Chapter 25 Vocabulary

sexually transmitted disease (STD)
sexually transmitted infection (STI)
epidemic
abstinence
infertility
human papillomavirus (HPV)
chlamydia
gonorrhea
genital herpes
trichomoniasis
syphilis
acquired immune deficiency syndrome (AIDS)
human immunodeficiency virus (HIV)
opportunistic infection
asymptomatic stage
symptomatic stage
EIA
Western blot
pandemic

Directions: In the appropriate spaces in the box below, write the number of the term on the right that matches each definition on the left. When you are finished, the rows, columns, and diagonals should all add up to the same number.

A. Occurrence of diseases in which many people in the same place at the same time are affected
B. Avoiding harmful behaviors
C. Condition in which an individual is unable to conceive or has difficulty with conceiving a child
D. Bacterial STD that usually affects mucous membranes
E. STD caused by HSV
F. Bacterial STD that attacks many parts of the body, caused by a bacterium called a spirochete
G. Virus that attacks the immune system
H. Disease in which the immune system of the patient is weakened
I. A global outbreak of infectious disease

1. abstinence
2. HIV
3. syphilis
4. pandemic
5. genital herpes
6. epidemic
7. gonorrhea
8. infertility
9. AIDS

A	B	C		
			=	15
D	E	F		
			=	15
G	H	I		
			=	15
= 15	= 15	= 15		

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Activity 91 Applying Health Skills

FOR USE WITH CHAPTER 25, LESSON 1

Putting on the Pressure

Directions: Many teens want to remain abstinent but are unprepared to deal with situations in which they may be pressured to engage in sexual activity. It helps to consider such situations in advance and think of ways to respond in order to avoid the pressure. The following exercises illustrate such situations. In the space provided, describe how each teen might respond to the situation in order to avoid being pressured into sexual activity. Explain your response in each case.

Exercises

1. Kurt has invited his girlfriend Jennifer to go for a ride in the country in his new car. No one else is going. She doesn't know what to tell him.

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2. Carrie keeps asking her boyfriend Tino to come over to her house when no one is home. He always makes up an excuse to get out of going because he doesn't want to hurt her feelings by just saying no.

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3. Kuancheng wants to remain abstinent, but his friends keep bragging about their sexual activity and embarrassing him because of his lack of experience. He's wondering whether he should reconsider his decision to remain abstinent in order to get his friends to back off.

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Applying Health Skills, Activity 91 *(Continued)*

FOR USE WITH CHAPTER 25, LESSON 1

4. At the beach, Yolanda runs into a group of the most popular teens in her class. They have a cooler full of alcoholic beverages and invite her to join them. Yolanda is thrilled about being asked to join the group but not about the drinking. She doesn't know what to say.

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5. Whenever Ashleigh goes to a movie with her boyfriend Zach, he wants to become intimate. His behavior makes Ashleigh feel uncomfortable, so she tries to ignore it. She wishes he would get the message and stop trying so hard.

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Activity 92

Applying Health Skills

FOR USE WITH CHAPTER 25, LESSON 2

Disease Detective

Directions: Some STDs have similar symptoms or no symptoms at all, so making a diagnosis requires further evaluation or testing. Other sexually transmitted diseases have fairly distinctive symptoms, making them easier to diagnose. Assume you are a physician's assistant and it is your job to make preliminary diagnoses and recommend testing, if necessary, to determine the causes of illness. In each of the following cases, the patient has an STD. Based on the patient's symptoms or circumstances, make a preliminary diagnosis. State how the diagnosis can be confirmed and how the disease can be treated.

Cases

1. Patient A is a 21-year-old male. He is concerned about several small, pinkish bumps he has noticed on his penis. The tops of the bumps are cauliflower-like in appearance.

2. Patient B is a 21-year-old female. Her boyfriend told her that he has a discharge from his penis. She has no symptoms herself, but she is worried she might have an STD because they have had physical contact.

3. Patient C is a 19-year-old male who has found blisterlike sores on his genitals. The sores are painful, and they come and go.

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Applying Health Skills, Activity 92 *(Continued)*

FOR USE WITH CHAPTER 25, LESSON 2

4. Patient D is a 23-year-old married female who has noticed a discharge and odor from her vagina, along with itching and irritation. Her husband has no symptoms, but both are concerned about an STD.

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5. Patient E is a 27-year-old male who has had a skin rash, swollen lymph nodes, and fever for a week. When questioned about any other recent symptoms, he recalls having a painless reddish sore on his penis a few weeks earlier. The sore healed on its own, so he did not see the doctor about it at the time.

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Activity 93

Applying Health Skills

FOR USE WITH CHAPTER 25, LESSON 3

E-Expert

Directions: Many people are confused about which behaviors and situations put them at risk of HIV infection. Pretend that you are an HIV/AIDS expert and you operate an Internet information service to answer teens' questions about HIV. Read each of the following e-mail questions received from teens. Then, in the space provided, write a response based on what you have learned about HIV transmission.

1. I just found out that the new guy in my gym class was infected with HIV through a blood transfusion when he was a child. I asked the gym teacher if we could get HIV from the guy, and he said not if we avoid physical contact with him. Now, whenever we play basketball, I'm afraid to get aggressive for fear of bumping into him. What should I do?

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2. I heard you can get HIV through body fluids. Does this mean I can get it from the sweat of an infected person? Should I avoid going into the sauna at the health club in case someone with HIV has been sweating in there before me?

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3. My parents said I can have my navel pierced, but I am worried about picking up HIV. Should I be worried?

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Applying Health Skills, Activity 93 *(Continued)*

FOR USE WITH CHAPTER 25, LESSON 3

4. I live next door to a woman with AIDS. We have a lot of mosquitoes at this time of year, and I am afraid if one bites her and then bites me I could become infected with HIV. How likely is that?

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5. Last week, I was introduced to an aunt I never met before, and she gave me a big hug. Later I found out that she is infected with HIV. Now I am worried that she may have transmitted the virus to me when she hugged me. What should I do?

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6. My cousin has HIV. When I saw her a few days ago, she had a cold and accidentally sneezed on me. Today I woke up with a stuffy nose and sore throat. I think I caught her cold. Could I have caught her HIV as well?

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Activity 94

Applying Health Skills

FOR USE WITH CHAPTER 25, LESSON 4

Knowledge Is Power

Directions: In the year 2001, there were 40 million people worldwide infected with HIV. One key strategy for reducing the number of new HIV infections is HIV/AIDS education. The table below, compiled by the Centers for Disease Control and Prevention, shows the percentage of students who are educated about HIV and AIDS at school. Use the information in the table to answer the following questions.

Grade	Percent Taught about HIV/AIDS in School (1995)	Percent Taught about HIV/AIDS in School (1999)	Percent Taught about HIV/AIDS in School (present day)
9	86.0	88.2	
10	87.8	90.6	
11	84.8	92.3	
12	86.8	91.8	

1. Would you consider the effort to educate high school students about HIV and AIDS to be successful? Why or why not?

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2. How do the percentages of students educated about HIV and AIDS at school compare for the years 1995 and 1999?

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3. Take a survey of the students at your school to compare to the national survey. If possible, survey students in grades 9–12. Record your results in the last column of the table above.

4. What might account for any differences between the national data and the data for the students at your school?

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Chapter 25

Study Guide

STUDY TIPS:
- Read *You'll Learn To* for each lesson.
- Look up the meaning of any unfamiliar vocabulary terms.
- Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. Give three reasons why the spread of STDs has been called a hidden epidemic.

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2. Why are teens as a group at particularly high risk for infection with STDs?

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3. Identify possible health consequences of STDs.

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4. What is abstinence? What role does it play in the prevention of STDs?

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5. List strategies that can help teens avoid pressure to engage in sexual activity.

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Study Guide, Chapter 25 *(Continued)*

Lesson 2

6. What health problems can be caused by the human papillomavirus?

7. Identify serious health complications that can occur if chlamydia is not treated.

8. Why does gonorrhea often go undiagnosed in females?

9. What conditions are caused by the herpes simplex virus?

10. Briefly describe the stages of untreated syphilis.

Lesson 3

11. How does HIV affect the immune system?

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Study Guide, Chapter 25 *(Continued)*

12. What are opportunistic infections?

13. State the risk behaviors known to transmit HIV.

14. When can a pregnant woman who is infected with HIV pass the virus to her baby?

Lesson 4

15. Name the stages of HIV infection. What are the features of each stage?

16. How is HIV detected?

17. Why is a cure for HIV infection so hard to find?

18. Why is HIV called pandemic?

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