BIOLOGY I
Communicable Diseases Including STDs
Biology I
Sexually Transmitted Diseases

Overview
The Biology I curriculum on communicable diseases including STDs examines the causes and characteristics of STD’s and analyzes the relationship between unsafe behaviors and personal health.

Concept
The student shall assess the relationship between body structure and function and personal health throughout their life span.

I. Instructional objectives - The student shall be able to:
   A. Examine the effects of health behaviors on body systems. (TEKS: 6B)
   B. Relate the importance of early detection and the warning signs that prompt individuals of all ages to seek health care. (TEKS: 6B)

II. Content
   A. Causes and transmission of common STD’s
   B. Symptoms of common STD’s
   C. Complications of conception, fetal development, and childbirth

III. Teaching suggestions and activities
   Day 1: Setting Ground Rules, Sorting Fact from Fiction, Viruses/HIV power point and notes, How HIV Infects Cells Coloring Activity
   Day 2: Why is HIV Dangerous power point and notes, Big Decisions Goals and Dreams (pick from 4 activities)
   Day 3: STD power point and notes, STD Lab Activity: Spreading the Love, Which STD am I activity, STD crossword puzzle
   Day 4: STD wheels activity, Dr D Agnosis activity, Media Influence (choose appropriate activity from Big Decisions)
   Day 5: STD and Pregnancy Prevention notes and chart, “Who Do You Call” activity, Risky Behaviors Activity, 25 Ways to Say NO and Show Love

IV. Enrichment activities
   A. Students research a sexually transmitted disease and make an informative pamphlet or poster board.
   B. Students prepare reports on other communicable diseases caused by bacteria, protozoans, or viruses.

V. Approved Internet Research Sites for Teachers
   American Red Cross
   http://www.redcross.org
   Centers for Disease Control and Prevention
   http://www.cdc.gov
   Consumer Health Information
   http://www.healthfinder.gov
   Department of Health and Human Services
http://www.os.dhhs.gov
National Institutes of Health
http://www.nih.gov
Office of Disease Prevention and Health Prevention (Healthy People 2010)
http://www.odphp.osophs.dhhs.gov
Texas Department of Health
http://www.tdh.state.tx.state.tx.us
Word Finds, Puzzles, Etc.
http://puzzlemaker.school.discovery.com
Concept
The student is literate in disease prevention and health promotion throughout their life span.

I. Instructional objectives - Student will:
   A. Identify, describe and assess available community health related sources. (TEKS: 2C)
   B. Develop and analyze strategies related to prevention of STD’s. (TEKS: 2D)

II. Content
   A. Identify high-risk behaviors
   B. Identify ways to reduce the risk of STD infection
   C. Sources of information related to STDs
   D. Seeking help

III. Teaching suggestions and activities
   Day 1: Setting Ground Rules, Sorting Fact from Fiction, Viruses/HIV power point and notes, How HIV Infects Cells Coloring Activity
   Day 2: Why is HIV Dangerous power point and notes, Big Decisions Goals and Dreams (pick from 4 activities)
   Day 3: STD power point and notes, STD Lab Activity: Spreading the Love, Which STD am I activity, STD crossword puzzle
   Day 4: STD wheels activity, Dr D Agnosis activity, Media Influence (choose appropriate activity from Big Decisions)
   Day 5: STD and Pregnancy Prevention notes and chart, “Who Do You Call” activity, Risky Behaviors Activity, 25 Ways to Say NO and Show Love

IV. Enrichment activities
   A. Discuss how drug and alcohol use affects decision making

V. Remediation/modification activities
   A. List some high-risk behaviors.
   B. List ways to reduce risks.

VI. Approved Internet Research Sites for Teachers
    American Red Cross
    http://www.redcross.org
    Centers for Disease Control and Prevention
    http://www.cdc.gov
    Consumer Health Information
    http://www.healthfinder.gov
    Department of Health and Human Services
    http://www.os.dhhs.gov
    National Institutes of Health
    http://www.nih.gov
    Office of Disease Prevention and Health Prevention (Healthy People 2010)
    http://www.odphp.osophs.dhhs.gov
    Texas Department of Health
    http://www.tdh.state.tx.state.tx.us
Concept
The student shall analyze the relationship between unsafe behaviors and personal health.

I. Instructional objectives - The student shall be able to:
   A. Analyze the relationship between the use of refusal skills and the avoidance of unsafe situations. (TEKS: 7G)
   B. Discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, STD’s, and the sexual transmission of HIV. (TEKS: 7L)

II. Content
   A. Strategies for refusal
   B. Methods for reducing risk of transmission

III. Teaching suggestions and activities
   Day 1: Setting Ground Rules, Sorting Fact from Fiction, Viruses/HIV power point and notes, How HIV Infects Cells Coloring Activity
   Day 2: Why is HIV Dangerous power point and notes, Big Decisions Goals and Dreams (pick from 4 activities)
   Day 3: STD power point and notes, STD Lab Activity: Spreading the Love, Which STD am I activity, STD crossword puzzle
   Day 4: STD wheels activity, Dr D Agnosis activity, Media Influence (choose appropriate activity from Big Decisions)
   Day 5: STD and Pregnancy Prevention notes and chart, “Who Do You Call” activity, Risky Behaviors Activity, 25 Ways to Say NO and Show Love

IV. Enrichment activities
   A. Writing a short essay on reasons to remain abstinent until marriage.
   B. Discussion of how achieving personal goals can be affected by making poor decisions.

V. Remediation/Modification activities
   A. Say “No!” ten times as if you mean it.
   B. List responsible vs. irresponsible behaviors.

VI. Approved Internet Research Sites for Teachers
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   http://www.redcross.org
   Centers for Disease Control and Prevention  
   http://www.cdc.gov
   Consumer Health Information  
   http://www.healthfinder.gov
   Department of Health and Human Services  
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   Texas Department of Health  
   http://www.tdh.state.tx.us
   Word Finds, Puzzles, Etc.
RECOMMENDED FORMAL AND INFORMAL ASSESSMENT STRATEGIES

Student participation
Class discussion
Teacher Observation

Works Cited:
www.worththewait.org
www.bigdecisions.org
www.sexualityandu.ca/multimedia/comparison/index.asp
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