

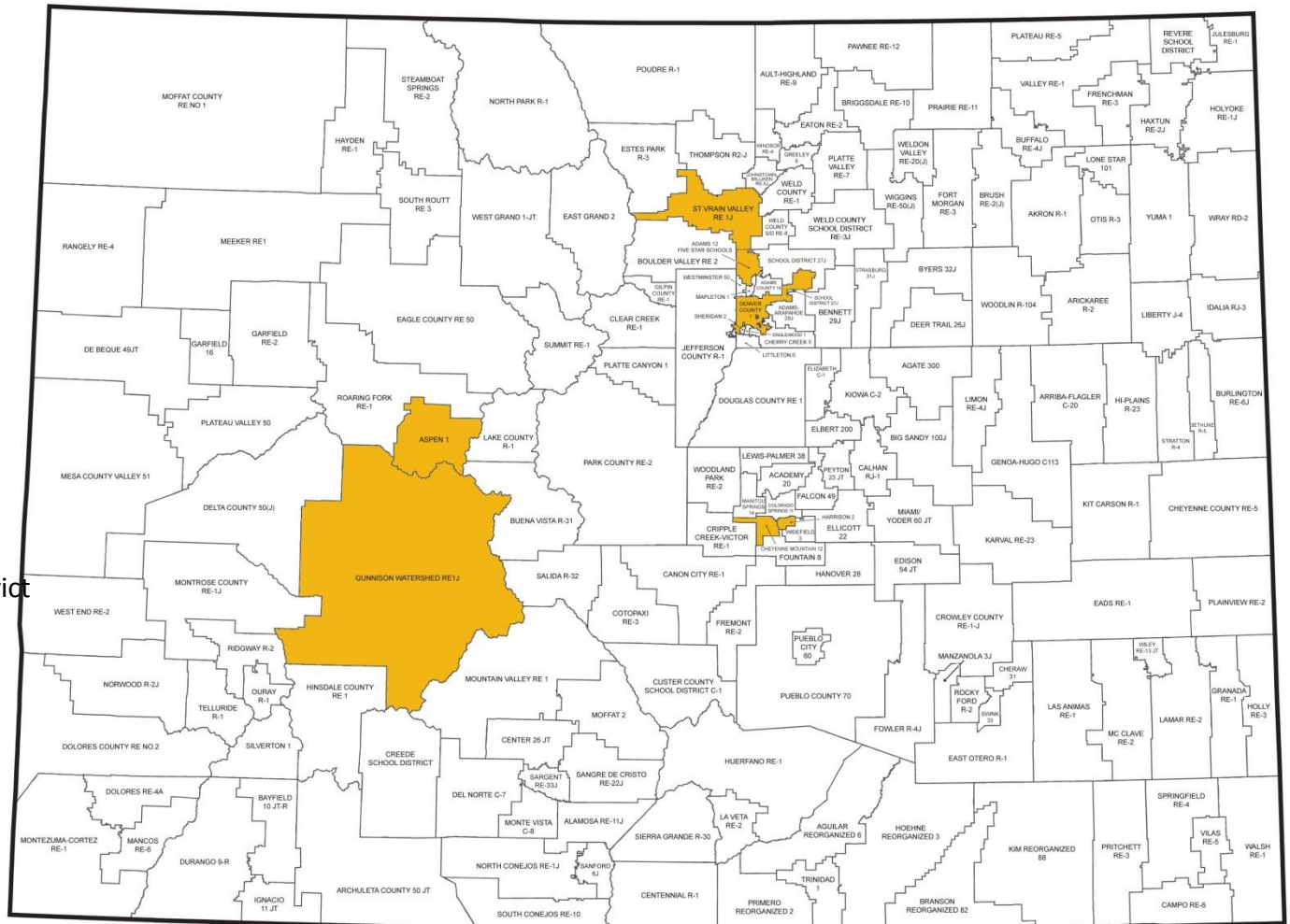
# Unit Title: Personal Choices

## INSTRUCTIONAL UNIT AUTHORS

Adams 12 Five Star School District  
 Pam Gible  
 Tracy Schreiber  
 Molly Huffman  
 Dave Derby  
 Berthalina Kinsel

## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Adams 12 Five Star School District  
 Pam Gible  
 Aspen 1 School District  
 Calan Gibney  
 Cheyenne Mountain 12 School District  
 Vanessa Gauthier  
 Susan Roberts  
 Denver School District  
 Shawn St. Sauveur  
 Gunnison Watershed RE 1J  
 Chelsey Miller  
 Harrison 2 School District  
 Kelli Sisson  
 St Vrain Valley RE 1J School District  
 Jean Gurule



Colorado's District Sample Curriculum Project

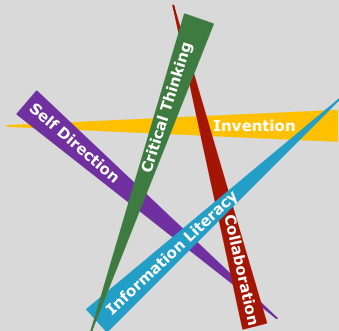
*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Comprehensive Health	<b>Grade Level</b>	High School
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
2. Physical and Personal Wellness	1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet	CH09-GR.HS-S.2-GLE.1	
	2. Analyze how family, peers, media, culture, and technology influence healthy eating choices	CH09-GR.HS-S.2-GLE.2	
	3. Demonstrate ways to take responsibility for healthy eating	CH09-GR.HS-S.2-GLE.3	
	4. Use a decision-making process to make healthy decisions about relationships and sexual health	CH09-GR.HS-S.2-GLE.4	
	5. Support others in making positive and healthful choices about sexual activity	CH09-GR.HS-S.2-GLE.5	
	6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly	CH09-GR.HS-S.2-GLE.6	
3. Emotional and Social Wellness	1. Analyze the interrelationship of physical, mental, emotional, and social health	CH09-GR.HS-S.3-GLE.1	
	2. Set goals, and monitor progress on attaining goals for future success	CH09-GR.HS-S.3-GLE.2	
	3. Advocate to improve or maintain positive mental and emotional health for self and others	CH09-GR.HS-S.3-GLE.3	
4. Prevention and Risk Management	1. Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs	CH09-GR.HS-S.4-GLE.1	
	2. Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs	CH09-GR.HS-S.4-GLE.2	
	3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs	CH09-GR.HS-S.4-GLE.3	
	4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free	CH09-GR.HS-S.4-GLE.4	
	5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence	CH09-GR.HS-S.4-GLE.5	
	6. Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help	CH09-GR.HS-S.4-GLE.6	
	7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them	CH09-GR.HS-S.4-GLE.7	
	8. Access valid information and resources that provide information about sexual assault and violence	CH09-GR.HS-S.4-GLE.8	
	9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence	CH09-GR.HS-S.4-GLE.9	
	10. Advocate for changes in the home, school, or community that would increase safety	CH09-GR.HS-S.4-GLE.10	

Colorado Teacher-Authored Sample Instructional Unit

Colorado 21<sup>st</sup> Century Skills



**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

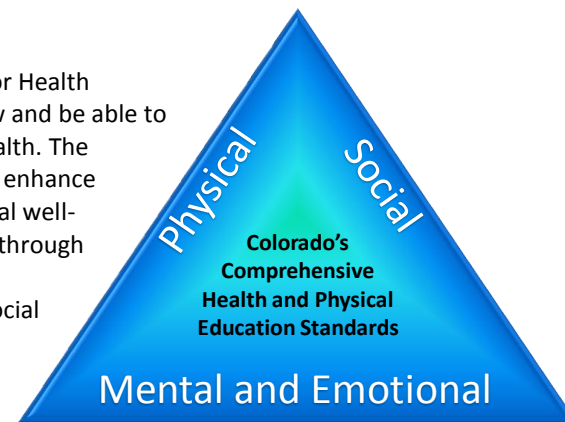
**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Personal Choices	3 weeks	8

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Personal Choices		<b>Length of Unit</b>	3 weeks
<b>Focusing Lens(es)</b>	Self-Responsibility/Choices	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.HS-S.2-GLE.4, CH09-GR.HS-S.2-GLE.5 CH09-GR.HS-S.4-GLE.7	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How can a personal choice to become sexually active affect one’s future goals and options? (CH09-GR.HS-S.2-GLE.4-EO.b)</li> <li>• What types of relationships exist and why are they important? (CH09-GR.HS-S.2-GLE.4-EO.a)</li> <li>• What should I plan for in order to achieve lifelong sexual and reproductive health? (CH09-GR.HS-S.2-GLE.5)</li> </ul>			
<b>Unit Strands</b>	Physical and Personal Wellness, Prevention and Risk Management			
<b>Concepts</b>	Healthy Relationships, Consequences, Behaviors, Peer Pressure, Refusal Skills, Decision-making, Support Systems, Resources, Influences, Communication, Responsibility, Power, Control, Resources			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Personal beliefs, values, and experiences impact an individual’s choices regarding sexual health.(CH09-GR.HS-S.2-GLE.4-EO.g,j) and (CH09-GR.HS-S.2-GLE.5-EO. a) and (CH09-GR.HS-S.4-GLE.7-EO.a,b)	What are examples of internal and external factors regarding sexual health decisions?	How do family, media, peer pressure, and culture influence sexual health?
Effective decision making skills directly relate to an individual’s ability to assess and maintain their personal sexual health.(CH09-GR.HS-S.2-GLE.4-EO.a,b,d,e,f,h,) and (CH09-GR.HS-S.2-GLE.5-EO.b,c)	What is the process for making a healthy decision? What risky sexual behaviors could result from unhealthy decision making? What are the responsibilities of parenthood?	By not using a decision making process what consequences might affect an individual’s sexual health?
Support systems and credible resources can cultivate healthy relationships and positive sexual decision making. (CH09-GR.HS-S.2-GLE.4-EO.a,b,c,d,f) and (CH09-GR.HS-S.4-GLE.7-EO.a,b,c)and(CH09-GR.H.S.-S.2-GLE.5-EOa,b,c)	What are components of healthy relationships? What are the consequences and benefits of contraception, including condoms? What is the difference between risk avoidance and risk reduction relating to STIs and pregnancies?	What are some support systems and resources to improve sexual health and how might an individual utilize them? How might power and control imbalances impact relationships? What are strategies to communicate and negotiate risk avoidance and risk reduction practices?
Effective communication and refusal skills are essential to manage peer pressure and encourage responsible sexual health decisions. (CH09-GR.HS-S.2-GLE.4-EO.b,c,e,j) and (CH09-GR.HS-S.2-GLE.5-EO.a,b,c) and (CH09-GR.HS-S.4-GLE.7-EO.b,c) and (CH09-GR.H.S.-S.4-GLE.7-EO.b,c)	How are effective communication and refusal skills essential to advocate for responsible sexual health?	Why are refusal skills an important component of relationships? How might a teen use refusal and communication skills to advocate for personal responsibility? How might a teen encourage and support a peer in their decision about sexual abstinence.

**Colorado Teacher-Authored Sample Instructional Unit**

<p><b>Critical Content:</b> My students will <b>Know</b>...</p>	<p><b>Key Skills:</b> My students will be able to <b>(Do)</b>...</p>
<ul style="list-style-type: none"> <li>• The characteristics of healthy relationships, dating, committed relationships, marriage, and family.(CH09-GR.HS-S.2-GLE.4-EO.a)</li> <li>• The relationship between power and control in peer, dating, or family relationships to aggression and violence.(CH09-GR.HS-S.4-GLE.7-EO.a)</li> <li>• The possible consequences of early sexual activity.(CH09-GR.HS-S.2-GLE.4-EO.b)</li> <li>• The importance of sexual abstinence for self and others.(CH09-GR.HS-S.2-GLE.5-EO.a)</li> <li>• There is a choice of abstinence from sexual activity at any point in time.(CH09-GR.HS-S.2-GLE.4-EO.C)</li> <li>• The rights of refusal from sexual contact.(CH09-GR.HS-S.4-GLE.7-EO.c)</li> <li>• Choice, use, and effectiveness of contraception, including the availability of contraceptive methods.(CH09-GR.HS-S.2-GLE.4-EO.d)</li> <li>• The difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STIs and pregnancy.(CH09-GR.HS-S.2-GLE.4-EO.e)</li> <li>• The benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted infections, including HIV. (CH09-GR.HS-S.2-GLE.5-EO.b)</li> <li>• The importance of HIV and sexually transmitted infection (STI) testing and counseling to those who are sexually active.(CH09-GR.HS-S.2-GLE.5-EO.c)</li> <li>• When it is necessary to seek help with or leave an unhealthy situation.(CH09-GR.HS-S.2-GLE.4-EO.f)</li> <li>• The risks of sharing personal information thru modern technology.(CH09-GR.HS-S.2-GLE.4-EO.g)</li> <li>• How HIV/AIDS and other sexually transmitted infections (STIs) or pregnancy could impact life goals.(CH09-GR.HS-S.2-GLE.4-EO.h)</li> <li>• Responsibilities of parenthood. (CH09-GR.HS-S.2-GLE.4-EO.i)</li> <li>• Situations that could lead to pressure to have sex. (CH09-GR.HS-S.3-GLE.7-EO.b)</li> <li>• The internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures.(CH09-GR.HS-S.2-GLE.4-EO.j)</li> <li>• Responsibilities of parenthood.(CH09-GR.HS-S.2-GLE.4-EO.i)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the characteristics of healthy relationships, dating, committed relationships, marriage, and family.(CH09-GR.HS-S.2-GLE.4-EO.a)</li> <li>• Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence.(CH09-GR.HS-S.4-GLE.7-EO.a)</li> <li>• Analyze the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity.(CH09-GR.HS-S.2-GLE.4-EO.b)</li> <li>• Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active.(CH09-GR.HS-S.2-GLE.5-EO.a)</li> <li>• Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity.(CH09-GR.HS-S.2-GLE.4-EO.c)</li> <li>• Summarize why individuals have the right to refuse sexual contact.(CH09-GR.HS-S.4-GLE.7-EO.c)</li> <li>• Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods(CH09-GR.HS-S.2-GLE.4-EO.d)</li> <li>• Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STIs and pregnancy.(CH09-GR.HS-S.2-GLE.4-EO.e)</li> <li>• Communicate the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted infections, including HIV.(CH09-GR.HS-S.2-GLE.5-EO.b)</li> <li>• Verbalize the importance of HIV and sexually transmitted infection (STI) testing and counseling to those who are sexually active.(CH09-GR.HS-S.2-GLE.5-EO.c)</li> <li>• Analyze when it is necessary to seek help with or leave an unhealthy situation. (CH09-GR.HS-S.2-GLE.4-EO.f)</li> <li>• Analyze risks of sharing personal information thru modern technology.(CH09-GR.HS-S.2-GLE.4-EO.g)</li> <li>• Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals.(CH09-GR.HS-S.2-GLE.4-EO.h)</li> <li>• Identify responsibilities of parenthood.(CH09-GR.HS-S.2-GLE.4-EO.i)</li> <li>• Examine the responsibilities of parenthood.(CH09-GR.HS-S.2-GLE.4-EO.i)</li> <li>• Identify internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures.(CH09-GR.HS-S.2-GLE.4-EO.j)</li> <li>• Identify situations that could lead to pressure to have sex.(CH09-GR.HS-S.3-GLE.7-EO.b)</li> <li>• Evaluate How HIV/AIDS and other sexually transmitted infections (STIs) or pregnancy could impact life goals.(CH09-GR.HS-S.2-GLE.4-EO.H)</li> <li>• Identify responsibilities of parenthood.(CH09-GR.HS-S.2-GLE.4-EO.i)</li> </ul>

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<b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>I can utilize the development of skills to effectively make positive decisions about relationships and sexual health that will also influence and support others to make positive choices.</i>
<b>Academic Vocabulary:</b>	Analyze, Influence, Decision-making, Risks, Communication, Media, Support Systems, Factors, Symptoms, Consequences, Power, Control, Negotiate, Healthy Relationships, Behaviors, Peer Pressure, Refusal Skills, Inter-connectedness, Resources, Advocacy, Responsibility, Marriage
<b>Technical Vocabulary:</b>	Pregnancy, STD/STI, Abstinence, HIV/AIDS, Contraception, Sexting, Parenthood, Sexually Active

<b>Unit Description:</b>	This unit analyzes both positive and negative relationships that adolescents develop and the decision-making skills needed to establish personal boundaries and strategies to resist behaviors such as unwanted or unplanned sexual activity (e.g. Dating, Abstinence, STD/HIV prevention, Birth Control & Teen parenting) that could negatively impact personal health and goals. Additionally, students will research and discuss healthy dating skills, abstinence, birth control, STD/HIV prevention, and teen parenting. The unit culminates with students creating a marketing campaign designed to encourage healthy decision making skills regarding personal choices and the impact on sexual health.
<b>Considerations:</b>	High School students are entering a phase in their life where personal relationships begin to come to the forefront. Whether these relationships are peer, family or romantic, students are beginning to make choices within these relationships that may impact their future and their personal goals. This unit addresses topics surrounding these issues and allows students to analyze factors that influence their relationships. In addition, students examine possible consequences that may come with engaging in early sexual behavior. Due to the sensitive nature of some of the learning experiences, the authors recognize that some schools/districts require signed parental permission forms before students can participate in discussions related to some of the content of this unit.
<b>Unit Generalizations</b>	
<b>Key Generalizations:</b>	Personal beliefs, values, and experiences impact an individual’s choices regarding sexual health
	Effective decision making skills directly relate to an individual’s ability to assess and maintain their personal sexual health
<b>Supporting Generalizations:</b>	Support systems and credible resources can cultivate healthy relationships and positive sexual decision making
	Effective communication and refusal skills are essential to manage peer pressure and encourage responsible sexual health decisions

<b>Performance Assessment:</b> <i>The capstone/summative assessment for this unit.</i>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Personal beliefs, values, and experiences impact an individual’s choices regarding sexual health. Effective decision making skills directly relate to an individual’s ability to assess and maintain their personal sexual health.

**Colorado Teacher-Authored Sample Instructional Unit**

<p><b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)</p>	<p>As a marketing director for a public health department, you and your team will create a marketing campaign designed to encourage healthy decision making skills regarding personal choices and the impact on sexual health (e.g. Positive Relationships, Healthy Dating, Abstinence, STD/HIV prevention, Birth Control, Teen parenting, etc.).</p> <p><a href="http://www.jukeboxprint.com/editor/brochure_creator.php">http://www.jukeboxprint.com/editor/brochure_creator.php</a> (Brochure creator)</p> <p><a href="https://www.lucidpress.com/pages/examples/free-pamphlet-maker-online">https://www.lucidpress.com/pages/examples/free-pamphlet-maker-online</a> (Pamphlet creator)</p> <p><a href="https://www.mycreativeshop.com/flyer-templates.aspx">https://www.mycreativeshop.com/flyer-templates.aspx</a> (Brochure templates)</p> <p><a href="https://www.psprint.com/design-templates/brochures/">https://www.psprint.com/design-templates/brochures/</a> (Brochure templates)</p> <p>Your marketing campaign must address the essential question: How might a peer/parent encourage and support teens in their decisions surrounding positive sexual health?</p>
<p><b>Product/Evidence:</b> (Expected product from students)</p>	<p>Students will work in groups to design a product (e.g. Pamphlet, Blog, Poster, Video, Commercial, Radio announcement, Facebook page) that illustrates:</p> <ul style="list-style-type: none"> <li>• Positive decision making skills</li> <li>• Information/Facts/Statistics</li> <li>• Slogans/catch phrases</li> <li>• Appealing format to the target audience (e.g. placement, font, colors, pictures)</li> <li>• Credible resources/Help/more information</li> <li>• Question and Answer section</li> <li>• Myths</li> </ul>
<p><b>Differentiation:</b> (Multiple modes for student expression)</p>	

<p><b>Texts for independent reading or for class read aloud to support the content</b></p>	
<p align="center"><b>Informational/Non-Fiction</b></p>	<p align="center"><b>Fiction</b></p>
<p><i>Ana’s Story</i> by Jenna Bush (Lexile level 850)</p> <p><i>Positive: Living with HIV/AIDS</i> by David Menadue (Lexile level 1190)</p> <p><i>Sexual Decisions: The Ultimate Teen Guide</i> by L. Kris Gowen (Lexile range 800-1200)</p> <p><i>Exploring Human Sexuality: Making Healthy Decisions</i> by Richard D. McAnulty (Lexile range 800-1200)</p> <p><i>Do You Love Me?: Making Healthy Dating Decisions</i> by Ashley Rae Harris (Lexile range 800-1200)</p> <p><i>In Love and In Danger: A Teen’s Guide to Breaking Free of Abusive Relationships</i> by Barrie Levy (Lexile range 800 - 1200)</p> <p><i>The Pregnancy Project</i> by Gabby Rodriguez (Lexile level 970)</p> <p><i>S.E.X.: The All-You-Need-To-Know Progressive Sexuality Guide to Get You Through High School and College</i> by Heather Corrina (Lexile range 800 - 1200)</p>	<p><i>The First Part Last</i> by Angela Johnson (Lexile level 790)</p> <p><i>Breathing Underwater</i> by Alex Flinn (Lexile level 510)</p> <p><i>My Life After Now</i> by Jessica Verdi (Lexile level 720)</p>

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<b>Ongoing Discipline-Specific Learning Experiences</b>				
1.	Description:	Think/work like a marketing director to promote healthy relationships	Teacher Resources:	<a href="http://www.sustaineddialogue.org/iisd/relationship_model.htm">http://www.sustaineddialogue.org/iisd/relationship_model.htm</a> (The Concept of Relationship)
			Student Resources:	<a href="http://www.wikihow.com/Understand-What-a-Relationship-Means">http://www.wikihow.com/Understand-What-a-Relationship-Means</a> (How to Understand What a Relationship Means)
	Skills:	Identify the characteristics of healthy relationships, dating, committed relationships, marriage, and family	Assessment:	Students will journal about individual experiences and observations which have impacted their own relationships.
2.	Description:	Think/work like a marketing director advocating for people to maintain positive sexual health	Teacher Resources:	<a href="http://coloradoaidsproject.org/">http://coloradoaidsproject.org/</a> (Colorado aids project website) <a href="http://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html">http://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html</a> (Sample t chart)
			Student Resources:	<a href="http://coloradoaidsproject.org/">http://coloradoaidsproject.org/</a> (Colorado aids project website) <a href="http://www.rainn.org">www.rainn.org</a> (National anti-abuse organization) <a href="http://thebluebench.org/">http://thebluebench.org/</a> (Resource to help end sexual assault and violence)
	Skills:	Verbalize the importance of HIV and sexually transmitted infection (STI) testing and counseling to those who are sexually active	Assessment:	Students will keep a T-chart with resources which can be accessed to help promote and maintain their own sexual health.

<b>Prior Knowledge and Experiences</b>
Due to the timing of this unit, students should have some prior knowledge on decision making skills, goal setting, communication skills, refusal skills, etc. These ongoing learning experiences build upon a presumed (student) working knowledge of the concepts of relationships as well as healthy and unhealthy sexual behavior.

<b>Learning Experience # 1</b>	
The teacher may introduce the concept of relationships so students can begin to develop their own definition of relationships.	
<b>Generalization Connection(s):</b>	Personal beliefs, values, and experiences impact an individual's choices regarding sexual health
<b>Teacher Resources:</b>	<a href="http://www.thehotline.org/is-this-abuse/healthy-relationships/">http://www.thehotline.org/is-this-abuse/healthy-relationships/</a> (What is a relationship?) <a href="http://www.wikihow.com/Understand-What-a-Relationship-Means">http://www.wikihow.com/Understand-What-a-Relationship-Means</a> (How to Understand What a Relationship Means)
<b>Student Resources:</b>	<a href="http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf">http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf</a> (Web graphic organizer)
<b>Assessment:</b>	Students may brainstorm different types of relationships in their life. (Discussion wall, pair/share, exit ticket)



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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may provide a web graphic organizer for students to use as they brainstorm types of relationships	Students may look up the definition of “Relationship” in their own language
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may write a definition of the word “Relationship” that could be added to a dictionary <a href="http://www.wikihow.com/Write-a-Dictionary-Definition">http://www.wikihow.com/Write-a-Dictionary-Definition</a> (How to Write a Dictionary Definition)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Characteristics of healthy relationships, dating, committed relationships, marriage, and family</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Identify the characteristics of healthy relationships, dating, committed relationships, marriage, and family</li> </ul>	
<b>Critical Language:</b>	Values, Impact, Relationship, Brainstorm, Sexual Health, Beliefs, Decision-Making	

<b>Learning Experience # 2</b>		
The teacher may show episodes or video clips from a family T.V show or movie (e.g. Modern Family, Parenthood) so students can determine how various family structures reflect personal beliefs.		
<b>Generalization Connection(s):</b>	Personal beliefs, values, and experiences impact an individual’s choices regarding sexual health	
<b>Teacher Resources:</b>	<a href="http://abc.go.com/shows/modern-family/episode-guide">http://abc.go.com/shows/modern-family/episode-guide</a> (Modern Family episodes) <a href="http://www.nbc.com/parenthood/episodes">http://www.nbc.com/parenthood/episodes</a> (Parenthood episodes) <a href="http://abcfamily.go.com/shows/the-fosters">http://abcfamily.go.com/shows/the-fosters</a> (The Fosters episodes) <a href="http://collider.com/the-kids-are-all-right-movie-clips-images-mia-wasikowska-julianne-moore/">http://collider.com/the-kids-are-all-right-movie-clips-images-mia-wasikowska-julianne-moore/</a> (The Kids are Alright movie clips) <a href="http://www.allmovie.com/characteristic/theme/non-traditional-families-d3085">http://www.allmovie.com/characteristic/theme/non-traditional-families-d3085</a> (Movies with Non-Traditional Families)	
<b>Student Resources:</b>	<a href="http://jonathanmerritt.religionnews.com/2013/09/10/from-full-house-to-modern-family-ten-shows-that-forced-us-to-reimagine-the-american-family/">http://jonathanmerritt.religionnews.com/2013/09/10/from-full-house-to-modern-family-ten-shows-that-forced-us-to-reimagine-the-american-family/</a> (T.V shows that forced us to reimagine the American family) <a href="http://www.allmovie.com/characteristic/theme/non-traditional-families-d3085">http://www.allmovie.com/characteristic/theme/non-traditional-families-d3085</a> (Movies with Non-Traditional Families)	
<b>Assessment:</b>	Students will submit examples of different family structures represented in current T.V shows and/or movies. (exit ticket)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide students a graphic organizer to use for students to write the family structure type and the TV show/movie where it comes from	Students may use movies and/or T.V shows from a non-English speaking country as a resource

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide video cameras for students to film their own TV show	Students may find their own clips from their favorite movies or TV shows to analyze Students may write their own script to a TV show
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Characteristics of healthy relationships, dating, committed relationships, marriage, and family</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Identify the characteristics of healthy relationships, dating, committed relationships, marriage, and family</li> </ul>	
<b>Critical Language:</b>	Unconventional, Family Structures, Sexual Health, Health Relationships	

<b>Learning Experience # 3</b>		
The teacher may introduce elements of nurturing vs. non-nurturing (refer to teacher resources) families so students can apply the characteristics to their own experiences.		
<b>Generalization Connection(s):</b>	Personal beliefs, values, and experiences impact an individual's choices regarding sexual health	
<b>Teacher Resources:</b>	<a href="https://www.colorado.gov/pacific/cdphe/categories/services-and-information/health/prevention-and-wellness/nurturing-families-and">https://www.colorado.gov/pacific/cdphe/categories/services-and-information/health/prevention-and-wellness/nurturing-families-and</a> (Nurturing families and communities) <a href="https://familylinks.org.uk/about-us/at-a-glance/the-nurturing-programme">https://familylinks.org.uk/about-us/at-a-glance/the-nurturing-programme</a> (The Nurturing Program) <a href="https://100feed.wordpress.com/2012/05/13/100feed-special-report-the-effects-of-non-nurturing/">https://100feed.wordpress.com/2012/05/13/100feed-special-report-the-effects-of-non-nurturing/</a> (The Effects on Non-Nurturing)	
<b>Student Resources:</b>	<a href="http://www.academia.edu/9263135/Healthy_Versus_Unhealthy_Family_Systems_Traits_and_Symptoms">http://www.academia.edu/9263135/Healthy_Versus_Unhealthy_Family_Systems_Traits_and_Symptoms</a> ( Healthy vs. unhealthy family traits)	
<b>Assessment:</b>	The students will apply the traits of nurturing vs. non-nurturing families on T.V shows from the assessment on the second learning experience to assess qualities within their own family. (journal)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide a list of nurturing vs non-nurturing families for students to identify which they were able to find on the TV show	Students can focus in choosing only nurturing or non-nurturing traits Students may demonstrate a nurturing and non-nurturing traits in a different language or in a nonverbal way
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may provide one example of nurturing and one of non-nurturing from the videos they created in the previous learning experience
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Characteristics of healthy relationships, dating, committed relationships, marriage, and family.</li> <li>The relationship between power and control in peer, dating, or family relationships to aggression and violence</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Identify the characteristics of healthy relationships, dating, committed relationships, marriage, and family</li> <li>Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence</li> </ul>
<b>Critical Language:</b>	Elements, Nurturing, Characteristics, Experiences, Traits, Sexual Health, Non-nurturing, Consequences

**Learning Experience # 4**

The teacher may pose the questions “How do you know you are in a healthy/unhealthy relationship?” so students can evaluate qualities possessed in both types.

<b>Generalization Connection(s):</b>	Effective decision making skills directly relate to an individual’s ability to assess and maintain their personal sexual health	
<b>Teacher Resources:</b>	<a href="https://www.youtube.com/watch?v=6FU4qj9_ESQ">https://www.youtube.com/watch?v=6FU4qj9_ESQ</a> (No One Would Tell Movie) <a href="https://s-media-cache-ak0.pinimg.com/736x/c1/e8/32/c1e832d7cb3578dd71f286db2c4b440d.jpg">https://s-media-cache-ak0.pinimg.com/736x/c1/e8/32/c1e832d7cb3578dd71f286db2c4b440d.jpg</a> (Healthy vs Unhealthy Relationships) Google “healthy vs unhealthy relationships power point” and click on second link. (Healthy vs. unhealthy relationship scenarios) <a href="http://girlsactionfoundation.ca/en/amplify-toolkit-workshop-guide/healthy-relationships/healthy-vs-unhealthy-relationships/healthy-relationships-scenario-referenc">http://girlsactionfoundation.ca/en/amplify-toolkit-workshop-guide/healthy-relationships/healthy-vs-unhealthy-relationships/healthy-relationships-scenario-referenc</a> (Healthy vs Unhealthy Relationships Scenarios) <a href="http://www.bfvc.org/pdf/Cycle%20of%20Violence.pdf">http://www.bfvc.org/pdf/Cycle%20of%20Violence.pdf</a> (Cycle of violence)	
<b>Student Resources:</b>	<a href="https://s-media-cache-ak0.pinimg.com/736x/c1/e8/32/c1e832d7cb3578dd71f286db2c4b440d.jpg">https://s-media-cache-ak0.pinimg.com/736x/c1/e8/32/c1e832d7cb3578dd71f286db2c4b440d.jpg</a> (Healthy vs Unhealthy Relationships) <a href="http://www.chetna-dfw.org/wp-content/uploads/2014/03/cycle-of-violence_pdf-page-002.jpg">http://www.chetna-dfw.org/wp-content/uploads/2014/03/cycle-of-violence_pdf-page-002.jpg</a> (Cycle of Violence Wheel)	
<b>Assessment:</b>	Using a graphic organizer, students will give examples of the steps in the cycle of violence from the “No One Would Tell” movie.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may add English subtitles to the “No One Would Tell Movie” The teacher may provide a word bank, multiple choice or matching activity for students to complete during movie	Students may discuss the answers with a peer or individually with the teacher Students may provide notes they take during the movie
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Student may respond in an extended written response rather than filling out the graphic organizer
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>When it is necessary to seek help with or leave an unhealthy situation</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Analyze when it is necessary to seek help with or leave an unhealthy situation</li> </ul>	
<b>Critical Language:</b>	Tension, Inter-connectedness, Intimidation, Hostility, Assess, Power, Cycle of Violence, Control, Negotiate	

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Learning Experience # 5		
The teacher may pose the questions “What is the difference between sex and sexuality?” so students can recognize the difference.		
<b>Generalization Connection(s):</b>	Personal beliefs, values, and experiences impact an individual’s choices regarding sexual health	
<b>Teacher Resources:</b>	<a href="http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.LearningActivitiesDetail&amp;PageID=167">http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.LearningActivitiesDetail&amp;PageID=167</a> (Difference between sex and sexuality lesson) <a href="http://www.apa.org/pi/lgbt/resources/sexuality-definitions.pdf">http://www.apa.org/pi/lgbt/resources/sexuality-definitions.pdf</a> (Definitions of each)	
<b>Student Resources:</b>	<a href="http://www.campuspride.org/tools/im-so-confused-what-is-the-difference-between-sex-gender-and-sexual-identity-2/">http://www.campuspride.org/tools/im-so-confused-what-is-the-difference-between-sex-gender-and-sexual-identity-2/</a> (Sex, gender, sexuality) <a href="https://www.surveymonkey.com/">https://www.surveymonkey.com/</a> (Survey generator)	
<b>Assessment:</b>	Students will label gender stereotypes on a word wall. Then, students will work with a partner to define “Sexuality” in their own words and explain why sexuality is more than having sex.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide students with the gender stereotypes for students to place on the word wall The teacher may pair up students according to ability levels	Students may write examples of sexuality instead of writing the definition Students may act out examples of sexuality Students may discuss and/or write own the definition and explanation in their native language
<b>Extensions for depth and complexity:</b>	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide students with a resource to develop a survey (e.g. <a href="https://www.surveymonkey.com/">https://www.surveymonkey.com/</a> )	Students may create a survey and analyze the results of how people around the school define sexuality
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Identify internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures</li> </ul>	
<b>Critical Language:</b>	Sex, Sexuality, Gender, Stereotypes, Recognize, Analyze, Media, Influence	

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Learning Experience # 6		
The teacher may present examples of various levels of intimacy so students can analyze their sexual limits and establish a definition of abstinence.		
<b>Generalization Connection(s):</b>	Effective decision making skills directly relate to an individual’s ability to assess and maintain their personal sexual health	
<b>Teacher Resources:</b>	<a href="https://jennyhansenauthor.wordpress.com/2011/11/08/using-the-12-stages-of-physical-intimacy-to-build-tension-in-your-novel/">https://jennyhansenauthor.wordpress.com/2011/11/08/using-the-12-stages-of-physical-intimacy-to-build-tension-in-your-novel/</a> (Levels of intimacy)	
<b>Student Resources:</b>	<a href="http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.LearningActivitiesDetail&amp;PageID=167">http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.LearningActivitiesDetail&amp;PageID=167</a> (Difference between sex and sexuality)	
<b>Assessment:</b>	Students will organize levels of intimacy cards so they can establish their sexual limits. (e.g. eye to eye, eye to body, hand to hand, hand to body, etc.)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may simplify the cards by using easier language The teacher may provide cards in the student's native language	Students may work with a partner to organize only the first 3-5 levels of intimacy cards
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may develop their own cards to examine the order of their sexual limits
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Possible consequences of early sexual activity</li> <li>• The importance of sexual abstinence for self and others</li> <li>• There is a choice of abstinence from sexual activity at any point in time</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity</li> <li>• Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity</li> </ul>	
<b>Critical Language:</b>	Intimacy, Limits, Abstinence, Influence, Support Systems	

Learning Experience # 7		
The teacher may present various pressure line scenarios so students can use effective communication and refusal skills to manage pressure and encourage responsible sexual health.		
<b>Generalization Connection(s):</b>	Effective communication and refusal skills are essential to manage peer pressure and encourage responsible sexual health decisions	
<b>Teacher Resources:</b>	<a href="http://teenadvice.about.com/u/sty/drugsalcohol/teenage_peer_pressure_scenarios/">http://teenadvice.about.com/u/sty/drugsalcohol/teenage_peer_pressure_scenarios/</a> (Teenage Peer Pressure Scenarios)	

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	<a href="http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Helping-Teens-Resist-Sexual-Pressure.aspx">http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Helping-Teens-Resist-Sexual-Pressure.aspx</a> (Helping teens resist sexual pressure) <a href="http://www.thecoolspot.gov/right_to_resist.asp">http://www.thecoolspot.gov/right_to_resist.asp</a> (Refusal skills) <a href="http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.YouthSkillsDetail&amp;PageID=121">http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.YouthSkillsDetail&amp;PageID=121</a> (Refusal skills resources)	
<b>Student Resources:</b>	<a href="http://www.mychoice2wait.org/refusal.html">http://www.mychoice2wait.org/refusal.html</a> (My Choice 2 Wait) <a href="http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.YouthSkillsDetail&amp;PageID=121">http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.YouthSkillsDetail&amp;PageID=121</a> (Refusal Skills) <a href="http://www.iup.edu/page.aspx?id=89605">http://www.iup.edu/page.aspx?id=89605</a> (Sexual Responsibility) <a href="http://www.thecoolspot.gov/right_to_resist.asp">http://www.thecoolspot.gov/right_to_resist.asp</a> (Refusal skills) <a href="http://www.pixton.com/">http://www.pixton.com/</a> (Comic strip creator) <a href="https://www.bitstrips.com/create/comic/">https://www.bitstrips.com/create/comic/</a> (Comic strip creator)	
<b>Assessment:</b>	Students will create and perform role plays demonstrating proper refusal skills for peer evaluation.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide a list of proper refusal skills for students to choose from	Students may create a comic strip to demonstrate proper refusal skills. (e.g. Pixton.com, Bitstrips.com) instead of a role play Students may do the role play in their native language Students may write down a list of proper refusal skills
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide a list of all refusal skills students need to demonstrate within their role plays The teacher may provide video cameras for the students to film their role plays	Students may create their own scenarios and act them out live or on video Student may demonstrate proper and improper role play using refusal skills
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Rights of refusal from sexual contact</li> <li>• Situations that could lead to pressure to have sex</li> <li>• Internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active</li> <li>• Summarize why individuals have the right to refuse sexual contact</li> <li>• Identify situations that could lead to pressure to have sex</li> </ul>	
<b>Critical Language:</b>	Refusal Skills, Peer Pressure, Essential, Communication, Decision-Making, Behaviors	

<b>Learning Experience # 8</b>	
The teacher may present various statistics on teen date rape and sexual assault so students can become aware of the frequency of sexual violence in dating relationships.	
<b>Generalization Connection(s):</b>	Effective decision making skills directly relate to an individual's ability to assess and maintain their personal sexual health
<b>Teacher Resources:</b>	<a href="https://www.rainn.org/statistics">https://www.rainn.org/statistics</a> (Data on sexual assaults)

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	<a href="http://www.bjs.gov/index.cfm?ty=tp&amp;tid=317">http://www.bjs.gov/index.cfm?ty=tp&amp;tid=317</a> (Data on sexual assaults) <a href="http://adulted.about.com/od/icebreakers/qt/snowballfight.htm">http://adulted.about.com/od/icebreakers/qt/snowballfight.htm</a> (How to do the snowball fight icebreaker)	
<b>Student Resources:</b>	<a href="https://www.rainn.org/statistics">https://www.rainn.org/statistics</a> (Data on sexual assaults) <a href="http://www.bjs.gov/index.cfm?ty=tp&amp;tid=317">http://www.bjs.gov/index.cfm?ty=tp&amp;tid=317</a> (Data on sexual assaults)	
<b>Assessment:</b>	Students will take an anonymous survey in which they answer questions on sexual assault. Students will then participate in a snowball activity to be able to tally the responses from the class.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may provide the questions to the survey in the student’s native language Teacher may provide a shorter survey with only key questions for students to answer Teacher may simplify the language of the survey	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may provide students with a resource to develop a survey (e.g. <a href="https://www.surveymonkey.com/">https://www.surveymonkey.com/</a> )	Students may create a survey and analyze the results of how people around sexual assault
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The relationship between power and control in peer, dating, or family relationships to aggression and violence</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence</li> </ul>	
<b>Critical Language:</b>	Frequency, Statistics, Rape, Assault, Anonymous, Communications, Interconnectedness, Sexually Active, Consequences	

<b>Learning Experience # 9</b>		
The teacher may provide fact sheets for various STIs so students can evaluate symptoms, preventions and transmissions.		
<b>Generalization Connection(s):</b>	Effective decision making skills directly relate to an individual’s ability to assess and maintain their personal sexual health	
<b>Teacher Resources:</b>	<a href="http://www.cdc.gov/std/healthcomm/fact_sheets.htm">http://www.cdc.gov/std/healthcomm/fact_sheets.htm</a> (STI fact sheets) <a href="http://beforeplay.org/stds/">http://beforeplay.org/stds/</a> (STI fact sheets) <a href="http://www.familyplanningquincy.org/std-clinic/std-symptom-checklist/">http://www.familyplanningquincy.org/std-clinic/std-symptom-checklist/</a> (STD symptom checklist)	
<b>Student Resources:</b>	<a href="http://www.cdc.gov/std/healthcomm/fact_sheets.htm">http://www.cdc.gov/std/healthcomm/fact_sheets.htm</a> (STI fact sheets) <a href="http://beforeplay.org/stds/">http://beforeplay.org/stds/</a> (STI fact sheets) <a href="http://www.familyplanningquincy.org/std-clinic/std-symptom-checklist/">http://www.familyplanningquincy.org/std-clinic/std-symptom-checklist/</a> (STD symptom checklist)	
<b>Assessment:</b>	Students may work with a partner to complete an STI checklist sheet covering the symptoms, risks or transmission and prevention of STIs. In a Think-Pair-Share manner, the group will report one of their findings to the class.	
<b>Differentiation:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may provide a matching worksheet for students to simply match the terms with the symptoms The teacher may provide a fill in the blanks worksheet and a word bank for students to choose from to complete the answers	Students may focus on only one section of the checklist (e.g. symptoms, risks, transmission or prevention) Students may present their findings to the teacher one-on-one
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide a list of the most common STD's among teenagers in the United States or a list for the most common in Colorado	Students may pick the most common STD's and make pamphlets, posters, PowerPoints, etc. to present to the class
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STIs and pregnancy</li> <li>Benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted infections, including HIV</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STIs and pregnancy</li> <li>Evaluate How HIV/AIDS and other sexually transmitted infections (STIs) or pregnancy could impact life goals</li> <li>Communicate the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted infections, including HIV</li> </ul>	
<b>Critical Language:</b>	STD/STI, Symptom, Prevention, Transmission, Risk, Sexually Active, Analyze, Factors	

<b>Learning Experience # 10</b>		
The teacher may provide guest speaker (e.g. physician, HIV care link, Colorado AIDS project) so students can connect the importance of being tested to how it impacts one's sexual health.		
<b>Generalization Connection(s):</b>	Effective decision making skills directly relate to an individual's ability to assess and maintain their personal sexual health	
<b>Teacher Resources:</b>	<a href="http://coloradoaidsproject.org/">http://coloradoaidsproject.org/</a> (HIV/AIDS resource) <a href="https://www.aids.gov/">https://www.aids.gov/</a> (HIV/AIDS resource)	
<b>Student Resources:</b>	<a href="http://coloradoaidsproject.org/">http://coloradoaidsproject.org/</a> (Colorado aids project website)	
<b>Assessment:</b>	Students will write a letter or prepare talking points for their parents/family member to discuss why they believe it is important for them personally to be HIV tested.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide a list of physical and emotional effects of HIV for students to include on their letters The teacher may provide examples of what this letter could look like	Students may write the letter in their native language Students may talk to the teacher one-on-one as if he/she was the parent instead of writing a letter



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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may write a letter to their friends as well as their family and analyze how the letters may be different in their message
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The importance of HIV and sexually transmitted infection (STI) testing and counseling to those who are sexually active</li> <li>• How HIV/AIDS and other sexually transmitted infections (STIs) or pregnancy could impact life goals</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Evaluate how HIV/AIDS and other sexually transmitted infections (STIs) or pregnancy could impact life goals</li> <li>• Verbalize the importance of HIV and sexually transmitted infection (STI) testing and counseling to those who are sexually active</li> </ul>	
<b>Critical Language:</b>	Connect, Impact, Interconnectedness, HIV/AIDS, Advocacy, Resources, Responsibility	

<b>Learning Experience # 11</b>		
The teacher may provide examples of contraception options so students can make healthy decisions about possible sexual activity.		
<b>Generalization Connection(s):</b>	Effective decision making skills directly relate to an individual’s ability to assess and maintain their personal sexual health	
<b>Teacher Resources:</b>	<a href="http://youngwomenshealth.org/2009/01/28/pros-and-cons-contraceptive-methods/">http://youngwomenshealth.org/2009/01/28/pros-and-cons-contraceptive-methods/</a> (Contraception pros & cons)	
<b>Student Resources:</b>	<a href="http://youngwomenshealth.org/2009/01/28/pros-and-cons-contraceptive-methods/">http://youngwomenshealth.org/2009/01/28/pros-and-cons-contraceptive-methods/</a> (Contraception pros & cons)	
<b>Assessment:</b>	Students will write an example letter to a friend explaining the benefits of remaining sexually abstinent or returning to abstinence if sexually active.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may provide a list of physical and emotional benefits of abstinence for students to draw ideas from Teacher may provide examples of what this letter could look like	Students may talk to the teacher one-on-one as if he/she was the friend instead of writing a letter Students may write the letter in their native language
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Choice, use, and effectiveness of contraception, including the availability of contraceptive methods</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active</li> <li>• Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods</li> </ul>	
<b>Critical Language:</b>	Contraception, Benefits, Abstinence, Pregnancy, STD/STI, Abstinence, HIV/AIDS, Contraception, Sexting, Parenthood, Sexually Active,	



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<b>Learning Experience # 12</b>		
The teacher may provide short stories or videos that document teen pregnancies from both the mother and father’s perspective so students can analyze how teen pregnancy impacts their relationships and future goals (e.g. financial, educational, emotional)		
<b>Generalization Connection(s):</b>	Effective communication and refusal skills are essential to manage peer pressure and encourage responsible sexual health decisions Support systems and credible resources can cultivate healthy relationships and positive sexual decision making	
<b>Teacher Resources:</b>	<a href="http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.YouthSkillsDetail&amp;PageID=121">http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.YouthSkillsDetail&amp;PageID=121</a> (Refusal skills) <a href="http://teenadvice.about.com/u/sty/drugsalcohol/teenage_peer_pressure_scenarios/">http://teenadvice.about.com/u/sty/drugsalcohol/teenage_peer_pressure_scenarios/</a> (Teenage Peer Pressure Scenarios) <a href="http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Helping-Teens-Resist-Sexual-Pressure.aspx">http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Helping-Teens-Resist-Sexual-Pressure.aspx</a> (Helping teens resist sexual pressure) <a href="http://www.thecoolspot.gov/right_to_resist.asp">http://www.thecoolspot.gov/right_to_resist.asp</a> (Refusal skills) <a href="https://www.google.com/search?q=goal+setting+graphic+organizers+for+students&amp;biw=1024&amp;bih=774&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0CCQQsARqFQoTCIaJ75yOwMgCFUngYwodN_EFOA">https://www.google.com/search?q=goal+setting+graphic+organizers+for+students&amp;biw=1024&amp;bih=774&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0CCQQsARqFQoTCIaJ75yOwMgCFUngYwodN_EFOA</a> (Goal-setting graphic organizer examples)	
<b>Student Resources:</b>	<a href="https://www.google.com/search?q=goal+setting+graphic+organizers+for+students&amp;biw=1024&amp;bih=774&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0CCQQsARqFQoTCIaJ75yOwMgCFUngYwodN_EFOA">https://www.google.com/search?q=goal+setting+graphic+organizers+for+students&amp;biw=1024&amp;bih=774&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0CCQQsARqFQoTCIaJ75yOwMgCFUngYwodN_EFOA</a> (Goal-setting graphic organizer examples) <a href="http://www.thecoolspot.gov/right_to_resist.asp">http://www.thecoolspot.gov/right_to_resist.asp</a> (Refusal skills)	
<b>Assessment:</b>	Students will work together to complete a graphic organizer to show how their goals would be affected by teen pregnancy.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide a completed graphic organizer sample so students get an idea of what they need to do	Students may write their goals in their native language
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide resources such as articles if a teen parent is not available to interview <a href="http://www.livestrong.com/article/559877-the-social-impact-of-being-a-teen-mom/">http://www.livestrong.com/article/559877-the-social-impact-of-being-a-teen-mom/</a> (Social impact of teen parents) <a href="http://www.oneworldeducation.org/being-teen-parent">http://www.oneworldeducation.org/being-teen-parent</a> (Teen parent) <a href="http://youth.gov/youth-topics/teen-pregnancy-prevention/adverse-effects-teen-pregnancy">http://youth.gov/youth-topics/teen-pregnancy-prevention/adverse-effects-teen-pregnancy</a> (Teen pregnancy)	Students may interview a teen parent to compare their own graphic organizer to the real life effects from the teen parent
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>How HIV/AIDS and other sexually transmitted infections (STIs) or pregnancy could impact life goals</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Identify responsibilities of parenthood</li> <li>Evaluate how HIV/AIDS and other sexually transmitted infections (STIs) or pregnancy could impact life goals</li> </ul>	
<b>Critical Language:</b>	Credible, Cultivate, Perspective, Affect, Impacts, relationships, Marriage, Responsibility, Support Systems	

**Colorado Teacher-Authored Sample Instructional Unit**

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<b>Learning Experience # 13</b>		
The teacher may provide examples of criteria to evaluate the validity of a credible resource so students can research viable resources for healthy relationships, positive sexual health, STIs, teen pregnancy and contraception.		
<b>Generalization Connection(s):</b>	Support systems and credible resources can cultivate healthy relationships and positive sexual decision making	
<b>Teacher Resources:</b>	<a href="https://sites.google.com/a/adams12.org/t_larue/craap-test">https://sites.google.com/a/adams12.org/t_larue/craap-test</a> (Evaluation resources)	
<b>Student Resources:</b>	<a href="https://sites.google.com/a/adams12.org/t_larue/craap-test">https://sites.google.com/a/adams12.org/t_larue/craap-test</a> (Evaluation resources)	
<b>Assessment:</b>	Students will research and submit two credible resources that they will use in their marketing campaign.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may submit resources in their native language
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may find up to 5 credible resources to use within their campaign Students may visit or communicate with 2 of the resources to determine if they are not only reliable but relevant to their target audience
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The importance of HIV and sexually transmitted infection (STI) testing and counseling to those who are sexually active</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Verbalize the importance of HIV and sexually transmitted infection (STI) testing and counseling to those who are sexually active</li> </ul>	
<b>Critical Language:</b>	Criteria, Evaluate, Validity, Credible, Resources, Research, Sexual Health, Contraception, Sexual Activity	