

A21 HUMAN TRAFFICKING EDUCATION CURRICULUM STANDARDS-BASED ALIGNMENT

Eleventh Grade Texas Essential Knowledge Skills (TEKS)

RIGHTS AND RESPONSIBILITIES

- **11.2: 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) evaluate positive and negative effects of various relationships on physical, emotional, and social health

- **11.5: 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) discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness

- **11.20: Reproductive and sexual health—personal safety, limits, and boundaries.** The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault.

The student is expected to:

(E) evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity

CHARACTER DEVELOPMENT

- **11.5: 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:

(A) describe the impact of positive stress on building resiliency and promoting mental health and wellness

- **11.20: Reproductive and sexual health–personal safety, limits, and boundaries.** The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault.

The student is expected to:

(C) discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk

(E) evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity

RELATIONSHIP BOUNDARIES

- **11.2: 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) evaluate positive and negative effects of various relationships on physical, emotional, and social health

- **11.5: 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:

(A) describe the impact of positive stress on building resiliency and promoting mental health and wellness

(B) discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness

- **11.20: Reproductive and sexual health–personal safety, limits, and boundaries.** The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault.

The student is expected to:

(E) evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity

DIGITAL SAFETY

→ **11.12: 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:

(A) discuss and analyze consequences resulting from inappropriate digital and online communication such as sending and receiving photos, sexting, and pornography

→ **11.20: Reproductive and sexual health–personal safety, limits, and boundaries.** The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault.

The student is expected to:

(B) evaluate the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others

(E) evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity