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<p><input type="checkbox"/> <b>K.5.7.D.1 Differentiate between the use and abuse</b> (i.e., prescribed/unprescribed drugs; own medication/someone else’s medication; correct/incorrect dosage, addiction) <b>of medicinal and non-medicinal substances</b> (e.g., medicines, over-the-counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs...)</p>	<p><input type="checkbox"/> <b>K.5.7.D.2 Explain different consequences, related to different variables</b> (i.e., fair play, legalities, performance, medical, safety, and financial implications), <b>of taking harmful and beneficial drugs or other substances</b> (e.g., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs...)</p>	<p><input type="checkbox"/> <b>K.5.7.D.3 Identify the positive and negative social factors</b> (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) <b>that may influence avoidance and/or use of substances</b> (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...)</p>	<p><input type="checkbox"/> <b>K.5.7.E.1a Describe the human reproductive systems as they relate to fertilization and foetal development</b> (e.g., names of the genitals, union of sperm and egg, stages of foetal development at each trimester, sexual intercourse...)</p>
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<p><input type="checkbox"/> <b>K.5.7.E.1b Explain the human reproduction process and recognize myths related to fertilization</b> (e.g., can't get pregnant the first time, when intercourse is interrupted, when using contraception, if douching immediately afterward, and in certain body positions...)</p>	<p><input type="checkbox"/> <b>K.5.7.E.1c Describe how the endocrine system regulates body changes associated with puberty</b> (e.g., pituitary gland triggers release of estrogen and progesterone, menstruation cycle...)</p>	<p><input type="checkbox"/> <b>K.5.7.E.2a Identify the emotional changes at puberty</b> (e.g., fluctuation of moods and energy, sexual attraction...) <b>and their effect on personal well-being</b> (e.g., fatigue, shyness, lowers or raises self-confidence...)</p>	<p><input type="checkbox"/> <b>K.5.7.E.2b Identify positive ways of coping with daily moods and emotions associated with puberty</b> (e.g., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, participating in school/community activities, reading books...)</p>
<p><b>K E</b></p>	<p><b>K E</b></p>	<p><b>K E</b></p>	<p><b>K E</b></p>

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<p><input type="checkbox"/> <b>K.5.7.E.3a Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female</b> (e.g., abstinence prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...)</p>	<p><input type="checkbox"/> <b>K.5.7.E.3b Identify the effects of social influences</b> (e.g., styles related to dress, hair, make-up, jewellery; cultural rituals; gender equity; harassment, nudity; violence against women...) <b>on sexuality and gender roles</b></p>	<p><input type="checkbox"/> <b>K.5.7.E.3c Identify responsibilities</b> (e.g., respect, abstinence...) <b>and sources of support</b> (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) <b>with regard to sexually related health issues</b></p>	<p><input type="checkbox"/> <b>K.5.7.E.4a Identify the causes, nature, methods of transmission</b> (e.g., sexual intercourse, body fluids, contaminated needles, number of sexual partners...), <b>and methods of prevention of AIDS and HIV infection</b> (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...)</p>
<p><b>K E</b></p>	<p><b>K E</b></p>	<p><b>K E</b></p>	<p><b>K E</b></p>

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<p><input type="checkbox"/> <b>K.5.7.E.4b Identify the common STIs</b> (e.g., genital herpes, gonorrhoea, chlamydia...), <b>their symptoms, and means of prevention</b> (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...)</p>	<p><input type="checkbox"/> <b>S.5.7.A.4 Apply a decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse</b> (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs...)</p>	<p><input type="checkbox"/> <b>S.5.7.A.5 Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours</b> (e.g., abstinence, pregnancy prevention, safer sex practices...)</p>	
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