

# Unit 5: Sexually Transmitted/Infectious Diseases

Content Area: **Health**  
Course(s): **Family Living I**  
Time Period: **1 marking period**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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Students will further their understanding of sexually transmitted diseases. Students will be drawn to the conclusion that abstinence is the best decision to make at this point in their lives.

## Transfer

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Students will be able to independently use their learning to...

- Students will acknowledge the importance of practicing abstinence to maintain a health lifestyle.
- Students will be able to identify appropriate medical steps to follow in case of being infected with a disease.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand that...

- There are many short and long-term health benefits and risks associated with choosing when to become

sexually active.

## **Essential Questions**

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Students will keep considering...

- How do sexually transmitted diseases spread and what is their impact on reproductive health?
- How does abstinence insure a healthy lifestyle?
- What are the appropriate steps to seek medical treatment in case of exposure of a sexually transmitted disease?
- What are the causes signs, and symptoms of Lyme Disease?
- How is lyme disease treated and prevented?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- Differences between viral and bacterial Sexually Transmitted Diseases, their cause and prevention.
- Reasons for practicing abstinence.
- Ways to contract the disease.
- Ways to prevent the disease.
- What are the complications of lyme disease

## **Students will be skilled at...**

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Students will be skilled at...

- Differentiate between viral and bacterial Sexually Transmitted Diseases.
- Defend the decision of abstinence.
- Identifying the signs and symptoms of lyme disease

## **Academic Vocabulary**

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Sexually Transmitted Disease

Abstinence

Infidelity

Gonorrhea

Syphilis

Genital Warts

Genital Herpes

Chlamydia

Pubic Lice

Scabies

HIV/AIDS

Lyme Disease

Antibiotic

Vectors

Zoonosis

## Learning Goal 1

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Acknowledge the different types of sexual transmitted/infectious diseases.

- Acknowledge the different types of sexual transmitted diseases.

HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
HPE.2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
HPE.2.4.12.B.CS2	Responsible actions regarding sexual behavior impact the health of oneself and others.
HPE.2.4.12.B.CS4	Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.

## Target 1

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Identify the bacterial and viral sexually transmitted diseases.

- Identify the bacterial and viral sexually transmitted diseases.

## Target 2

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## Learning Goal 2

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Students will be able to describe the symptoms, mode of transmission, testing, and treatments of STD's.

- Students will be able to describe the symptoms, mode of transmission, testing, and treatments of STD's.

HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
HPE.2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
HPE.2.4.12.B.CS2	Responsible actions regarding sexual behavior impact the health of oneself and others.
HPE.2.4.12.B.CS3	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
HPE.2.4.12.B.CS4	Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.

## Target 1

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Students will be able to identify the symptoms of each disease.

- Students will be able to identify the symptoms of each disease.

## Target 2

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Students will be able to identify how sexually transmitted diseases are transmitted.

- Students will be able to identify how sexually transmitted diseases are transmitted.

## Target 3

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Students will be able to recognize the various treatments used to treat sexually transmitted diseases.

- Students will be able to recognize the various treatments used to treat sexually transmitted diseases.

## Learning Goal 3

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Students will acknowledge the importance of practicing abstinence.

- Students will acknowledge the importance of practicing abstinence.

HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
HPE.2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
HPE.2.4.12.B.CS2	Responsible actions regarding sexual behavior impact the health of oneself and others.
HPE.2.4.12.B.CS3	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.

## Target 1

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Students will be able to identify reasons for practicing abstinence.

- Students will be able to identify reasons for practicing abstinence.

## Learning Goal 4

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Students will be able to recognize infectious diseases that occur during one's lifetime.

HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and
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identify prevention and treatment strategies.

HPE.2.1.12.C.2

Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

HPE.2.1.12.C.CS1

Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

## **Target 1**

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Students will be able to recognize signs and symptoms of lyme disease.

HPE.2.1.12.C.1

Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

HPE.2.1.12.C.2

Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

HPE.2.1.12.C.CS1

Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

## **Target 2**

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Students will be able to identify treatment and prevention of lyme disease.

HPE.2.1.12.C.1

Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

HPE.2.1.12.C.2

Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

HPE.2.1.12.C.CS1

Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

## **Summative Assessment**

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\* Notebooks

\* Quizzes

\* Tests

\* Projects

\* Benchmark

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Formative Assessment and Performance Opportunities**

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- \* Teacher Observation
- \* Class Participation
- \* Discussions
- \* Homework
- \* Notebook

## **Differentiation/Enrichment**

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- \* Modifications as per IEP/ 504 plans
- \* Google classroom resources (powerpoint, guided notes)
- \* Small group activities
- \* Reteaching opportunities in textbook
- \* Directed reading
- \* Inclusion strategies in textbook
- \* Motivating activities in textbook

## **Unit Resources**

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Glencoe Health: Ninth Edition

Topic related videos

Laptops

Topic related worksheets

Shaking Hands Activity

Spider Web Activity

Ed Puzzle Video Clips