

A21 HUMAN TRAFFICKING EDUCATION CURRICULUM STANDARDS-BASED ALIGNMENT

National Ninth Grade Pillar Standards

RIGHTS AND RESPONSIBILITIES

- **CCSS.ELA.RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **NHES.1.12.2** Analyze the relationships between various dimensions of wellness as related to health outcomes.
- **NHES.5.12.5** Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.
- **CCSS.ELA.RI.9-10.1** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **CCSS.ELA.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **CCSS.ELA.W.9-10.2.D** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **CCSS.ELA.W.9-10.3.E** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **CCSS.ELA.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CHARACTER DEVELOPMENT

- **NHES.1.12.1** Apply ways to build upon strengths and assets to support individual and collective health and well-being.
- **NHES.1.12.2** Analyze the relationships between various dimensions of wellness as related to health outcomes.
- **NHES.2.12.4** Formulate strategies to manage influences that impact health and well-being.
- **NHES.4.12.2** Apply communication skills and strategies within a variety of interpersonal contexts.
- **NHES.5.12.2** Determine when and why health-related situations require the application of a thoughtful decision-making process.
- **CCSS.ELA.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **CCSS.ELA.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.reference materials.

RELATIONSHIP BOUNDARIES

- **NHES.1.12.4** Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.
- **NHES.3.12.1** Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.
- **NHES.4.12.4** Use communication skills related to communicating boundaries, expressing consent, and removing consent in a variety of situations.
- **NHES.5.12.4** Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.
- **NHES.6.12.2** Use an individual, supported, or collaborative goal-setting process as appropriate.

- **CCSS.ELA.RL.9-10.2** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **CCSS.ELA.W.9-10.1.C** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **CCSS.ELA.W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **CCSS.ELA.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

DIGITAL SAFETY

- **CLS.9-12.DC.FOOT** Examine the implications of both positive and negative digital footprints.
- **CLS.9-12.DC.PPI.1** Explain the importance of social identity and the implications of online activity regarding private data, long-term career impacts, and the permanence of digital data.
- **CLS.9-12.DC.THRT** Analyze the motives of threat actors.
- **NHES.1.12.7** Analyze the benefits of and barriers to practicing a variety of health behaviors.
- **NHES.3.12.1** Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.
- **NHES.8.12.3** Customize advocacy skills and strategies for varying audiences and contexts.
- **CCSS.ELA.RI.9-10.1** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **CCSS.ELA.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

→ **CCSS.ELA.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.