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| COURSE: Health | GRADE: 12 th Grade |
| UNIT: STD's and AIDS | TIMEFRAME: 4 Lessons |

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| NATIONAL STANDARDS: | |
| STANDARD 1: | Students will comprehend concepts related to health promotion and disease prevention to enhance health. |
| STANDARD 2: | Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. |
| STANDARD 3: | Students will demonstrate the ability to access valid information and products and services to enhance health. |
| STANDARD 4: | Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. |
| STANDARD 5: | Students will demonstrate the ability to use decision-making skills to enhance skills. |
| STANDARD 6: | Students will demonstrate the ability to use goal-setting skills to enhance health. |
| STANDARD 7: | Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. |
| STANDARD 8: | Students will demonstrate the ability to advocate for personal, family and community health. |

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| STATE STANDARDS: | |
| 10.1. Concepts of Health | |
| 10.1.12.A. | Evaluate factors that impact growth and development during adulthood and late adulthood. |
| 10.1.12.B. | Evaluate factors that impact the body systems and apply protective/preventive strategies. |
| 10.1.12.E | Identify and analyze factors that influence the prevention and control of health problems. |
| 10.2. Healthful Living | |
| 10.2.12.D | Examine and apply a decision-making process to the development of short and long-term health goals. |
| 10.3. Safety and Injury Prevention | |
| 10.3.12.A. | Assess the personal and legal consequences of unsafe practices in the home, school or community. |
| Reading Assessment Anchors: | |
| R11.A.2 Understand nonfiction appropriate to grade level | |
| R11.A.2.1 | Identify and apply the meaning of vocabulary in nonfiction |
| R11.A.2.3 | Make inferences, draw conclusions, and make generalizations based on text |
| R11.A.2.4 | Identify and explain main ideas and relevant details |
| R11.B.3 Interpret, describe, and analyze concepts and organization of non-fictional text | |
| R11. B.3.1 | Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text. |

| UNIT OBJECTIVES: | CONTENT: |
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| <p>Interpret the facts about sexually transmitted diseases.</p> | <p>I. STD Facts</p> <ul style="list-style-type: none"> - STD is short for <i>sexually transmitted disease</i>. STDs are illnesses that pass from one person to another through sexual contact. They can be prevented. - There are more than 20 million cases of STDs reported each year in the U.S. 30% occur in adolescents. - STDs can be serious and life threatening. - STDs are caused by pathogens that are transmitted from an infected person to an uninfected person during intimate sexual contact. - The organisms that cause STDs have an affinity for mucous membranes like those in |
| <p>Identify symptoms associated with common sexually transmitted diseases.</p> | <p>II. Common Sexually Transmitted Diseases</p> <ul style="list-style-type: none"> - <u><i>Candidiasis</i></u>: Caused by a fungus and commonly called a yeast infection. This organism is normally present in the vagina, but the use of antibiotics and changes in the sugar level can cause this. - <u><i>Chlamydia</i></u>: Caused by bacteria and are four times more common than gonorrhea. In men the urethra and epididymis are inflamed and in women the vagina and cervix. If the infection is not checked, the upper reproductive tract can be infected, <i>pelvic inflammatory disease</i> (PID). Symptoms include fever, abdominal pain, nausea, and disrupted menstrual periods. Some ectopic pregnancies and cases of sterility have been linked to PID. - <u><i>Gonorrhea</i></u>: Caused by bacteria and can also be transmitted to a baby during birth. Males show more symptoms. If untreated this infection can cause sterility. - <u><i>Syphilis</i></u>: Caused by a bacteria. Untreated it passes through four stages: primary, secondary, latent, and tertiary. If untreated it can result in blindness, paralysis, liver damage, and mental problems. Treatment is penicillin. - <u><i>Genital Herpes</i></u>: Simplex 2 is associated with sores and lesions in the genital area. There is no cure. - <u><i>Genital Warts</i></u>: Dry wart-like growths caused by a virus. No treatment is available to eradicate completely. - <u><i>Pediculosis</i></u> (Pubic Lice): Lice are parasitic insects. They attach themselves to pubic hairs and burrow into the skin, feeding on blood. It is treated by Lindane, a prescription drug and NIX, an over the counter preparation. There are no major complications with this condition. - <u><i>Scabies</i></u>: Tiny parasitic mites that burrow in the skin. They are not always acquired by sexual contact. Close bodily contact is a common way to transmit them. Itching in the genital area |

Explain the future of HIV and AIDS.

occurs four to six weeks after infection. The mites can be spread to other body areas- especially the fingers and forearms – by touching the genital area. Hot baths and medicated creams can cure this problem.

- Trichomoniasis: Caused by a protozoan, often occurring after woman's menstrual cycle. Symptoms may include odorous discharge, genital itching and burning.
- Viral Hepatitis: Infection of the liver caused by a virus. Four types: A, B, C, and D. Symptoms include: fatigue, jaundice, nausea, and abdominal pain. No medication, rest and fluids.
- HIV/AIDS:
 - o Biological Aspects of AIDS
 - Review the terms:
 - HIV, human immune-deficiency virus is a pathogen that causes AIDS, acquired immune deficiency syndrome.
 - Review how the body defends itself from pathogens that try to enter:
 - Unbroken skin, body oil & perspiration, tears, nasal mucus & hairs and cilia.
 - Review the role of the lymphatic system in fighting pathogens:
 - Carries fluid away from body tissue to the circulatory system and filters blood and lymph so that pathogens are removed from the body. White blood cells, lymphocytes, circulate throughout the lymphatic system to fight pathogens. Helper T cells signal B cells to produce antibodies to destroy pathogens. HIV attaches to the helper T cell, takes over that cell and reproduces its genetic makeup inside that cell. HIV spreads unchecked and the immune system cannot defend itself. It is the infections and diseases caused by the weakened immune system that kills the individual. Survival time, once AIDS is diagnosed depends on medicine and treatment. This could be a chronic condition lasting ten to twelve years.
 - o Initial Signs and Symptoms include:
 - swollen lymph glands
 - sore throat
 - skin rash
 - fever
 - Asymptomatic from six months to ten or ore years depending on treatments.
 - The wasting syndrome of weight loss occurs with fever, diarrhea and night sweats.

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| | <ul style="list-style-type: none"> ▪ AIDS is diagnosed when T cells fall below 200. Normal count is 500 to 1200. ▪ Shingles and Thrust occur when the immune system breaks down. ▪ About half of all AIDS patients develop: <ul style="list-style-type: none"> ➤ Pneumocystis Carini Pneumonia (PCP); which is an inflammation of the lungs. ➤ Tuberculosis; is also an opportunistic disease. ➤ Kaposi's Sarcoma; is a type of cancer associated with AIDS. ○ Treatment <ul style="list-style-type: none"> ▪ Protease Inhibitors obstruct the HIV from attaching to the T4 cells. This is used in conjunction with DDi, DDC, AZT or new drugs. Constant monitoring must occur due to developed tolerance. ○ Medical Care <ul style="list-style-type: none"> ▪ AIDS specialist recommended. ▪ Comfort level with physician. ▪ Long term relationship with physician. ▪ Understanding and accessible physician. |
| <p>ACTIVITIES:</p> <p>Brainstorming session: -Teacher concept maps student's current knowledge of STD's on the blackboard. Knowledge is assessed and a discussion ensues. (Interpersonal Communication)</p> <p>Current videos and pictures depicting STD's are shown.</p> <p>Risky Behavior Worksheet – PMSD Materials Book (Self-Management)</p> <p>STD-O: Bingo type game using cards with names of STD's. Students cover spaces when question is asked. Points given for each correct winner towards their grade.</p> <p>"It Just Keeps Spreading" Meeks-Heit p. 104 Discuss why people with Syphilis or Herpes can be more easily infected and can more easily infect others with HIV. (Interpersonal Communication, Accessing Information)</p> <p>STD Prevention Informative: Students may choose to work by themselves or with a small group of no more than four. They design a poem, skit or song stressing prevention techniques. Scored by teacher rubric. (Interpersonal Communication, Self-Management, Analyzing Internal and External Influences)</p> | <p>ASSESSMENTS:</p> <p>Teacher scores each student's STD informative project.</p> <p>Students will score 80% or above on an STD written test of choice: completion, essay, True/False or multiple choice combination.</p> <p>In groups, students will design an STD "Be in the Know" or "Prevention Poster."</p> <p>Students will develop a plan depicting the future of HIV and AIDS.</p> <p>REMEDICATION:</p> <p>Students create STD flashcards.</p> <p>Peer tutoring may be scheduled for before or after school.</p> <p>Information packet could be given for student to take home.</p> <p>Individualized instruction when scheduled by student and parent.</p> <p>ENRICHMENT:</p> <p>Student may interview doctors or local health clinics on frequency of STD's in our area and report the findings</p> |

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| <p>Worksheets: PMSD Materials Book</p> <ul style="list-style-type: none"> ✧ The AIDS News of the Day ✧ Risky Behavior Worksheet ✧ Reasons to Avoid Infection with STD's ✧ Risk Behaviors and Risk Situations for STD ✧ Infection Table 5-12 <p>(Decision-Making/ Goal-Setting, Self-Management)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p>RESOURCES:</p> <p>BOOKS</p> <p>Education for Sexuality and HIV/AIDS Meeks Heit Publishing Company 1993</p> <p>IDEOS</p> <p><i>This Ain't NO Dress Rehearsal, 1997</i> Sunburst communications</p> <p><i>Sex, Drugs, and AIDS, NBC Special, 1995</i></p> <p><i>Sexually Transmitted Diseases 2000</i></p> <p><i>Just Like Us, Sunburst, 1997</i> <i>Time to Wait for Sex, Pam Stenzel</i></p> <p>WEBSITES:</p> <p>www.hsph.harvard.edu www.lib.viowa.edu www.uma-ussn.org</p> | <p>to class for extra credit.</p> <p>Student may design computer generated STD transparency for use in class, specifying:</p> <ul style="list-style-type: none"> ✧ Type (virus or bacteria) ✧ Symptoms, Mode of transmission ✧ Treatments, Long term effects ✧ Whether curable, Diagnosis ✧ Complications, Emotional ✧ Effects, Financial Effects ✧ Relationship outcomes <p>Student may make a bulletin board about STD prevention.</p> <p>Create a power point on all the available drugs used to help treat HIV.</p> |
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