

INTRODUCTION

This supplement contains American Government, Economics, and American History lesson plans which are keyed to the Competency Based Curriculum.

Please feel free to expand upon the materials as you see fit. Some suggestions include painting a class mural, drawing bumper stickers, and designing T-shirts about AIDS awareness.

If you do not have a copy of the district curriculum AIDS: Get the Facts!®, please call the district HIV/AIDS Education Program at 995-7118. Likewise, if you have comments or suggestions, please call as the staff would love to hear from you.

Please note: The curriculum and this supplement may be photocopied for use by other teachers. Please share these materials as you see fit.

AIDS: GET THE FACTS!
SOCIAL STUDIES SUPPLEMENT
11th and 12th GRADE

ACKNOWLEDGMENTS

Miami-Dade County Public Schools would like to express appreciation to the following individuals for their help and cooperation in the development of these Social Studies lessons.

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TABLE OF CONTENTS

AMERICAN GOVERNMENT 12TH GRADE

LESSON I: Evaluating the Issue of HIV/AIDS Testing for Teenagers

Component: II
Objective: 3
Competency: E (c)

LESSON II: Legal and Ethical Concerns for Persons with HIV/AIDS

Component: III
Objective: 3
Competency: B (b)

LESSON III: Proposing Solutions to the Problem of HIV/AIDS in the United States

Component: II
Objective: (5)
Competency: B (b)

LESSON IV: U.S. Government Attempts to Solve the Problem of HIV/AIDS

Component: II
Objective: 1
Competency: E (a)

LESSON V: Debate on how effective the U.S. Government has been in Solving the Problem of HIV/AIDS

Component: II
Objective: 3
Competency: E (b)

LESSON VI: Evaluation of the Florida State Legislature's Record in dealing with HIV/AIDS

Component: II
Objective: 3
Competency: E (a)

ECONOMICS 12TH GRADE

LESSON I: Estimating the Cost and Impact of HIV/AIDS on the Family

Component: IV
Objective: 1
Competency: A (c)

LESSON II: Fundamental Economic Concepts Applied to the Problem of HIV/AIDS

Component: IV
Objective: 1
Competency: A (b)

LESSON III: The Cost of HIV/AIDS

Component: IV
Objective: 1, 3
Competency: A (c)

LESSON IV: Status of the Global HIV/AIDS Pandemic

Component: V, VI
Objective: 5, 7
Competency: A (c), B (a)

AMERICAN HISTORY 11TH GRADE

LESSON I: Community Service Information

Component: II
Objective: 2
Competency: A (a), A (b), A(c), A (d)

LESSON II: Just Say No

Component: V
Objective: 5
Competency: C (b) (c) (d)

LESSON III: HIV/AIDS Newspaper

Component: II
Objective: 13
Competency: C

LESSON IV: Discrimination or Good Sense

Component: V
Objective: 6
Competency: C (a) (b) (c) (d)

LESSON V: HIV/AIDS Controversies: A Role-Playing Activity

Component: VI	Component: V
Objectives: 8, 9	Objective: 6
Competency: d, e	Competency: c

LESSON VI: Comparing HIV/AIDS with other Epidemics in American History

Component: II
Objective: 13
Competency: a

LESSON VII: Assessment of Florida AIDS Legislation

Component: VI
Objective: 1
Competency: d, e

LESSON VIII: HIV/AIDS/An International Conference

Component: VI
Objective: 6
Competency: B (b), B (c), B (d)

AMERICAN GOVERNMENT
12th GRADE

LESSON I: EVALUATING THE ISSUE OF HIV/AIDS TESTING FOR TEENAGERS

Course: 12th Grade-American Government

Component II: Historical Awareness

Objective II: E (3). Analyze governmental responses to social problems (HIV/AIDS Epidemic)

Competency II: E(c). Debate, discuss, and/or dramatize a contemporary problem of government (The issue of curtailing the spread of HIV/AIDS among teenagers).

Interdisciplinary Connections

This lesson can be used in conjunction with Language Arts and Debate.

Overview

In the United States, the number of HIV/AIDS cases has continued to climb since the first cases of AIDS were formally reported in the United States nearly fifteen years ago. At the present time, AIDS has been reported in every state, including the District of Columbia. It has been estimated that about 40,000 to 80,000 Americans become infected with HIV each year (Centers for Disease Control, 1996).

Even though the number of cases of AIDS among teenagers is relatively low, it has rapidly increased. The rate of HIV infection among teenagers becomes more evident when the number of AIDS cases among people in their 20s is examined. According to the Center for Disease Control and Prevention, one in five AIDS cases in the United States is diagnosed in the 20-29 year age group. A majority of these AIDS cases are likely to have resulted from HIV infections acquired ten years earlier when most of these individuals were teenagers. As you may know, the incubation period for AIDS can take up to ten years or more. The lack of access to HIV counseling and voluntary testing for young people is a major barrier to the prevention effort.

As a result, it has been suggested that the HIV/AIDS testing and counseling program should be implemented at every school site and/or some equivalent that would allow for adequate and accessible information to every student concerning testing and counseling. Financially, this should be a joint effort on behalf of the federal and state government. One of the major reasons for such a proposal is because the rate of infection in this age bracket is increasing more so than any other group and the majority of this population is accessible for follow-up since the majority are enrolled in a school system. This would give teenagers a greater chance for better HIV/AIDS education and proper health care, particularly if they test positive. Early detection and education among adolescents would ensure a greater opportunity for better health among our future generations.

Activity

Divide the class into two groups, one group in favor of having a HIV/AIDS testing and counseling program at the school site and the opposing team, against. If you have a large class, you may want to have two teams of each. Give students the opportunity to meet with their group to brainstorm. They will defend their position on the issue. It is a good idea to have a self-elected or appointed leader for each team that will be responsible for organization. Also, it is perhaps better to randomly assign students to each group instead of allowing them to select their position. One of the major objectives is that students will be able to make a sound and reasonable argument based on logical deductive or inductive reasoning. Use your discretion as to how long you would like the students to collect information and other pertinent data.

After students have collected their needed research, allow students one to two class periods to organize their position. Enclosed is a Debate Format for your convenience. It is important that you set ground rules for the debate format such as issues of fairness.

Assessment

One suggested assessment is to evaluate each group on a scale 1 to 10,(10 being the best score)
1-2 = Poor 3-4 = Fair 5-6 = Average 7-8 = Above Average 9-10= Excellent

- < **Group Participation:** To what extent did most group members contribute to the group=s presentation?
- < **Following Rules of Debate:** To what extent did group members follow the rules of debate?
- < **Supporting Evidence:** To what extent did group members support positions with evidence, examples, and/or illustrations?
- < **Understanding of Issue:** To what extent did group members demonstrate a clear understanding of the basic issues involved?
- < **Reasoning:** To what extent did group members support positions with sound reasoning?
- < **Responsiveness:** To what extent did group members= answers address issues raised from the opposing team?

Materials Needed

- < Copies of the Debate Rules and Score Sheet for students
- < Access to a library or needed information
- < Copies of the overview (handout attached)
- < Copies of the Teacher Score Sheet

Suggested Follow-up Activities

- < Through a class discussion, allow students to express their personal feelings about the issues.
- < Invite guest speakers to your class (HIV/AIDS Education (M-DCPS) 995-7118).
- < Have students develop a campaign strategy to promote or prevent school site HIV/AIDS testing and counseling for students. The purpose of this assignment is to illustrate how an issue moves from an issue of concern to law.

DEBATE RULES AND SCORE SHEET

Debate Format

Each team should consist of no more than ten students for effectiveness; one team argues the affirmative, the other the negative. Each debate has the following order:

Affirmative	5 minutes
Negative (cross-examination)	3 minutes
Negative	5 minutes
Affirmative (cross-examination)	3 minutes
Second Affirmative	5 minutes
Negative (cross examination)	3 minutes
Second Negative	5 minutes
Affirmative (cross-examination)	3 minutes
Break	
Negative Rebuttal	5 minutes
Affirmative Rebuttal	5 minutes

Suggestions for an Effective Debate

1. Research your topic thoroughly.
2. Organize your ideas; be as precise and clear as possible.
3. Have a thesis or theme and repeat it occasionally.
4. The best speakers are those who make their words and presentations sound spontaneous even if memorized.
5. Define your terms to your team's advantage.
6. Anticipate your opposition's main points.
7. Have a strong opening and a strong conclusion.

8. Use some effective quotes from experts.
9. Use some statistics when appropriate, but do not overdo it.
10. Try to be consistent.
11. Sometimes it is useful to use handouts or the blackboard to emphasize and visualize certain points of fact.
12. Rehearse and try to time correctly; most people underestimate how short their time is and are left without time to make some of their points.
13. Be confident and bold in tone and delivery.
14. Professional dress can add to a presentation.

Group Score Sheet

1-2 = Poor 3-4 = Fair 5-6 = Average 7-8 = Above Average 9-10 = Excellent

	SCORE	NOTES
GROUP PARTICIPATION: To what extent did most group members contribute to the group's presentation?		
FOLLOWING RULES OF DEBATE: To what extent did group members follow rules of debate?		
SUPPORTING EVIDENCE: To what extent did group members support positions with evidence, examples, and/or illustrations?		
UNDERSTANDING OF ISSUE: To what extent did group members demonstrate a clear understanding of the basic issues involved?		
REASONING: To what extent did group members support positions with sound reasoning?		
RESPONSIVENESS: To what extent did group members= answers address issues raised from the opposing team?		
Group Total		

ESTIMATING THE COST AND IMPACT OF HIV/AIDS ON THE FAMILY

OVERVIEW

In the United States, the number of HIV/AIDS cases has continued to climb since the first cases of AIDS were formally reported in the United States nearly fifteen years ago. At the present time, AIDS has been reported in every state, including the District of Columbia. It has been estimated that an estimated 40,000 to 80,000 Americans become infected with HIV each year (Centers for Disease Control, 1996).

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As a result, it has been suggested that the HIV/AIDS testing and counseling program should be implemented at every school site and/or some equivalent that would allow for adequate and accessible information to every student concerning testing and counseling. Financially, this should be a joint effort on behalf of the federal and state government. One of the major reasons for such a proposal is because the rate of infection in this age bracket is increasing more so than any other group and the majority of this population is accessible for follow-up since the majority are enrolled in a school system. This would give teenagers a greater chance for better HIV/AIDS education and proper health care, particularly if they test positive. Early detection and education among adolescents would ensure a greater opportunity for better health among our future generations.

TEACHER SCORE SHEET

1-2 = Poor 3-4 = Fair 5-6 = Average 7-8 = Above Average 9-10 = Excellent

Group Position _____
 Members _____

	SCORE	NOTES
GROUP PARTICIPATION: To what extent did most group members contribute to the group=s presentation?		
FOLLOWING RULES OF DEBATE: To what extent did group members follow rules of debate?		
SUPPORTING EVIDENCE: To what extent did group members support positions with evidence, examples, and/or illustrations?		
UNDERSTANDING OF ISSUE: To what extent did group members demonstrate a clear understanding of the basic issues involved?		
REASONING: To what extent did group members support positions with sound reasoning?		
RESPONSIVENESS: To what extent did group members= answers address issues raised from the opposing team?		
Group Total		

COMMENTS

LESSON II: LEGAL AND ETHICAL CONCERNS FOR PERSONS WITH HIV/AIDS

Course: 12th Grade-American Government

Component III: Civic Responsibility

Objective III: B (3). Discuss the importance of maintaining a balance between law and order and the need to protect individual rights (e.g. persons with HIV/AIDS).

Competency III: B(b). Role play, dramatize, or discuss examples that illustrate why it is sometimes difficult to balance individual rights with the need to maintain an orderly society.

Interdisciplinary Connections

This lesson can be used in conjunction with Language Arts or Debate.

Overview

The implications of the HIV/AIDS epidemic are not only an issue for the medical community, but also a major issue of concern legally and ethically. There is no doubt improvement has been made in this area, but there are still many gray areas. We must keep in mind, however, that persons living with HIV/AIDS have a valid legal and ethical claim to privacy and confidentiality.

The Americans with Disabilities Act of 1990, in conjunction with many states statutes, have been successful in addressing discrimination or breaches of privacy. There have been instances in which the legislature and the judiciary have declined to protect the rights of persons living with HIV/AIDS. A clause in the Americans with Disabilities Act which uses the "significant risk" standard has been used to permit discrimination in cases where the probabilities of transmitting the HIV virus were extremely high. In addition, the public's "right to know" has been used to infringe upon an individual's right of privacy and confidentiality. Business interests, particularly those of insurers, have taken precedence over health care needs of person with HIV/AIDS. What do you think?

Activity

Have students do a written and/or oral HIV/AIDS persuasive/position paper (3-5 pages) in one of the areas (issues of priority were identified by the Canadian HIV/AIDS Legal Network) listed on the "Legal and Ethical Issues Raised by HIV/AIDS" handout.

Assessment

In this type of paper, there are five areas where students need to be evaluated, if you decide to require a written assignment,

Thesis (position is stated and clear)	20 pts.
Accuracy of Facts	10 pts
Presentation of Examples	15 pts.
Analysis (cohesiveness of position)	30 pts.
Grammar and Format	10 pts.
Conclusion	15 pts.

If you decide to have students do an oral presentation, you may decide to use the Student Presentation Form. Each item accounts for 4 points.

Needed Materials

Students need access to the internet, and the media center.
Copies of the Student Presentation Form (if the oral report given)
Copies of the overview (optional)

Suggested Follow-Up Activities

Have students to discuss their findings.

LEGAL AND ETHICAL CONCERNS FOR PERSONS WITH HIV/AIDS

Overview

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STUDENT PRESENTATION

NAME: _____ SUBJECT: _____
PERIOD: _____ DATE: _____

SUBJECT AND PURPOSE:

Subject worthwhile? _____

Purpose stated? _____

CONTENT AND ORGANIZATION

Introduction

Get attention? _____

Need information given? _____

Purpose made clear? _____

Development/Organization

Easily followed? _____

Transition effective? _____

Internal summaries appropriate? _____

Supporting material

Convincing? _____

Interesting? _____

Visual aids effective? _____

Conclusion

Provide a note of finality? _____

Whole speech in focus? _____

DELIVERY/ Body

Eye contact adequate? _____

Posture acceptable? _____

Movement meaningful? _____

Gestures effective? _____

Voice

Distinct? _____

Rate? _____

Pitch? _____

Volume? _____

LANGUAGE

Grammar and Pronunciation correct? _____

OVERALL EVALUATION

Purpose fulfilled? _____

Adapted to situation and audience? _____

Legal and Ethical Issues Rose by HIV/AIDS: Project Report

The following information-excerpted from a report prepared by Ralf Jurgens for the Canadian AIDS Society and the Canadian HIV/AIDS Legal Network-was issued on May 31, 1995. It is reprinted here with their permission. The project has since received funding, and has now entered Phase II status. For further information, contact Ralf Jurgens, Project Coordinator, Canadian HIV/AIDS Legal Network, 4007 De Montana, Montreal. Quebec, Canada H2L 3R9, (514) 526-1796.

Insurance Issues

Issues raised included: the impossibility for persons living with HIV/AIDS to obtain insurance (life insurance, supplementary health insurance, etc); instances of insurance companies refusing to pay, claiming that the client knew that he/she was infected at the time of signing the contract; Adjust having a test for HIV can prevent people from getting insurance, even when they test negative@; refusals to insure persons working for AIDS-service organizations although they test negative@; should people be able to sell their insurance when they are terminally ill?; communication of positive test results to people seeking insurance; fear of divulging of positive test results.

Testing and Confidentiality

Issues rose included:

Testing: people are often tested against their will, without giving informed consent, for example in hospitals (allegedly, testing without consent is standard practice in at least one major hospital in Vancouver); is special consent required for testing, or is general consent sufficient (does consent to routine blood exams include consent to HIV testing?); concern about the way people receive their results, often with no counseling or support at all; limited access to anonymous testing; concerns that anonymous testing is rendered less than anonymous and will allow for personal identification of person being tested (in BC, persons seeking Aanonymous@ testing are now asked to provide their phone numbers, address and birth date: Aof course people can lie, but the simple fact that they are asked causes concern@); the suggestion that Awhen someone tests positive, he should go see a lawyer first@; concerns about reporting and partner notification (in particular, the differential impact of partner notification on women); proposals for mandatory or compulsory testing of certain groups of the population: sex offenders, prisoners, health-care workers, immigrants, pregnant women (while women, in general, still often find it difficult to find a physician who will test them unless they are pregnant or a prostitute; new A home-test kits@; impact of medical advances on the debate about mandatory or compulsory testing: What if a drug becomes available that stops replication at an early stage?

Confidentiality: Aneed to know@ and Aduty to warn@ versus right to confidentiality; people being afraid to apply for benefits because they fear that their HIV status will become widely known, particularly in smaller communities; question of whether some policies and practices formulated in the interest of protecting persons living with HIV/AIDS from social stigma and discrimination may actually have a reverse effect; reluctance to lodge complaints with human rights commissions: Apeople do not want to say to the world that they are HIV infected@; disclosure of HIV status in the media.

Discrimination: Adiscrimination is still priority: people are still losing their jobs, are refused medical care, housing, childcare for their children, etc@; Athere is no redress for those discriminated against the commissions are useless experience with them has been negative, delays and bureaucracy are incredible, and the understanding of the issues is appalling@; complaints need to be Afaster-tracked@ (they are already fast-tracked, but still take too long to be resolved to offer redress to many persons living with HIV/AIDS); people need to be educated about their rights.

Access to Care and Treatment for Persons Living with HIV/AIDS: difficulties in obtaining care; feeling that someone who is HIV positive is just not worth receiving quality, expensive medical care; frequent refusals to treat (e.g. AOnly two dentists [in Halifax] will provide services@); regional disparities in access to care (doctor saying Ayou might as well move to Halifax, there is nothing that we can do for you here@); prejudice inside medical profession; doctors being almost Auntouchable@; need to better educate medical profession, starting in medical school; design and conduct of clinical trials; community representation on research ethics board and community involvement in designing, planning, conducting HIV trials; approval of new drugs; access of women, drug users, prisoners, children and adolescents to clinical trials.

Poverty/Income Maintenance/Benefits: issue of justice; limited resources, identifiable severe inequalities in access to drugs, food, shelter; generally, accessing social benefits; Abiggest issue is poverty@; Ashock of being on welfare at 25 because one is HIV positive and needs medication not covered by provincial plans@; people Aforced to stop working@; streamlined process for accessing service is needed; problems stemming from different definitions of disability in different acts regulations.

Gay and Lesbian Legal Issues: issues of self-esteem; education about sexual orientation in schools; being able to talk to teenagers about gay sex; unequal age of consent for anal intercourse; same-sex partners; demands for equal benefits; problems of having access to same-sex partners in hospitals if family refuses; what will same-sex benefits mean to the many persons with HIV/AIDS living on income assistance?; equal burdens, but no equal rights.

Immigration: proposals for mandatory testing; will proposed medical inadmissibility regulations mean that, in practice, all persons living with HIV/AIDS will be excluded from immigrating to Canada; concern about other countries= (in particular, the US=) restrictions on travel of HIV-positive persons and Canada=s obligation to fight such discrimination.

Criminalization of HIV Transmission: concern about proposals to amend the Criminal Code to create an HIV-specific offense; concern about message that this would send out; that all persons living with HIV/AIDS are potential criminals, that the uninfected are innocent victims, that one need not protect him/herself because the law is there to protect; criminal versus public health laws to deal with those individuals who behave irresponsibly; need to educate the court system about HIV and its transmission.

Prisons and HIV/AIDS: does the state have a legal obligation to provide prisoners with the means that will allow them to protect themselves against contracting HIV, even if they Avoluntarily@ engage in illegal or forbidden behaviors (i.e. drug use or sexual activity)? The state=s potential liability for not providing condoms, bleach, sterile needles; issues of access to quality medical care.

Drugs Laws and HIV/AIDS: access to methadone; availability of drug treatment; mandatory HIV-testing for people requesting access to certain programs; paraphernalia laws; counseling of abortion common for drug users, whether they are HIV-positive or not; access to needle exchanges; targeting education and clinical trials at drug users; generally, the impact of existing drug laws on efforts to prevent HIV infection and to care for HIV-positive drug users; people are being driven underground, they are difficult to access, drug use is treated as criminal activity rather than as a health issue; inconsistency of policies regarding use of licit and illicit drugs.

Prostitution: should it be decriminalized or legalized to empower those in the sex trade?

Euthanasia: demands for legalization of euthanasia; on the other side, request for caution; Astrong safeguards would be needed in any legislation that would make euthanasia possible.@

Funding for HIV/AIDS-Related Activities: are we unjustly claiming too much of the existing resources for HIV/AIDS, or are we rather heading toward conscious and deliberate neglect of HIV/AIDS? AHIV/AIDS is no longer at the top of the political agenda@; should funding for prevention be directed at community at large, or should Ahigher-risk@ groups be targeted?

Issues of Particular Interest to Women: Aall issues are important for women@; many different issues, including Areproductive rights@; pregnancy and treatment for HIV; access to HIV testing for non-pregnant women; testing of pregnant women; family law issues, in particular, planning for the future of a child of an HIV-positive woman.

Public Health Laws: Ait is high time for a comprehensive review of existing public health laws@; public health and the irresponsible HIV-infected person who puts others at risk of contracting HIV; Aregulations should oblige sauna owners to provide free condoms and lubricants.@

The Role of the Law: Awe need to encourage people to take legal action, develop a litigation strategy, educate the judges@; Awe need regular update on court and human rights tribunals decisions@; which is the better strategy; litigation or negotiation?

Estate Planning: living wills, advance health-care directives; importance of estate planning, particularly if person has same-sex partner (no statutory succession rights).

Development Issues: relationship of Canada to HIV-infected communities in poor countries; What is our responsibility?

Other issues raised included: family law issues (adoption, custody, visitation); children and adolescents (care and treatment of minors without parental consent, disclosure of HIV diagnosis to children, access to child care, confidentiality issues in schools and child care centers); legal issues raised by the double epidemic of HIV and tuberculosis (do we need to change our approach to HIV because of the threat of TB?); censorship; civil liability, including transmission of HIV through blood and blood products; mental health; the role of the media (is the media failing in its responsibility in covering HIV/AIDS?); the role of the churches.

LESSON III: PROPOSING SOLUTIONS TO THE PROBLEM OF HIV/AIDS IN THE UNITED STATES

Course: 12th Grade-American Government

Component II: Historical Awareness

Objective II: E(5). Identify, research and propose solutions to problems faced by local, state, and national government.

Competency II: E. After studying contemporary problems related to American government, the student will:
c. Present ideas to resolve a selected contemporary problem.

Interdisciplinary Connections Language Arts, research skills.

Suggested Time Session #1- 2 weeks - homework or 3-5 days (media center)
Session #2- 1 week - homework or 2 days classwork

Description of Activity

Session #1

Research the problem of HIV/AIDS in the United States. The student may use a variety of sources. Suggested sources are magazines, newspapers, periodicals, the Internet, SIRS, Newsbank, and Media Line.

Session #2

Write a bill (state or national) proposing a solution to the HIV/AIDS problem in the United States.

Assessment strategy Teacher or Peer evaluation.

Materials/AIDS needed Media Center

LESSON IV: U.S. GOVERNMENT'S ATTEMPTS TO SOLVE THE PROBLEM OF HIV/AIDS

Course: 12th Grade-American Government

Component II: Historical Awareness

Objective II: E(1). Discuss problems faced by state and local government.

Competency II: E. After studying contemporary problems related to American Government, the students will:
a. Explain how the American government has attempted to resolve problems, past and present; e.g. HIV/AIDS.

Interdisciplinary Connections: Language Arts - research and essay writing

Suggested Time: Session #1- 30 minutes - classwork
OR
Session #1- 1 week - homework
Session #2- 3 days - homework

Description of Activity:

Session #1

1. Read and discuss the handout, "U.S. Food and Drug Administration Milestones 1981-1996", on the historical and current attempts by the U.S. government to resolve the problem of HIV/AIDS.

OR

2. Assign student research on the historical and current attempts by the U.S. government to resolve the problem of HIV/AIDS.

Suggested events to be researched are as follows:

- A. HIV/AIDS first reported in the United States.
- B. AZT approved as the first drug for the treatment of AIDS by the FDA
- C. FDA introduction of the Home Specimen Collection Kit Systems intended for HIV/AIDS testing.
- D. Approval of the first HIV antigen test kit to screen blood donors.
- E. The approval of the first protease inhibitor by the FDA.

Session #2

1. Assign essay: (Five paragraph) titled, AHistorical and current attempts by the United States Government to solve the problem of HIV/AIDS.@

Assessment Strategy: Essays may be graded by the teacher or the teacher may use peer evaluation.
Rubric is attached.

Materials/Aids Needed: U.S. Food and Drug Administration
Milestones 1981-1996
Rubric

NAME

RUBRIC/ ESSAY EVALUATION SHEET

Criteria

Value

Comments

- I. Organization
 - A. Introduction
 - B. Body
 - C. Conclusion
 - D. Paragraphs
- A. Grammar
- B. Spelling
- C. Appearance

V. Score

- II. Interpretation
 - A. Clearly stated in introduction
 - B. Addresses issues raised by question
 - C. Logical arguments; no contradictions
 - D. Reasonable and acceptable history
 - E. Use of historical and originality
- III. Content
 - A. Minimum 3 facts per paragraph
 - B. Selection of information supports interpretation
 - C. Facts are accurate; chronologically correct

/4	
/4	
/9	

IV. Style

		/3		
		/20		

VI. Recommendation *

- A. Below 10 : Mandatory rewrite; start over
- B. 10 - 14 : Suggested rewrite ; make corrections where needed
- C. 15 - 20 : Let stand; no major changes needed

* All rewrites must be turned in the next academic day.

VII. Scale

- A. 18 - 20 = A
- B. 15 - 17 = B
- C. 12 - 14 = C
- D. 9 - 11 = D
- E. 1 - 8 = F

LESSON V: DEBATE ON HOW EFFECTIVE THE U.S. GOVERNMENT HAS BEEN IN SOLVING THE PROBLEM OF HIV/AIDS.

Course:

12th Grade-American
Government

Component II: Historical Awareness

Objective II: E(3). Analyze governmental responses to social problems; e.g. HIV/AIDS.

Competency II: E. After studying contemporary problems related to American government the student will:

b. debate, discuss, and/or dramatize a contemporary problem of government.

Suggested Time: 30 minutes

Description of Activity: (Follow-up activity to lesson #1, II-#1-ea.)

Students will critique the U.S. government=s attempts to resolve the problem of HIV/AIDS through a debate.

Debate Topic:

AIIs the U.S. Government fulfilling its duty to prevent the spread of and to find a cure for HIV/AIDS?@

Assessment Strategy: Debate Score Sheet

Materials Needed: Debate Rules and Score Sheet

DEBATE RULES AND SCORE SHEET

Debate Format

Each team should consists of no more ten students for effectiveness; one team argues the affirmative, the order the negative. Each debate has the following order:

Affirmative 5 minutes

Negative (cross-examination) 3 minutes

Negative 5 minutes

Affirmative (cross-examination) 3 minutes

Second Affirmative 5 minutes

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Affirmative (cross-examination) 3 minutes

Break

Negative Rebuttal 5 minutes

Affirmative Rebuttal 5 minutes

Suggestions for an Effective Debate

1. Research your topic thoroughly.
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7. Have a strong opening and a strong conclusion.
8. Use some effective quotes from experts.
9. Use some statistics when effective, but do not overdo it.
10. Try to be consistent.
11. Sometimes it is useful to use handouts or the blackboard to emphasize and visualize certain points of fact.
12. Rehearse and try to time correctly; most people underestimate how short their time is and are left without time to make some of their points.
13. Be confident and bold in tone and delivery.
14. Professional dress can add to a presentation.

Group Score Sheet

1-2= Poor

3-4= Fair

5-6=

Average 7-
 8= Above Average
 9-10=
 Excellent

	SCORE	NOTES
GROUP PARTICIPATION: To what extent did most group members contribute to the group=s presentation?		
FOLLOWING RULES OF DEBATE: To what extent did group members follow rules of debate?		
SUPPORTING EVIDENCE: To what extent did group members support positions with evidence, examples, and/or illustrations?		
UNDERSTANDING OF ISSUE: To what extent did group members demonstrate a clear understanding of the basic issues involved?		
REASONING: To what extent did group members support positions with sound reasoning?		
RESPONSIVENESS: To what extent did group members= answers address issues raised from the opposing team?		
Group Total		

TEACHER SCORE SHEET

1-2= Poor 3-4= Fair 5-6= Average 7-8= Above Average 9-10= Excellent

Group Position
 Members

	SCORE	NOTES
GROUP PARTICIPATION: To what		

extent did most group members contribute to the group=s presentation?		
FOLLOWING RULES OF DEBATE: To what extent did group members follow rules of debate?		
SUPPORTING EVIDENCE: To what extent did group members support positions with evidence, examples, and/or illustrations?		
UNDERSTANDING OF ISSUE: To what extent did group members demonstrate a clear understanding of the basic issues involved?		
REASONING: To what extent did group members support positions with sound reasoning?		
RESPONSIVENESS: To what extent did group members= answers address issues raised from the opposing team?		
Group Total		

COMMENTS

LESSON VI: EVALUATION OF THE FLORIDA STATE LEGISLATURE=S RECORD IN DEALING WITH HIV/AIDS.

Course: 12th Grade-American Government

Component II: Historical Awareness

Objective II: E(3). Analyze governmental responses to social problems; e.g., substance abuse, AIDS

Competency II: E. After studying contemporary problems related to American

government, the students will:

- a. Explain how the American government has attempted to resolve problems past and present; e.g., housing, poverty, health.

Interdisciplinary Connections: Language Arts-Evaluation

Suggested Time: Session #1- two-60 minute classes
Session #2- 30 minute classes

Description of Activity: (Follow up activity to lesson, American Government, II - #1 -Ea)

Session #1 and #2

The students, working in small groups, will be given a copy of the handout, AAIDS AND THE LAW, 11 YEARS OF LEGISLATION IN FLORIDA.@ The group will be asked to assign a grade A - F to each of the laws presented in the handout. Next to each grade the group will write the reasoning behind the assignment of the grade.

Session #3

Discussion of Florida=s legislative report card in dealing with HIV/AIDS prepared by each group. The teacher may want to share the evaluation by the author, Mort Leitner, Attorney At Law during this discussion.

Assessment Strategy: Teacher Evaluation

Materials Needed: Student copy: AAIDS AND THE LAW, 11 YEARS OF LEGISLATION IN FLORIDA@ by Mort Leitner, Attorney At Law.

Teacher copy: AAIDS AND THE LAW, 11 YEARS OF LEGISLATION IN FLORIDA, A LEGISLATIVE REPORT CARD@ by Mort Leitner, Attorney At Law.

Florida Legislative Report Card HIV/AIDS.

FLORIDA LEGISLATIVE REPORT CARD HIV/AIDS

Date

Prepared by:

INSURANCE, CRIMINAL LAW. I MONITORED THE LEGISLATION AND THE CASE LAW TO SEE WHERE THE AIDS CRISIS WAS HEADED.

TODAY, ELEVEN YEARS LATER, INSTEAD OF LOOKING FORWARD, I WILL LOOK BACKWARD AND DO SOMETHING MANY OF US LEARNED TO DREAD IN OUR YOUTH- ISSUE A REPORT CARD GRADES TO THE LEGISLATURE. IN 1981, THE C.D.C. PUBLISHED IT=S FIRST REPORT ON A DISEASE LATER TO BE CALLED AIDS.

IN 1983, C.D.C. PUBLISHES ITS RECOMMENDATION FOR PREVENTING AIDS THROUGH SEXUAL CONTACT, BLOOD TRANSFUSION AND IV DRUG USE.

LAW

**THE
YEAR IS
1985

GRAD
ES**

85-52 IN 1985 FIRST AIDS LAW IN FLORIDA BUT
LEGISLATURE NEGLECTS TO MENTION

THE WORDS AIDS. WHAT GRADE WOULD
YOU GIVE LEG? AIDS PHOBIA WAS RAMPANT

(Discuss Facilities).

F
FOR FEAR OF
LANGUAGE

SETTING A BAD
EXAMPLE

85-52 ANYONE WHO DISCLOSES THE SEROLOGICAL
TEST RESULT OF ANOTHER PERSON,
GUILTY OF MISDEMEANOR OF THE FIRST
DEGREE.

LEGISLATURE
DESERVES AA@
FOR
PROTECTING
CONFIDENTIALITY

85-52 TEST RESULT NOT USED BY INSURANCE
381.606

LEGISLATURE
AA@

INSURANCE
LAW

COMPANY TO DISQUALIFY PERSON FROM
DISABILITY, HEALTH, OR LIFE INSURANCE.

FOR
COMPASSION

EMPLOYMENT
LAW

TEST RESULT CAN NOT BE USED TO DIS-

AA+@
FOR EQUAL

CHARGE A PERSON FROM AEMPLOYMENT@

PROTECTION

OR YOU WERE GUILTY OF MISDEMEANOR

HRS CAN WRITE RULES ON SEROLOGIC

BLOOD BANKS
LOBBIST (A)

TESTING BUT SHALL NOT REQUIRE

BLOOD PRODUCTS BE TESTED WHEN

LEGISLATURE
FOR CATERING
TO LOBBIST
(D)

TEST WOULD BE UNNECESSARY.

CONFIDENTIAL

SECRETARY ALLOWED TO CREATE

LEGISLATURE

ALTERNATE TESTING SITE.

AA+@
PROTECTING
CONFIDENTIA-

LAW

THE YEAR IS 1986

LITY
GRADES

EPIDEMIOLOGY PROSTITUTE ARRESTED MAY REQUEST
PROSTITUTES

SEC.2-86-143
CHAPTER 796

SCREENING. PROSTITUTES WHO ARE CON-

AA@
TRY TO ADDRESS
THE SPREADING
OF DISEASE

VICTED SHALL BE SCREENED. IF CONVICTED

SHALL SUBMIT TO TREATMENT AS CONDITION OF PROBATION.

LAW

**THE
YEAR IS
1986

GRAD
ES**

CRIMINAL
LAW
384.24

UNLAWFUL FOR SOMEONE HTLV-III-WHO
KNOWS THEY ARE INFECTED, AND
INFORMED THAT MAY COMMUNICATE
DISEASE TO HAVE SEX, UNLESS HE OR SHE
INFORMS THE ORDER OF PRESENCE OF S.T.D.

AD@
TOO MANY
LOOP HOLES
TO HARD TO
PROSECUTE

SURVELANCE
384.25

HRS TO MAKE RULES ON REPORTING
ONLY PHYSICIAN DIAGNOSED CASES OF AIDS
OR ARC.

AC@
ATOO LITTLE
TO LATE@

384.25

\$1500 FINE FOR DOCTOR OR LABORATORY
NOT REPORTING AIDS AND REPORT TO
DOCTOR=S REGULATORY AGENCY.
PEOPLE WITHOUT THEIR CONSENT, CAN BE
EXAMINED, WHO INJURES LAW ENFORCEMENT
OR CORRECTIONAL OFFICERS: 1. EVIDENCE OF

AA@
WHY
ATEETH@
INTO
REPORT-
ING
AA@
FOR LAW
ENFORCE-
MENT AND
CORREC-
TION

INJURY 2. STATEMENT OF PHYSICIAN, INJURY LOBBY
RESULT IN TRANSMISSION OF HIV. ISSUANCE

WHAT

OF A WARRANT.

LEGISLATURE
AD@ FOR

ABOUT THE
REST OF US.

LAW

THE YEAR IS 1987

GRADES

NO SIGNIFICANT CHANGES

IN 1988 THE FLORIDA LEGISLATURE- GOES HOG WILD-
FOUR OMNIBUS PAGES ON AIDS. THEY MAKE FINDINGS
AND DECLARE THEIR INTENT.

LAW

THE YEAR IS 1988

GRADES

MASSIVE LIST OF PEOPLE TO EDUCATE:

381.608
EDUCATION

1. STATE EMPLOYEES. 2. EDUCATE THE
PUBLIC. 3. EDUCATE HEALTH CARE WORKERS.
4. EDUCATE LAW ENFORCEMENT AND
CORRECTIONAL OFFICERS. 5. EDUCATE
LOCAL GOVERNMENT. 6. EDUCATE PRIVATE
EMPLOYER=S. EMPHASIS ON BEHAVIOR AND
ATTITUDINAL CHANGE.

AA@
GREAT IDEA
IT WORKED
KNOWLEDGE
AND FEAR OF
P.W.A

381.609

TESTING FOR HIV: LAW

A. FIRST YOU MUST GET INFORMED CONSENT.
PROTE-
B. THEN PRETEST COUNSELING.
C. THEN POST TEST COUNSELING.
D. TETE TO TETE/FACE TO FACE
POST TEST COUNSELING
GOOD LIST OF ALL

AA@ FOR
TION OF
CONS-
TITUTIONAL
RIGHTS

AA@ FOR
SMART

MEDICI
NE

EXCEPTIONS- ON WHO CAN OBTAIN THE

AA@
FOR
EXCELLENT

TEST RESULTS

LEGISLATURE GAVE US LEGAL PROCEDURE TO:
GET TEST RESULTS A COMPELLING NEED TO
KNOW STANDARD.

LIST
AA@
RATIONAL
BASIS TEST
ON REALEAS-
ING
INFORMATION

LAW

THE YEAR IS 1988

GRADES

381.612

THE LEGISLATURE PASSED A LAW ON
PATIENT CARE FOR PERSONS WITH HIV, COST
EFFECTIVE. CREATE REGIONAL PATIENT CARE
NETWORK. TREAT P.W.A=S IN DIGNIFIED
MANNER WITH EMPHASIS ON OUTPATIENT
AND HOME CARE.

AA@ FOR
COMPAS-
SIONATE BUT
ALSO COST
CONSCIENCE
NESS

381.6105 DONATION AND TRANSFER OF HUMAN TISSUE:

TESTING REQUIREMENTS: EVERY DONATION
OF BLOOD-ORGANS, TEST PRIOR TO TRANS-
FUSION OR TRANSPLANTATION.

AA@
FOR
PROTECTION

ANY PERSON WHO KNOWS HE INFECTED AND
COMMUNICATES DISEASE BY DONATING,
GUILTY OF FELONY OF 3RD DEGREE.

AA@
FOR GOOD
MESSAGE
TO KEEP THE
BLOOD

**THE
YEAR IS
1995**

**GRAD
ES**

95-308

HIV HOME ACCESS TEST KITS:
TELEPHONIC POST TEST COUNSELING
SHALL BE PERMITTED FOR HIV RESULTS.
ATHLETIC TRAINER HAD TO LEARN
ABOUT HIV CLINICAL SOCIAL WORKER.

AA@ FOR
GETTING
AS MANY
PEOPLE
TESTED AS
POSSIBLE

LAW

THE YEAR IS 1996

GRADES

948.03
EDUCATION
96.170

AS STANDARD CONDITION OF PROBATION
OR COMMUNITY CONTROL OFFENDERS TO
ATTEND HIV AIDS AWARENESS PROGRAMS
AT THEIR OWN EXPENSE.

AB@
COST
EFFECTIVE
A LITTLE TO
LATE IN
HAPPENING

ECONOMICS
12th GRADE

LESSON II: FUNDAMENTAL ECONOMIC CONCEPTS APPLIED TO THE PROBLEM OF HIV/AIDS.

Course: 12th Grade - Economics

Component IV: Economic Understanding

Objective IV: A(1). Define economics and explain how it contributes to personal understanding as well as to the understanding of social issues and social problems; e.g. HIV/AIDS.

Competency IV: A. After studying fundamental economic concepts, the student will:

b. Collect and discuss newspaper and magazine articles that illustrate how families, businesses, and governments make decisions based on fundamental economic concepts.

Interdisciplinary Connections: Language Arts - Identification and explanation of basic concepts.

Suggested Time: Session # 1- 30 minutes
Session # 2- Extended time - Homework
Session # 3- 45 minutes

Description of Activity:

Session # 1

Define and discuss fundamental economic concepts.

Session # 2

Have students collect ten (10) newspaper/magazine articles on the subject of HIV/AIDS. Students are to identify and explain the economic concepts provided in each article.

Session # 3

Students will share articles in class discussion.

Assessment strategy: Teacher evaluation

Materials Needed: Economics textbook
Magazines/Newspapers

LESSON III: THE COST OF HIV/AIDS

Course: 12th Grade - Economics

Component IV: Economics

Objective IV: A(1). Define economics and explain how it contributes to personal understanding as well as understanding of social issues and social problems; e.g. HIV/AIDS.

A(3). Distinguish between economic needs and economic wants.

Competency IV: A. After studying fundamental economic concepts, the student will:

c. Prepare a personal budget that incorporates fundamental economic concepts.

Interdisciplinary Connections: Language Arts - Roleplaying

Suggested Time: Session # 1 - 30 minutes
Session # 2 - 1 week
Session # 3 - 30 minutes

Description of Activity:

Session #1

Assign the following role play scenarios by dividing the class into two parts.

Session #2

Assign the following role play scenarios by dividing the class into two parts.

Scenario #1

You are eighteen years old. You have been diagnosed with HIV.

with Prepare a personal budget for one year listing all costs to you or your parents and without health insurance.

Scenario # 2

You are forty years old. You are a successful architect with an income of \$80,000 a year. You have a wife and two small children.

You are diagnosed with AIDS. Prepare a personal budget for one year listing all costs to you.

Session # 3

Class discussion of personal budgets prepared for scenario # 1 and scenario # 2.

Assessment Strategy: Teacher evaluation

Materials/AIDS Needed: Article, The Economist, The AIDS Industry, The High Cost of Living, October 12, 1996, p. 70-71.

LESSON IV: STATUS OF THE GLOBAL HIV/AIDS PANDEMIC

Course: 12th Grade - Economics

Component V, VI: Economics- Cultural Awareness
American Government - Global Perspective

Objective: VA(5). Define and clarify problems, judge information related to a problem, solve problems, and draw conclusions.
VI B(7). Evaluate the extent to which local and national issues are related to world issues.

Competency: VA. After studying the participation of immigrants, minorities, and women in the United States= economy, the students will:
c. - Describe economic issues that are especially significant to minority groups and/or women.
VB. After studying United States= foreign policy, the students will:
a. Identify the goals of United States= foreign policy and discuss how they are influenced by international affairs.

Interdisciplinary Connections: Language Arts - question and answer

Suggested Time: 45 - 60 minutes classwork

Description of Activity: (Introductory Lesson)

Have students read the handout, AGlobal Overview, HIV/AIDS Pandemic Heavily Impacts Development World@ and the AStatus of the Global HIV/AIDS Pandemic.@

Students are to answer questions 1 - 9.

Discussion will follow.

Follow-up questions 10 and 11 may be used simply to provoke thought or as an entry to another lesson.

Assessment Strategy: Teacher Evaluation

Materials Needed: Handout, AGlobal Overview HIV/AIDS Pandemic Heavily Impacts Development World@, AIDS EDUCATOR/SPRING 1997

Questions on the Status of the Global HIV/AIDS Pandemic.

Questions on the Status of the Global/AIDS Pandemic

1. As of July, 1996 how many people worldwide are estimated to be living with HIV/AIDS?
2. How many people worldwide are estimated to have died from the beginning of the pandemic to January 1, 1996?
3. It is estimated that what percentage of females will be infected by the year 2000?
4. What mode of transmission results in the largest percentage of infection?
5. By the year 2010 what countries can expect approximately a 50% decrease in life expectancy?
6. In the United States, what is the rate of teenage infection?

7. How many children adolescents in the U.S. are expected to be orphaned by the year 2000?

8. Which gender and age group in the U.S. is becoming infected at disproportionately high rates?

9. How are people of color in the U.S. being affected?

Follow-up Questions for Study and Discussion

10. What are the implications for minorities, women and teenagers?

11. What are the implications for United States foreign policy regarding HIV/AIDS?

STATUS OF THE GLOBAL HIV/AIDS PANDEMIC

1. STATISTIC WORLDWIDE

- A -As of July 1996, the estimates include:
 - 21.8 million people worldwide are living with HIV/AIDS
 - 94% (20.4 million) are in the developing world
- B -From the beginning of the pandemic until January 1, 1996 an estimated:
 - 30.6 million people have been infected
 - 27.4 million adults (15.8 million men & 11.7 million women and 3.2 million children)
 - 63% in sub-Saharan Africa
 - 23% in Southeast Asia
 - 10.4 million people have develop AIDS
 - 9.2 million people are estimated to have died worldwide, or 89% of all people with AIDS
- C -Global cumulative number of HIV infections among adults has tripled

since the beginning of the decade, from 10 to 30 million

D -New infections in 1995:

-4.7 million or 13,000/day worldwide

-1.7 million women or 4,500/day

-1.9 million people died from AIDS

-1.7 million people died from AIDS

E -Future course of pandemic:

-If current trends persist through the end of the century it is likely that between 60 and 70 million adults will have been infected with HIV by the end of year 2000

-It is estimated that the cases by gender will be 50% men and women by 2000. Between 1990-1994 the incidence of AIDS diagnoses rose 3X faster in women.

2. **MODES OF TRANSMISSION WORLDWIDE**

- a) 70-80% heterosexual
- b) 5-10% homosexual
- c) 5-10% injectable drug use
- d) 5-10% perinatal
- e) 3-5% transfusions/transplants
- f) .0001% occupational exposure

3. **BY YEAR 2010**

- Decrease in life expectancies projected:

Zambia	-from 66 years now to 33 years
Zimbabwe	-from 70 years now to 40 years
Uganda	-from 59 years now to 31 years

4. **STATISTICS USA**

- Two teenagers are infected every hour of every day.
- Someone dies of AIDS every 7 minutes.
- 24,600 children and 21,000 adolescents were orphaned by end of 1995. This is expected to increase to 80,000 by the year 2000.
- Young women between 15 and 24 years old are becoming infected at disproportionately high rates.
- People of color are becoming infected at disproportionately high rates.

AMERICAN HISTORY
11th GRADE

LESSON I: COMMUNITY SERVICE INFORMATION

Course: 11th Grade -American History

Component II: Historical Awareness

Objectives II: Aa. Explain the causes and the effects of major events that occurred during a selected time period.

Ab. Cite examples that illustrate the influence of people and ideas during a selected time period.

Ac. Create a newspaper that reflects the events, people, and ideas of a selected time period.

Ad. Interpret through discussion or written assignment, major events from differing perspectives.

Theme: The students will be able to describe the history of the HIV/AIDS pandemic in the United States.

Suggested Time: Two 60 minute sessions. Two weeks of independent research.

Description of Activity:

Session 1: Introduction and Organization of Project

1. Have students divide into groups and choose to develop an **informational pamphlet, newspaper** or **video newscast** to provide information on the HIV/AIDS pandemic in the United States and what teenagers should know about it. Students may focus on information about the epidemic in their state or county.

2. Inform students of the location of materials in the classroom and those on reserve in the library. Encourage students to use other libraries and the Internet when possible.

3. Set a due date for presentation of the projects. Set research check dates for group grades.

Session 2

1. Group presentations.
2. Class discussion and evaluations.

Assessment Strategy:

1. Individual and group grades at each research check point.
2. Group report grades.
3. Individual report grades.

Allow students to evaluate each other=s role play on the criteria of:

CREATIVITY
CONTENT
CLARITY

Using a scale of 1-5: 1= SUPERIOR
2= EXCELLENT
3= GOOD
4= FAIR
5= POOR

Materials Needed:

- ! HIV/AIDS materials available on loan from the classroom.
- ! Information on reserve in the school library.

LESSON II: JUST SAY NO

Course: 11th Grade -American History

Component V: Cultural Awareness

Objectives V: Cb. Role play, dramatize, or simulate a specific example(s) of prejudice and intolerance.

Cc. Analyze, through discussion or written work, the reactions of people and/or the government to situations involving prejudice and intolerance.

Cd. Propose ways to combat prejudice and intolerance within the school/community.

Theme: The students will be able to evaluate the extent of prejudice and intolerance created by peer pressure to have sex.

Suggested Time: Two 60 minute sessions

Description of Activity:

Session 1

1. Have students divide into groups of four or five participants.
2. Hand out printed material on delay tactics and refusals (included).
3. Ask students if these materials can be of use in their own experience.
4. Direct students to create their own list of methods to delay and say no to sex.
5. Each group should use their list to create a role play simulating a situation in which their method of refusal or delay tactic would be used.

Session 2

1. Allow groups a few minutes to make final preparations for role plays developed during the previous session.
2. Direct students to use the AObserver Checklist@ included to evaluate the use of refusals and delay tactics included in the role plays.
3. Discuss each presentation and suggest options to increase refusal and delay tactics possibilities for the students to use.
4. Tell students to keep a list of the options presented by the different groups.

Assessment Strategy:

1. Allow students to evaluate each other=s role play on the criteria of:

CREATIVITY
CONTENT
CLARITY

Using a scale of 1-5: 1= SUPERIOR
2= EXCELLENT
3= GOOD
4= FAIR
5= POOR

This will be the group grade.

2. Give an individual grade for the list of options compiled by each student for their own personal use. This could be a journal entry in their notebook or a paper to be turned in for a grade.

Materials Needed:

- ! Possible Delaying Tactics (Handout 5.1)
- ! Lee and Lee #2 (Teacher Role Play 1.4)
- ! Observer Checklist (Form 10.5)

LESSON III: HIV/AIDS NEWSPAPER

Course: 11th Grade-American History

Component II: Historical Awareness

Objective II: A(13). Understand the interaction of science, society and technology in American historical development

Competency II: Ac. Create a newspaper that reflects the events, people, and ideas of a selected time period.

Interdisciplinary Connection

This activity can be correlated to The Language Arts Curriculum. Students may turn in stories to their Language Arts teacher for exercise in journalistic writing.

Suggested Time

Allow 2-3 class periods of 45 minutes to one hour

Activity

Students will be divided into groups to prepare a newspaper dealing with current information about the HIV/AIDS pandemic. Each group will create a newspaper that contains at least one of the following:

1. A news story about the latest methods of treating and fighting the HIV virus
2. A biography of a prominent American (or local person, if the student conducts a personal interview) who has been infected with HIV
3. A feature-style article dealing with one of the following topics:
 - a. Getting tested for HIV
 - b. How to avoid becoming infected with HIV
 - c. HIV support groups in the community
4. An editorial expressing a point of view on one of the following topics (or an HIV-related subject of the student's choice)
 - a. Mandatory testing for HIV in the workplace
 - b. Needle-sharing programs
 - c. Government spending for HIV/AIDS research relative to other diseases

5. (Optional) A drawing, political cartoon, chart, or table depicting information about HIV/AIDS

Assessment Strategy

Students should make enough copies of their newspaper so that they can share with other groups in the class. The teacher may allow students to assess the newspapers of other groups, or the teacher can grade for accuracy and creativity.

Materials Needed:

AIDS: Get the Facts Teacher Information Packet

LESSON IV: DISCRIMINATION OR GOOD SENSE?

Course: 11th Grade - American History

Component V: Cultural Awareness

Objective V: C(6). Discuss government programs designed to guarantee equal access for all citizens

Competency V: C. After studying how prejudice and intolerance have influenced people and events in United States history, the students will:

- a. Cite examples that illustrate how prejudice and intolerance have influenced U.S. history;
- b. Role play, dramatize, or simulate a specific example(s) of prejudice and intolerance;
- c. Analyze, through discussion or written work, the reactions of people and/or the government to situations involving prejudice and intolerance;
- d. Propose ways to combat prejudice and intolerance within the school/community.

Suggested Time:

Allow 20-30 minutes for completion of the activity and a short class discussion.

Activity

1. Students will read each of the situations described in the handout. For each situation, the student will decide whether it represents discrimination against people who are HIV positive or a practice that makes good sense for health and proper hygiene.
2. A key, based on accepted preventative practices, court cases, and statutory law is provided for the teacher. When students are finished, the teacher should review the activity, and using the key, provide the correct answer for students.

Assessment Strategy

Teachers may wish to assign a grade for participation. Students should not be penalized for incorrect answers; this activity is meant to enlighten students and dispel incorrect ideas about

HIV/AIDS.

Materials Need

AIDS: Get the Facts Teacher packet
copies of handout for students

Is it Discrimination or Good Sense?

	Discrimination	Good Sense
1. You are hired for a new job and learn the person with whom you share an office is HIV-positive. You request a transfer to a new office based on your fear of contracting AIDS from your office-mate.		
2. Two people, Jose and Jessica, apply for a promotion. Both are very qualified for the position, and the manager has a difficult time making a choice. Jessica is finally promoted, until her manager learns she is HIV-positive. Due to her infection, Jose is promoted in her place.	_____	
3. A state passes a law requiring HIV testing of all criminals convicted of felonies, whether their crime was sex-related or not, as long as a search warrant is obtained.	_____	
4. A doctor refuses to treat you because you are HIV-positive.	_____	
5. A hotel evicts an HIV-positive guest due to fears of contamination.	_____	
6. A friend of yours is breast-feeding her infant. Since you know she is HIV-positive, you suggest that she stop the practice of breast-feeding and consult her doctor about possible transmission of the disease to the baby.	_____	
7. When having your ears pierced, you insist that the technician use a new needle.	_____	
8. Your boyfriend refuses to wear a condom, because he claims he's not sick and therefore cannot be HIV-positive. As a result, you refuse to have sex with him.	_____	
9. You are purchasing a new home. The seller discovers that you are HIV-positive and now refuses to sell it to you due to fear of infection on the part of the neighbors.	_____	

Key

1. **Discrimination.** There is no factual basis that AIDS is spread through any other means than contact with bodily fluids.
2. **Discrimination.** The Americans with Disabilities Act (ADA) prevents employers from discriminating against a qualified person due to HIV infection.
3. **Good Sense.** Courts have generally allowed blood and saliva testing of criminal defendants as a sensible step in preventing the spread of HIV.
4. **Discrimination.** The ADA does not allow health care providers to refuse treatment because the patient is HIV-positive.
5. **Discrimination.** The ADA not only prohibits such an eviction; it allows for the recovery of damages for emotional distress on the part of the victim.
6. **Good sense.** The HIV virus can be transmitted through breast milk.
7. **Good sense.** The HIV virus can be spread through the use of contaminated needles.
8. **Good Sense.** Many people can be HIV-positive for years without showing any signs of illness.
9. **Discrimination.** Laws prevent any discrimination in housing against someone just because he/she has the HIV virus.

LESSON V: HIV/AIDS CONTROVERSIES: A ROLE-PLAYING ACTIVITY

Course: 11th Grade - American History

Component VI: Global Awareness

Objectives VI: A(8). Analyze relations between the United States and other nations since World War II.

A(9). Discuss selected foreign policy issues and actions that have shaped American thought.

Ad. Debate a current foreign policy issue and/or decision from different perspectives.

Ae. Propose, through individual, small group, or entire class discussion a solution to a current foreign policy problem.

Component V: Historical Awareness

Objective V: C(6). Recognize that personal experience and frame of reference influence the interpretation of historical events.

Cc. Examine, through individual, or small group, or entire class discussion and/or written assignment, a controversial issue involving political tradition/culture; e.g., poll tax, women=s right to vote, lobbyists.

Interdisciplinary Connection

This activity can be correlated with Language Arts curriculum utilizing persuasive writing.

Suggested Time

One class period of 45 minutes to one hour

Activity

The following role-playing activities can be implemented in a variety of ways. Scenarios describing problematic situations are described. Students must choose a course of action based on their assigned role for the activity.

1. The scenarios can be read to the students or they can be photocopied for distribution.
2. The teacher may want students to write a response to the scenarios, or students=

responses may take the form of a class discussion or debate. Scenario # 2 can be used as a mock press conference, with several students chosen to present their views and defend them to other students, who will play the role of members of the press.

Assessment Strategy

Depending on the method chosen, teachers may evaluate students based on written work or on their participation in class discussion.

Materials Needed:

AIDS: Get the Facts Teacher Information packet

Scenario # 1

A world-renowned computer engineer wishes to immigrate to the United States from her home country in Europe. Her knowledge and skills are highly sought after by executives at the top computer companies, who believe her contributions could be vital to the U.S. computer industry. U.S. immigration law encourages the entry of people who possess training and skills, which could benefit the country.

However, this engineer has been infected with the HIV virus. The Immigration and Nationality Act states that Aliens who are infected with any dangerous contagious disease should be prohibited from entering the United States. On the other hand, health officials do not believe that such regulations will significantly reduce the spread of the disease.

Should this individual be granted entry into the United States? Why or why not?

Scenario # 2

State laws govern the availability of hypodermic needles. In the past, needles have been available only by doctor prescription to discourage the use of illegal drugs. Recently, some states have changed their laws to allow more accessibility to needles to prevent the spread of the HIV virus through contaminated needles.

You are the director of your state's public health agency and your state legislature is considering a law to allow easier access to needles. Some people believe that to do so would encourage the use of illegal drugs, since needles would be more than offset by the reduced chance of HIV infection among needle users.

As your state's leading public health official, what is your position on this issue and what are your reasons for your point of view? Write a brief press release explaining your stand on this issue.

Scenario # 3

An impoverished farmer from a country in Latin America has petitioned the U.S. government to allow him to immigrate to the United States. He is married with four children, and he is HIV-positive. Since his medical condition is known to government authorities, he and his family have suffered persecution and harassment.

Traditionally, the U.S. has allowed a number of immigrants to enter from this country, as its government is known for its repression and violation of human rights. However, U.S. Immigration law discourages the admission of Aaliens who are affected with any contagious disease.@ Should this man be allowed to enter the United States? Why or why not?

LESSON VI: COMPARING HIV/AIDS WITH OTHER EPIDEMICS IN AMERICAN HISTORY

Course: 11th Grade - American History

Component II: Historical Awareness

Objective II: A(13). Understand the interaction of science, society, and technology in American historical development

Competency II: Aa.. explain the causes and effects of major events that occurred during a selected time period

Interdisciplinary Connection

This activity can be correlated with science curriculum. Students can research the different types of viral and bacterial infections and their effects on the human body.

Suggested Time

Allow one class period of 45 minutes to one hour for completion of the chart. Teachers may wish to distribute the chart in advance if correlating with students= science curriculum so that they may complete research ahead of time.

Activity

Students will complete the attached chart, which will contrast the impact of the HIV/AIDS pandemic with the post-Wold War I influenza epidemic and typhoid outbreak of the 1920s. Students may use any resources available in the classroom, including textbooks; or, the teacher may choose to have students complete a more comprehensive chart by utilizing the school=s media center.

Assessment Strategy

The teacher can grade the charts for accuracy and completeness.

Materials Needed

History and Science textbooks, media center resources
Copies of blank chart for distribution to students

Name

Epidemic	Influenza (1919)	Typhoid (1920s)	HIV/AIDS (1980s-Present)
Length of Epidemic			
Method of Transmission			
Treatment of Epidemic			
Cities/Areas most affected			
Specific government policies resulting from epidemic			

Social Concerns			
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LESSON VII: ASSESSMENT OF FLORIDA AIDS LEGISLATION

Course: 11th Grade - American History

Component III: Civic Responsibility

Objective III: B(8). Describe inferences about how social, political, economic and technical changes may affect the institutions of family, education, government, economy, and religion.

Competency III: Bd. Assess, through discussion or written work, the effectiveness of a reform effort and/or movement
 Be. Propose a reform to benefit the local community.

Interdisciplinary Connection

This activity may be correlated with the Language Arts curriculum. Teachers may wish to have students submit a written draft of their proposed legislation to their Language Arts teachers.

Suggested Time

Allow one class period for completion of the initial activities. The teacher may allow students 20-30 minutes to complete their assessment of Florida laws and assign students to small groups for the rest of the period. The next day, teachers may wish to allow a brief discussion of proposed laws, or may choose to use that period for extended debate about the advantages and disadvantages of students= bills.

Activity

1. Distribute handout on Florida AIDS-related legislation to students.
2. Students will read the summary of each law and assess the effectiveness of the Legislation. Teachers should advise students that these laws are only a sampling of Florida legislation; other laws have been passed as well. Students should answer the following questions about the legislation:
 - ! What was the rationale for this law?
 - ! Can this be an effective law?

1 Explain problems you believe may arise in enforcing this law.

Teachers may wish to have students answer these questions in writing, or if time allows, the teacher may wish to conduct a class discussion.

3. After the students have completed their assessment of Florida legislation, they should be divided into small groups. Each group should brainstorm to write a bill proposing a new law which would be effective in fighting HIV/AIDS.

Assessment Strategy

The teacher may grade written assessments and bills produced by the small groups or may choose to assign grades based on participation in discussion and group work.

Materials Needed

AIDS: Get the Facts Teacher packet

Copies of handout "Examples of Florida HIV/AIDS legislation" for distribution to students

Examples of Florida HIV/AIDS Legislation

Insurance companies cannot use results of HIV/AIDS tests to disqualify people from disability, health or life insurance.

Reaction:

Courts cannot deny shared custody of children to parent or grandparent based on that individual testing positive for the HIV virus. Such parents or grandparents must agree to observe Center for Disease Control guidelines regarding prevention of transmission.

Reaction:

Every donation of blood or organs must be screened for HIV. Any HIV-positive person who knowingly donates blood or organs resulting in transmission of virus will be guilty of a third-degree felony.

Reaction:

Any person charged with a sex offense is subject to mandatory HIV testing. Results of such testing will be disclosed to victims upon request.

Reaction:

It is unlawful for an HIV-infected individual who knows he/she has been infected and has been informed about sexual transmission of the disease to have sex without informing his/her partner about the infection.

Result:

LESSON VIII: HIV/AIDS: AN INTERNATIONAL CONFERENCE

Course: 11th Grade - American History

Component VI: Global Perspective

Objectives VI: Ba. Describe how HIV/AIDS impacts the United States and other countries.

Bb. Cite examples of attempts to solve the problem of HIV/AIDS across national boundaries; e.g., conferences, international agreements.

Bc. Create a visual or written representation that focuses on the global problem of HIV/AIDS and identifies ways that people can solve the problem.

Bd. Research and present reports on the global issue of HIV/AIDS as it becomes of greater concern in the future.

Theme: The students will be able to evaluate the extent of the HIV/AIDS pandemic and offer solutions for the future.

Suggested Time: Three 60 minute sessions. Two weeks of independent research.

Description of Activity:

Session 1: Introduction and Organization of Project

1. Hand out project information sheet. (Handout 1 included)
2. Have students divide into groups and choose an area of the world to research, i.e., North America, South America, Central America and the Caribbean, Europe, Asia, Africa, the Middle East. (Or any other combination you prefer) Each group will become the official committee of experts representing their part of the world at an International Conference on HIV/AIDS.

3. Inform students of the location of materials in the classroom and those on reserve in the library. Encourage students to use other libraries and the Internet when possible.
4. Set the date for the International Conference on HIV/AIDS. Set dates to check delegates= progress in the research process. Monitor equal participation.
5. Optional: Delegations may be allowed time in the library when other class activities make it possible. Delegations may use traditional dress.

Session 2

1. Organize the classroom to accommodate delegations and a podium for presentations.
Provide space for display of graphs and charts as presentations are made.
Color code world map as each delegation presents their findings.
2. Delegations deliver reports and make recommendations to the conference.

Session 3

1. Delegates develop a plan of action based on the recommendations and the data presented.
2. Allow students to draw conclusions:
 - * Which areas of the world are suffering the most? Why?
 - * Who is doing the research?
 - * Who is spending on education?
 - * Who is spending on treatment?
 - * Where are cases declining? Why?
 - * Who needs help?
 - * How does it affect ALL of us?

Assessment Strategy:

1. Individual and group grades at each research check point.

2. Group report grades.
3. Individual report grades.
4. Conference participation grades.
5. Conclusions may be written as a group processing activity or as individual grades.

Materials Needed:

- ! A large world map to display in the classroom and color code information on.
- ! HIV/AIDS: An International Conference Student Project (Handout included)

**HIV/AIDS: AN INTERNATIONAL CONFERENCE
STUDENT PROJECT**

PURPOSE OF THE CONFERENCE:

1. To illustrate the extent of the HIV/AIDS pandemic on a color coded world map on display during delegation reports.
2. To compare and contrast modes of transmission in different parts of the world.
3. To compare and contrast access to education and treatment in different parts of the world.
4. To create a plan to curtail HIV/AIDS transmission through international cooperation.
5. To evaluate the interdependent nature of this global problem.

Delegation reports should include the following information:

***statistics** on the extent of the HIV/AIDS pandemic in your area, by country. (This information will be used to color code a large world map to be placed on display in the classroom).

***graphs** and **charts** illustrating the history and demographics of the epidemic and the extent of government spending in research and treatment in their areas. (To be used as a visual aid in the group presentation and displayed around the room during the evaluative phase of the project).

Each delegate will explain the situation in his/her area of the world and make recommendations for solutions that can be brought about alone as well as any help they may need from the international community. Delegations may want to emphasize the achievements of their area in helping solve this global issue.

SUGGESTIONS TO ORGANIZE RESEARCH

*Divide the countries in your area among the delegates. Experts should present oral reports.

*Make sure everyone in the delegation has a duty to fulfill. See your teacher if duties are not being performed. Maximize use of individual talents.

**Dade County Public Schools
HIV/AIDS Education Program**

Phone: (305) 995-7118 * Fax: (305) 995-7122

**Florida AIDS Hotline
1-800-Fla-AIDS**

**National AIDS Hotline
1-800-Fla-AIDS**

**AIDS Hotline For Teens
1-800-234-Teen**