

Course Number, Course, Chapter or Unit Title, and Time Frame

**PE/HEALTH Sexually Transmitted Infections
GRADE 9/10
10 Day Unit**

Content

Infectious disease affects everyone. Who has not “caught a cold” or “had the flu”? There are over 40 kinds of infectious diseases commonly occurring in the United States and many others worldwide. The information learned in this unit will help students identify these common infections. They will also learn strategies in reducing the risk of infection and help control the spread of further infection.

This unit will focus mainly on, according to the Center for Disease Control, the epidemic occurring currently in the United States in relation to Sexually Transmitted Infections/Diseases. About twelve million new cases are reported each year in the U.S. with at least two thirds of those cases occurring among adolescents and young adults-why is this? What are the costs to the individual, family and friends, society? Some consequences include: 1) infertility, 2) increased risk of cancer, 3) infant infection through mother resulting in infection, blindness, or death, 4) physical and emotional suffering, 5) financial expense and 6) death.

Education and information, especially now since recent budget cuts in these areas, can help control the acquisition and spread of these infectious diseases especially among this high- risk behavior population and this is why we offer this unit to our students.

Standards/Common Core Standards

*Several sources of expectations for student learning include: 1) Milton High School’s Mission, which calls for student to reach their potential and contribute to the community. *2) The School’s list of student learning expectations, especially #1 and 6. 3) Massachusetts Health Curriculum Frameworks Standard 4 Reproduction/Sexuality, especially 4.6, 4.7, 4.9, 4.13, 4.15, and 4.18- 4.20 and 4) All National(CDC/SHAPE) Health Standards #1-8).

*-added

21st Century Learning Expectations

- ☒ Effectively apply critical thinking skills to solve problems.
- ☒ Communicate skillfully and effectively through written, visual, oral and technological means.
- ☒ Apply tools and technology to a variety of authentic tasks.
- ☒ Demonstrate connections between and among subjects to enhance understanding of the world.

- ☒ Demonstrate originality and innovation through individual and collaborative work.
☒ Demonstrate good citizenship, personal responsibility and character through individual and collective actions.
☒ Demonstrate understanding and respect for the diversity of ideas, cultures, abilities and lifestyles in the school and beyond.

**Concepts, Skills and Practices
(students will know and be able to...)**

Students will identify common infections and learn strategies in reducing the risk of infection and help control the spread of further infection
 Learn the risks associated with Sexually Transmitted Infections
 Demonstrate ability to use interpersonal communication skills to enhance health
 Apply subject knowledge and techniques in solving/avoiding physical health, mental, and/or social problems.
 Including...
Infectious Diseases:
 Define pathogens
 Bacterial and Viral Pathogens
 Active and Passive Barriers
 Immune System (Passive/Active)
Sexually Transmitted Infections
 “Silent” Epidemic
 Behaviors that prevent the spread of STI's
 Symptoms, treatment, risk of common STI's
 (Chlamydia, Gonorrhea, Trichomoniasis, Genital Warts, Herpes, Syphilis, Scabies, Hepatitis B)
 HIV/AIDS

Essential Questions

1. What is an infectious disease, how do they spread, and how can I prevent?
2. How does the human body respond to infectious disease?
3. What are some common STI's and how can I minimize risk of infection?
4. What is HIV/AIDS; signs, symptoms, treatments and how can I minimize risk of transmission?

Materials and Resources Needed

Most of the reference material for lessons will come from the text but it should only be used as a reference.
 -Text: Glencoe Health< Glencoe/McGraw-Hill, 2009, Ch 23 and 24 (pp627-685).
 -Smartboard, Powerpoint Slides, Computer, DVD player, Internet access are helpful technology aids and help with Tactile and Visual Learners.
 -Most other materials are prepared and provided by the educator and department director

Possible Instructional Strategies	Possible Assessment Practices (both formative and summative)
<input checked="" type="checkbox"/> Present hands-on projects <input checked="" type="checkbox"/> collaborate learning <input checked="" type="checkbox"/> use multimedia presentations (video, audio, etc) <input checked="" type="checkbox"/> map/graph/chart work <input checked="" type="checkbox"/> Debate <input type="checkbox"/> Role Play and/or perform <input type="checkbox"/> <input checked="" type="checkbox"/> Discuss <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Complete Laboratory work <input checked="" type="checkbox"/> Research – text, software, on-line, etc <input type="checkbox"/> Conference <input checked="" type="checkbox"/> Design and/or construct <input checked="" type="checkbox"/> Practice Reading and Writing Comprehension <input checked="" type="checkbox"/> Model (examples, explanations, past student work) <input type="checkbox"/> Practice <input type="checkbox"/> Speak/Sing <input checked="" type="checkbox"/> Listen <input type="checkbox"/> Other: explain below	<input checked="" type="checkbox"/> Present orally – speech, report, etc <input checked="" type="checkbox"/> map/graph/chart work <input checked="" type="checkbox"/> Debate <input checked="" type="checkbox"/> Write, edit, rewrite <input checked="" type="checkbox"/> Create (models, artwork, simulations, video, audio etc) <input checked="" type="checkbox"/> Present Research <input checked="" type="checkbox"/> Compare and contrast <input type="checkbox"/> Complete and Analyze laboratory data <input checked="" type="checkbox"/> Assess Reading Comprehension <input checked="" type="checkbox"/> Assess Listening Comprehension assessment <input type="checkbox"/> Perform (dance, sing, play a sport, role play, act, etc) <input type="checkbox"/> Speak (language, annunciation, body language, etc) <input checked="" type="checkbox"/> Predict results <input checked="" type="checkbox"/> Build or construct <input checked="" type="checkbox"/> Compose <input checked="" type="checkbox"/> Take tests and quizzes <input type="checkbox"/> other: explain below