

A21 HUMAN TRAFFICKING EDUCATION CURRICULUM STANDARDS-BASED ALIGNMENT

North Carolina Fourth Grade Pillar Standards

RIGHTS AND RESPONSIBILITIES

- **4.C&G.1.3** Differentiate between rights and responsibilities reflected in the North Carolina Constitution.
- **4.ICR.1.1** Explain the importance of showing respect for self and respect and empathy for others.
- **4.ICR.1.4** Recognize situations that might lead to violence.
- **4.ICR.1.6** Contrast healthy and unhealthy relationships.
- **PE.4.PR.4.1** Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.
- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
- **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **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.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

- **I.1.10** Construct responses to compelling questions with specific claims and information from teacher-provided sources.
- **I.1.11** Identify ways to address problems related to the compelling question.
- **4.V.1.2** Apply personal choices while creating art.

CHARACTER DEVELOPMENT

- **4.MEH.2.1** Identify unique personal characteristics that contribute to positive mental health.
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- **I.1.11** Identify ways to address problems related to the compelling question.
- **4.V.1.2** Apply personal choices while creating art.

RELATIONSHIP BOUNDARIES

- **4.MEH.1.1** Summarize effective coping strategies to manage eustress and distress.
- **4.MEH.1.2** Implement healthy strategies for handling stress, including asking for assistance.
- **4.ICR.1.5** Exemplify how to seek assistance for bullying.
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- **RI.4.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
- **W.4.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- **L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DIGITAL SAFETY

- **4.MEH.1.2** Implement healthy strategies for handling stress, including asking for assistance.
- **4.ICR.1.4** Recognize situations that might lead to violence.
- **4.ICR.1.5** Exemplify how to seek assistance for bullying.
- **4.ICR.1.6** Contrast healthy and unhealthy relationships.
- **35-NI-02** Explain your digital footprint and how personal information can be protected.

- **35-IC-04** Exhibit positive digital citizenship and social responsibility in online interactions.
- **Digital Citizen 2** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- **Digital Citizen 2b** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- **Creative Communicator 6a** Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- **Creative Communicator 6d** Students publish or present content that customizes the message and medium for their intended audiences.
- **I.1.7** Construct claims in response to compelling and supporting questions.
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- **4.V.1.2** Apply personal choices while creating art.