A21 HUMAN TRAFFICKING EDUCATION CURRICULUM STANDARDS-BASED ALIGNMENT

North Carolina Eigth Grade Pillar Standards

RIGHTS AND RESPONSIBILITIES

- **8.C&G.1.5** Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability and identity groups in North Carolina and the nation.
- **8.H.1.3** Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time.
- **RED.SE.1.3** Contrast rights and responsibilities.
- **EEE.SE.1.2** Illustrate personal responsibility in a variety of settings and situations.
- **P.SE.1.1** Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.
- **RI.8.1** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RL.8.4** Determine the meaning of a words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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- **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

- **P.SE.2.1** Interpret the meaning of self-concept.
- **SE.1** Understand the meaning and importance of personal responsibility and self-awareness.
- **8.V.3** Create art using a variety of tools, media, and processes, safely and appropriately.
- **C.2** Use analytical strategies to understand situations and make appropriate decisions.
- **RED.C.2.1** Identify situations from your daily life in terms of problems and solution strategies.
- **RED.C.2 .2** Recognize situations in which peer pressure influences decisions.
- **I.SE.2.1** Exemplify how peer pressure can be both a negative and positive influence.
- **I.SE.2.2** Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.
- **RI.8.1** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action reveal aspects of a character or provoke a decision.
- **W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W.8.4** Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- **L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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RELATIONSHIP BOUNDARIES

- **RED.SE.2.2** Understand how to support positive relationship building (e.g., managing impulsivity, adaptability, and flexibility).
- **EEE.SE.1.1** Contrast appropriate and inappropriate physical contact.
- **P.SE.2.3** Use responsible risk-taking behaviors to support positive relationship building.
- **8.ATOD.2.1** Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
- **8 ICR.1.1** Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.
- **8.ICR.1.2** Identify the reasons that people engage in violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and resources for seeking help.
- **8.ICR.3.4** Summarize ways to avoid being a victim or perpetrator of sexual abuse via digital media (including social network sites, texting, and cell phone).
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DIGITAL SAFETY

- **68-NI-02** Explain how physical and digital security measures protect electronic information.
- **68-IC-07** Examine the benefits and drawbacks of a digital footprint and online identity.
- **68-IC-08** Understand how online interactions make an impact on the social, emotional, and physical aspect of others.
- **68-IC-09** Compare tradeoffs between allowing information to be public and keeping information private and secure.
- **Digital Citizen 2a.** Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- **Digital Citizen 2b.** Students engage in positive, safe, legal and ethical behavior when using technology including social interactions online or when using network devices.
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- **RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
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