and actions relate to character building. The student is expected to:

- (A) describe how personal choices lead to personal actions
- (B) explain what it means to be trustworthy
- (C) identify personal actions that build trustworthiness, including being honest and punctual.

##### **§120.5. C. 1 3-5**

The student understands how personal skills, choices, and actions build trustworthiness.

The student is expected to:

- (A) identify and define traits of trustworthiness, including reliability and loyalty
- (B) identify and practice strategies for being honest and punctual
- (C) define and identify examples of unethical behavior

##### **§120.7. C. 1 6-8**

The student understands how personal skills, choices, and actions build trustworthiness.

The student is expected to:

- (A) describe what it means to be reliable and loyal
- (B) define and give examples of honesty and integrity
- (C) examine the benefits of being trustworthy
- (D) describe personal actions that demonstrate trustworthiness at school, home, with peers, and within the community

##### **§120.9. C. 1 9-12**

The student understands how trustworthiness is viewed in society, politics, and the local and global community. The student is expected to:

- (A) examine how the power to make decisions relates to personal actions
- (B) analyze how the decisions and actions of leaders in society, government, and the local and global community demonstrate loyalty and integrity
- (C) examine the legal and social consequences of unethical behavior

## The expectations for Responsibility

(accountability, diligence, perseverance, self-control, and self-management)

### §120.3. C. 2 K-2

The student understands the concept of responsibility and how personal actions and self-management skills demonstrate responsibility. The student is expected to:

- (A) describe and give examples of how feelings and beliefs influence personal actions
- (B) describe how to make personal choices before speaking and acting
- (C) define self-control and discuss effective self-management skills, including listening to others, managing one's emotions, and setting goals
- (D) identify instances in which self-management skills are important

### §120.5. C. 2 3-5

The student understands how personal choices are associated with responsibility. The student is expected to:

- (A) explain what it means to be responsible for personal decisions and actions
- (B) describe positive and negative consequences of personal decisions and actions
- (C) identify and demonstrate effective self-management skills, including acting on feedback constructively and setting and working toward goals
- (D) describe the relationship between being responsible and being accountable

### §120.7. C. 2 6-8

The student understands how personal beliefs and feelings and self-management skills influence one's sense of responsibility. The student is expected to:

- (A) examine how personal beliefs, thoughts, and feelings about self can build responsibility
- (B) identify and describe personal role models who demonstrate what it means to be accountable for words and actions
- (C) discuss the benefits of practicing self-management skills
- (D) compare the benefits of responsible behavior with the consequences of irresponsible behavior

### §120.9. C. 2 9-12

The student understands how leaders demonstrate responsibility in relationships, families, societies, politics, and the global community. The student is expected to:

- (A) identify and describe personal role models who demonstrate what it means to be accountable for words and actions
- (B) identify and discuss real-world examples of taking personal responsibility for one's words and actions
- (C) identify and evaluate strategies for practicing self-management skills in a variety of situations
- (D) differentiate between and give examples of diligence and perseverance and identify strategies for demonstrating perseverance

## The expectations for Caring

(interpersonal skills, eg. charity, compassion, consideration, cooperation, empathy, generosity, kindness, and patience)

### §120.3. C. 2 K-2

The student understands how personal actions and interpersonal skills demonstrate characteristics of caring. The student is expected to:

- (A) listen actively when sharing and cooperating with others
- (B) define patience and identify actions that demonstrate patience
- (C) explain and identify examples of how actions can demonstrate kindness to others

### §120.5. C. 2 3-5

The student understands how personal actions and interpersonal skills demonstrate characteristics of caring. The student is expected to:

- (A) describe how feelings impact decision-making and behaviors
- (B) identify and practice interpersonal skills, including showing consideration and compassion through listening, sharing, and cooperating with others
- (C) define empathy and discuss the connection between empathy and charity

### §120.7. C. 2 6-8

The student understands how interpersonal skills and characteristics of caring impact personal relationships. The student is expected to:

- (A) evaluate one's personal attitudes and mindsets about self and others
- (B) discuss how feelings, decision-making, personal behaviors, and interpersonal skills can influence relationships with others
- (C) explain and identify examples of how a person can demonstrate empathy through kindness, charity, generosity, and courtesy

### §120.9. C. 2 9-12

The student understands how interpersonal skills and characteristics of caring influence society and impact the global community. The student is expected to:

- (A) evaluate one's personal attitudes and mindsets about self and others
- (B) discuss how feelings, decision-making, personal behaviors, and interpersonal skills can impact professional and social relationships
- (C) identify strategies for how a person can show empathy through one's actions

## The expectations for Good Citizenship

(having concern for the common good and the community, having respect for authority, law, justice, and the rights of others, being free from prejudice, having gratitude and school pride, being courteous, fair, and patriotic, and making responsible decisions)

### §120.3. C. 2 K-2

The student understands how responsible decision-making and good citizenship impact personal relationships. The student is expected to:

- (A) differentiate between personal responsibility and responsible decision-making and give examples of each
- (B) explain how one's personal actions can impact the perception of others
- (C) identify and practice a variety of conflict-resolution skills and strategies

### §120.5. C. 2 3-5

The student understands that personal responsibility and responsible decision-making are associated with good citizenship. The student is expected to:

- (A) describe the differences and similarities among gratitude, respect, and courtesy
- (B) compare fairness and justice
- (C) demonstrate responsibility and courage when making decisions for the common good of the classroom and community
- (D) discuss the importance of obeying laws and rules

### §120.7. C. 2 6-8

The student understands how responsible decision-making and good citizenship impact personal relationships. The student is expected to:

- (A) differentiate between personal responsibility and responsible decision-making and give examples of each
- (B) explain how one's personal actions can impact the perception of others
- (C) identify and practice a variety of conflict-resolution skills and strategies

### §120.9. C. 2 9-12

The student understands how responsible decision-making and good citizenship influence one's personal view of society and the local and global community. The student is expected to:

- (A) explain the impact of personal actions and responsible decision-making on the family, school, and local and global community
- (B) describe how justice, fairness, and freedom are related
- (C) apply conflict resolution skills
- (D) participate in constructive dialogues with those of differing viewpoints

## ***Chapter 127 Texas Essential Knowledge and Skills for Career Development Middle School (Subchapter A)***

### **§127.2. Investigating Careers, Adopted 2015 updated 2017**

#### **§127.2.b. Introduction**

2. Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.

#### **§127.2.c. Knowledge and Skills**

3. The student investigates the professional skills needed for college and career success. The student is expected to:

- (A) apply core academic skills to meet personal, academic, and career goals
- (E) recognize the value of community service and volunteerism
- (F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations

## ***Chapter 127 Texas Essential Knowledge and Skills for Career Development Middle School (Subchapter A) §127.3. College and Career Readiness***

#### **§127.3.b - Introduction**

2. Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.

3. The career development process is unique to every person and evolves throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.

### **§127.3.b - Skills and knowledge**

3. The student evaluates skills for personal success. The student is expected to:

- (A) use interpersonal skills to facilitate effective teamwork
- (B) use problem-solving models and critical-thinking skills to make informed decisions
- (C) use effective time-management and goal-setting strategies
- (D) identify skills that can be transferable among a variety of careers
- (E) create a personal career portfolio
- (F) make oral presentations that fulfill specific purposes using appropriate technology
- (G) identify entrepreneurial opportunities within a field of personal interest

6. The student develops skills for professional success. The student is expected to:

- (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills
- (B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites
- (C) model characteristics of effective leadership, teamwork, and conflict management
- (D) recognize the importance of a healthy lifestyle, including the ability to manage stress
- (E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations

## ***Chapter 127 Texas Essential Knowledge and Skills for Career Development High School (Subchapter B)***

### **§127.12. Project-Based Research (One Credit)**

#### **Introduction**

B (2) Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.

(c) Knowledge and skills. The student is expected to:

- (C) collaborate with an interdisciplinary team to develop a project
- (H) compare and contrast findings in a coherent and organized manner

(2) The student uses verbal and nonverbal communication skills. The student is expected to:

- (A) listen actively and effectively in group discussions

(6) The student evaluates the research project. The student is expected to:

- (A) create weekly progress reports that address time management and goal setting
- (B) meet periodically with the teacher for conferences about progress, concerns, successes, and needs
- (C) conduct self-evaluations of presentations
- (D) compose written reflections regarding strengths and weaknesses as well as areas of growth

## ***Chapter 127 Texas Essential Knowledge and Skills for Career Development High School (Subchapter B) §127.14. Career Preparation I***

### **Introduction**

(2) Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.

### **C Knowledge and skills**

(2) The student develops skills for success in the workplace. The student is expected to:

- (B) demonstrate dependability, punctuality, and initiative
- (C) research positive interpersonal skills, including respect for diversity
- (D) model appropriate business and personal etiquette in the workplace
- (E) exhibit productive work habits, ethical practices, and a positive attitude
- (F) demonstrate the ability to work with other employees to support the organization and complete assigned tasks
- (G) identify how to prioritize work to fulfill responsibilities and meet deadlines
- (H) evaluate the relationship of good physical and mental health to job success and personal achievement
- (J) develop soft skills in a working environment

(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:

- (A) illustrate how personal integrity affects human relations on the job
- (B) research characteristics of successful working relationships such as teamwork conflict resolution, self-control, and ability to accept criticism
- (C) discuss and analyze employer expectations
- (D) demonstrate respect for the rights of others
- (E) develop listening skills
- (F) apply effective listening skills used in the workplace
- (G) identify ethical standards
- (H) comply with organizational policies and procedures

(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:

- (A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers
- (B) develop effective leadership skills through participation in activities such as career and technical student organizations