

Love Notes 3.0 Evidence-Based Program
Colorado Academic Standards - Comprehensive Health
GRADES 9, 10, 11, 12

Use a decision-making process to make healthy decisions about relationships and sexual health.	
EVIDENCE OUTCOME	
STANDARD	LESSON
a. Differentiate the characteristics of unhealthy and healthy relationships (e.g., dating, committed relationships, marriage, and family).	1-13
b. Analyze the possible emotional, mental, social, and physical consequences of early sexual activity.	8, 11, 12, 13
c. Analyze the possible emotional, mental, social, and physical benefits for delaying sexual activity.	8, 11, 12, 13
d. Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity.	7, 8, 11, 12
e. Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods.	11, 12
g. Analyze when it is necessary to seek help with or leave an unhealthy situation.	5, 6, 7, 8
h. Analyze risks of sharing personal information through modern technology.	12
j. Examine the responsibilities of parenthood.	13
k. Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures.	11 & 12
l. Identify what qualifies as clear consent for sexual activity.	11 & 12
ACADEMIC CONTEXT AND CONNECTIONS	
1. Identify how family structures, values, rituals, and traditions impact decisions regarding health, and vary from individual, family to family, and culture to culture.	2, 9, 13
3. Analyze how cultural, religious beliefs, popular trends and fads, current and emerging technological advances influence sexual and reproductive health.	11 & 12

4. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.	13
7. Analyze how decision-making can be affected by a variety of influences that may or may not be in the person's best interest.	8, 11, 12
8. Analyze why tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.	1-13
INQUIRY QUESTIONS	
1. How can a personal decision to become sexually active affect one's future goals and options?	8, 11, 12, 13
2. How does one know when one is ready to become a parent?	8 & 13
3. What kind of work is involved in being a parent?	13
5. Why are relationships important?	1-13
7. How do we know when a relationship is not worth saving?	5, 6, 7, 8
9. How does peer pressure impact the decision around sexual health?	11 & 12
11. What are the potential consequences of sexting?	12
Support others in making positive and healthful choices about sexual activity.	
EVIDENCE OUTCOME	
STANDARD	LESSON
b. Examine the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV.	8, 11, 12, 13
c. Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active.	12
ACADEMIC CONTEXT AND CONNECTIONS	
3. Examine how advocacy for self and others can promote personal and community wellness and impact society as a whole.	1-13