A21 HUMAN TRAFFICKING EDUCATION CURRICULUM STANDARDS-BASED ALIGNMENT

North Carolina Eleventh Grade Pillar Standards

RIGHTS AND RESPONSIBILITIES

- **AH2.H.5** Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.
- **ICR.1.2** Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.
- **ICR.1.3** Illustrate strategies for resolving interpersonal conflict without harming self or others.
- **ICR.1.4** Summarize principles of healthy dating.
- **ICR.1.5** Explain how power and control in relationships can contribute to aggression, violence and sex trafficking.
- **CE.C&G.1.2** Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US constitution and the Bill of Rights to help promote liberty, justice and equality.
- **RL.11-12.4** Determine the intended meaning of multiple meaning words in a text.
- **RI.11-12.1** Analyze the text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
- **Comprehension: Knowledge Building. 9-12** Make connections between content and their personal experiences and/or previous knowledge. Promoting structured academic discourse around content area topics.
- **SL.11-12.1d** Respond to agreements and disagreements in a discussion.
- **W.11-12.5** Conduct research projects to answer questions posed by self and others using multiple sources of information.
- **L.11.12.6** Use general academic and domain specific words and phrases across contexts.

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CHARACTER DEVELOPMENT

- **RI.11-12.8** Demonstrate understandings of claims and arguments in works of public advocacy.
- **ICR.1.5** Explain how power and control in relationships can contribute to aggression, violence and sex trafficking.
- **C.2** Use analytical strategies to understand situations and make appropriate decisions.
- **I.SE.2.2** Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.
- **RL.11-12.4** Determine the intended meaning of multiple meaning words in a text.
- **RI.11-12.1** Analyze the text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
- **Comprehension: Knowledge Building. 9-12** Make connections between content and their personal experiences and/or previous knowledge. Promoting structured academic discourse around content area topics.
- **SL.11-12.1d** Respond to agreements and disagreements in a discussion.
- **W.11-12.2** Write to share information supported by details.
- **W.11-12.5** Conduct research projects to answer questions posed by self and others using multiple sources of information.
- **L.11.12.6** Use general academic and domain specific words and phrases across contexts.

RELATIONSHIP BOUNDARIES

- **ICR.1.4** Summarize principles of healthy dating.
- **ICR.1.5** Explain how power and control in relationships can contribute to aggression, violence and sex trafficking.
- **ICR.3.2** Design safe plans for the prevention of sexual assault and abuse that include appropriate resources and needed skills.
- **MEH.1.1** Identify the body's physical and psychological responses to stressful situations and positive coping mechanisms.

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- **EEE.SE.1.1** Contrast appropriate and inappropriate physical contact.
- **P.SE.2.3** Use responsible risk-taking behaviors to support positive relationship building.
- **C.2** Use analytical strategies to understand situations and make appropriate decisions.
- Engagement. 9-12 Provides authentic and relevant literacy experiences by engaging students in problem-solving and role-playing methods that expose them to authentic or situated problems and examples.
- **RL.11-12.4** Determine the intended meaning of multiple meaning words in a text.
- **RI.11-12.1** Analyze the text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
- **Comprehension: Knowledge Building. 9-12** Make connections between content and their personal experiences and/or previous knowledge. Promoting structured academic discourse around content area topics.
- **W.11-12.2** Write to share information supported by details.
- **SL.11-12.1d** Respond to agreements and disagreements in a discussion.
- **L.11.12.6** Use general academic and domain specific words and phrases across contexts.

DIGITAL SAFETY

- **NC.DLS.DC.2a** Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- **NC.DLS.DC.2b** Students engage in positive, safe, legal and ethical behavior when using technology including social interactions online or when using network devices.
- **9.ICR.1.5** Explain how power and control in relationships can contribute to aggression, violence and sex trafficking.
- **C.2** Use analytical strategies to understand situations and make appropriate decisions.
- **RL.11-12.4** Determine the intended meaning of multiple meaning words in a text.
- **RI.11-12.1** Analyze the text to determine its meaning and cite textual evidence to support explicit and implicit understanding.

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- **Comprehension: Knowledge Building. 9-12** Make connections between content and their personal experiences and/or previous knowledge. Promoting structured academic discourse around content area topics.
- **W.11-12.2** Write to share information supported by details.
- **SL.11-12.1d** Respond to agreements and disagreements in a discussion.
- **L.11.12.6** Use general academic and domain specific words and phrases across contexts.

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