A21 HUMAN TRAFFICKING EDUCATION CURRICULUM STANDARDS-BASED ALIGNMENT

Eighth Grade Texas Essential Knowledge Skills (TEKS)

RIGHTS AND RESPONSIBILITIES

- **8.12: 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) analyze strategies for and the benefits of avoiding violence, gangs, weapons, drugs, and human trafficking

- **8.14: 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:

  (C) explain the responsibility to report bullying behavior, including cyberbullying

CHARACTER DEVELOPMENT

- **8.12: 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) analyze strategies for and the benefits of avoiding violence, gangs, weapons, drugs, and human trafficking

© The A21 Campaign, Inc. 2022. All rights reserved.

- **8.14: 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:

  (B) describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual

  (E) analyze strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual

  (F) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety

- **8.3: 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 and analyze different emotions and causal thoughts in self

  (B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress

  (C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness

- **8.4: Mental health and wellness–developing a healthy self-concept.** The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept.

  The student is expected to:

  (A) describe how internal and external factors influence self-esteem

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

  The student is expected to:

  (B) examine ways to influence peers positively and promote resilience in others in stressful situations

© The A21 Campaign, Inc. 2022. All rights reserved.

→ **8.21: 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) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking

(C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation

(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, and teen dating violence

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

(G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships

RELATIONSHIP BOUNDARIES

→ **8.14: 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:

(E) analyze strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual

→ **8.3: 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:

(F) practice conflict resolution and mediation skills

© The A21 Campaign, Inc. 2022. All rights reserved.

- **8.4: Mental health and wellness–developing a healthy self-concept.** The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept.

  The student is expected to:

  (A) describe how internal and external factors influence self-esteem

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

  The student is expected to:

  (C) differentiate between healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief

  (F) research and discuss protective factors and healthy self-management strategies to avoid self-harming behaviors

- **8.21: 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:

  (A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse

  (B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking

  (C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation

  (D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, and teen dating violence

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

  (F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships

  (G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships

© The A21 Campaign, Inc. 2022. All rights reserved.

(H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact

- **8.18: Alcohol, tobacco, and other drugs–risk and protective factors.** The student understands how various factors can influence decisions regarding substance use and the resources available for help.

  The student is expected to:

  (A) examine the effects of peer pressure on decision making regarding the use of alcohol, tobacco, and other drugs

DIGITAL SAFETY

- **8.13: 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) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography

  (B) discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography

  (C) evaluate strategies and techniques for identity protection in digital and online environments

  (E) research the current legal consequences of cyberbullying and inappropriate digital and online communication

- **8.14: 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:

  (E) analyze strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual

  (F) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety

© The A21 Campaign, Inc. 2022. All rights reserved.

→ **8.20: Reproductive and sexual health–healthy relationships.** The student understands the characteristics of healthy romantic relationships.

The student is expected to:

(C) describe healthy ways to express friendship, affection, and love

(D) describe appropriate and effective methods of communicating emotions in healthy dating or romantic relationships and marriage

© The A21 Campaign, Inc. 2022. All rights reserved.