A21 HUMAN TRAFFICKING EDUCATION CURRICULUM STANDARDS-BASED ALIGNMENT

National Eighth Grade Pillar Standards

RIGHTS AND RESPONSIBILITIES

- **C3.D2.Civ.3.6-8** Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- **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).
- **NHES.1.8.2** Analyze how practices and behaviors support a variety of dimensions of wellness.
- NHES.5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.
- **CCSS.ELA.W.8.1** Write arguments to support claims with clear reasons and relevant evidence.
- **CCSS.ELA.W.8.1.B** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **CCSS.ELA.W.8.1.E** Provide a concluding statement or section that follows from and supports the argument presented.
- **CCSS.ELA.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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.

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- **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.7.8.2** Analyze practices and behaviors that support personal and community health and well-being.
- **NHES.8.8.1** Analyze opportunities to advocate for the health and well-being of individuals, families, and communities.
- **CCSS.ELA.W.8.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- **CCSS.ELA.W.8.3.E** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **CCSS.ELA.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **CCSS.ELA.SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

RELATIONSHIP BOUNDARIES

- **NHES.1.8.1** Analyze ways to build upon strengths and assets to support individual and collective health and well-being.
- **NHES.2.8.1** Analyze the interrelationships between various influences on health and well-being.
- **NHES.2.8.2** Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.
- **NHES.5.8.2** Determine when health-related situations require the application of a thoughtful decision-making process.
- **CCSS.ELA.W.8.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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- **CCSS.ELA.W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CCSS.ELA.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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).
- **CLS.6-8.SEC.INFO** Analyze threats and vulnerabilities to information security for individuals and organizations.
- **NHES.4.8.4** Demonstrate ways to communicate boundaries and consent for a variety of situations.
- **NHES.4.8.1** Use effective communication skills across various modes of communication to support health and well-being of self and others.
- **NHES.8.8.1** Analyze opportunities to advocate for the health and well-being of individuals, families, and communities.
- **CCSS.ELA.W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
- **CCSS.ELA.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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