



Utah State Board of Education

UTAH CORE GUIDES

HEALTH I, STRAND 6: HUMAN DEVELOPMENT (HD)

A UTAH STATE BOARD OF EDUCATION TECHNICAL ASSISTANCE DOCUMENT

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INTRODUCTION TO THE CORE GUIDES

Core Guides are created to provide comprehensive guidance for developing effective instruction aligned to the State Core Standards. They are designed to support teachers, administrators, content specialists, and instructional coaches as they plan instruction and make curriculum decisions at a local level.

Core Guides are instructional support tools designed for **educators, not students**. Because they are meant to inform professional learning and curriculum decisions, they are not written in student-friendly language. Core Guides are not intended to be read from cover to cover; rather, they serve as a dynamic resource to be utilized as needed.

PURPOSE AND INSTRUCTIONAL SUPPORT

Core Standards outline what students are expected to learn and be able to do across subject areas and grade levels. The Core Guides help educators bridge the gap between these standards and daily classroom practice by:

- Clarifying Expectations: Deepening understanding of the underlying intent, scope, and rigor of each standard.
- Scaffolding Progressions: Aligning current instruction with what students have already learned in previous grades and what they will need to know in the future.
- Targeting Key Elements: Supporting that critical academic vocabulary, instructional models, and core concepts are clearly evident in classroom instruction.

STRUCTURE OF A CORE GUIDE

To provide consistent and predictable support across content areas, each standard's Core Guide is typically organized into the following components:

- **Standard:** The specific, approved learning goal for the grade level and subject area.
- **Concepts and Skills to Master:** The core knowledge and actionable skills students must acquire to demonstrate proficiency.
- **Critical Background Knowledge:** The prerequisite understanding and prior learning necessary for student success with the current standard.
- **Related Standards (Current & Future Grade Levels):** A vertical and horizontal mapping that shows how the standard connects to other concepts within the same grade and progresses into future grade levels.
- **Academic Language and Models:** The essential vocabulary, terminology, models, and communication tools students need to understand and use.
- **Assessment Exemplars:** Frameworks, ideas, or examples of how students can authentically demonstrate their mastery of the standard.

OVERVIEW OF HEALTH I, STRAND 6 CORE GUIDE: HUMAN DEVELOPMENT

Human Development (HD) teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn medically accurate and unbiased facts about human reproduction, anatomy, physiology and disease prevention. Students will also recognize characteristics of healthy relationships.

Goal: Students will understand reproductive anatomy and physiology, pregnancy, disease prevention, healthy relationships, and refusal skills. Utah Code requires parental notification for instruction on child sexual abuse prevention and parental

consent for instruction on sex education. Instruction shall stress the benefit of abstinence before marriage and fidelity after marriage.

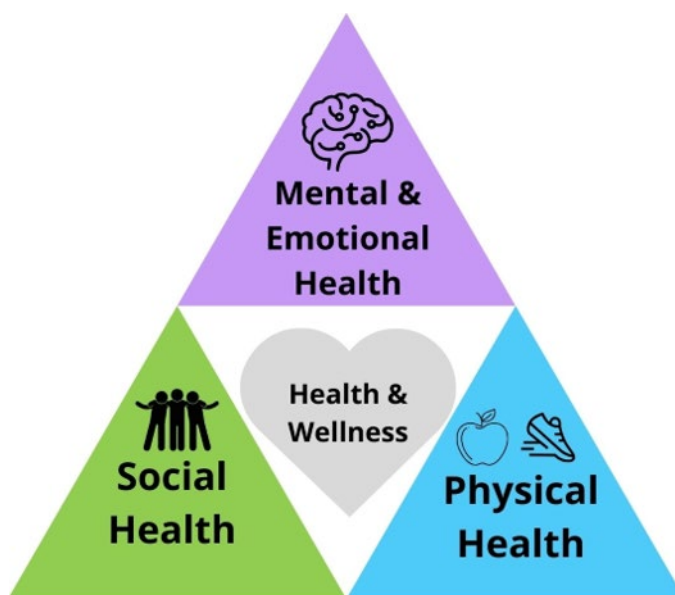
State Health Education Web page with Parental Consent Form and required Law & Policy training

All standards in this strand require parental consent

All curriculum, materials, media, and guest speakers need to be approved through local committee

See Utah Code 53G-10-402 or contact Jodi Parker for more information or training: jodi.parker@schools.utah.gov

FIGURE 1: THE HEALTH TRIANGLE



The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.

HEALTH I STRAND 6

HUMAN DEVELOPMENT

Standard HI.HD.1

Describe the physical, social, cognitive, and emotional changes of adolescence and recognize the individual differences in growth and development, physical appearance, self-identity, and attraction.

CONCEPTS AND SKILLS TO MASTER

- Identify and compare changes occurring to teenagers physically, cognitively, emotionally, & socially.
- Growth & development charts and explain the genetic influence involved.
- List changes that occur during puberty with relationships, abilities, emotions, and responses.

CRITICAL BACKGROUND KNOWLEDGE

Standard 5.HD.1: Explain how the timing of puberty and adolescent development varies, including that there is a wide range of what is healthy or typical.

Standard 5.HD.3: Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction.

Standard 5.HD.4: Explain the physical, social, and emotional changes that occur during puberty and adolescence and healthy ways to manage these changes.

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.HD.8: Recognize characteristics of healthy and unhealthy relationships.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.1: Analyze how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood.

Standard HI.HD.2

Describe the anatomy, physiology, and ways to care for the reproductive system.

CONCEPTS AND SKILLS TO MASTER

- Label and give functions of the reproductive system.
- Include common problems which happen to “this body systems.

CRITICAL BACKGROUND KNOWLEDGE

Standard 5.HD.2: Describe the basic structures of the reproductive and endocrine systems and identify their respective functions.

Standard 6.HD.2: Explain the importance of practicing behaviors that maintain good hygiene.

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.HD.3: Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.6: Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.

Standard HI.HD.3

Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.

CONCEPTS AND SKILLS TO MASTER

- Using the Health Triangle, list the benefits of sexual abstinence for each section.
- Define and discuss the benefits of sexual abstinence (abstaining from all sexual contact: genital stimulation, oral sex, anal sex, and vaginal intercourse).

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.HF.2: Research factors that contribute to decisions and apply effective decision-making strategies.

Standard HI.HD.6a: Define and discuss sexual abstinence as it relates to STD/STI prevention.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.2: Define and describe the mental, emotional, physical, and social health benefits of sexual abstinence.

Standard HI.HD.4

Understand the process of pregnancy, practices for a healthy pregnancy, and pregnancy prevention.

CONCEPTS AND SKILLS TO MASTER

- Describe the process for fertilization, fetal development (stages of growth), and birth process.
- Research healthy pregnancy practices: (e.g., planning, prenatal care, nutrition, physical activity; abstinence from alcohol, nicotine, drugs).

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.HD.6b: Compare and contrast the effectiveness of various risk-reducing behaviors, including condoms, as a method of preventing STD/STI.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.3: Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities.

Standard HI.HD.4a

Describe fertilization, fetal development, and the birth process.

CONCEPTS AND SKILLS TO MASTER

- Describe the process for fertilization, fetal development (stages of growth), and birth process.
- Design a timeline for fetal development.

Standard HI.HD.4b

Compare and contrast the effectiveness of various contraceptive methods for pregnancy prevention.

CONCEPTS AND SKILLS TO MASTER

- Compare and contrast: abstinence, barrier, & hormonal methods in graphic organizer.
- Create a table listing various contraceptive methods with abstinence at the top of the table. Include columns for effectiveness percentage, protect against STDs, male/female method (add vasectomy).

Standard HI.HD.4c

Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.

CONCEPTS AND SKILLS TO MASTER

- Required to be taught by licensed health educator in grades 7/8 and 9/10.
See Utah Code 53G-10-403
- [Utah Newborn Safe Haven website and PPT.](#)

Standard HI.HD.5

Identify common reproductive conditions and diseases, including cancers.

CONCEPTS AND SKILLS TO MASTER

- Describe reproductive conditions and diseases. Create charts, organizers or other document on common reproductive diseases (e.g., endometriosis, PMS, vaginitis, dysmenorrhea, jock itch, UTI, PCOS, yeast infection, amenorrhea, testicular torsion, hernia) and cancers (e.g., prostate, testicular, ovarian, uterine, cervical, breast).

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.6: Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.

Standard HI.HD.6 (with a&b)

Identify practices for prevention of common sexually transmitted diseases & infections (STD/STI).

- **Standard HI.HD.6a**
 - Define and discuss sexual abstinence as it relates to STD/STI prevention.

- **Standard HI.HD.6b**
 - Compare and contrast the effectiveness of various risk-reducing behaviors, including condoms, as a method of preventing STD/STI.

CONCEPTS AND SKILLS TO MASTER

- Compare and contrast abstinence, barrier, and hormonal methods in graphic organizer.
- Recognize symptoms (including the absence of symptoms), modes of transmission, importance of early detection, testing, and treatments for common STD/STIs.
- Discuss the transmission of STDs orally, anally, or topically.
- Facts and Myths about STD/STI.
- Identify local STD/STI and HIV testing and treatment resources.

CRITICAL BACKGROUND KNOWLEDGE

Standard 6.SDP.5: Explain the importance of practicing behaviors that maintain good hygiene.

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.

Standard HI.HD.3: Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.

Standard HI.HD.4: Understand the process of pregnancy, practices for a healthy pregnancy, and pregnancy prevention.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.4: Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI).

Standard HI.HD.7

Identify accurate and credible sources of information about sexual health, development, relationships, harassment, and abuse and identify who and where to turn to for help (for example, parent, relative, clergy, health care provider, teacher, counselor).

CONCEPTS AND SKILLS TO MASTER

- Research sources for information on sexual health (e.g., credible websites, community organizations)
- Research and list several sources for support when faced with sexual harassment, abuse and/or relationship abuse (e.g., credible websites, community organizations).

CRITICAL BACKGROUND KNOWLEDGE

Standard 5.HD.5: Identify trusted adults (e.g., parent, guardian, relative, teacher, counselor, clergy) to talk with about puberty.

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.MEH.2: Identify the risk factors for development and the prevalence of mental health disorders, explain the importance of early intervention and treatment, and locate valid and reliable health services.

Standard HI.SDP.7: Demonstrate how to access valid and reliable health information, products, and services.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.7: Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for help (e.g., parent, clergy, relative, health care provider, teacher, counselor).

Standard HI.HD.8

Recognize characteristics of healthy and unhealthy relationships.

CONCEPTS AND SKILLS TO MASTER

- Review vocabulary words: love, mature love, immature love, and infatuation. Give students examples of relationships and match with the correct vocabulary word.
- Discuss behaviors students may see in friendships, parent/child, sibling, dating, marital relationships.
- Discuss how to create and maintain healthy personal online relationships (e.g., use, contact list, time, safety).

CRITICAL BACKGROUND KNOWLEDGE

Standard 6.HF.5: Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.HD.9: Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.

*Standards HI.HD.8a-c are specific topics under this standard.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.8: Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships.

Standard HI.HD.8a

Recognize the difference between healthy and unhealthy relationships and practice skills necessary to build healthy relationships and end unhealthy relationships both online and in person.

CONCEPTS AND SKILLS TO MASTER

- Compare and contrast healthy and unhealthy relationships (e.g., characteristics, warning signs)
- Practice skills needed to build healthy relationships (e.g., communication, personal boundaries) and skills to end unhealthy relationships (e.g., assertiveness, seeking help from trusted adults).

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.HF.3: Practice resiliency skills.

Standard HI.HF.4: Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.

Standard HI.HD.8b

Identify effective ways to communicate personal boundaries and show respect for the boundaries of others to foster healthy relationships.

CONCEPTS AND SKILLS TO MASTER

- Practice communicating personal boundaries.
- Practice accepting the personal boundaries of others (accepting a “no”) and/or suggesting alternative activities (e.g., dates, events).

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.HF.4: Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.

Standard HI.SAP.1: Practice methods to resist peer pressure with regards to alcohol, tobacco, nicotine, and other substances, including the misuse of prescription drugs.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.8b: Discuss and understand refusal skills, personal boundaries, and affirmative consent as they apply to situations involving pressure to be sexually active and identify strategies that support the decision to abstain from sexual behavior.

Standard HI.HD.8c

Discuss and understand the importance of developing personal refusal skills, including how to refuse an unwanted sexual advance, and how and when to use those skills.

CONCEPTS AND SKILLS TO MASTER

- Define refusal skills (see legal definition in “academic language” section below)
- Model and practice ways to say no.
- Practice accepting a “no” and accepting the refusal of others.
- Discuss common gender roles how those affect attitudes and behaviors regarding sex.

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.HD.9: Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.8c: Discuss the reasons why refusal skills and affirmative consent are necessary to show respect for the boundaries of self and others as they relate to healthy relationships, marriage, intimacy, and sexual behavior.

Standard HI.HD.9

Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.

CONCEPTS AND SKILLS TO MASTER

- Recognize methods to prevent harassment, abuse, discrimination and relationship violence (e.g., setting boundaries, communication, conflict resolution).
- List local resources for reporting (e.g., trusted adult, community center, reliable website, apps, hotlines).

See specific concepts under each sub-standard (a-d)

CRITICAL BACKGROUND KNOWLEDGE

Standard 6.HD.5 (for all HI.HD9 (a-d): Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.HD.8c: Discuss and understand the importance of developing personal refusal skills, including how to refuse an unwanted sexual advance, and how and when to use those skills.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.9: Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.

Standard HI.HD.9a

Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.

CONCEPTS AND SKILLS TO MASTER

- Brainstorm methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.
- List resources for reporting and seeking help (e.g., trusted adults, local resource centers, online options, apps, hotline).

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.9f: Describe the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.

Standard HI.HD.9b

Explain why a person who has been raped or sexually assaulted is not at fault.

CONCEPTS AND SKILLS TO MASTER

- Define and discuss relationship violence for various relationships (e.g., acquaintance, dating, marriage, family).
- Define and discuss sexual harassment, sexual abuse, and relationship violence.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.9d: Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.

Standard HI.HD.9c

Examine how alcohol and other substances, friends, family, media, society, and culture influence decisions about engaging in sexual behaviors.

CONCEPTS AND SKILLS TO MASTER

- Discuss sexuality in media with various examples (any fashion ad will do, but music videos, commercials, etc.).

- Use current data and discuss the influence substance use, other people, media, and culture have on sexual behavior.

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.SAP.1: Practice methods to resist peer pressure with regards to alcohol, tobacco, nicotine, and other substances, including the misuse of prescription drugs.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.9b: Explain why a person who has been raped or sexually assaulted is not at fault.

Standard HI.HD.9d

Explain the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.

CONCEPTS AND SKILLS TO MASTER

- Research articles or stories on illegal relationships and what the differences are between the people in those relationships. Discuss ways to avoid these types of relationships and how to report them.
- Discuss potential impacts relationships with power differences have on mental health.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.9e: Describe the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.

Standard HI.HD.10

Explore the Success Sequence as a data-driven framework (defined in Section 53G-10-402(1)(d) as completing at least a high school education and pursuing further

educational opportunities; obtaining full-time employment; and having children within a healthy and stable family and marriage) as a connection to financial stability and personal well-being.

CONCEPTS AND SKILLS TO MASTER

- Explain the Success Sequence Framework
- Compare the connection with financial stability and personal well-being (physical, emotional, social) to education completion and career paths.

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.HF.3a: Practice strategies (e.g., positive self-talk, service to others, developing talents and skills) to develop a positive self-image.

Standard HI.HD.1: Describe the physical, social, cognitive, and emotional changes of adolescence and recognize the individual differences in growth and development, physical appearance, self-identity, and attraction.

Standard HI.HD.8: Recognize characteristics of healthy and unhealthy relationships.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.10: Analyze the correlation of the Success Sequence as a data-driven framework (defined in Section 53G-10-402(1)(d) as completing at least a high school education and pursuing further educational opportunities; obtaining full-time employment; and having children within a healthy and stable family and marriage) as a connection to financial stability and personal well-being.

Standard HI.HD.10a

Explain how the timing and sequencing of education, employment, and family formation are associated with economic stability and positive outcomes for adults and children and are identified in research as protective factors against poverty.

CONCEPTS AND SKILLS TO MASTER

- Identify research-based protective factors against poverty (e.g., school engagement, stable employment, strong family relationships, community connectedness).
- Strategically illustrate a future to achieve the highest possible chance of financial independence and personal success.

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.HF.2: Research factors that contribute to decisions and apply effective decision-making strategies.

Standard HI.HF.3: Practice resiliency skills.

Standard HI.HD.3: Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.10a: Research and discuss the correlation between the timing and sequencing of education, employment, and family formation and their role as protective factors associated with financial stability.

Standard HI.HD.10b

Identify how decision-making related to school attendance, engagement, and goal setting can influence future educational and career opportunities, including potential consequences.

CONCEPTS AND SKILLS TO MASTER

- Practice decision-making cycle or process related to school attendance, engagement, and goal-setting.
- Apply skills to focus on building "learning habits" that you will need for high school and beyond (e.g., time management, completing school assignments).

- Demonstrate ways to contribute (e.g., chores, helping community members, volunteering at school) to build a strong work ethic.
- Model resiliency skills by reflecting on and learning from mistakes.

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.HF.1: Create a health-related SMART goal and explain how using the SMART goal-setting process promotes health and improves self-confidence.

Standard HI.HF.2: Research factors that contribute to decisions and apply effective decision-making strategies.

Standard HI.HF.3c: Develop coping skills by learning from mistakes or perceived failures of self and others.

Standard HI.SDP.2: Identify personal behaviors that contribute to safe or unsafe use of technology.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.10b: Explain how stable committed families provide emotional, financial, and social support that helps individuals and children succeed in school, work, and life.

Standard HI.HD.10c

Recognize that regardless of individual circumstances, students can be empowered to secure a successful life by completing their education, planning for a career, and making thoughtful choices about relationships and family life.

CONCEPTS AND SKILLS TO MASTER

- Understand locus of control and how individuals can choose their responses to challenges and situations.
- Explain how completing education creates opportunities for success.
- Identify steps to plan and prepare for a future career.

- Recognize healthy decision-making in relationships and its effect on future success.

RELATED STANDARDS: CURRENT GRADE LEVEL

Standard HI.HF.1: Create a health-related SMART goal and explain how using the SMART goal-setting process promotes health and improves self-confidence.

Standard HI.HF.3: Practice resiliency skills.

Standard HI.HF.3a: Practice strategies (e.g., positive self-talk, service to others, developing talents and skills) to develop a positive self-image.

Standard HI.HF.3c.: Develop coping skills by learning from mistakes or perceived failures of self and others.

RELATED STANDARDS: FUTURE GRADE LEVEL

Standard HII.HD.10c: Formulate a personal plan that incorporates educational, career, and relationship goals aligned with the principles of the Success Sequence, planning for potential challenges, supports, changing life circumstances, and individual choices.

Academic Language

Abuse: Instruction in Health Education includes various forms of abuse including physical, mental/emotional, social, verbal, sexual, and neglect.

Adolescent development: The transition period between childhood and adulthood. Children in this stage are going through physical, intellectual, personality, and social development. Adolescence begins at puberty.

Advocate: Person who pleads or speaks on another person's behalf. Includes supporting, helping, seeking help, and standing up for self and others.

Affirmative Consent: Consent that is voluntary, affirmative, conscious, agreement to engage in an activity, that it can be revoked at any time, that a previous relationship does not constitute consent, and that coercion or threat of force can

also not be used to establish consent. This may or not be sexual in nature, affirmative consent can be for all any social interactions.

Body Image: An individual's perception of their physical self.

Conception: The process of becoming pregnant involving fertilization or implantation or both.

Condoms: A thin sheath worn on a man's penis or inserted into a woman's vagina prior to sexual intercourse as a contraceptive or as protection against infection.

Contraception: Methods to prevent pregnancy.

Culture: Social behavior, attitudes, customs, beliefs, and norms found in human societies.

Fidelity: Faithfulness to a person, cause, or belief, demonstrated by continuing loyalty and support; sexual faithfulness to a spouse or partner.

Frontal Lobe: The front portion of the brain concerned with behavior, learning, personality, decision making, and voluntary movement. This portion of the brain is not fully developed until early adulthood. Use of substances can impact the growth and development of the frontal lobe.

Harassment: As defined in Utah Code 76-5-106, intent to frighten or harass another, communicates a written or recorded threat to commit any violent felony.

HIV/AIDS: Acquired Immunodeficiency Syndrome (AIDS) is a chronic, potentially life-threatening condition caused by the human immunodeficiency virus (HIV). By damaging the immune system, HIV interferes with the body's ability to fight the organisms that cause disease. HIV/AIDS can be transmitted by the sharing of blood, semen, vaginal secretions, and breast milk.

Indiscriminate: Behavior done without careful judgement, thought, or planning which can result in harm.

Locus of Control: How strongly people believe they have control over the situations and experiences that affect their lives.

Media: Includes all print, online, social, radio and television media sources.

Modes of Transmission: The way a pathogen gets from one object or animal to another; includes direct contact, indirect contact, and airborne transmission.

Newborn Safe Haven Law: Utah Code 80-4-502 states: A parent or a parent's designee may safely relinquish a newborn child at a hospital in accordance with this part and retain complete anonymity, so long as the newborn child has not been subject to abuse or neglect. Newborn child means a child who is approximately 90 days old or younger, as determined within a reasonable degree of medical certainty.

Rape: As defined in Utah code 76-5-402, a person commits rape when the actor has sexual intercourse with another person without the victim's consent. This section applies whether or not the actor is married to the victim.

Relationship Violence: Includes physical, emotional, verbal and sexual violence in acquaintance, dating, family, or spouse

Refusal Skills: Utah code 53G-10-402 states:

Refusal skills means instruction:

- i. In a student's ability to clearly and expressly refuse sexual advances by a minor or adult;
- ii. In a student's obligation to stop the student's sexual advances if refused by another individual;
- iii. Informing a student of the student's right to report and seek counseling for unwanted sexual advances;
- iv. In sexual harassment
- v. Informing a student that a student may not consent to criminally prohibited activities or activities for which the student is legally prohibited from giving consent, including the electronic transmission of sexually explicit images by an individual of the individual or another.

Sexual Abstinence: No sexual contact (e.g., oral, anal, or vaginal sex, intimate genital contact, and sexual touching).

Sexual Harassment: Harassment in a workplace, or other professional or social situation, involving the making of unwanted sexual advances or obscene remarks.

Sexual Violence: A sexual act committed against someone without that person's freely given consent.

Stable Family: A family environment characterized by consistent support, effective communication, emotional security, and reliable routines that promote healthy development for all members.

Stable Marriage: A committed partnership marked by mutual respect, trust, effective communication, and problem-solving skills, providing emotional and practical support to both partners.

STD/STI: Sexually transmitted diseases or sexually transmitted infections are infectious diseases that spread from person to person during sexual contact. Examples include: chlamydia, gonorrhea, syphilis, human papillomavirus (HPV), and HIV infection.

Success Sequence: Utah Code 53G-10-402 states: Completing at least a high school education and pursuing further educational opportunities; obtaining full-time employment; and having children within a healthy and stable family and marriage.

Trusted Adult: An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy.

Assessment Exemplars

Students will be able to identify, label, and describe reproductive anatomy and physiology diagrams along with organizing puberty function and explain 2 common reproductive conditions and diseases.

Students can identify methods for reporting and seeking help for sexual assault, harassment, or abuse.

Students will compare and contrast healthy and unhealthy relationships by creating a comic that illustrates the healthy relationship in contrast to the unhealthy relationship.

Students will design a timeline (e.g., linear timeline, comic strip, flip book) for fertilization, fetal development, and birth process.