



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent for
Curriculum and Instruction

Health Education IV

Content Area: Health Education

Grade Span: 12th Grade

Revised by: Toni Tassio

Presented by: Robert Harmer

Approval date: August 2022

Members of the Board of Education

Dr. Tom Connors – Board President

Shantell Cherry – Vice President

Nancy Corradino

Ralph Johnson

Kimberly Lane

Calvin Laughlin

Sarah Rashid

Zoe Scotto

Brenda Smith

Piscataway Township Schools

1515 Stelton Road

Piscataway, NJ 08854-1332

732 572-2289, ext. 2561

Fax 732 572-1540

www.piscatawayschools.org

COURSE OVERVIEW

Description		
<p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections. There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.</p> <p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p> <p>There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p> <p>All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.</p> <p>All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle</p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family, and community health decisions.</p> <p>All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.</p> <p>All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</p> <p>Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.</p>		
Goals		
<p>Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle</p> <p>All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	<p><u>Diseases and Health Conditions</u></p> <p>Infectious Diseases</p> <p>STDs</p> <p>Lifestyle Diseases</p>	5 to 10 hours
Unit 2	<p><u>Interpersonal Communication:</u></p> <p>Your Changing Personality</p>	5 to 10 hours
Unit 3	<p><u>Decision-Making and Goal Setting:</u></p> <p>Emotional Health</p>	5 to 10 hours

	<p>Mature Life Aging Death Health Choices and Behaviors</p>	
Unit 4	<p><u>Alcohol, Tobacco, and Other Drugs</u> Alcohol: Use and Abuse Tobacco Other Drugs</p>	5 to 10 hours
Unit 5	<p><u>Dependency/Addiction and Treatment</u> Drugs of Abuse</p>	5 to 10 hours
Unit 6	<p><u>Relationships</u> Dating Commitment Marriage Family Life</p>	5 to 10 hours
Unit 7	<p><u>Sexuality</u> Understanding Sexuality STDs</p>	5 to 10 hours
Unit 8	<p><u>Pregnancy and Parenting</u> From Conception through Parenting Prevention Pregnancy & STDs</p>	5 to 10 hours

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale
All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.
State Standards
2.1.12.C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies
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
2.1.12.C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state
2.1.12.C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness
2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
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.
2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.
2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
2.1.12.PP.8: Assess the skills needed to be an effective parent.
2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues
2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources
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.
2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.
2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.
2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.
2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
2.1.12.CHSS.7: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts
2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers
2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries
2.3.12.B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.

2.3.12.B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy
2.3.12.B.5 Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
2.3.12.C. 1 Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death
2.3.12.C. 2 Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
2.3.12.C. 3 Analyze the societal impact of substance abuse on the individual, family, and community.
2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage
2.4.12.A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood
2.4.12.A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage
2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence)
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.
2.4.12.B.2 Evaluate information that supports abstinence from sexual activity using reliable research data.
2.4.12.B. 3Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.
2.4.12.B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
2.4.12.B.5 Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine)
2.4.12.C.0 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

2.4.12.C.1 Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.
2.4.12.C.2 Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
2.4.12.C.3 Evaluate the methods and resources available to confirm pregnancy.
2.4.12.C.4 Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
2.4.12.C.5 Evaluate parenting strategies used at various stages of child development based on valid sources of information.
2.4.12.C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.
2.4.12.C.7 Analyze factors that affect the decision to become a parent.

UNIT 1:

Diseases and Health Conditions

Infectious Diseases

STDs

Lifestyle Diseases

Summary and Rationale	
All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.	
Recommended Pacing	
5 to 10 hours	
State Standards	
Standard	
2.1.12.C	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
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.
2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
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.
2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
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.
2.1.12.CHSS.1	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
2.1.12.CHSS.3	Explain the purpose of the Safe Haven Law and identify locations in your community.
2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe-haven, adoption, and prenatal care).

2.1.12.CHSS.7	Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
2.3.12.HCDM.1	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.3.12.HCDM.3	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine)

Instructional Focus

Unit Enduring Understandings

- Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
- Knowing how and when to navigate the health care system is critical to maintaining wellness.
- Everyone will experience difficult or unpleasant emotions from time to time.
- The major risk factors for teen suicide are depression, other mental disorders, and substance abuse.

Unit Essential Questions

- What is the significance of knowing the current and emerging diagnostic treatment options for diseases and health conditions?
- Why is it so difficult for some people to access health care?
- Why do mental and emotional problems vary in severity and duration?
- Why should anyone talking about suicide be taken seriously?
- Who can you ask for help in school? At home? At work?

Objectives

Students will know:

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

The anatomy and physiology of the male and female reproductive system.

How and when to complete a breast and testicular self- examination.

During what part of the menstrual cycle the woman is most fertile.

The value of regular medical examinations.

Students will be able to:

Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions.

Investigate and assess local, state, national, and international public health efforts to prevent and control diseases and health conditions.

Connect advances in medicine and technology to the diagnosis and treatment of mental illness.

Assess the short- and long-term impacts of injuries on the individual, family members, the community, and the workplace.

List at least three factors that impact personal health in disease and health conditions.

Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system.

Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's.

Predict diseases and health conditions that are most common during one's lifespan.

Create public service announcements that educate the public about current health conditions and diseases,

Compare and contrast the warning signs of a mental illness.

Summarize the signs and symptoms of mental and emotional disorders.

Summarize the warning signs of suicide.

Investigate the emotional, social, and financial impact of a mental illness on the family, community and state.

Compare and contrast the different types of health care professionals that treat mental illnesses.

Identify the components of the male and female reproductive systems.

Predict the possible long-term effects of not receiving routine medical examinations of the reproductive system.

Describe the major events of the menstrual cycle and summarize how this helps with reproductive healthcare.

Summarize the physiology from conception to birth.

Identify and explain the four stages of the human sexual response.

Explain why women may experience premenstrual syndrome.

Compare and contrast male & female reproductive system health concerns and discuss the importance of education and preventive health care throughout adulthood.

Identify the components of the male and female reproductive systems. Predict the possible long-term effects of not receiving routine medical examinations of the reproductive system.

Compare and contrast male & female reproductive system health concerns and discuss the importance of education and preventive health care throughout adulthood.

Resources

**Core Text: HEALTH Making Life Choices
(Glencoe 2010)**

Suggested Resources: : Human Relations Media "Curriculum in a Box"

UNIT2: Interpersonal Communication:
Your Changing Personality

Summary and Rationale	
All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
Recommended Pacing	
5 to 10 hours	
State Standards	
Standard	
2.2.12.A	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
-	
2.2.12.A.3-	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Making good health decisions requires the ability to access and evaluate reliable resources. • Effective communication skills enhance a person’s ability to express and defend their beliefs. • Decision-making can be affected by a variety of influences that may not be in a person’s best interest. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do you know whether or not health information is accurate? • How do I learn to stand for and communicate my beliefs to others without alienating them? • Why might educated people make poor health decisions? • How do I overcome negative influences when making decisions about my personal health? • How does stereotyping negatively affect relationships? 	
Objectives	
<p>Students will know:</p> <p>Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</p> <p>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p> <p>Technology increases the capacity of individuals to communicate in multiple and diverse ways</p> <p>Students will be able to:</p>	

Employ strategies to improve communication and listening skills and assess their effectiveness with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

Provide examples of effective communication strategies that strengthen interpersonal interactions and relationships and solve conflicts.

Provide examples of the impact of technology on interpersonal and individual communication in supporting wellness and a healthy lifestyle in multiple and diverse ways.

Provide examples of effective interpersonal communication skills that encompass respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Use appropriate research methodology to investigate a health problem or issue.

Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.

Teach others how to use communication skills, including refusal, negotiation, and assertiveness.

Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.

Resources

**CoreText: : HEALTH Making Life Choices
(Glencoe 2010)**

SuggestedResources:

Sexual Violence unit outline/note
handouts, power - points , “Human
Relations Media Curriculum in a Box:
Relationships” DVD “Abusive
Relationships Crossing the Line”,
“Understanding and Preventing Sexual
Violence”, “Speak” movie on date rape
“One Day in October” video on date
rape, learning kit activities from video

UNIT3: Decision-Making and Goal Setting:

Emotional Health

Mature Life

Aging

Death

Health Choices and Behaviors

Summary and Rationale

The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions

Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.

Recommended Pacing

5 to 10 hours

State Standards

Standard

2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
2.1.12.SSH.10	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
2.2.12.B	Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
2.3.12.PS.5	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
2.3.12.PS.7	Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.

Instructional Focus

Unit Enduring Understandings

Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.

Unit Essential Questions

- What should I plan for and what should I just let happen in order to achieve lifetime wellness?
- What are some warning signs of an abusive relationship?
- What are some things you can do to get out of an unhealthy relationship?

Objectives

Students will know:

Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.

Students will be able to:

Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.

Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.

Develop a personal wellness plan that contributes to healthy decision making over a lifetime

Demonstrate and evaluate the use of decision making skills.

Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.

Use reliable and valid health information to assess social situations and conditions that impact health and safety.

Analyze the use of ethics and personal values when making

Resources

**Core Text: HEALTH Making Life Choices
(Glencoe 2010)**

Suggested Resources:

UNIT4: Alcohol, Tobacco, and Other Drugs

Alcohol: Use and Abuse

Tobacco

Other Drugs

Summary and Rationale

All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle.

Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

Recommended Pacing

5 to 10 hours

State Standards

Standard

2.3.12.B.0	Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. ~ Alcohol, Tobacco, and Other Drugs
2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
2.3.12.HCDM.2	Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.

Instructional Focus

Unit Enduring Understandings

- Physiological problems, such as hand tremors and blackouts, psychological problems, such as an obsessive desire to drink, and behavioral problems that disrupt social or work life.
- Alcoholics can be of any age, background, income level, social, or ethnic group. Very often alcoholism affects highly educated people. Several studies even showed that people who lack motivation are less likely to become addicted to alcohol than highly motivated individuals.
- Drugs are chemicals. Different drugs, because of their chemical structures, can affect the body in different ways. In fact, some drugs can even change a person's body and brain in ways that last long after the person has stopped taking drugs, maybe even permanently.

- Active smoking means that the person is actively lighting up a cigarette and smoking it. Passive smoking, also known as second hand smoking or environmental tobacco smoke, is created through the exhaled particles of an active smoker.
- Alcohol, specifically ethanol, a central nervous system depressant, when ingested in excessive quantity has drastic effects on human body and causes liver cirrhosis, increased risk of cancer, coma and in some cases even death.
- Smoking harms every organ in the body
- Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.
- Addiction or compulsive drug use despite harmful consequences is characterized by an inability to stop using a drug; failure to meet work, social, or family obligations; and, sometimes (depending on the drug), tolerance and withdrawal. Physical dependence, in which the body adapts to the drug, requiring more of it to achieve a certain effect (tolerance) and eliciting drug-specific physical or mental symptoms if drug use is abruptly ceased (withdrawal)
- Drug addiction is a chronic, often relapsing brain disease that causes compulsive drug seeking and use, despite harmful consequences to the drug addict and those around them. Drug addiction is a brain disease because the abuse of drugs leads to changes in the structure and function of the brain.
- Recovery is a process, and there's bound to be some bumps in the road. But the individual can overcome the addiction by learning how to cope in ways that are constructive rather than destructive to yourself and others.
- Drugs produce a variety of short-term effects, but the most common ones include increased heart rate, high blood pressure, dizziness, tremors, mood changes and paranoia. In the long-term, substance abuse may lead to mental and physical effects that will require treatment to resolve. These effects can include paranoia, psychosis, immune deficiencies, and organ damage.
- There are common indicators, stages and influencing factors of chemical dependency.

Unit Essential Questions

- What are some of the effects of alcoholism on the family and society?
- What are the harmful effects of stimulants, depressants, hallucinogens, anabolic steroids, designer drugs and inhalants on the body?
- What is the difference between passive and active smoke?
- What are the progressive effects of alcohol on the body?
- What kind of damage does tobacco do to the body?
- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
- How do you make the "right" decisions in the face of peer, media and other pressures?

Objectives

Students will know:

Young individuals begin smoking or using smokeless tobacco for several reasons including the marketing strategies, susceptibility, and social norms.

Alcohol interferes with a person's perception of reality and ability to make good decisions. This can be particularly hazardous for kids and teens who have less problem-solving and decision-making experience.

Alcoholism and alcohol abuse are due to many interconnected factors, including genetics, how you were raised, your social environment, and your emotional health.

Illegal drugs are not manufactured in controlled environments under strict standards of quality. The side-effects multiply, compound and can cause permanent damage the more frequently you take the drugs. The highly

addictive characteristics may take away any control you have over the continuation of self-inflicted damage. There are immediate and long-term consequences of risky behavior associated with substance abuse

Students will be able to:

Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries.

Research the possible fines, jail times and other ramifications connected to the sale and/or possession of illegal drugs

Discuss how personal independence, past experiences, and social responsibility influence of alcoholism

Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs, and unintended pregnancy.

Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgement, and memory.

Evaluate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis.

Interpret health related information regarding tobacco

Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.

Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, the liver, the reproductive system, and the immune system.

Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.

Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.

Resources

**Core Text: Health –
Making Life Choices (Glencoe Text Book)**
Suggested Resources:

UNIT5: Dependency/Addiction and Treatment

Drugs of Abuse

Summary and Rationale	
<p>All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.</p>	
Recommended Pacing	
5 to 10 hours	
State Standards	
Standard	
2.3.12.C	Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. ~ Dependency/Addiction and Treatment
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
Instructional Focus	
Unit Enduring Understandings	
<p>Addiction or compulsive drug use despite harmful consequences is characterized by an inability to stop using a drug; failure to meet work, social, or family obligations; and, sometimes (depending on the drug), tolerance and withdrawal. Physical dependence, in which the body adapts to the drug, requiring more of it to achieve a certain effect (tolerance) and eliciting drug-specific physical or mental symptoms if drug use is abruptly ceased (withdrawal).</p> <p>Drug addiction is a chronic, often relapsing brain disease that causes compulsive drug seeking and use, despite harmful consequences to the drug addict and those around them. Drug addiction is a brain disease because the abuse of drugs leads to changes in the structure and function of the brain.</p> <p>Recovery is a process, and there's bound to be some bumps in the road. But the individual can overcome the addiction by learning how to cope in ways that are constructive rather than destructive to yourself and others.</p> <p>: Drugs produce a variety of short-term effects, but the most common ones include increased heart rate, high blood pressure, dizziness, tremors, mood changes and paranoia. In the long-term, substance abuse may lead to mental and physical effects that will require treatment to resolve. These effects can include paranoia, psychosis, immune deficiencies, and organ damage.</p> <p>There are common indicators, stages and influencing factors of chemical dependency</p>	
Unit Essential Questions	
<ul style="list-style-type: none">• What are the differences between dependency and addiction• How could an individual go about quitting a behavior that they have become addicted to?• What are the long term and short term consequences of substance abuse?	

Why does one person become an addict and another does not?

Objectives

Students will know:

All psychoactive drugs may cause mental health problems while you are taking them and as you clear the drug from your body. These can include anxiety, mood swings, depression, sleep problems and psychosis. Psychoactive drugs may cause ongoing mental health problems.

Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.

The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

Quitting is a complicated process because there are many factors, physical, mental, and emotional, that make quitting difficult.

The risks associated with binge drinking and how to make good decisions regarding the topic.

Some of the mistakes that young adults make regarding abusing drugs while away at college.

Students will be able to:

Identify duration of drug abuse to the incidence of drug-related injury, drug-related illness, and drug-related death.

Examine the different steps needed to become addiction free or sober

Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society.

Compare and contrast the stages of dependency and addiction.

Recognize reasons for drug use

Explain how peer norms and expectations can affect the individual and society

Compare and contrast the physical, social, and emotional indicators of possible substance abuse.

Compare and contrast the physical and psychological stages of dependency.

Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs.

Evaluate factors that support an individual to quit using substances.

Discuss and explain the risks associated with drinking alcohol and how that affects your ability to make good decisions.

By viewing various scenarios on the videos, students will know what could happen after drinking alcohol and the consequences of such actions.

Resources

**Core Text: : HEALTH Making Life Choices
(Glencoe 2010)**
created power points

UNIT6: Relationships

Dating
Commitment
Marriage
Family Life

Summary and Rationale

All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living

Recommended Pacing

5 to 10 hours

State Standards

Standard

2.4.12.A.0	All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood
2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).
2.3.12.PS.5	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
2.3.12.PS.6	Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

Instructional Focus

Unit Enduring Understandings

Relationships are the connections people have with each other.
Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles
Technological advances continue to provide increased opportunities to develop relationships anytime and anywhere with a worldwide audience but can also create new issues in relationships as well.

Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.

Unit Essential Questions

- What is the basis for a healthy relationship?
- Why is it so hard to have healthy relationships?
- How does your family influence the adult you will become?
- Why is communication important in relationships?

Objectives

Students will know:

Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another. Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.

The family provides the first opportunity for a person to develop relationship skills. Every family is different but all families provide the foundation for future relationships.

Students will be able to:

Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam).

Examine the current and historical role of life commitments, such as marriage.

Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood.

Investigate how different family structures, values, rituals, and traditions meet basic human needs worldwide.

Describe the important characteristics of a friend, family member, significant other, spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage.

Develop strategies to address domestic or dating violence and end unhealthy relationships

Compare and contrast various technological advances and inventions and their impacted they have on the development and maintenance of local and global interpersonal relationships.

Name at least three characteristics of a healthy relationship.

Explain the importance of family on an individual.

Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships.

Compare and contrast adolescent and adult dating practices.

Discuss the importance of physical and emotional intimacy in a healthy relationship.

Resources

**Core Text: : HEALTH Making Life Choices
(Glencoe 2010)**

UNIT 7: Sexuality

Understanding Sexuality

STDs

Summary and Rationale	
All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle	
Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living	
Recommended Pacing	
5 to 10 hours	
State Standards	
Standard	
2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms, and culture on the expression of gender, sexual orientation, and identity.
2.1.12.SSH.2	Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH.3	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues
2.4.12.B.0	All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
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.
2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.
2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine
Instructional Focus	
Unit Enduring Understandings	
External pressures and opportunities that present themselves may influence a person to become sexually active. Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process. There are many additional challenges that confront those who are not heterosexual.	
Unit Essential Questions	

- What factors would one use to determine if he/she is ready to be sexually active?
- Why does the United States have a high incidence of unintended pregnancies and sexually transmitted infections?
- What determines a person's sexual orientation?
- How is a person's sex, gender, and sexual orientation related/unrelated to each other?

Objectives

Students will know:

The decision to become sexually active affects one's physical, social, and emotional health.

Responsible actions regarding sexual behavior impact the health of oneself and others.

Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.

Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease. It is important for people to have positive images of contraception for those who choose to have intercourse but want to avoid pregnancy and/or disease.

Discussion of various types of contraceptive methods and their use and effectiveness.

It is important to know how to assess one's risk for an unplanned pregnancy, how to work cooperatively with a partner to assume responsibility for contraception, how to summarize health information from a variety of valid and reliable health sources, the signs and symptoms of STI's, and how to protect yourself from STI's.

Know that sex role stereotypes are common; many believe that homosexuality may not be a choice or lifestyle; that homophobia still exists; the value of using the common terms with young children when speaking to them about sex; the value of being open and honest with young children about sexuality.

Students will be able to:

Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures based on the long-term effects of adolescent sex on future education, on career plans and on the various dimensions of wellness.

Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.

Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.

Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health.

Investigate current and emerging topics related to sexual orientation.

Analyze how becoming sexually active will affect one's health.

List actions regarding sexual behavior impacting the health of oneself and others.

Describe an ideal situation to discuss topics regarding sexuality.

Name at least one way to assist in the prevention and treatment of sexual illness and sexual disease.

Identify at least five biological differences between men and women.

Describe gender, gender identity, sex roles, and sexual orientation.

Identify at least five myths about homosexuality.

Identify the four languages of sexuality.

Identify three guidelines to keep in mind when speaking to young children about sexuality.

Resources

Core Text: : HEALTH Making Life Choices
(Glencoe 2010)

UNIT 8: Pregnancy and Parenting

From Conception through Parenting
Prevention Pregnancy & STDs

Summary and Rationale

All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

Healthy pregnancy begins well before conception.

Prenatal care is important to ensure a healthful pregnancy.

There are individuals who are unable to have children.

There are options for those couples who want children but are not able to conceive naturally.

It is a personal choice whether or not to have children.

There are many responsibilities involved in parenthood.

There are a number of responsibilities that go along with having children.

Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

Recommended Pacing

5 to 10 hours

State Standards

Standard

2.1.12.PP.3	Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information.
2.1.12.PP.5	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
2.1.12.PP.6	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
2.1.12.PP.8	Assess the skills needed to be an effective parent.
2.1.12.PP.9	Evaluate parenting strategies used at various stages of child development based on reliable sources of information.

2.4.12.C.0	All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.
2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.
2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.
2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.
2.4.12.C.7	Analyze factors that affect the decision to become a parent.

Instructional Focus

Unit Enduring Understandings

Raising a child requires physical, economic, emotional, social and intellectual commitment.
Prenatal care has a direct impact on the delivery and long-term health of the child.
It is important for people to have positive images of contraception for those who choose to have intercourse but want to avoid pregnancy and/or disease.
Discussion of various types of contraceptive methods and their use and effectiveness.
It is important to know how to assess one's risk for an unplanned pregnancy, how to work cooperatively with a partner to assume responsibility for contraception, how to summarize health information from a variety of valid and reliable health sources, the signs and symptoms of STI's, and how to protect yourself from STI's.

Unit Essential Questions

- How do you know when you are ready to have a child?
- Why is it imperative to find out you are pregnant as soon as possible?
- Why is prenatal care essential to embryonic growth and fetal development?
- How do you know which contraception is right for you?

Objectives

Students will know:

Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

Signs and Symptoms of Pregnancy

Prenatal Care

Healthy Pregnancy

Stages of Birth

Abortion

It is important for people to have positive images of contraception for those who choose to have intercourse but want to avoid pregnancy and/or disease.

Discussion of various types of contraceptive methods and their use and effectiveness.

How to assess one's risk for an unplanned pregnancy, how to work cooperatively with a partner to assume responsibility for contraception, how to summarize health information from a variety of valid and reliable health sources, the signs and symptoms of STI's, and how to protect yourself from STI's.

The value of good health before becoming pregnant, the value of good health habits and prenatal medical care during pregnancy, the early signs of pregnancy, the benefits of childbirth classes, and the advantage of having a partner or coach present during childbirth class during delivery.

A healthy pregnancy begins well before conception.

Prenatal care is important to ensure a healthful pregnancy.

It is a personal choice whether or not to have children.

Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

How STI's are transmitted.

How STI's are treated and how to obtain treatment.

The pathogens of the most common STI's.

The complications of not treating a STI.

How to prevent the spread of STI's.

What body fluids contain enough HIV to infect a person.

The opportunistic infections that individuals get when they have AIDS.

Students will be able to:

Compare and contrast embryonic and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.

Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs, infections, and environmental hazards and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.

Explain the methods and resources available to confirm pregnancy.

Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.

Assess and evaluate parenting strategies used at various stages of child development.

Investigate the legal rights and responsibilities of teen mothers and fathers with those of adults regarding pregnancy, abortion, parenting, and contraceptives.

Discuss factors that influence the decision to have or to adopt a child.

Compare and contrast pregnancy options.

Describe the stages of labor and childbirth and compare childbirth options.

Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.

Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.

Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.

Develop positive images of contraception for people who choose to have intercourse but want to avoid pregnancy and/or disease.

Describe various types of contraceptive methods and their use and effectiveness.

Assess one's risk for an unplanned pregnancy, how to work cooperatively with a partner to assume responsibility for contraception, how to summarize health information from a variety of valid and reliable health sources, the signs and symptoms of STI's, and how to protect yourself from STI's.

Develop positive images of contraception for people who choose to have intercourse but want to avoid pregnancy and/or disease.

Describe the major events of the menstrual cycle and summarize how this helps with reproductive healthcare.

Summarize the physiology from conception to birth.

Identify and explain the four stages of the human sexual response.

Explain why women may experience premenstrual syndrome.

Summarize the physiology from conception to birth, identify factors that influence a health pregnancy.

Summarize the development from conception to birth.

Identify at least four substances that may harm the baby during development.

Identify the early signs of pregnancy and identify signs that the baby is near delivery.

Explain the three stages of labor and delivery as well as alternative forms of delivery

Describe fetal/maternal circulation, and describe in vitro fertilization, artificial insemination, and surrogate motherhood.

Explain how and where conception occurs, explain the differences in identical and fraternal twins, explain how a woman is still able to have a baby after getting a tubal ligation, and explain how a baby develops in the womb.

Definitions of the following terms: amniotic sac and fluid, trimesters, umbilical cord, prenatal care, and placenta.

Differences in identical and fraternal twins.

The two types of pregnancy tests and what to do after a positive test.

Explain why individuals decide to have children and why individuals decide not to have children.

Describe health behaviors a woman should practice before pregnancy to increase the chances of a healthy pregnancy and delivery.

Explain why it is extremely important for a woman to find out if she is pregnant as early as possible, and how a woman should take care of her and her baby's needs while pregnant.

Summarize how HIV/AIDS is transmitted through the process of infection.

Explain how condoms prevent the spread of STI's.

Explain the incubation period of HIV and when the virus causes humans to develop AIDS.

Summarize the signs and symptoms of the common STI's.

Identify two of the most common STI infections in the US today and treatment options.

Identify two of the most common STI infections today that there is no cure for.

Identify common symptoms of AIDS.

Explain ways to eliminate or reduce the risk of getting a sexually transmitted infection.

Describe the relationship between pelvic inflammatory disease and infertility.

Resources

Core Text: : HEALTH Making Life Choices
(Glencoe 2010)