A21 HUMAN TRAFFICKING EDUCATION CURRICULUM STANDARDS-BASED ALIGNMENT

National Sixth Grade Pillar Standards

RIGHTS AND RESPONSIBILITIES

- **C3.D2.Civ.12.6-8** Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- **NHES.5.8.1** Explain how the use of a decision-making process affects health and well-being.
- **CCSS.ELA.RH.6-8.3** Identify key steps in a text's description of a process related to history/social studies.
- **CCSS.ELA.RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **CCSS.ELA.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **CCSS.ELA.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **CCSS.ELA.W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
- **CCSS.ELA.SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CHARACTER DEVELOPMENT

- **NHES 1.8.1** Analyze ways to build upon strengths and assets to support individual and collective health and well-being.
- **NHES 1.8.2** Analyze how practices and behaviors support a variety of dimensions of wellness.
- **NHES 2.8.1** Analyze the interrelationships between various influences on health and well-being.

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- **NHES 2.8.4** Apply strategies and resources to manage influences that impact health and well-being.
- **NHES 7.8.2** Analyze practices and behaviors that support personal and community health and well-being.
- **CCSS.ELA.RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **CCSS.ELA.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **CCSS.ELA.W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
- **CCSS.ELA.SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

RELATIONSHIP BOUNDARIES

- **NHES 1.8.1** Analyze ways to build upon strengths and assets to support individual and collective health and well-being.
- **NHES 1.8.2** Analyze how practices and behaviors support a variety of dimensions of wellness.
- **NHES 2.8.1** Analyze the interrelationships between various influences on health and well-being.
- **NHES 4.8.1** Use effective communication skills across various modes of communication to support health and well-being of self and others.
- **NHES 4.8.7** Use collaboration skills in a variety of situations.
- **NHES 6.8.4** Develop a plan that addresses supports and barriers to attaining a health-related goal.
- **NHES 7.8.2** Analyze practices and behaviors that support personal and community health and well-being.
- **CCSS.ELA.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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- **CCSS.ELA.W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
- **CCSS.ELA.SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **CCSS.ELA.SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

DIGITAL SAFETY

- **CLS.6-8.DC.FOOT.1** Recognize the many sources of data that make up a digital footprint.
- **CLS.6-8.DC.FOOT.2** Recognize the permanence of a digital footprint.
- **CLS.6-8.DC.PPI.1** Discuss the risks and benefits of sharing PII (Personally Identifiable Information).
- **CLS.6-8.DC.PPI.2** Examine techniques to detect, correct, and prevent disclosure of PII (Personally Identifiable Information).
- **CCSS.ELA.W.6.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **CCSS.ELA.W.6.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- **CCSS.ELA.SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **CCSS.ELA.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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