

Unit IV: STIs and STDs

Content Area: **Physical Education and Health**
Course(s):
Time Period:
Length: **5 Days**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Unit Summary

The purpose of this unit is to introduce artists to the signs and symptoms of various STDs and STIs. They will also be introduced to resources for treatment of these diseases.

Learning Objectives

- Explain why abstinence is the best way to prevent STI's?
- How would you seek treatment if you suspect that you are infected with an STI/STD?
- What are some risky behaviors through which you could contract an STI/STD?
- What are the signs, symptoms, diagnosis and treatments for STI's?
- What is the difference between HIV and AIDS?

Essential Skills

- Artists will be able to understand how to keep yourself healthy through the practice of safe sex
- Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks
- Demonstrate the ability to use decision making skills to enhance health.
- Recognize how to seek proper treatment if you do contract an STI/STD
- Recognize the signs and symptoms of an STI/STD
- Understand how various STIs and STDs are transmitted from person to person
- Understand the difference between HIV and AIDS

Standards

HE.9-12.2.1.12.PP.2	Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
HE.9-12.2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
HE.9-12.2.1.12.SSH.7	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

Enduring Understanding

- Artists will learn how to cope if they become infected with an STI or STD.
- Artists will learn how to treat various types of STIs and STDs.
- Artists will learn the signs and symptoms associated with various sexually transmitted diseases and infections.
- Artists will understand why the HIV/AIDS virus is transmitted, how it works and why it is so deadly.

Instructional Tasks/Activities

- Constructed response
- Do nows and/or exit slips
- Exit Cards (answer to daily objective questions)
- Graphic organizers or models
- Guided discussion within small groups
- Guided practice
- Individual, small, and large group work
- Quizzes
- Review Activity
- Section Review Questions
- Tests

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms

- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)

- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Assessment Procedure

Student progress will be measured by formative and summative assessments. Either formally or informally artists' progress will be assessed weekly in order to maximize student understanding of current and cumulative topics. In this unit a variety of STD's will be discussed. For each disease signs and symptoms will be presented first followed by the treatment for the disease. Finally, artists will be asked to use this information to apply their knowledge of this topic to their own personal life choices and decisions.

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Flashcards and/or drill and practice
- Forced Choice Activities
- Group Projects
- Inquiry based activities with reflective discussion
- Journal / Student Reflection
- Kahoot

- Lecture with note taking or guided notes
- Other named in lesson
- Peer Review
- Performance
- PowerPoint presentations
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Whole and small group discussions
- Worksheet

Honors Modifications

Resources

- CDC Resources for STDS: https://www.cdc.gov/std/healthcomm/fact_sheets.htm
- Local Health Screenings: <https://www.atlantic-county.org/public-health/screenings-clinics.asp>