

A21 HUMAN TRAFFICKING EDUCATION CURRICULUM STANDARDS-BASED ALIGNMENT

First Grade Texas Essential Knowledge Skills (TEKS)

RIGHTS AND RESPONSIBILITIES

- **1.9: Injury and violence prevention and safety–safety skills and unintentional injury.** The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries.

The student is expected to:

(A) discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or another trusted adult or contacting 911

(B) discuss the importance of telling a parent or another trusted adult when privacy or personal

- **1.13: Injury and violence prevention and safety–interpersonal violence.** The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety.

The student is expected to:

(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person

CHARACTER DEVELOPMENT

- **1.3: Mental health and wellness–social and emotional health.** The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.

The student is expected to:

(A) identify their own feelings and emotions

(B) discuss and explain how emotions can interrupt thinking and the self-management process

(C) describe and practice calming and self-management strategies

(F) identify ways to respectfully communicate verbally and nonverbally

- **1.11: Injury and violence prevention and safety–healthy home, school, and community climate.**
The student understands that individual actions and awareness can impact safety, community, and environment.

The student is expected to:

(A) describe the difference between safe and unsafe environments

- **1.13 Injury and violence prevention and safety–interpersonal violence.** The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety.

The student is expected to:

(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person

RELATIONSHIP BOUNDARIES

- **1.5: Mental health and wellness–identifying and managing mental health and wellness concerns.**
The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness.

The student is expected to:

(B) identify situations that can create positive stress and positive emotions

- **1.10: Injury and violence prevention and safety–healthy relationships and conflict-resolution skills.** The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict.

The student is expected to:

(A) practice refusal skills to protect personal space and avoid unsafe situations

- **1.11: Injury and violence prevention and safety–healthy home, school, and community climate.**
The student understands that individual actions and awareness can impact safety, community, and environment.

The student is expected to:

(A) describe the difference between safe and unsafe environments

- **1.13: Injury and violence prevention and safety–interpersonal violence.** The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety.

The student is expected to:

(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person

DIGITAL SAFETY

- **1.11: Injury and violence prevention and safety–healthy home, school, and community climate.** The student understands that individual actions and awareness can impact safety, community, and environment.

The student is expected to:

(A) describe the difference between safe and unsafe environments

- **1.12: Injury and violence prevention and safety–digital citizenship and media.** The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.

- **1.13: Injury and violence prevention and safety–interpersonal violence.** The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety.

The student is expected to:

(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person