



KY State Standards/Learning Targets

Day 1 Learning Targets

HS.1.14. I can analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers and romantic partners.

HS.2.1. Analyze how family, culture, environments and communities affect personal health and wellness practices.

HS.2.2. Distinguish how family, peers, community, culture, media and perceptions of norms influence healthy behaviors.

HS.6.1. Assess how personal attitudes, values and beliefs influence healthy and unhealthy personal health-related behaviors.

Day 2 Learning Targets

HS.1.23. I can justify why abstinence from sex is the most effective risk avoidance method of protection from HIV, and other STDs, and pregnancy.

HS.1.25. I can summarize the relationship between the menstrual cycle and conception.

HS.1.26. I can summarize the signs and symptoms of symptomatic and asymptomatic STDs and the importance of proper adherence.

HS.1.27. I can describe the increased risks associated with having multiple sexual partners.

HS.7.5. Explain why abstinence from unhealthy behaviors is the most effective risk avoidance method.

Day 3 Learning Targets

HS.1.14. I can analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers and boyfriends and girlfriends.

HS.1.15. I can evaluate effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.

HS.1.22. I can summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.

HS.1.27. I can describe the increased risks associated with having multiple sexual partners.

HS.1.28. I can analyze situations that could lead to being pressured to having sex.

HS.1.29. I can explain why it is wrong to trick, threaten, or coerce another person into having sex.

HS.1.37. Explain why rape and sexual assault should be reported to a trusted adult.

HS.2.3. Analyze the factors and health-risk behaviors that influence the likelihood of engaging in unhealthy behaviors.

HS.5.1. Formulate healthy alternatives to risky behaviors by using decision-making skills.

Day 4/5 Learning Targets

HS.1.21. I can evaluate the negative consequences of sending sexually explicit pictures or messages electronically.

HS.1.33. Summarize non-violent ways to respond to stress when angry or upset.

HS.2.4. Examine how sharing or posting personal information electronically about self or others can negatively impact mental/emotional health, social health and personal safety of self and others.

HS.4.3. Choose healthy ways to express affection within relationships.

HS.4.4. Use consensual, consistent language to set personal limits and explain its implications for decision-making to avoid risky behaviors.

HS.6.3. Analyze, revise and implement health practices and behaviors to reduce barriers in order to achieve personal goals.

Day 4/5 Learning Targets

HS.1.24. I can describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.

HS.1.39. Explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem.

HS.2.2. Distinguish how family, peers, community, culture, media and perceptions of norms influence healthy behaviors.

HS.8.1. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages that promote healthy behaviors.

HS.8.2. Persuade and support others to engage in behaviors that promote emotional health, reduce the risk of disease and reduce violence.

HS.8.4. Encourage schools and communities to promote healthy relationships in regards to sex and why it is important to not be sexually active until marriage.