

Description of Health Course...

There is nothing more basic and important in our lives than the development and maintenance of good health. This process is best promoted when teenagers are given the opportunity to acquire accurate health information and to develop healthful attitudes and behavior patterns.

This course will be geared to adolescent students who are not only reaching physical maturity but also assuming responsibility for many behavior patterns that can affect their health throughout their lives. In addition to the information presented in class, the course will encourage students to discover other reliable sources of information that they can consult now and in the future. Most importantly, this course stresses choice and decision making. It teaches the skills necessary to weigh options, to make responsible decisions, and to develop behaviors that promote healthy lifestyles.

A NOTE TO STUDENTS:

A health course affects students in a personal way. Learning to make decisions for wellness involves self-awareness and a critical look at one's lifestyle, values and habits. This course will encourage you to examine your lives, apply your values, insights and skills to fictional situations, and learn through an exchange of ideas with your classmates. We will conduct our classes in a confident and supportive classroom environment.



Your Teacher Mrs. FitzGerald:



- Married to Mr. Fitz at Orchard MS
- 2 children: Tara (21) KSU and Aiden (19) OU
- 29 years teaching Health and PE at Solon HS
- 500-Hour certified Yoga Teacher
- 20 plus years Coaching (Varsity Volleyball, Basketball, Cross Country, Swimming)
- BS Health and PE (K-12) and Sports Medicine- The University of Akron (DI Volleyball 4 years)
- MS Education (Sports Psychology)- The University of Akron
- Upper Arlington HS- Columbus, OH

Health 101 Outline

1st Quarter

Unit #1

Components of Health
Leading Causes of Death
Blue Zones, Lifestyle and Longevity
Family Medical History
Factors that determine Health

Unit #2

Personality Tests and Traits
The Teenage Brain explained
Emotional Health
Anger and Grief Management
Self-Esteem and Self-Worth
IQ vs. EQ

Unit #3

Types of Mental Illness
Signs and Support of Mental Illness
Suicide Awareness and Prevention
Internet Safety
Bullying-Education and Prevention

Unit #4

Stress and Stress Management
Nervous Systems
Benefits and Applications of Mindfulness
Breathing and Relaxation Techniques
Gratitude

Unit #5

Drug Education-Categories and Effects
Alcohol, Marijuana, Tobacco
Over The Counter & Prescription Drug Abuse
Opioid Epidemic
Vaping
Navigating Societal and Peer Pressure

Second Quarter

Unit #6

Keys to successful relationships
Communication and Listening Skills
Healthy vs Unhealthy Relationships
Trust and establishing healthy boundaries
Types of Abuse and Support

Unit #7

Sex Education (MUST OPT IN ONLINE)
Reproductive Systems and Problems
Consent and Laws
Benefits of Abstinence
Sexually Transmitted Infections/HIV
Pregnancy and Contraception

Unit #8

Nutrition (ONLY students that OPT OUT)
Research and analysis of Nutrients
Nutritional Analysis and Goal Setting
Presentation-Current Trends in Nutrition
(Individual Study- 2.5 weeks)

Semester Portfolio Project (135 pts)

Project and Presentation

Speakers

Grief and Anger-Jodi Lurie
Organ Donation Education-LifeBanc
Suicide Prevention-LifeACT
Road Safety-Sergeant Perkins
Internet Safety-Detective Castro
Drugs- Officer Hurford (DRE) & SC Grad
Healthy Relationships-CRCC & JFSA
16 Strong (ACES)-Solon Student
Anti-Bullying-Jan Mohat
Robbie's Voice-Rob Brandt

Health Curriculum Objectives

Solon Course Objectives:

- A. Students will take daily notes and reflect in their personal journals that can also be utilized for assessments.
- B. Informed Consumers: Students will be able to research and utilize current and reliable health information. (Current health articles including nutrition articles to Peer Share and reflect)*
- C. Students will practice the personal application of health information after evaluating, reflecting and sharing their personal level of wellness for each topic. (Motivational Mondays and Wellness Wednesday Goals)
- D. Students practice and appreciate the benefits of gratitude by logging and sharing what they are thankful for each week in their journal. (Thankful Thursday Log)
- E. Students will improve their emotional intelligence, self-worth and self-esteem by self inquiry and reflection. (Health Portfolio)
- F. Students will be able to create SMART goals with detailed action plans to accomplish short and long term goals. (Wellness Wednesdays and Health Portfolio)

(* denotes State or National Standards)

The National Health Education Standards

Standard 1-Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2-Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3-Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4-Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5-Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6-Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7-Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8-Students will demonstrate the ability to advocate for personal, family, and community health.

Class Norms

1) BE PRESENT

- ☐ PHONE in Caddy (attendance)*
- ☐ IN SEAT BEFORE BELL
- ☐ EYE-CONTACT, POSTURE, SMILE
- ☐ HALL PASSES (2 max per quarter)*
- ☐ DRESS CODE*

*school policies will be enforced

2) PARTICIPATE

- ☐ SUPPORT a SAFE space for ALL
- ☐ SEE, HEAR and RESPECT ALL
- ☐ RESPECT THE FLOOR
- ☐ SHARE APPROPRIATELY and EQUALLY
- ☐ ASK QUESTIONS-in class or privately
- ☐ ADVOCATE for yourself and classmates
- ☐ THINK before you speak, is it



- True?
- Helpful?
- Inspiring?
- Necessary?
- Kind?

Weekly Themes

Motivation Monday-Watch a short motivational video on which to reflect upon in journals followed by class discussion.

Wellness Wednesday-Create SMART goals for personal wellness and monitor throughout the week and quarter. Be ready to share and discuss!

Thankful Thursday-Reflection on a weekly gratitude prompt in journals followed by small or big group discussion.

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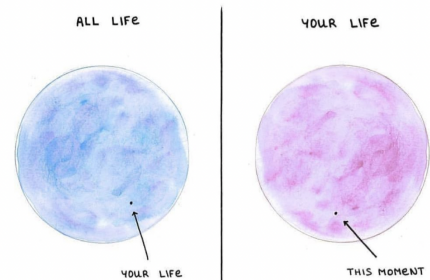
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**"The first wealth
is HEALTH."
Ralph Waldo**

STUDENT EVALUATION

Class Work (individual and group)	5-50 points
Quizzes	25-50 points
Projects (100-150 points
Participation/Attitude	<u>50 points</u>
TOTAL 9 WEEK POINTS	500-600 points



ATTITUDE

By Charles Swindoll

The longer I live, the more I realize the importance of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company...a church...a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past...we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude...I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you...We are in charge of our ATTITUDES!

The more often I have a good attitude, the more often I have a good day.

This has been my personal philosophy in life and in the classroom. If you come to class each day with a positive attitude and give your very best effort, you will not only succeed in my Health class, but in life. The greatest part of Health class is that everything we cover directly relates to YOU! So let's work TOGETHER and have a fantastic semester!



"There is no greater wealth than health." Virgil