

6th grade Colorado CH Standard		Evidence Outcome:	Addressed in Nu Culture
CH.6.2.1	Students Can:	Define valid and reliable as a means to access information that enhances healthy eating behaviors.	not addressed
		Evaluate the nutrition information on food labels to compare products.	not addressed
		Identify reliable and unreliable resources and information regarding healthy eating.	not addressed
CH.6.2.2	Students Can:	Describe the benefits of healthy relationships.	Session 6.1, Session 6.5
		Describe how peer and family relationships may change during adolescence.	Session 6.5(Reviewed in Session 6.6)
		Determine valid and reliable resources that enhance healthy relationships.	Session 6.5 (Reviewed in Session 6.6)
CH.6.2.3	Students Can:	Identify sexual feelings common to young adolescents, and differentiate between having sexual feelings and acting on them.	Session 6.3 and 6.4
		Discuss possible physical, social, and emotional impacts of adolescent sexual activity.	Session 6.6
		Describe the need to have clear expectations, boundaries, and personal safety strategies.	Session 6.6 and 6.7
CH.6.2.4	Students Can:	Explain the concept of nutrient-rich foods being balanced with physical activity.	not addressed
		Analyze the short- and long-term benefits and consequences of healthy eating and physical activity.	not addressed
		Summarize personal strategies for reducing environmental dangers to health (e.g., sun damage to skin, hearing loss, vision damage).	not addressed
		Explain the benefits of good hygiene practices for promoting health and maintaining social relationships.	not addressed

CH.6.3.1	Students Can:	Explain the interrelationship of mental, emotional, and social health.	not addressed in 6th grade but could easily be added as a component to several lessons or as an expanded class discussion
		Analyze the relationship between thoughts, emotions, feelings and behavior.	not addressed in 6th grade but could easily be added as a component to several lessons or as an expanded class discussion
		Identify healthy ways to express needs, wants, and feelings.	Session 6.4
		Explain the causes, symptoms, and effects of stress, anxiety, sadness, and depression.	not addressed in 6th grade but could easily be added as a component to several lessons or as an expanded class discussion
		Identify when someone should seek help for sadness, hopelessness, and depression.	not addressed in 6th grade but could easily be added as a component to several lessons or as an expanded class discussion
		Identify emotions and feelings associated with loss and grief.	not addressed in 6th grade but could easily be added as a component to several lessons or as an expanded class discussion
		Explain how modern technology can have a positive and negative impact on mental and emotional health.	Session 6.7
CH.6.3.2	Students Can:	Demonstrate refusal and negotiation skills that avoid or reduce health risks.	Session 6.6
		Demonstrate effective conflict management or resolution strategies.	Session 6.6
		Demonstrate how to ask for assistance to enhance the health of self and others.	Session 6.7
		Identify ways to advocate for self and others to enhance health and safety.	Session 6.7
CH.6.4.1	Students Can:	Analyze internal influences such as genetics, personality, and risk-seeking behaviors on drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	6.1- uses a decision making scale to evaluate reasons to/not to engage in risky behaviors(smoking, drugs/alcohol)
		Analyze external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	Session 6.6- but could be enhanced in class discussion
		Analyze various strategies the media use, including advertisements and movies, to encourage or discourage marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	Session 6.6
		Identify common mixed messages about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco use in the media.	Session 6.6
		Analyze the perception versus the reality of drug use in adolescents (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	Session 6.6- but could be enhanced in class discussion

CH.6.4.2	Students Can:	Demonstrate effective, assertive refusal skills in refusing marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.	Session 6.6- addresses refusal skills and being assertive in multiple contexts including illegal drugs, alcohol and smoking
		Explain how decisions about drug and substance use affect relationships.	Not specifically addressed in 6th grade but could be added into Session 6.6
		Identify and summarize positive alternatives to drug and substance use.	Not specifically addressed in 6th grade but could be added into Session 6.6
		Demonstrate planning skills for avoiding marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.	Not specifically addressed in 6th grade but could be added into Session 6.6
CH.6.4.3	Students Can:	Understand the definition of bullying, as well as the roles of a bystander, perpetrator/bully, and victim in bullying.	Bullying is used as an example in several scenarios in the 6th grade curriculum. It is addressed in Session 6.5 and in 6.6 in terms of recognizing unhealthy relationships and developing refusal skills; the role of bystanders is not addressed but could easily be added to group discussions
		Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim.	The role of bystanders in stopping bullying is not directly addressed but could be easily added to group discussions
		Understand the consequences of unaddressed bullying for the victim, perpetrator/bully, and bystanders.	Session 6.7
		Advocate for a positive and respectful school environment that supports pro-social behavior.	Session 6.7
		Demonstrate the ability to identify a parent, trusted adult, or appropriate legal authorities to whom school or community violence should be reported.	Session 6.7
		Describe the dangers of and actions to be taken if aware of threats to harm self or others.	Session 6.7- could beenhanced in class discussion
		Describe the dangers of and actions to be taken if weapons are seen or suspected in schools.	not specifically addressed in 6th grade but could easily be added in Session 6.7
		Demonstrate appropriate communication skills to solve conflicts nonviolently.	Session 6.7
CH.6.4.4	Students Can:	Demonstrate the ability to identify and correct safety hazards at home, in school, and in the community.	not addressed
		Develop a safety plan for self and/or others in home, school, and community.	not addressed



7th grade Colorado CH Standard		Evidence Outcome:	Addressed in Nu Culture
CH.7.2.1	Students Can:	Analyze how family, peers, media, and culture influence food choices.	not addressed
		Analyze how social and cultural messages about food and eating influence nutrition choices.	not addressed
		Analyze the influence that adults and role models have on one's food choices.	not addressed
		Analyze internal influences on one's food choices.	not addressed
CH.7.2.2	Students Can:	Evaluate the characteristics of healthy relationships, including dating, and discuss factors that support and sustain them.	Session 7.2
		Explain the purpose of friendship and describe how friends can support one another in making healthy decisions.	Session 7.2.3, 7.2.5, 7.2.7
		Demonstrate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.	Session 7.2.7, 7.4.8
CH.7.2.3	Students Can:	Describe a variety of external influences such as parents, the media, culture, peers, and society that affect sexual decision-making and sexual activity.	Session 7.4.9, 7.5.4
		Describe how internal influences such as curiosity, hormones, interests, desires, fears, and feelings affect sexual decision-making and activity.	Session 7.4.9, 7.5.4
		Describe how personal, peer, and family values and beliefs influence decisions about sexual and reproductive health.	Session 7.4, 7.5.4
		Analyze the discrepancies between perceived and actual sexual activity and how the information influences your sexual decision-making.	Session 7.4,7.5.4
		Develop strategies that advocate for healthy sexual boundaries and decision- making.	Session 7.4.8, 7.5.3,

CH.7.2.4	Students Can:	Describe the effects of HIV infection on the body.	Session 7.6
		Explain how HIV is and is not contracted.	Session 7.6
		Define common STDs.	Session 7.6
		Explain how certain behaviors put a person in higher risk of contracting STD's.	Session 7.6
CH.7.3.1	Students Can:	Demonstrate the ability to engage in active listening.	Students will practice this skill throughout the curriculum
		Demonstrate negotiation skills to support the healthy expression of personal needs.	Session 7.2
		Demonstrate the ability to state personal needs and articulate limits.	Session 7.4, Session 7.5
		Practice verbal and nonverbal ways to ask for help from a parent, trusted adults, or friends.	Each Session has a parent connection form to foster communication with a parent or trusted adult
		Advocate for self and others to increase the safety of school community.	Session 7.4.5, 7.4.8
		Identify a variety of verbal and nonverbal communication styles and how to respond effectively.	Session 7.4.8
CH.7.3.2	Students Can:	Compare and contrast positive and negative ways of dealing with stress.	Session 7.4.5
		Define stress.	Session 7.4.3
		Identify personal stressors.	Session 7.4.5
		Explain the body's physical and psychological responses to stressful situations.	Session 7.4.5
		Develop healthy strategies to deal with stressors.	Session 7.4.5
		Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to prevent, manage, and/or reduce stress.	Session 7.4.5

CH.7.4.1	Students Can:	Examine the social and economic, consequences of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.	Session 7.1.9(Jamal and Bianca's scenarios)
		Explain how drugs are addictive (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	not specifically addressed
		Explain family rules, school policies, and community laws related to the sale and use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	not specifically addressed
		Explain how drugs alter the body and the brain (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	not specifically addressed
		Analyze the effects of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco on a person's ability to make decisions.	not specifically addressed
CH.7.4.2	Students Can:	Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders.	not specifically addressed but could be added into Session 7.4
		Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, gossip, exclusion of individuals, or violence.	Session 7.4.7, Session 7.7.2 reviews sexual offenses
		Describe strategies and skills one could use to avoid physical fighting and violence.	not specifically addressed but could be added into Session 7.4
		Identify a variety of nonviolent ways to respond when angry or upset.	Session 7.5
		Demonstrate the ability to identify a parent, trusted adult, or appropriate legal authorities to whom school or community violence should be reported.	Each Session has a parent connection form to foster communication with a parent or trusted adult
		Describe the dangers of and actions to be taken if aware of threats to harm self or others.	Session 7.4.5- allows for customization of local resources for help with mental illness and suicide prevention
		Describe the dangers of and actions to be taken if weapons are seen or suspected in schools.	not addressed
CH.7.4.3	Students Can:	Describe first-response procedures needed to treat injuries and other emergencies.	not addressed
		Identify accepted procedures for emergency care and lifesaving care.	not addressed
		Describe actions to take during severe weather or trauma-related emergencies.	not addressed
		Analyze the role of peers, family, and media in causing or preventing injuries.	not addressed

8th grade Colorado CH Standard		Evidence Outcome:	Addressed in Nu Culture
CH.8.2.1	Students Can:	Develop strategies for making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school.	not addressed
		Describe the influences that impact healthy food choices.	not addressed
CH.8.2.2	Students Can:	Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.	Session 8.7
		Demonstrate verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances.	Session 8.7
		Define sexual consent and explain why individuals have the right to refuse sexual contact.	Session 8.8.2 but this discussion could/should be expanded to discuss mutual consent and affirmative consent
		Seek support to be sexually abstinent.	Session 8.7
		Develop personal standards for dating situations.	Session 8.7
CH.8.2.3	Students Can:	Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy.	Session 8.2, 8.3, 8.4, 8.6, 8.7
		Explain the benefits and effectiveness and potential side effects of contraceptives in reducing the risk of HIV, other STDs, and unintended pregnancy.	Session 8.3, 8.4, 8.6
		Describe the risk relationship between using alcohol and other drugs and sexual activity.	not specifically addressed but can be added to any class discussion about sexual health decisions
		Demonstrate peer resistance skills and personal boundary behavior.	Session 8.6, 8.7
		Examine how healthy relationships can impact one's risk for avoiding STDs.	Session 8.5, 8.6, 8.7
CH.8.2.4	Students Can:	Describe the signs, symptoms, and transmission of common STDs, including HIV, HPV, and chlamydia.	Session 8.4
		Explain that some STDs are asymptomatic.	Session 8.4
		Summarize which STDs can be cured, prevented by vaccine, and be treated.	Session 8.4

CH.8.2.5	Students Can:	Explain contributing factors to health status.	not specifically addressed
		Analyze the relationship among poor eating habits, inactivity, tobacco and alcohol use, and health status.	not specifically addressed
		Explain the body's response to disuse and other stressors.	not specifically addressed
		Explain how the immune system functions to prevent and combat disease.	not specifically addressed
		Describe the potential health consequences of popular fads or trends.	not specifically addressed
CH.8.3.1	Students Can:	Explain that why getting help for mental and emotional health problems is appropriate and sometimes necessary.	not specifically addressed but can be added to any class discussion about healthy decision making
		Understand that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person's desire to seek help.	not specifically addressed but can be added to any class discussion about healthy decision making
		Explain when it is necessary and how to seek help for mental and emotional health problems: such as depression, anxiety, self-harm and suicidal ideations, and mood, eating, and sleep disorders.	not specifically addressed but can be added to any class discussion about healthy decision making
		Determine valid and reliable mental and emotional health resources.	not specifically addressed but can be added to any class discussion about healthy decision making
CH.8.3.2	Students Can:	Analyze how culture, media, and others influence personal feelings and behaviors.	Session 8.2, 8.7
		Describe how personal and family values and feelings influence choices.	Session 8.1, 8.2,
		Describe strategies to minimize negative influences on mental and emotional health.	Session 8.1, 8.2, 8.5 as it relates to teen pregnancy
		Analyze internal factors that contribute to mental and emotional health.	Session 8.1, 8.2, 8.5 as it relates to teen pregnancy
		Identify the factors that could negatively influence a person's well-being with regard to depression, suicide, and/or self-harm.	not specifically addressed but could be added to several lessons as supporting class discussion
		Identify internal and external influences on one's body image.	not specifically addressed but could be added to several lessons as supporting class discussion
		Describe the signs, symptoms, and consequences of common eating disorders.	not specifically addressed but could be added to several lessons as supporting class discussion

CH.8.4.1	Students Can:	Analyze potential risks and protective factors (e.g., personal, family, and peer) that could impact drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	Session 8.1.7, 8.8 but could be enhanced in class discussion
		Determine situations that could lead to the drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	Session 8.1.7, 8.8 but could be enhanced in class discussion
		Describe how mental and emotional health and life circumstances can affect the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	Session 8.1.7, 8.8 but could be enhanced in class discussion
		Determine current cultural and societal drug trends and how they could potentially influence adolescent use or non-use.	Session 8.1, 8.8 but could be enhanced in class discussion
CH.8.4.2	Students Can:	Analyze the validity of information, products, and services related to the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	Session 8.8
		Analyze the accuracy of images of use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco conveyed in the media, including advertisements.	Session 8.8
CH.8.4.3	Students Can:	Use a decision-making process to avoid using drugs in a variety of situations (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	Session 8.1
		Analyze choices about using marijuana, illegal drugs, prescription drugs, alcohol, and tobacco and how these choices can affect friends and family.	Session 8.1
		Develop personal plans to be and drug free.	Session 8.1
CH.8.4.4	Students Can:	Identify media and cultural messages that could lead to different types of violence, including relational and sexual violence.	Session 8.8 but could be enhanced in class discussion
		Examine the presence of violence in the media and its possible effects on violent behavior.	Session 8.8 but could be enhanced in class discussion
		Describe how one's beliefs, values, and familial and peer relationships could promote relational violence.	Session 8.8 but could be enhanced in class discussion
		Identify verbal and nonverbal communication that constitutes sexual harassment.	Session 8.8 but could be enhanced in class discussion
		Recognize behaviors that are perceived as sexually coercive, and behaviors that are crimes.	Session 8.8
		Explain why and how rape and sexual assault should be reported to a parent or trusted adult and appropriate legal authorities.	Session 8.8
		Formulate a plan to advocate for healthy, violence-free, respectful relationships for one's self and community.	Session 8.8
		Determine who (adults) to report potentially unsafe behaviors/situations to both inside and outside of school.	Session 8.8

CH.8.4.5	Students Can:	Identify pro-social behaviors in the school and community.	Session 8.8
		Examine the consequences of unaddressed behaviors that do not respect others, the school, or the community environment.	Session 8.8
		Advocate for a positive and respectful school environment that supports pro-social behavior.	Session 8.8