

# Health I

## Strand 6: 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.

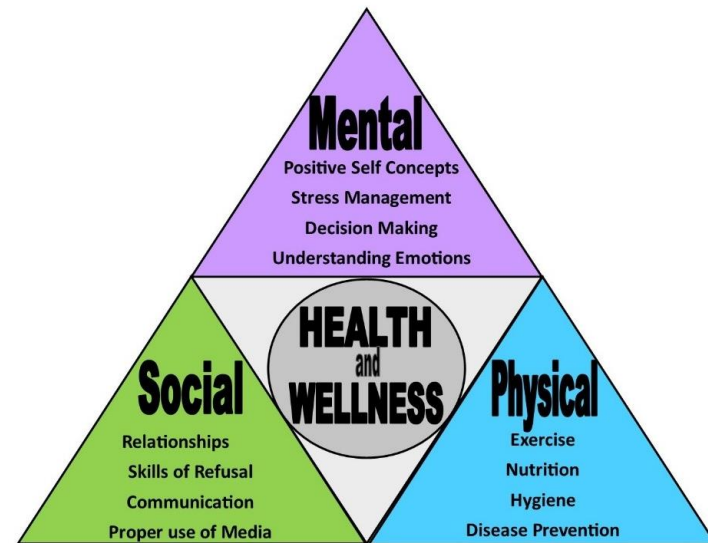
**Goal:** Students will understand reproductive anatomy and physiology, pregnancy, disease prevention, healthy relationships, and refusal skills. Utah Code requires parental notification for instruction on child sexual abuse prevention and parental consent for instruction on sex education. Instruction 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](mailto:jodi.parker@schools.utah.gov)



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	Possible Activities	Past, Related, and Future Standards
<p><b>Standard HI.HD.1:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Identify and compare changes occurring to teenagers physically, cognitively, emotionally, &amp; socially.</li> <li>• Growth &amp; development charts and explain the genetic influence involved.</li> <li>• List changes that occur during puberty with relationships, abilities, emotions, and responses.</li> </ul>	<p><b>Past:</b> Standard 5.HD.1, 3, &amp; 4</p> <p><b>Future:</b> Standard HII.HD.1</p>
<b>Teacher Resources for Further Professional Learning</b>		
<p><a href="#">Maturation of the Adolescent Brain</a>: Article from Neuropsychiatric Disease and Treatment on the maturation of the teen brain.</p>		
<p><a href="#">Teen Brain</a>: Article from American Academy of Child and Adolescent Psychiatry on the teen brain: behavior, problem solving, and decision making.</p>		
<p><a href="#">What do you say to “That’s so gay” and other anti-LGBTQ comments</a>: List of things educators and caring adults can do to create a safe and inclusive environment in school.</p>		
<p><a href="#">Be Prepared for Questions and Put-Downs About Gender</a>: It is important to practice how to respond to questions related to gender and how to interrupt gender-based teasing and bullying. Being prepared will help you embrace teachable moments with your students to foster a gender inclusive school.</p>		
<p><a href="#">ThinkB4YouSpeak Educator’s Guide</a>: Provides tips on how to support LGBTQ youth and the resources to support alternatives to the phrase “that’s so gay”.</p>		
<p><a href="#">Sexual and Gender Diversity</a>: Website with explanation to acronyms and terms associated with gender identity and sexual orientation.</p>		

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<b>Standard HI.HD.2:</b> Describe the anatomy, physiology, and ways to care for the reproductive system.	<ul style="list-style-type: none"> <li>• Label and give functions of reproductive system.</li> <li>• Include common problems which happen to these body systems.</li> <li>• Reproductive System Diorama - Using only items provided in class by the teacher, students create a diorama of their own reproductive system. Items provided by the teacher can be random or have anatomical relevance to a particular part. (i.e. Ovary = Almond)</li> </ul>	<b>Past:</b> Standard 5.HD.2 Standard 6.HD.2 <b>Future:</b> HII.HD.6
<b>Teacher Resources for Further Professional Learning</b>		
<a href="#">Teen Health – Sexual Health:</a> Learn the facts about sexual health with articles about puberty, menstruation, infections, and just about everything else you want to know.		
<a href="#">Teen Health Teacher Guide:</a> Created by the Nemours Foundation, these teacher guides have information, diagrams, and possible activities for the reproductive system.		

Standard	Possible Activities	Past, Related, and Future Standards
<b>Standard HI.HD.3:</b> Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.	<ul style="list-style-type: none"> <li>• Top 10 reasons for choosing abstinence, have a home discussion, report back in a journal entry.</li> <li>• Consequence Discussion positive/negative.</li> <li>• Triangle Foldable: Makes a pyramid that stands up. Label each side mental, emotional, social. On the bottom write what you think is a benefit of practicing sexual abstinence.</li> </ul>	<b>Related:</b> Standard HI.HF.2 Standard HI.HD.6a <b>Future:</b> Standard HII.HD.2
<b>Teacher Resources for Further Professional Learning</b>		
<a href="#">Teen Health – Sexual Health:</a> Learn the facts about sexual health with articles about puberty, menstruation, infections, and just about everything else you want to know.		
<a href="#">Choosing the Best curriculum:</a> Consistent with Title V Federal guidelines A-H for abstinence-centered, sexual risk avoidance education.		
<a href="#">Advantages of Abstinence:</a> List of advantages for practicing sexual abstinence.		
<a href="#">Abstinence:</a> U.S. Department of Health and Human Services site defining and describing effectiveness of abstinence.		
<a href="#">Abstinence:</a> Source from American Pregnancy Association about benefits of abstinence.		

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Standard	Possible Activities	Past, Related, and Future Standards
<b>Standard HI.HD.4:</b> Understand the process of pregnancy, practices for a healthy pregnancy, and pregnancy prevention.	<ul style="list-style-type: none"> <li>• Video on fetal development: <a href="#">Life in the Womb (9 months in 4 minutes)</a> (must be approved).</li> <li>• Research healthy pregnancy practices: (e.g., planning, prenatal care, nutrition, physical activity; abstinence from alcohol, nicotine, drugs).</li> </ul>	<b>Future:</b> Standard HII.HD.3
<b>Standard HI.HD.4a:</b> Describe fertilization, fetal development, and the birth process.	<ul style="list-style-type: none"> <li>• Development timeline.</li> <li>• Nearpods: The reproductive system.</li> <li>• <a href="#">Life Before Birth PPT</a> (must be approved).</li> <li>• Miracle of Birth video (must be approved).</li> </ul>	<b>Future:</b> Standard HII.HD.3
<b>Standard HI.HD.4b:</b> Compare and contrast the effectiveness of various contraceptive methods for pregnancy prevention.	<ul style="list-style-type: none"> <li>• Compare and contrast: abstinence, barrier, &amp; hormonal methods in graphic organizer.</li> <li>• PowerPoint from Utah Department of Health and Utah State Board of Education (upon district/charter approval).</li> <li>• 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).</li> </ul>	<b>Related:</b> Standard HI.HD.6b <b>Future:</b> Standard HII.HD.3a
<b>Standard HI.HD.4c:</b> Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.	<ul style="list-style-type: none"> <li>• <a href="#">Utah Newborn Safe Haven website and PPT.</a></li> </ul>	<b>Future:</b> Standard HII.HD.3b

### Teacher Resources for Further Professional Learning

[Utah Department of Health – Power Your Life:](#) UDOH website for maternal health and family planning. Information can be found on vaccinations, menstrual cycles, mental health issues around pregnancy and childbirth, nutrition, exercise and recommendations, and guidance on substance use.

[Fetal Development: Stages of Growth:](#) Month by month breakdown of the stages of growth from ovulation to birth.

[How to Have a Healthy Pregnancy:](#) UDOH website with information and resources for planning, during, and after pregnancy.

[How to Have a Healthy Pregnancy Infographic:](#) Infographic from UDOH for planning a healthy pregnancy.

[Body Changes During Pregnancy:](#) UDOH website with information and resources during pregnancy.

[Your Birth Control Choices:](#) Infographic of birth control choices with “pros” and “cons” of each.

Contraceptive Presentation--Contact Elizabeth Gerke, Utah Department of Health ([egerke@utah.gov](mailto:egerke@utah.gov) or 801-273-2870) \*Must be approved with district or charter board.

Luisa Hansen, Utah Department of Health, Safe Haven Specialist ([lfhansen@utah.gov](mailto:lfhansen@utah.gov) or 801-538-6924)

[Teen Health – Sexual Health:](#) Learn the facts about sexual health with articles about puberty, menstruation, infections, and just about everything else you want to know.

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Standard	Possible Activities	Past, Related, and Future Standards
<b>Standard HI.HD.5:</b> Identify common reproductive conditions and diseases, including cancers.	<ul style="list-style-type: none"> <li>• Create health brochure for conditions and diseases. PowerPoint and charts 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).</li> <li>• School nurse presentation.</li> </ul>	<b>Related:</b> Standard HI.SDP.5 <b>Future:</b> Standard HII.HD.6
<b>Teacher Resources for Further Professional Learning</b>		
<a href="#">Huntsman Cancer Institute Cancer Screening Guidelines</a> : Recommendations from HCI on cancer screening based on gender, age, and family history.		
<a href="#">Teen Health – Sexual Health</a> : Learn the facts about sexual health with articles about puberty, menstruation, infections, and just about everything else you want to know.		
<a href="#">CDC: Common Reproductive Health Concerns for Women</a> : Center for Disease Control and Prevention resource for common reproductive concerns for women.		
<a href="#">Male Reproductive System</a> : U.S. National Library of Medicine resource on the male reproductive system, including common disorders.		
<a href="#">Reduce Your Risk of Gynecologic Cancer</a> : National Foundation for Cancer Research article for reducing risk of gynecologic cancers.		

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Standard	Possible Activities	Past, Related, and Future Standards
<b>Standard HI.HD.6:</b> Identify practices for prevention of common sexually transmitted diseases & infections (STD/STI).	<ul style="list-style-type: none"> <li>• Charts or PowerPoints showing viral vs. bacterial caused STD/STI.</li> <li>• Compare and contrast abstinence, barrier, and hormonal methods in graphic organizer.</li> <li>• PowerPoint from Utah Department of Health and Utah State Board of Education (upon district/charter approval).</li> <li>• Recognize symptoms (including the absence of symptoms), modes of transmission, importance of early detection, testing, and treatments for common STD/STIs.</li> <li>• Identify local STD/STI and HIV testing and treatment resources.</li> </ul>	<b>Past:</b> Standard 6.SDP.5 <b>Related:</b> Standard HI.SDP.6 Standard HI.HD.4 <b>Future:</b> Standard HII.HD.4
<b>Standard HI.HD.6a:</b> Define and discuss sexual abstinence as it relates to STD/STI prevention.	<ul style="list-style-type: none"> <li>• Nurse or another guest speaker.</li> <li>• Dentist to discuss oral STD's/STI's.</li> <li>• Abstinence stations talking about how sexual abstinence affect the 5 sides of health.</li> </ul>	<b>Related:</b> Standard HI.HD.4 Standard HI.HD.3 <b>Future:</b> Standard HII.HD.4a
<b>Standard HI.HD.6b:</b> Compare and contrast the effectiveness of various risk-reducing behaviors, including condoms, as a method of preventing STD/STI.	<ul style="list-style-type: none"> <li>• Power Point to Compare and Contrast.</li> <li>• Facts and Myths about STD/STI.</li> </ul>	<b>Related:</b> Standard HI.HD.4b <b>Future:</b> Standard HII.HD.4b
<b>Teacher Resources for Further Professional Learning</b>		
<a href="#">Teen Health – Sexual Health:</a> Learn the facts about sexual health with articles about puberty, menstruation, infections, and just about everything else you want to know.		
<a href="#">Choosing the Best curriculum:</a> Consistent with Title V Federal guidelines A-H for abstinence-centered, sexual risk avoidance education.		
<a href="#">CDC – STDs:</a> STD information and resources from Centers for Disease Control and Prevention. Includes data, prevention, treatment, and informing partners.		
<a href="#">CDC – HIV/AIDS:</a> Centers for Disease Control website for HIV/AIDS prevention.		
<a href="#">Information on pre-exposure prophylaxis (or PrEP):</a> Centers for Disease Control website explaining PrEP.		
<a href="#">Information on PEP (post-exposure prophylaxis):</a> Centers for Disease Control website explaining PEP		
<a href="#">Information on dental dams:</a> Center for Disease Control website with information about dental dams.		
<a href="#">Your Birth Control Choices:</a> Infographic of birth control choices with “pros” and “cons” of each.		
<a href="#">Testing and Treatment Resource Guide:</a> This testing guide created by Utah Department of Health was developed as a resource and is not a comprehensive list of providers.		

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<p><b>Standard HI.HD.7:</b> 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).</p>	<ul style="list-style-type: none"> <li>• Review a list of web sites create T chart showing credible vs questionable vs untrue.</li> <li>• Chose several sources for people to get help when faced with sexual harassment, abuse and/or relationship abuse, have students identify which one they believe to be the best source and why?</li> <li>• “How to” conversations cards: Students work with teacher to identify a list of individuals it is appropriate to discuss this topic with. Write one on each card and list the topics or questions you might feel appropriate or comfortable asking to that individual.</li> <li>• <a href="#">CAPSA - Sexual Harassment.</a></li> </ul>	<p><b>Past:</b> Standard 5.HD.5  <b>Related:</b>            Standard HI.MEH.2            Standard HI.SDP.7  <b>Future:</b> Standard HII.HD.7</p>
<b>Teacher Resources for Further Professional Learning</b>		
<p><a href="#">Nemours Navigating the Health Care System curriculum and resources:</a> Four-unit health literacy curriculum designed by Nemours Children’s Health System for use with high-school-aged adolescents in classroom and community settings. It is designed to prepare students to be responsible for managing their own health care as they transition into adulthood.</p>		
<p><a href="#">TeensHealth – Expert Answers:</a> Got a question? What do the experts have to say? Look here for answers to many of the questions teens ask us.</p>		

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Standard	Possible Activities	Past, Related, and Future Standards
<p><b>Standard HI.HD.8:</b> Recognize characteristics of healthy and unhealthy relationships.</p>	<ul style="list-style-type: none"> <li>• “Power and Control Wheel vs Healthy Relationships” review as a class and discuss behaviors they may see in friendships, parent/child, sibling, dating, marital relationships.</li> <li>• Review vocabulary words: love, mature love, immature love, and infatuation. Give students examples of relationships and match with the correct vocabulary word.</li> <li>• Discuss how to create and maintain healthy personal online relationships (e.g., use, contact list, time, safety).</li> <li>• Botvin LST Lessons.</li> </ul>	<p><b>Past:</b> Standard 6.HF.5 <b>Future:</b> Standard HII.HD.8</p>
<p><b>Standard HI.HD.8a:</b> 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.</p>	<ul style="list-style-type: none"> <li>• List qualities of a friend, date, and spouse. Have students relate those qualities to themselves.</li> <li>• Recognize a positive role model and explain the positive qualities that the person possesses.</li> <li>• Friendship Inventory: Students list the most important traits/characteristics of a friend (personalized to each individual) and list each friend they have with that trait.</li> <li>• Students create a postcard: One side would be “Friend Wanted” list characteristics - Other side would be “What I can offer as a Friend”.</li> <li>• Analyze song lyrics about relationships and decide if they are about a healthy or unhealthy relationship and what makes it that way.</li> <li>• Draw a giant heart on the board and have students fill in the inside with examples of what love is and on the outside what love is not.</li> </ul>	<p><b>Related:</b> Standard HI.HF.3 &amp; 4 <b>Future:</b> Standard HII.HD.8d</p>
<p><b>Standard HI.HD.8b:</b> Identify effective ways to communicate personal boundaries and show respect for the boundaries of others to foster healthy relationships.</p>	<ul style="list-style-type: none"> <li>• Discuss “I Statements” and role play using them.</li> <li>• Reading body language.</li> <li>• Worksheet that identifies individual student’s personal boundaries (hand holding, hugging, kissing, etc.), with the option of sharing with a friend or trusted adult.</li> <li>• Love is a Verb... A Verb is an action. Have students identify something they do for someone. Talk about what actions they can use to identify activities you can do for someone and display respect for them. Identify what your abilities are and how or what your response can be for a situation your responsibility-- is your <u>ability</u> to <u>respond</u> appropriately to a situation and display respect for another.</li> </ul>	<p><b>Related:</b> Standard HI.HF.4 Standard HI.SAP.1 <b>Future:</b> Standard HII.HD.8b</p>
<p><b>Standard HI.HD.8c:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Model and practice ways to say no. <a href="#">ReCAPP Skills for Youth</a> has examples and information for teachers.</li> <li>• <a href="#">Healthy Relationships</a></li> <li>• Discuss common gender roles how those affect attitudes and behaviors regarding sex.</li> </ul>	<p><b>Related:</b> Standard HI.HD.9 <b>Future:</b> Standard HII.HD.8c</p>



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### Teacher Resources for Further Professional Learning

[Love is Respect Website:](#) Love is respect is the ultimate resource to empower youth to prevent and end dating abuse. It is a project of the National Domestic Violence Hotline.

[Prevent Child Abuse Utah School Based Programs:](#) Prevent Child Abuse Utah prevention programs educate children to recognize abuse, engage children to learn safety strategies, and empower children to report abuse. PCAU in-school programs are FREE, age appropriate, and typically taught in the classroom with visual aids, videos, and other interactive activities such as role playing. The programs also teach adult community members how to prevent child abuse, how to identify signs of possible abuse, and how to report abuse.

[Characteristics of Healthy & Unhealthy Relationships:](#) youth.gov is the U.S. government website that helps you create, maintain, and strengthen effective youth programs. This link explains how respect for both oneself and others is a key characteristic of healthy relationships. In contrast, in unhealthy relationships, one partner tries to exert control and power over the other physically, sexually, and/or emotionally.

[Healthy Relationship Toolkit:](#) Teacher guide from the Utah Department of Health for teaching healthy relationships.

[Healthy Relationships:](#) Resource kit with information and lesson ideas for K-12.

[Choosing the Best curriculum:](#) Consistent with Title V Federal guidelines A-H for abstinence-centered, sexual risk avoidance education.

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<b>Standard HI.HD.9:</b> Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.	<ul style="list-style-type: none"> <li>• Family Support and Treatment Center as guest speakers.</li> <li>• Define relationship violence for various relationships (e.g., acquaintance, dating, marriage, family).</li> <li>• Define sexual harassment, sexual abuse, and relationship violence.</li> <li>• CAPSA lessons.</li> </ul>	<b>Past:</b> Standard 6.HD.3 <b>Related:</b> Standard HI.HD.8c <b>Future:</b> Standard HII.HD.9
<b>Standard HI.HD.9a:</b> Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.	<ul style="list-style-type: none"> <li>• Ask students to research resources and create a list to share with class.</li> <li>• Students brainstorm methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.</li> <li>• School counselor.</li> <li>• Brochure of resources in community and state laws.</li> </ul>	<b>Past:</b> Standard 6.HD.3 <b>Future:</b> Standard HII.HD.9f
<b>Standard HI.HD.9b:</b> Explain why a person who has been raped or sexually assaulted is not at fault.	<ul style="list-style-type: none"> <li>• Make a Social Impact Poster or brochure.</li> <li>• School counselor.</li> <li>• <a href="#">Elizabeth Smart Story</a>.</li> </ul>	<b>Past:</b> Standard 6.HD.3 <b>Future:</b> Standard HII.HD.9d
<b>Standard HI.HD.9c:</b> Examine how alcohol and other substances, friends, family, media, society, and culture influence decisions about engaging in sexual behaviors.	<ul style="list-style-type: none"> <li>• Discuss sexuality in media with various examples (any fashion add will do, but music videos, commercials, etc.).</li> <li>• Open Discussion in circles.</li> <li>• Tie back to Botvin Lesson.</li> <li>• Discussion of statistics from the Department of Health.</li> </ul>	<b>Past:</b> Standard 6.HD.3 <b>Related:</b> Standard HI.SAP.1 <b>Future:</b> Standard HII.HD.9b
<b>Standard HI.HD.9d:</b> Explain the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.	<ul style="list-style-type: none"> <li>• Students will read a current event showing emotional impacts of a relationship where there are power differences.</li> <li>• Research articles 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.</li> </ul>	<b>Past:</b> Standard 6.HD.3 <b>Future:</b> Standard HII.HD.9e

### Teacher Resources for Further Professional Learning

[Prevention Strategies](#): Center for Disease Control and Prevention resource for sexual violence prevention.

[What do you say to “That’s so gay” and other anti-LGBTQ comments](#): List of things educators and caring adults can do to create a safe and inclusive environment in the school.

[Be Prepared for Questions and Put-Downs About Gender](#): It is important to practice how to respond to questions related to gender and how to interrupt gender based teasing and bullying. Being prepared will help you embrace teachable moments with your students to foster a gender inclusive school.

[ThinkB4YouSpeak Educator’s Guide](#): Provides tips on how to support LGBTQ youth and the resources to support alternatives to the phrase “that’s so gay”.

[Sexual and Gender Diversity](#): Website with explanation to acronyms and terms associated with gender identity and sexual orientation.

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[Rape Recovery Center](#): The Rape Recovery Center is committed to increasing awareness and to engage all communities in the goal of ending sexual violence.

[Was it My Fault?](#): These resources aim to promote comprehensive prevention, education, advocacy, and response guidelines related to issues of sexual violence—including sexual assault, rape, domestic violence, relationship abuse, and stalking crimes, as well as to help build coordinated community awareness and response to these efforts.

[It's Never Your Fault](#): Myths and facts about sexual abuse from The National Child Traumatic Stress Network.

[Upstanding: Stepping Up to Prevent Violence in Utah](#): Upstanding is a free bystander intervention approach to the prevention of sexual and interpersonal violence. Upstanders can intervene before, during, or after they witness violence or harm of another person, group, or community.