ALIGNMENT CHART

Texas Essential Knowledge and Skills for Positive Character Traits

■ **Second Step® High School**

About Second Step® High School

Second Step High School is a research-based program for Grades 9–12. It includes pathways with practices for school leaders and educators that are designed to help create a positive school climate, strengthen human skills, and encourage students to develop adaptive mindsets for navigating adolescence successfully. Supplemental classroom-based student activities reinforce skills students build from the schoolwide and educator practices and offer them further opportunities to learn and apply emerging human skills. The practices in this program involve the entire school community and are intended to produce positive schoolwide change.

How the Program Meets the Texas Positive Character Traits Standards

The following tables indicate which specific Second Step High School practices and activities can help students develop the knowledge, skills, and attitudes needed to meet the Texas Essential Knowledge and Skills for Positive Character Traits standards. Boxes are checked to indicate that Second Step High School meets a given state standard within the identified grade or grade band (for instance, Grades 9–10) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the standard through discussion, writing, drawing, or other related activities

2. There are opportunities for school leaders and educators to gather evidence of student learning in relation to the standards

Grades 9–12

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Key Skills and Concepts

Strand	Standard	Description	Pathway 1: Belonging & Connection							Pathway 2: Confidence & Capability								Pathway 3: Agency & Opportunity										Pathway 4: Well-Being & Community														
			Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Examining effective ways to communicate digitally by practicing digital citizenship skills	Learning and practicing relationship-repair strategies	Understanding not everyone is paying attention to them	Demonstrating ways to avoid making assumptions about others	Participating in defining success criteria	Analyzing social media messages using media literacy skills	Expanding and using social networks	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control when overcoming an obstacle	Using strategies to challenge negative thinking	Applying strategies for overcoming negative thoughts	Directing learning by making choices about what and how to learn	Practicing digital citizenship strategies to balance time spent online	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and developing strengths	Identifying and appreciating strengths	Understanding how strengths can affect relationships	Understanding how collective strengths help build community	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Fostering, sharing, and visualizing positive emotions	Navigating strong emotions using various strategies	Analyzing scenarios to understand their digital footprint	Navigating strong emotions using self-compassion	Managing difficult emotions and distractions using refocusing strategies	Practicing digital citizenship skills by examining emotional responses to online photos	Defining and understanding emotions	Fostering positive emotions through shared experiences	Reframing difficult situations by using positive self-talk	Understanding that what is considered "normal" can vary from person to person	Navigating strong emotions by practicing gratitude	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Demonstrating compassion for self and others	Practicing gratitude regularly
Subchapter A. Character Traits — Trustworthiness	§120.9.b.1.A	The student is expected to examine how the power to make decisions relates to personal actions.		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔		✔	✔	✔		✔	✔	✔
	§120.9.b.1.B	The student is expected to analyze how the decisions and actions of leaders in society, government, and the local and global community demonstrate loyalty and integrity.		✔							✔	✔								✔	✔		✔	✔	✔	✔					✔			✔						✔		
	§120.9.b.1.C	The student is expected to examine the legal and social consequences of unethical behavior.									✔																				✔											
Responsibility	§120.9.b.2.A	The student is expected to identify and describe personal role models who demonstrate what it means to be accountable for words and actions.		✔	✔		✔															✔	✔																		✔	✔
	§120.9.b.2.B	The student is expected to identify and discuss real-world examples of taking personal responsibility for one's words and actions.		✔	✔	✔		✔			✔								✔		✔			✔		✔		✔			✔		✔	✔			✔			✔		
	§120.9.b.2.C	The student is expected to identify and evaluate strategies for practicing self-management skills in a variety of situations.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
	§120.9.b.2.D	The student is expected to differentiate between and give examples of diligence and perseverance and identify strategies for demonstrating perseverance.								✔			✔	✔	✔	✔	✔			✔	✔	✔				✔	✔				✔	✔					✔				✔	

Second Step

Grades 9–12

Texas Essential Knowledge and Skills for Positive Character Traits

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Key Skills and Concepts

Pathway 1: Belonging & Connection — columns:
1. Connecting and collaborating with peers to build community
2. Communicating effectively and sincerely with educators
3. Using voice to make change in the school community
4. Examining effective ways to communicate digitally by practicing digital citizenship skills
5. Learning and practicing relationship-repair strategies
6. Understanding not everyone is paying attention to them
7. Demonstrating ways to avoid making assumptions about others

Pathway 2: Confidence & Capability — columns:
8. Participating in defining success criteria
9. Analyzing social media messages using media literacy skills
10. Expanding and using social networks
11. Persisting to master learning objectives
12. Using feedback and resources to meet success criteria
13. Applying knowledge of what is in your control when overcoming an obstacle
14. Using strategies to challenge negative thinking

Pathway 3: Agency & Opportunity — columns:
15. Applying strategies for overcoming negative thoughts
16. Directing learning by making choices about what and how to learn
17. Practicing digital citizenship strategies to balance time spent online
18. Applying collaborative routines and protocols during academic discussions
19. Providing educators with actionable feedback to improve learning conditions
20. Identifying and developing strengths
21. Identifying and appreciating strengths
22. Understanding how strengths can affect relationships
23. Understanding how collective strengths help build community
24. Understanding how collective strengths contribute to the school community
25. Experimenting with personally relevant topics and interests

Pathway 4: Well-Being & Community — columns:
26. Identifying when mind breaks are necessary and using them to improve engagement and performance
27. Fostering, sharing, and visualizing positive emotions
28. Navigating strong emotions using various strategies
29. Analyzing scenarios to understand their digital footprint
30. Navigating strong emotions using self-compassion
31. Managing difficult emotions and distractions using refocusing strategies
32. Practicing digital citizenship skills by examining emotional responses to online photos
33. Defining and understanding emotions
34. Fostering positive emotions through shared experiences
35. Reframing difficult situations by using positive self-talk
36. Understanding that what is considered "normal" can vary from person to person
37. Navigating strong emotions by practicing gratitude
38. Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community
39. Demonstrating compassion for self and others
40. Practicing gratitude regularly

Subchapter A. Character Traits

Strand	Standard	Description	Key Skills and Concepts (columns 1–40, ✔ = aligned)
Caring	§120.9.b.3.A	The student is expected to evaluate one's personal attitudes and mindsets about self and others.	1✔ 2✔ 4✔ 5✔ 6✔ 7✔ 9✔ 11✔ 12✔ 13✔ 14✔ 15✔ 16✔ 17✔ 18✔ 19✔ 20✔ 21✔ 22✔ 23✔ 25✔ 26✔ 27✔ 28✔ 29✔ 30✔ 31✔ 32✔ 33✔ 34✔ 35✔ 36✔ 37✔ 38✔ 39✔ 40✔
Caring	§120.9.b.3.B	The student is expected to discuss how feelings, decision making, personal behaviors, and interpersonal skills can impact professional and social relationships.	1✔ 2✔ 4✔ 5✔ 6✔ 9✔ 10✔ 12✔ 13✔ 18✔ 19✔ 21✔ 22✔ 23✔ 24✔ 27✔ 30✔ 34✔ 36✔ 38✔ 39✔
Caring	§120.9.b.3.C	The student is expected to identify strategies for how a person can show empathy through one's actions.	1✔ 2✔ 4✔ 6✔ 18✔ 21✔ 22✔ 23✔ 24✔ 27✔ 30✔ 34✔ 36✔ 38✔ 39✔ 40✔
Citizenship	§120.9.b.4.A	The student is expected to explain the impact of personal actions and responsible decision making on the family, school, and local and global community.	1✔ 2✔ 3✔ 4✔ 5✔ 7✔ 9✔ 18✔ 19✔ 21✔ 22✔ 23✔ 24✔ 27✔ 34✔ 36✔ 38✔ 39✔
Citizenship	§120.9.b.4.B	The student is expected to describe how justice, fairness, and freedom are related.	3✔ 38✔
Citizenship	§120.9.b.4.C	The student is expected to apply conflict-resolution skills.	5✔ 6✔ 7✔ 15✔ 18✔ 22✔ 31✔ 35✔ 36✔ 38✔
Citizenship	§120.9.b.4.D	The student is expected to participate in constructive dialogues with those of differing viewpoints.	1✔ 2✔ 3✔ 4✔ 5✔ 7✔ 18✔ 19✔ 23✔ 24✔ 36✔ 38✔