

A21 HUMAN TRAFFICKING EDUCATION CURRICULUM STANDARDS-BASED ALIGNMENT

National Fourth Grade Pillar Standards

RIGHTS AND RESPONSIBILITIES

- **C3.D2.Civ.3.3-5** Explain the origins and purposes of rules, laws, and key US constitutional provisions.
- **C3.D2.Civ.4.3-5** Explain how groups of people make rules to create responsibilities and protect freedoms.
- **C3.D2.Civ.7.3-5** Apply civic virtues and democratic principles in school settings.
- **C3.D2.Civ.11.3-5** Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.
- **C3.D4. Civ.7.3-5** Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
- **NHES.1.5.1** Explain how to build upon strengths and assets to support health and well-being.
- **NHES.5.5.1** Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.
- **CCSS.ELA.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **CCSS.ELA.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- **CCSS.ELA.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CHARACTER DEVELOPMENT

- **NHES.4.5.1** Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others.
- **NHES.5.5.1** Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.
- **NHES.7.5.1** Examine practices and behaviors that support health and well-being of self and others.
- **CCSS.ELA.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- **CCSS.ELA.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **CCSS.ELA.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- **CCSS.ELA.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

RELATIONSHIP BOUNDARIES

- **NHES.3.5.1** Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.
- **NHES.4.5.1** Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others.
- **NHES.4.5.3** Demonstrate how to ask for and offer assistance to support the health of self and others.
- **NHES.4.5.4** Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others.
- **NHES.4.5.5** Demonstrate refusal skills to use in a variety of situations.

- **NHES.4.5.6** Demonstrate strategies to prevent, manage, or resolve conflict.
- **NHES.5.5.1** Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.
- **CCSS.ELA.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **CCSS.ELA.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- **CCSS.ELA.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

DIGITAL SAFETY

- **CLS.3-5.DC.CYBL** Discuss and demonstrate examples of cyberbullying and methods of age-appropriate intervention.
- **CLS.3-5.DC.PII** Define personally identifiable information (PII).
- **CLS.3-5.DC.THRT** Recognize the different motivations that influence good and bad online behaviors.
- **CLS.3-5.SEC.ACC** Describe the concept of appropriate access to private information.
- **CLS.3-5.SEC.INFO** Define events that are related to threats and vulnerabilities.
- **CLS.3-5.SEC.PHYS** Explain the need to protect people and places from malicious intent.
- **CCSS.ELA.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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