



Colorado  
Academic Standards

# Comprehensive Health



# Healthy Relationships, Sexual, and Reproductive Health



**COLORADO**  
Department of Education

ALL STUDENTS • ALL STANDARDS

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## Purpose of Comprehensive Health and Physical Education

“In the great work of education, our physical condition, if not the first step in point of importance, is the first in order of time. On the broad and firm foundation of health alone can the loftiest and most enduring structures of the intellect be reared.” ~Horace Mann

"We know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong, and that hardy spirits and tough minds usually inhabit sound bodies." ~John F. Kennedy

Preparing students for the 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. It no is longer acceptable to think of “gym class” and “hygiene lessons.” Today’s world has exploded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Health and physical education prepare students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one’s health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness. These standards encourage physical literacy, which is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person<sup>1</sup>, as well as, health literacy, which is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions.<sup>2</sup>

Health education and physical education are separate disciplines, each with a distinct body of knowledge and skills. However, the two disciplines are naturally interdisciplinary and clearly complement and reinforce each other to support wellness. Schools have a unique role and responsibility to address both health and physical education from preschool through twelfth grade to instill and reinforce knowledge and skills needed to be healthy and achieve academically.

Colorado's comprehensive health and physical education standards lay out a vision for these vitally important disciplines, and describe what all students should know and be able to do at each grade level through eighth grade and in high school. The authors of this document were preschool through twelfth-grade educators, higher education professors, business representatives, and community members. The group developed a set of competencies starting with "the end in mind." What concepts and skills would a "prepared graduate" in the 21<sup>st</sup> century possess when he or she left high school? The answers to this question framed the work that led to the development of four standards in comprehensive health and physical education for preschool through twelfth grade.

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<sup>1</sup> SHAPE America Physical Literacy. *SHAPE America*. [Online] <https://www.shapeamerica.org/events/physicalliteracy.aspx?hkey=61893e49-8a9e-430c-b4f5-8267480cb421>.

<sup>2</sup> Centers for Disease Control and Prevention. What is Health Literacy. *Centers for Disease Control and Prevention*. [Online] <https://www.cdc.gov/healthliteracy/learn/>.

## Prepared Graduates in Comprehensive Health and Physical Education

1. Apply knowledge and skills to engage in lifelong healthy eating.
2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.
3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance.
4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.
5. Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
6. Apply knowledge and skills that promote healthy, violence-free relationships.
7. Apply personal safety knowledge and skills to prevent and treat injury.

# Standards in Comprehensive Health and Physical Education

Standards are the topical organization of an academic content area. The four standards of comprehensive health and physical education are:

## **1. Movement Competence and Understanding**

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

## **2. Physical and Personal Wellness**

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

## **3. Social and Emotional Wellness**

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

## **4. Prevention and Risk Management**

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

The four standards are organized across comprehensive health and physical education in the following manner:

### **Comprehensive Health standards:**

2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

### **Physical Education standards:**

1. Movement and Competence Understanding
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

## General Considerations for Health Education:

There has been a shift in the focus of health education instruction in the last few years. In the past, health education was very much focused on health knowledge. The current state of health education encourages comprehensive skills-based health education that addresses multiple behaviors through instruction that ensures that information is medically accurate and developmentally appropriate, while allowing students to have multiple opportunities to learn, practice, and reinforce their learning and skills to support transfer beyond the classroom. The essential health skills of accessing information, analyzing influences, decision making, goal setting, interpersonal communication, self-management, and advocacy are foundational component to the comprehensive health education standards. These standards ultimately focus on supporting healthy behaviors, life-long health, and wellness.

In revising the health education standards, the authors fully acknowledge that local school districts may need to make modifications based on local courses, infrastructure, and available resources. The standards and evidence outcomes are intended to guide the health education experience of students' PK-12 and are not intended to be a checklist, but are used to frame objectives for a standard and to provide guidance for teaching health concepts and skills. As part of the revision process, the committee identified the key health skills for each grade level expectation. This provides a specific skill focus across all grade levels.

It is important to note that local data and students' needs should drive the focus of the health education at the local level. With constantly changing health concerns regarding behaviors and drug use, it is up to the local communities to address their specific local needs regarding priority behaviors and drug use. The standards related to drug use prevention are intended to guide specific skills regarding the prevention of drug use. The specific drugs identified in the standards are not limiting, prioritized, or, comprehensive, and local schools and districts should identify their areas of focus on based on local data.

### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

2. Explain the structure, function and major parts of the human reproductive system.

### Evidence Outcomes

#### *Students Can:*

- a. Summarize the anatomy of the reproductive system, including functions of the male and female reproductive systems.
- b. Describe the purpose of the menstrual cycle and its relationship to fertilization.
- c. Explain that after fertilization, cells divide to create an embryo and then a fetus that grows and develops inside the uterus during pregnancy.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Analyze why in nature, different animals have different gestation cycles. (Entrepreneurial Skills: Inquiry/Analysis)
2. Analyze the influences on the physical, social, and emotional changes that occur at puberty, including hormones, heredity, nutrition, and the environment. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. What is optimal growth and development of a fetus?
2. How do twins occur?
3. What causes acne?

#### *Health Skills:*

1. Accessing Information



### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

3. Describe the physical, social, and emotional changes that occur at puberty.

### Evidence Outcomes

#### *Students Can:*

- a. Discuss why puberty begins and ends at different ages for different people, and that variance is considered normal.
- b. Identify how personal hygiene practices can impact health and safety during puberty.
- c. Determine factors that influence the purchase of health care products and the use of personal hygiene practices.
- d. Discuss how changes during puberty affect thoughts, emotions, growth patterns, and behaviors.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. There are many influences on one's physical, social, and emotional development at puberty, including hormones, heredity, nutrition, and the environment. (Professional Skills: Information Literacy)
2. Analyze why the onset age of puberty has changed over time due to factors that include changes in nutrition, access to medical care, and exposure to chemicals in the environment. (Entrepreneurial Skills: Inquiry/Analysis)
3. Demonstrate how tolerance, appreciation, and understanding of individual differences are critical during times of change. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Analyze factors influences on one's physical, social, and emotional development at puberty, including hormones, heredity, nutrition, and the environment. (Professional Skills: Information Literacy)

#### *Inquiry Questions:*

1. Why are some aspects of puberty "embarrassing"?
2. What is "normal"?
3. During puberty, what causes body hair to grow and a male's voice to change? What causes acne?

#### *Health Skills:*

1. Analyzing Influences
2. Accessing Information



### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

2. Identify valid and reliable resources regarding qualities of healthy family and peer relationships.

### Evidence Outcomes

#### *Students Can:*

- a. Describe the benefits of healthy relationships.
- b. Describe how peer and family relationships may change during adolescence.
- c. Determine valid and reliable resources that enhance healthy relationships.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Analyze how technological advances provide increased opportunities to develop relationships. (Civic/Interpersonal Skills: Communication)
2. Discuss the various ways we communicate with one another and how that impacts human relationships. (Civic/Interpersonal Skills: Communication)
3. Relationships affect your physical, mental, emotional, and social well-being. (Civic/Interpersonal Skills: Character)
4. Understanding the various aspects of human relationships assists in making healthy choices. (Civic/Interpersonal Skills: Character)

#### *Inquiry Questions:*

1. What are the qualities of a healthy relationship?
2. How does it feel when a relationship ends?
3. How do I cope with conflict within my family or with my friends?
4. How do healthy relationships contribute to overall wellness?
5. Where would you go if you needed support with improving a struggling relationship?

#### *Health Skills:*

1. Accessing Information

### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

3. Comprehend the relationship between feelings and actions during adolescence.

### Evidence Outcomes

#### *Students Can:*

- a. Identify sexual feelings common to young adolescents, and differentiate between having sexual feelings and acting on them.
- b. Discuss possible physical, social, and emotional impacts of adolescent sexual activity.
- c. Describe the need to have clear expectations, boundaries, and personal safety strategies.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Analyze how attitudes about sexuality are influenced by families, peers, and the media. (Entrepreneurial Skills: Inquiry/Analysis)
2. Analyze how relationships with friends and family members can influence decision-making in positive and negative ways. (Entrepreneurial Skills: Inquiry/Analysis)
3. Learn about sexuality and that discussing sexual issues is critical for health. (Entrepreneurial Skills: Inquiry/Analysis)
4. Discuss the many physical, emotional, and social implications associated with engaging in sexual activity. (Civic/Interpersonal Skills: Character)

#### *Inquiry Questions:*

1. Why can sexual health be a difficult topic to discuss?
2. How does a person determine their beliefs around sexuality?
3. What is necessary to effectively communicate with a parent or trusted adult about sexual and reproductive health?

#### *Health Skills:*

1. Self-Management/Personal Responsibility
2. Interpersonal Communication



### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

2. Compare and contrast healthy and unhealthy family and peer relationships.

### Evidence Outcomes

#### *Students Can:*

- a. Evaluate the characteristics of healthy relationships, including dating, and discuss factors that support and sustain them.
- b. Explain the purpose of friendship and describe how friends can support one another in making healthy decisions.
- c. Demonstrate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Various cultures date and select life partners differently.  
(Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Technological advances provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.  
(Entrepreneurial Skills: Creativity/Innovation)
3. Discuss how healthy relationships require many things of both people.  
(Personal Skills: Self-Awareness)

#### *Inquiry Questions:*

1. What makes a relationship “healthy”?
2. What is “dating”?
3. How might “unhealthy” family and peer relationships influence future dating relationships?
4. Healthy relationships require many things of both people.

#### *Health Skills:*

1. Analyzing Influences
2. Interpersonal communication
3. Self-Management/Personal Responsibility



### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

3. Analyze the internal and external factors that influence sexual decision-making and activity.

### Evidence Outcomes

#### *Students Can:*

- a. Describe a variety of external influences such as parents, the media, culture, peers, and society that affect sexual decision-making and sexual activity.
- b. Describe how internal influences such as curiosity, hormones, interests, desires, fears, and feelings affect sexual decision-making and activity.
- c. Describe how personal, peer, and family values and beliefs influence decisions about sexual and reproductive health.
- d. Analyze the discrepancies between perceived and actual sexual activity and how the information influences your sexual decision-making.
- e. Develop strategies that advocate for healthy sexual boundaries and decision-making.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Analyze how the internet and other forms of media influence sexual decision-making. (Professional Skills: Information Literacy)
2. Analyze how families, peers, the media, culture, and society influence what a person thinks about people who have infectious or chronic diseases, such as HIV infection, AIDS, and cancer. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Analyze how families, peers, the media, culture, and society influence what one thinks about attractiveness and relationships. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. How do I discern media and cultural messages that support optimal health versus those that undermine optimal health regarding sexual decision-making and activity?
2. How does what my family thinks about sexual activity affect me?
3. How do what my friends and peers think about sexual activity affect me?
4. How do my beliefs affect my decisions about sexual activity?

#### *Health Skills:*

1. Analyzing Influences



### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

4. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS).

### Evidence Outcomes

#### *Students Can:*

- a. Describe the effects of HIV infection on the body.
- b. Explain how HIV is and is not contracted.
- c. Define common STDs.
- d. Explain how certain behaviors put a person in higher risk of contracting STD's.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Discuss how abstinence from all sexual behaviors prevents the acquisition and spreading of STDs. (Civic/Interpersonal Skills: Character)
2. If sexually active, identify precautions that can be taken to reduce the risk of spreading STDs. (Entrepreneurial Skills: Inquiry/Analysis)
3. Identify how tolerance, appreciation, and understanding of the conditions of others demonstrate humanity and empathy. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. What behaviors can and cannot lead to spreading STDs?
2. What safety measures will reduce or eliminate the risk of contracting an STD?

#### *Health Skills:*

1. Accessing information



### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

2. Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.
- b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances.
- c. Define sexual consent and explain why individuals have the right to refuse sexual contact.
- d. Seek support to be sexually abstinent.
- e. Develop personal standards for dating situations.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Compare and contrast how historical societal norms related to sexual activity with today's culture provides information on how a culture perceives and values sexual relationships. (Entrepreneurial Skills: Inquiry/Analysis)
2. Discuss how consent is an on-going process and important to remember when establishing personal boundaries. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. How do health practices in adolescence affect lifelong health?
2. What is the difference among affection, love, commitment, and sexual attraction?
3. What characteristics do you find most appealing in a dating relationship?
4. Why would you choose to be sexually abstinent?
5. What advice would you give to a friend who is being pressured to become sexually active?
6. How can media affect relationships and sexual health (e.g., sexually explicit content, sexual norms and values)?

#### *Health Skills:*

1. Decision-Making
2. Interpersonal Communication



### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

4. Describe the signs and symptoms of HIV/AIDS and other sexually transmitted diseases (STDs).

### Evidence Outcomes

#### *Students Can:*

- a. Describe the signs, symptoms, and transmission of common STDs, including HIV, HPV, and chlamydia.
- b. Explain that some STDs are asymptomatic.
- c. Summarize which STDs can be cured, prevented by vaccine, and be treated.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Explore how medical advances for the prevention and treatment of STDs continue to evolve. (Professional Skills: Information Literacy)
2. Examine how society has viewed persons diagnosed with STDs differently throughout history. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Evaluate current trends with the incident rates of STDs to establish a relevant understanding of risk to one's health. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How would I identify reliable sources of medically accurate information?
2. Why is it important to seek medical attention if you think you may have been exposed to an STD?
3. How can you find more information about STDs?

#### *Health Skills:*

1. Accessing Information



### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

3. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy.

### Evidence Outcomes

#### *Students Can:*

- a. Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy.
- b. Explain the benefits and effectiveness and potential side effects of contraceptives in reducing the risk of HIV, other STDs, and unintended pregnancy.
- c. Describe the risk relationship between using alcohol and other drugs and sexual activity.
- d. Demonstrate peer resistance skills and personal boundary behavior.
- e. Examine how healthy relationships can impact one's risk for avoiding STDs.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Examine how age, gender, health history, religious beliefs, cost, and product reliability influence the use of various methods of contraception. (Entrepreneurial Skills: Inquiry/Analysis)
2. Identify how personal self-awareness can enhance positive health practices. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. To what extent can we keep ourselves disease-free?
2. Why might a person be more likely to engage in risky behaviors such as sexual activity when under the influence of alcohol or other drugs?
3. What advice would you give to a friend who is being pressured to do something he or she does not want to do?
4. Why is it important to stand up for what you believe?
5. Why do some countries or cultures have higher rates of unintended pregnancies and sexually transmitted diseases than others?
6. How can media affect relationships and sexual health (e.g., sexually explicit content, sexual norms, and values)?

#### *Health Skills:*

1. Self-Management/Personal Responsibility



### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

4. Use a decision-making process to make healthy decisions about relationships and sexual health.

### Evidence Outcomes

#### *Students Can:*

- a. Differentiate the characteristics of unhealthy and healthy relationships (e.g., dating, committed relationships, marriage, and family).
- b. Analyze the possible emotional, mental, social, and physical consequences of early sexual activity.
- c. Analyze the possible emotional, mental, social, and physical benefits for delaying sexual activity.
- d. Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity.
- e. Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods.
- f. Compare the difference between risk avoidance, risk reduction and strategies one can utilize for each as it relates to STDs and pregnancy.
- g. Analyze when it is necessary to seek help with or leave an unhealthy situation.
- h. Analyze risks of sharing personal information through modern technology.
- i. Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals.
- j. Examine the responsibilities of parenthood.
- k. Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures.
- l. Identify what qualifies as clear consent for sexual activity.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify family structures, values, rituals, and traditions impact decisions regarding health, and vary from individual to individual, family to family, and culture to culture. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Explain why various factors often create discrepancies between actual and perceived social norms related to sexual activity among teenagers. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Analyze how cultural, religious beliefs, popular trends and fads, current and emerging technological advances influence sexual and reproductive health. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
4. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
5. Examine culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. (Civic/Interpersonal Skills: Global/Cultural Awareness)
6. Examine why prenatal exposure marijuana, illegal drugs, certain prescription drugs, alcohol, tobacco, infections, and environmental hazards may affect the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
7. Analyze how decision-making can be affected by a variety of influences that may or may not be in a person's best interest. (Entrepreneurial Skills: Critical Thinking/Problem Solving)





8. Analyze why tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
9. Examine why technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
10. Analyze why tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
11. Examine culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. (Civic/Interpersonal Skills: Global/Cultural Awareness)

*Inquiry Questions:*

1. How can a personal decision to become sexually active affect one's future goals and options?
2. How does one know when one is ready to become a parent?
3. What kind of work is involved in being a parent?
4. In order to achieve lifelong sexual and reproductive health, what should I plan for?
5. Why are relationships important?
6. How do we learn to understand and respect diversity in relationships?
7. How do we know when a relationship is not worth saving?
8. How do we know when someone is being truthful online?
9. How does peer pressure impact the decision around sexual health?
10. What could be the impact of peer pressure on a person who chooses to abstain from sexual activity?
11. What are the potential consequences of sexting?

*Health Skills:*

1. Decision-Making
2. Analyzing Influences





### Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

### Grade Level Expectation:

5. Support others in making positive and healthful choices about sexual activity.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active.
- b. Examine the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV.
- c. Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Analyze how cultural and religious beliefs, popular trends, fads, and current and emerging technological advances influence sexual and reproductive health. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Advocating to others at school or in the community regarding positive and healthful choices about sexual activity creates an environment of open communication. (Professional Skills: Self-Advocacy)
3. Examine how advocacy for self and others can promote personal and community wellness and impact society as a whole. (Professional Skills: Leadership)
4. Identify reliable professional resources that are available to assist with sexual and reproductive health problems (e.g. STIs and infertility). (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. Why would someone engage in intimate behaviors without first having the emotional safety to talk about it?
2. What support do you need to assist you in making healthy decisions about sexual activity?
3. Why would a teenager choose to delay sexual activity?

#### *Health Skills:*

1. Advocacy

