

ATTACHMENT
Text of Proposed Revisions to 19 TAC

Chapter 120. Other Texas Essential Knowledge and Skills

Subchapter A. Character Traits

§120.1. Implementation of Texas Essential Knowledge and Skills for Positive Character Traits.

- ~~(a) The provisions of this subchapter shall be implemented by school districts beginning with the 2021-2022 school year.~~
- ~~(b) School districts and open enrollment charter schools are required to provide instruction in the essential knowledge and skills for positive character traits outlined in this subchapter at least once in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12.~~
- ~~(c) School districts may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the essential knowledge and skills for one or more courses or subject areas at the appropriate grade levels.~~

§120.3. Texas Essential Knowledge and Skills for Positive Character Traits and Personal Skills , Kindergarten-Grade 2, Adopted 2020.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2021-2022 school year.
- (1) School districts and open-enrollment charter schools are required to provide instruction in the essential knowledge and skills for positive character traits and personal skills outlined in this subchapter at least once in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12.
- (2) School districts may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the essential knowledge and skills for one or more courses or subject areas at the appropriate grade levels.
- (b) ~~(a)~~ Introduction.
- (1) Character education introduces students to character traits and personal skills that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits and personal skills reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.
- (2) The standards for positive character traits and personal skills are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits and personal skills .
- (A) Trustworthiness: honesty, [loyalty,] integrity, loyalty, punctuality, and reliability [-and punctuality] .
- (B) Responsibility: accountability, diligence, perseverance, [diligence, and] self-control , and self-management .
- (C) Caring: interpersonal skills, including [kindness, empathy,] charity, compassion, consideration, cooperation, empathy, generosity, kindness, and patience [-consideration, and compassion] .
- (D) Good citizenship: having [Citizenship: respect, courtesy,] concern for the common good and the community ; having respect for authority , [fairness, freedom from prejudice, justice, patriotism, school pride, respect for authority and] 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 .

- (3) Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, differences, ~~[difference and]~~ diversity, biases, and the social and cultural context in which they live.
- (4) The knowledge and skills for positive character traits and personal skills are organized in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12. However, due to the complexity of the concepts, student expectations and knowledge and skills statements cannot be taught, discussed, or viewed in isolation.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) ~~(b)~~ Knowledge and skills.

- (1) Trustworthiness. 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; and
 - (C) identify personal actions that build trustworthiness, including being honest and punctual.
- (2) Responsibility. 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; ~~[and]~~
 - (C) define self-control and discuss effective self-management skills, including listening to others, managing one's emotions, and setting goals; and [identify instances in which self-control is important.]
 - (D) identify instances in which self-management skills are important.
- (3) Caring. 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) ~~[(A)]~~ define patience and identify actions that demonstrate patience; and
 - (C) ~~[(B)]~~ explain and identify examples of how actions can demonstrate kindness to others.
- (4) Good citizenship [Citizenship] . The student understands how personal actions and responsible decision making can demonstrate good citizenship. The student is expected to:
 - (A) define fairness and identify examples of fairness when making decisions in a variety of situations;
 - (B) define and identify examples of school pride and patriotism;
 - (C) explain what it means to demonstrate respect and courtesy and why it is important to demonstrate respect and courtesy to others; and
 - (D) describe ways in which individuals demonstrate respect for authority and law.
 - ~~[(D) — define good citizenship.]~~

§120.5. Texas Essential Knowledge and Skills for Positive Character Traits and Personal Skills , Grades 3-5, Adopted 2020.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2021-2022 school year.

(1) School districts and open-enrollment charter schools are required to provide instruction in the essential knowledge and skills for positive character traits and personal skills outlined in this subchapter at least once in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12.

(2) School districts may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the essential knowledge and skills for one or more courses or subject areas at the appropriate grade levels.

(b) ~~(a)~~ Introduction.

(1) Character education introduces students to character traits and personal skills that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits and personal skills reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.

(2) The standards for positive character traits and personal skills are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits and personal skills .

(A) Trustworthiness: honesty, ~~loyalty,~~ integrity, loyalty, punctuality, and reliability ~~[and punctuality]~~ .

(B) Responsibility: accountability, diligence, perseverance, ~~[diligence, and]~~ self-control , and self-management .

(C) Caring: interpersonal skills, including ~~[kindness, empathy,]~~ charity, compassion, consideration, cooperation, empathy, generosity, kindness, and patience ~~[, consideration, and compassion]~~ .

(D) Good citizenship: having ~~[Citizenship: respect, courtesy,]~~ concern for the common good and the community ; having respect for authority , ~~[fairness, freedom from prejudice, justice, patriotism, school pride, respect for authority and]~~ 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 .

(3) Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, differences, ~~[difference and]~~ diversity, biases, and the social and cultural context in which they live.

(4) The knowledge and skills for positive character traits and personal skills are organized in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12. However, due to the complexity of the concepts, student expectations and knowledge and skills statements cannot be taught, discussed, or viewed in isolation.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) ~~(b)~~ Knowledge and skills.

(1) Trustworthiness. The student understands how personal skills, choices, and actions build trustworthiness ~~[responsibility relates to being trustworthy]~~ . 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; and

- (C) define and identify examples of unethical behavior.
- (2) Responsibility. 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 ~~[ways to practice self control]~~; and
 - (D) describe the relationship between being responsible and being accountable.
- (3) Caring. 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; and
 - ~~[(B) — explain how one can show patience, consideration, and compassion; and]~~
 - (C) define empathy and discuss the connection between empathy and charity.
- (4) Good citizenship ~~[Citizenship]~~. The student understands that personal responsibility and responsible decision making are ~~[is]~~ 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; ~~[and]~~
 - ~~(C) demonstrate responsibility and courage when making decisions for the common good of the classroom and community; and~~
 - ~~(D) [(C)]~~ discuss the importance of obeying laws and rules.

§120.7. Texas Essential Knowledge and Skills for Positive Character Traits and Personal Skills , Grades 6-8, Adopted 2020.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2021-2022 school year.
 - (1) School districts and open-enrollment charter schools are required to provide instruction in the essential knowledge and skills for positive character traits and personal skills outlined in this subchapter at least once in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12.
 - (2) School districts may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the essential knowledge and skills for one or more courses or subject areas at the appropriate grade levels.
- (b) ~~[(a)]~~ Introduction.
 - (1) Character education introduces students to character traits and personal skills that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits and personal skills reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.
 - (2) The standards for positive character traits and personal skills are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits and personal skills .

- (A) Trustworthiness: honesty, [loyalty,] integrity, loyalty, punctuality, and reliability [~~and punctuality~~] .
 - (B) Responsibility: accountability, diligence, perseverance, [~~diligence, and~~] self-control , and self-management .
 - (C) Caring: interpersonal skills, including [kindness, empathy,] charity, compassion, consideration, cooperation, empathy, generosity, kindness, and patience [~~, consideration, and compassion~~] .
 - (D) Good citizenship: having [Citizenship: respect, courtesy,] concern for the common good and the community ; having respect for authority , [fairness, freedom from prejudice, justice, patriotism, school pride, respect for authority and] 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 .
- (3) Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, differences, [difference and] diversity, biases, and the social and cultural context in which they live.
 - (4) The knowledge and skills for positive character traits and personal skills are organized in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12. However, due to the complexity of the concepts, student expectations and knowledge and skills statements cannot be taught, discussed, or viewed in isolation.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) [(b)] Knowledge and skills.

- (1) Trustworthiness. 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; and
 - (D) describe personal actions that demonstrate trustworthiness at school, home, with peers, and within the community.
- (2) Responsibility. The student understands how personal beliefs and feelings and self-management skills influence one's [one] 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 [self-control] ; and
 - (D) compare the benefits of responsible behavior with the consequences of irresponsible behavior.
- (3) Caring. 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, [~~and~~] personal behaviors , and interpersonal skills can influence relationships with others; and
 - (C) explain and identify examples of how a person can demonstrate empathy through kindness, charity, generosity, and courtesy.

- (4) Good citizenship [Citizenship]. The student understands how responsible decision making and good [~~the character trait of~~] citizenship impact [~~impacts~~] personal relationships. The student is expected to:
- (A) differentiate between personal responsibility and responsible decision making and give examples of each;
- ~~[(A) — discuss the roles and responsibilities of citizens;]~~
- (B) explain how one's personal actions can impact the perception of others; and
- ~~[(C) — describe how justice, fairness, and freedom are related; and]~~
- (C) [~~(D)~~] identify and practice a variety of conflict-resolution skills and strategies.

§120.9. Texas Essential Knowledge and Skills for Positive Character Traits and Personal Skills , Grades 9-12, Adopted 2020.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2021-2022 school year.

- (1) School districts and open-enrollment charter schools are required to provide instruction in the essential knowledge and skills for positive character traits and personal skills outlined in this subchapter at least once in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12.
- (2) School districts may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the essential knowledge and skills for one or more courses or subject areas at the appropriate grade levels.

(b) [~~(a)~~] Introduction.

- (1) Character education introduces students to character traits and personal skills that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits and personal skills reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.
- (2) The standards for positive character traits and personal skills are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits and personal skills .
- (A) Trustworthiness: honesty, [~~loyalty,~~] integrity, loyalty, punctuality, and reliability [~~, and punctuality~~].
- (B) Responsibility: accountability, diligence, perseverance, [~~diligence, and~~] self-control , and self-management .
- (C) Caring: interpersonal skills, including [~~kindness, empathy,~~] charity, compassion, consideration, cooperation, empathy, generosity, kindness, and patience [~~, consideration, and compassion~~].
- (D) Good citizenship: having [~~Citizenship: respect, courtesy,~~] concern for the common good and the community ; having respect for authority , [~~fairness, freedom from prejudice, justice, patriotism, school pride, respect for authority and~~] 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 .
- (3) Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, differences, [~~difference and~~] diversity, biases, and the social and cultural context in which they live.

- (4) The knowledge and skills for positive character traits and personal skills are organized in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12. However, due to the complexity of the concepts, student expectations and knowledge and skills statements cannot be taught, discussed, or viewed in isolation.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) ~~(b)~~ Knowledge and skills.

- (1) Trustworthiness. 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, ~~[politics]~~ and the local and global community demonstrate loyalty and integrity; and
 - (C) examine the legal and social consequences of unethical behavior.
- (2) Responsibility. 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 ~~[self-control]~~ in a variety of situations; and
 - (D) differentiate between and give examples of diligence and ~~[define]~~ perseverance and identify strategies for demonstrating perseverance.
- (3) Caring. 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, ~~[and]~~ personal behaviors, and interpersonal skills can impact professional and social relationships ~~[within society]~~; and
 - (C) identify strategies for how a person can show empathy through one's actions.
- (4) Good citizenship ~~[Citizenship]~~. The student understands how responsible decision making and good ~~[character traits of]~~ citizenship influence one's ~~[our]~~ 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;
 - ~~[(B) — practice the roles and responsibilities of citizenship in a variety of settings;]~~
 - (C) apply conflict resolution ~~[resolutions]~~ skills; and
 - (D) participate in constructive dialogues with those of differing viewpoints.