

# Health II

## 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: [Click Here](#)

\*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 below 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 II – Strand 6 Human Development

<b>Standard HII.HD.1</b>
Analyze how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"><li>• Research various milestones of development. At what age are certain reflexes in effect? When is the optimal age for kids to begin to learn to read or play an instrument?</li><li>• Discuss what each lobe of the brain is responsible for and the length of time needed to develop each lobe.</li><li>• Watch a video or read about brain development and in groups reflect critically on how development impacts cognitive, social and emotional changes.</li></ul>
<b>Critical Background Knowledge</b>
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.
<b>Related Standards: Current Grade Level</b>
Standard HII.HF.3: Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior. Standard HII.SAP.3: Discuss how substance use alters brain development and function and research the link between genetics and addiction.
<b>Standard HII.HD.2</b>
Define and describe the mental, emotional, physical, and social health benefits of sexual abstinence.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"><li>• Create a poster, brochure, or other work promoting abstinence and list benefits of maintaining abstinence and mental, physical, and social health (health triangle).</li><li>• Identify possible risks affiliated with sexual activity and how to eliminate those risks through abstinence.</li><li>• Explain how abstinence from sexual activity at this time in your life can reduce stress (use abstinence definition provided by the Utah State Board of Education below).</li></ul>
<b>Critical Background Knowledge</b>
Standard HI.HD.3: Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.
<b>Related Standards: Current Grade Level</b>
Standard HII.HF.3: Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior. Standard HII.HF.4: Develop resiliency skills.
<b>Standard HII.HD.3</b>
Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"><li>• Responsibility chart to show how much a child costs and how difficult raising children can be.</li><li>• Watch short video on process of fetal development After, draw a picture of what the fetus looks like and what development is happening for each stage. Include things parents should do to ensure the healthiest pregnancy possible.</li></ul>

## Health II – Strand 6 Human Development

<ul style="list-style-type: none"> <li>Identify prenatal practices that can contribute to a healthy pregnancy (e.g., planning, prenatal care, nutrition, physical activity; abstinence from alcohol, nicotine, drugs).</li> </ul>
<b>Critical Background Knowledge</b>
Standard HI.HD.4: Understand the process of pregnancy, practices for a healthy pregnancy, and pregnancy prevention.
<b>Standard HII.HD.3a</b>
Evaluate the effectiveness of various contraceptives as methods of preventing pregnancy, stressing abstinence.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Guided presentation with contraceptive methods or devices, effective rates, limitations, risks, and information about state law applicable to minors obtaining (combine with HD 4a and 4b).</li> </ul>
<b>Critical Background Knowledge</b>
Standard HI.HD.4b: Compare and contrast the effectiveness of various contraceptive methods for pregnancy prevention.
<b>Related Standards: Current Grade Level</b>
Standard HII.HD.4b: Evaluate the effectiveness of risk-reducing behaviors, including condoms, as methods of preventing STD/STI including HIV/AIDS.
<b>Standard HII.HD.3b</b>
Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Understand the law (Utah Code 64A-4a-801, 802) as an option for unintended pregnancy. Use <a href="#">Safe Haven PPT</a> as a guide.</li> <li>Discuss possibilities of adoption and how many people are unable to have children of their own.</li> </ul>
<b>Critical Background Knowledge</b>
Standard HI.HD.4c: Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.
<b>Standard HII.HD.4</b>
Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI).
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Guided presentation with contraceptive methods or devices, effective rates, limitations, risks, and information about state law applicable to minors obtaining.</li> <li>Recognize symptoms, including absence of symptoms, modes of transmission, importance of early detection, testing and treatment of common STD/STI including HIV/AIDS.</li> </ul>
<b>Critical Background Knowledge</b>
Standard HI.HD.6: Identify practices for prevention of common sexually transmitted diseases/infections (STD/STI).
<b>Related Standards: Current Grade Level</b>
Standard HII.SDP.6: : Research preventive measures for chronic and infectious health conditions, and the physical, mental and emotional, social and economic effects on self and society.
*Teach with Standard HII.HD.3a: Evaluate the effectiveness of various contraceptives as methods of preventing pregnancy, stressing abstinence.

## Health II – Strand 6 Human Development

<b>Standard HII.HD.4a</b>
Evaluate the effectiveness of risk-avoiding behaviors, stressing abstinence, as methods of preventing STD/STI including HIV/AIDS.
<b>Critical Background Knowledge</b>
Standard HI.HD.6a: Define and discuss sexual abstinence as it relates to STD/STI prevention.
<b>Related Standards: Current Grade Level</b>
Standard HII.HD.2: Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
<b>Standard HII.HD.4b</b>
Evaluate the effectiveness of risk-reducing behaviors, including condoms, as methods of preventing STD/STI including HIV/AIDS.
<b>Critical Background Knowledge</b>
Standard HI.HD.6b: Compare and contrast the effectiveness of various risk-reducing behaviors, including condoms, as a method of preventing STD/STI.
<b>Related Standards: Current Grade Level</b>
Standard HII.HD.3a: Develop skills to cope with common life changes (for example, changing schools, relationship changes, family changes).
<b>Standard HII.HD.4c</b>
Analyze the impact of STD/STI on self and others (for example, physical, social, emotional, financial), including responsibility for testing and informing partners.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Research various STD/STIs, the treatments recommended, how often they need to get screened and the associated costs involved. Explain how to access local STD/STI, including HIV/AIDS, testing and treatment services.</li> <li>• Evaluate the effects of STD/STI for each area of the health triangle (physical, social, mental/emotional).</li> </ul>
<b>Related Standards: Current Grade Level</b>
Standard HII.HF.4b: Understand the impact of locus of control, growth mindset, and healthy response to failure on physical, mental, emotional, and social health.
<b>Standard HII.HD.5</b>
Explain the importance of understanding the healthy and unhealthy function of reproductive anatomy.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• List the healthy function (what is normal) compared to unhealthy function (what is not normal) of different parts of reproductive anatomy (e.g., discharge, soreness, growth, hair, odor). Discuss when medical treatment may be necessary.</li> <li>• Research, identify, and list symptoms of an unhealthy reproductive system. List symptoms and discuss what symptoms could be indicating.</li> </ul>
<b>Critical Background Knowledge</b>
Standard HI.HD.2: Describe the anatomy, physiology, and ways to care for the reproductive system.
<b>Standard HII.HD.6</b>
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.

# Health II – Strand 6 Human Development

<p><b>Concepts and Skills to Master</b></p> <ul style="list-style-type: none"> <li>Review common reproductive conditions (examples: cancer, infertility, endometriosis, PMS, vaginitis, dysmenorrhea, jock itch, UTI, PCOS, yeast infection, amenorrhea, testicular torsion, hernia) through guided discussion, presentation, or guest speaker.</li> <li>Note: Breast self-exams are no longer recommended as research has not shown a clear benefit. Testicular exams are advised by the American Cancer Society.</li> <li>Cancers worth discussing include prostate, testicular, ovarian, uterine, cervical, breast.</li> </ul>
<p><b>Critical Background Knowledge</b></p> <p>Standard HI.HD.5: Identify common reproductive conditions and diseases, including cancers.</p>
<p><b>Related Standards: Current Grade Level</b></p> <p>Standard HII.SDP.6a: Research the efficacy of health screenings, immunizations, checkups, and other preventive examinations that are necessary to maintain overall health and wellness.</p> <p>Standard HII.SDP.6b: Demonstrate effective communication about health concerns with healthcare providers and other trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy).</p>
<p><b>Standard HII.HD.7</b></p> <p>Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for help (for example, parent, clergy, relative, health care provider, teacher, counselor).</p>
<p><b>Concepts and Skills to Master</b></p> <ul style="list-style-type: none"> <li>Compare and contrast: credible vs. non credible sources.</li> <li>Diagram of resources for sexual health. Include people, places, and online resources. Provide list of local community and school resources.</li> </ul>
<p><b>Critical Background Knowledge</b></p> <p>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).</p>
<p><b>Related Standards: Current Grade Level</b></p> <p>Standard HII.MEH.4: Research school and community mental health resources and determine when professional health services may be required.</p> <p>Standard HII.SDP.5: Develop skills to determine the validity of current health resources, information and trends.</p> <p>Standard HII.SDP.6: Research preventive measures for chronic and infectious health conditions, and the physical, mental and emotional, social and economic effects on self and society.</p>
<p><b>Standard HII.HD.8</b></p> <p>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.</p>
<p><b>Concepts and Skills to Master</b></p> <ul style="list-style-type: none"> <li>Understand the key characteristics of a healthy relationship, ways to improve relationships, and what impact healthy relationships play within a community.</li> <li>Botvin LST Lesson covers a portion of this standard.</li> </ul>

## Health II – Strand 6 Human Development

<b>Critical Background Knowledge</b>
Standard HI.HD.8: Recognize characteristics of healthy and unhealthy relationships.
<b>Related Standards: Current Grade Level</b>
Standard HII.HF.1: Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits. Standard HII.HF.4: Develop resiliency skills. Standard HII.HD.8 a-e
<b>Standard HII.HD.8a</b>
Recognize and respect differences in attraction.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Identify personality characteristics and physical characteristics that are attractive, Discuss we all have different things we are attracted to and that differences are a positive thing. Explain attraction is not always romantic but also people who you choose as friends.</li> <li>• Identify qualities/attributes/attraction in a friend, teacher, employer, or romantic relationship.</li> </ul>
<b>Standard HII.HD.8b</b>
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.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Review and discuss refusal skills (review state law definition in resource guide). Discuss how students are in control of their bodies and need to set healthy boundaries. Review the reasons why students should abstain from sexual behavior.</li> <li>• Discuss affirmative consent in many contexts, including but not limited to sex. Explain that everyone can refuse any activity that makes them uncomfortable at any time, even if they participated in the past.</li> <li>• Analyze how friends, family, media, society and culture influence attitudes and decisions about sexual behaviors and relationships.</li> </ul>
<b>Critical Background Knowledge</b>
Standard HI.HD.8b: Identify effective ways to communicate personal boundaries and show respect for the boundaries of others to foster healthy relationships.
<b>Related Standards: Current Grade Level</b>
Standard HII.HF.1: Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits. Standard HII.HF.2: Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. Standard HII.HF.5: Model strategies to prevent, manage, or resolve interpersonal conflicts in healthy ways.
<b>Standard HII.HD.8c</b>
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.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Discuss with the class what respect within healthy relationships, marriage, intimacy, and sexual behavior looks like. Continue discussing why refusal skills and affirmative consent are important within those relationships and how respect can be broken if refusal skills are not listened to.</li> </ul>

## Health II – Strand 6 Human Development

<ul style="list-style-type: none"> <li>• Explain that one can refuse any activity at any time, even if they have previously given consent for that activity.</li> <li>• Explain how people give consent to more than sexual activity (e.g., dates, sharing food, holding hands).</li> </ul>
<b>Critical Background Knowledge</b>
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.
<b>Related Standards: Current Grade Level</b>
Standard HII.HF.2: Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
<b>Standard HII.HD.8d</b>
Evaluate the potentially positive and negative impacts of technology and social media in relationships and strategies to use technology and social media safely emphasizing the value of face-to-face communication.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Practice communicating via technology and using face-to-face. The students will then compare and contrast using technology vs. face-to-face.</li> <li>• Discuss safe online relationships and rules to follow for online profiles (now and in future).</li> <li>• Describe strategies to use technology and social media safely, legally and respectfully, including understanding the risks of online relationships, sexting, pornography, and sexual harassment.</li> </ul>
<b>Critical Background Knowledge</b>
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.
<b>Related Standards: Current Grade Level</b>
Standard HII.MEH.2: Research current modes of technology and media use and how they impact mental and emotional health. Standard HII.SDP.3: Practice responsible ways to communicate online, via text, or through other electronic means and how to respond to inappropriate contact or sexual advances online, via text, or through other electronic means.
<b>Standard HII.HD.8e:</b>
Discuss the risks of indiscriminate sexual behavior on overall health.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Recall common STD/STIs and how an increased number of partners increase their risk of contracting the disease (percentage basis).</li> <li>• Discuss or journal how having multiple relationships can impact mental, physical, and social health (health triangle).</li> </ul>
<b>Standard HII.HD.9</b>
Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Discuss and talk about how you have the right to you and that no means no, and if someone pushes beyond that they can be charged legally for those actions. Provide students with resources and local locations where they can go to get help or support if the student has been involved in harassment, abuse, discrimination, and relationship.</li> <li>• Guest speaker from Prevent Child Abuse Utah can support.</li> </ul>

## Health II – Strand 6 Human Development

<ul style="list-style-type: none"> <li>• Discuss relationship violence including sexual violence (e.g., prevention strategies, seeking counseling, prevalence, bystander intervention strategies, reporting, seeking medical attention, other community resources).</li> <li>• Recognize sexual harassment and sexual abuse behaviors and discuss methods of stopping, reporting, and seeking help.</li> </ul>
<b>Critical Background Knowledge</b>
Standard HI.HD.9: Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.
<b>Related Standards: Current Grade Level</b>
Standard HII.HF.2: Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. Standard HII.HF.3: Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior. Standard HII.HF.4: Develop resiliency skills. Standard HII.HF.5: Model strategies to prevent, manage, or resolve interpersonal conflicts in healthy ways. Standard HII.HD.9a-f
<b>Standard HII.HD.9a</b>
Recognize and minimize exposure to potentially dangerous situations.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• The students will think-pair-share potential risky situations and how to minimize risk. After making their lists they will share them with the class to create a comprehensive list.</li> <li>• List situations that are dangerous and discuss the situations and solutions.</li> </ul>
<b>Standard HII.HD.9b</b>
Analyze factors, including alcohol and other substances, that can affect the ability to effectively refuse or consent to sexual activity or perceive the refusal of others.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Teach the law associated to consent under the influence.</li> <li>• Discuss affirmative consent in many contexts, including but not limited to sex.</li> <li>• Research how substance use can affect the ability to consent, refuse, or perceive refusal of others.</li> </ul>
<b>Critical Background Knowledge</b>
Standard HI.HD.9c: Examine how alcohol and other substances, friends, family, media, society, and culture influence decisions about engaging in sexual behaviors.
<b>Related Standards: Current Grade Level</b>
Standard HII.SAP.3: Discuss how substance use alters brain development and function and research the link between genetics and addiction. Standard HII.SAP.4: Evaluate the physical, mental, emotional, social, legal, and financial impacts of the use or abuse of alcohol, tobacco, nicotine and other drugs on self, families, and communities.
<b>Standard HII.HD.9c</b>
Discuss unhealthy behaviors and violence in dating and other personal relationships.

# Health II – Strand 6 Human Development

<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Discuss effective strategies to avoid or end an unhealthy relationship.</li> </ul>
<b>Standard HII.HD.9d</b>
Explain why a person who has been raped or sexually assaulted is not at fault.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Discuss why the victim is never at fault and why reporting the crime is important.</li> </ul>
<b>Critical Background Knowledge</b>
Standard HI.HD.9b: Explain why a person who has been raped or sexually assaulted is not at fault.
<b>Standard HII.HD.9e</b>
Describe the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Discuss how being in a position of power (age, status, or position) is a factor when it comes to interaction between teachers, students, or colleagues.</li> <li>Explain statutory rape.</li> <li>Define examples of power differences and how that power can be used to be abusive; doesn't have to just be sexual (can be emotional manipulation, etc.) and how that power can be used to draw someone in and control them.</li> </ul>
<b>Critical Background Knowledge</b>
Standard HII.HD.9d: Explain the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.
<b>Standard HII.HD.9f</b>
Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>List resources for reporting and seeking help (e.g., trusted adults, local resource centers, online options, apps, hotline).</li> </ul>
<b>Critical Background Knowledge</b>
Standard HI.HD.9a: Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.
<b>Academic Language</b>
<p><b>Abuse:</b> Instruction in Health Education includes various forms of abuse including physical, mental/emotional, social, verbal, sexual, and neglect.</p> <p><b>Adolescent development:</b> The transition period between childhood and adulthood. Children in this stage are going through physical, intellectual, personality, and social development. Adolescence begins at puberty.</p> <p><b>Advocate:</b> Person who pleads or speaks on another person's behalf. Includes supporting, helping, seeking help, and standing up for self and others.</p> <p><b>Affirmative Consent:</b> 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.</p> <p><b>Body Image:</b> An individual's perception of their physical self.</p> <p><b>Conception:</b> The process of becoming pregnant involving fertilization or implantation or both.</p>

## Health II – Strand 6 Human Development

**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.

**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 62A-4a-802: A parent or a parent's designee may safely relinquish a newborn child at a hospital in accordance with the provisions of this part and retain complete anonymity, so long as the child has not been subject to abuse or neglect. Safe relinquishment of a newborn child who has not otherwise been subject to abuse or neglect shall not, in and of itself, constitute neglect as defined in Section 78A6-105, and the child shall not be considered a neglected child, as defined in Section 78A-6-105, so long as the relinquishment is carried out in substantial compliance with the provisions of this part.

**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.

**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.

## Health II – Strand 6 Human Development

**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 can diagram the stages of fetal development.

Students can explain reproductive diseases and understand the importance of early detection. Students can list credible resources for sexual health.

Students will make a dating brochure that goes over healthy relationships, how to stay safe while dating, setting boundaries, and consent.