

Fairview High School Health

Mr. Friel (rfriel@fairview.k12.oh.us)

Welcome to what I believe is one of the most exciting and interesting classes in our school. Your health is the most important aspect of your life. Knowing how to take good care of yourself and making decisions that will lead to a long and healthy life are the two main goals of this course. Knowledge is POWER; the more you know, the better the decisions you will make concerning your life.

COURSE EXPECTATIONS

- *You are expected to be in your seat when class begins.
- *You are expected to come to class daily with your notebook, writing utensil, computer, and any assignment due that day. There is not a great deal of homework assigned. What is assigned, is expected to be done completely and timely. If work isn't turned in on time, you will receive 50% credit for 1 day late and 0% after the 1-day late policy. Excused absences have a two-day time period for missing work.
- *This is a NO DRINK or FOOD ZONE. Bottled water is always welcome.
- *You are expected to listen and follow directions the first time they are given.
- *You are expected to treat your classmates and teacher with respect.
- *You are expected to follow all school rules.
- *You are expected to remain in your seat until the dismissal bell rings.
- *No hoods or hats are allowed to be worn in class.
- *Cell phones, Ear Buds, and MP3 players are prohibited. All cell phones will be left in a designated area or case in the back of the class. Phones can be accessed the final 5 minutes of class upon the instructor's word. If student has a phone out during class activity time, he/she will be asked to put his/her phone in our case. First two refusals to comply with our phone policy, the student will be asked to sit in hallway with the 3rd infraction being sent to the office (No Exceptions)

GRADING AND ASSIGNMENTS

1. Homework, quizzes, tests; projects and class participation make up your grade.
2. For all assignments, head your paper, word, or google document as follows:
 - Name (Full Name)
 - Period
 - Date
3. Computer notetaking is always welcomed.
4. Each of you will be involved in several major projects for the semester. Details will follow.

*Health is a required one-semester course at the High School level. Students must earn a passing grade to graduate.

The health Units include:

- (Mental Health) Personality (Decision-making skills, healthy and unhealthy relationships, stress, depression, mental illness, divorce, and suicide)
- (Cancer) (Prevention, diagnosis, treatment)
- (Drugs) Substance Use and Abuse (Including tobacco products, alcohol, opiates, vaping, and other drugs)
- (Human Sexuality and Family Life) (Abstinence-based education including dating, dating violence, marriage, having children, teen pregnancy, fertility control, harassment, male / female reproductive system and function, sexually transmitted diseases, infectious and non-infectious disease, dating violence, contraceptives, and the issue of abortion in our society. Etc.)
- (Health) Fitness, Nutrition, Wellness (Including eating disorders)
- (Adult, Child and Infant Red Cross CPR/AED & Basic First Aid) Each student will receive a two- year CPR certification upon their successful completion of the unit.

Parental Health Information

Health Education is a combination of learning, understanding, and becoming knowledgeable of the different health issues in our society. Our Health classes, will cover topics pertaining to maintaining a healthy body, mind, and attitude. Topics will include:

- (Mental Health) Personality (Decision-making skills, healthy and unhealthy relationships, stress, depression, mental illness, divorce, and suicide)
- (Cancer) (Prevention, diagnosis, treatment)
- (Drugs) Substance Use and Abuse (Including tobacco products, alcohol, opiates, vaping, and other drugs)
- (Human Sexuality and Family Life) (Abstinence-based education including dating, dating violence, marriage, having children, teen pregnancy, fertility control, harassment, male & female reproductive system, sexually transmitted diseases, infectious and non-infectious disease, dating violence, and the issue of abortion in our society. Etc.)
- (Health) Fitness, Nutrition, Wellness (Including eating disorders)
- (Adult, Child and Infant Red Cross CPR/AED & Basic First Aid) Each student will receive a two- year CPR certification upon their successful completion of the unit and COVID-19 protocols.

As a class, we will have group discussions, projects, student lead presentations, role playing, video presentations, and debates on health topics within our society. The class will discuss in detail many of the above topics presented to your son or daughter in our High School health program. If at any time, your son, daughter, or you as parents feel stressed or uncomfortable during one of the above units, he or she may ask for an alternative assignment during a particular presentation. We handle all topics with care and hope that all students will stay to contribute their feelings and views on the topics we cover in class.

I encourage our students to create a dialogue with their parents to reinforce healthy choices, behaviors, and topics discussed in class. I feel this will continue to instill more knowledge and understanding on the issues we discuss, so students can make the best responsible health decisions and become productive young adults within our society.

Thanks,

**Mr. Friel
Health/PE Teacher
Fairview High School
rfriel@fairview.k12.oh.us**

Each student / parent, can sign-off on the below form on-line with the link posted on Google Classroom. The Google Doc form will take you to the check off sheet.

50 Point Assignment for Health Education

******All Health students must have this sheet signed and returned to Mr. Friel by Friday September 2nd, 2022. The assignment is worth 50 points. If the assignment isn't turned in by Friday, September 2nd, 2022, the student will receive a zero out of 50.**

I understand the rules and regulations of Health:

Student _____

Parent _____

**Thanks,
Mr. Friel**

**Fairview High School Health Education
Units & Objectives**

* **OAHPERD Health Education Model Curriculum**

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

**By the end of Grade 12, students will be able to meet the following expectations:

**Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

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

**By the end of Grade 12, students will be able to meet the following skill expectations:

**Explain the influence of public health policies on health practices and behaviors. Analyze how culture supports and challenges health beliefs, practices, and behaviors. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.

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

**By the end of Grade 12, students will be able to meet the following skill expectations:

**Evaluate the validity and reliability of health information. Evaluate the validity and reliability of health products. Evaluate the validity and reliability of health services. Determine the accessibility of valid and reliable health products. Determine when professional health services may be required. Determine the accessibility of valid and reliable health services. Use resources that provide valid and reliable health information.

Use valid and reliable health products.

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

**By the end of Grade 12, students will be able to meet the following skill expectations:

**Demonstrate effective communication skills to enhance health. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the

personal health and safety of oneself and others. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. Demonstrate how to effectively ask for assistance to improve personal health. Demonstrate how to effectively offer assistance to improve the health of others.

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

****By the end of Grade 12, students will be able to meet the following skill expectations:**

****Examine barriers to healthy decision making. Determine the value of applying thoughtful decision making. Justify when individual or collaborative decision making is appropriate. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision. Generate alternatives when making a health-related decision. Predict potential short-term and long-term consequences of alternatives to health-related decisions. Choose a healthy alternative when making a health-related decision. Evaluate the effectiveness of health-related decisions.**

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

****By the end of Grade 12, students will be able to meet the following skill expectations:**

****Assess personal health practices and behaviors. Set a realistic personal health goal. Assess the barriers to achieving a personal health goal. Develop a plan to attain a personal health goal. Implement strategies, including self-monitoring, to achieve a personal health goal. Use strategies to overcome barriers to achieving a personal health goal. Formulate an effective long-term plan to achieve a health goal.**

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

****By the end of Grade 12, students will be able to meet the following skill expectations:**

****Analyze the role of individual responsibility in enhancing personal health. Evaluate personal practices and behaviors that reduce or prevent health risks. Demonstrate healthy practices and behaviors to improve the health of oneself and others. Make a commitment to practice healthy behaviors.**

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

****By the end of Grade 12, students will be able to meet the following skill expectations:**

**Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages. Persuade and support others to make positive health choices. Collaborate with others to advocate for improving personal, family and community health. Encourage school and community environments to promote the health of others.

**Adapt health messages and communication techniques for a specific target audience. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.

UNIT: HEALTH SKILLS

- Analyzing Influences
- Accessing Information
- Decision Making
- Goal Setting
- Interpersonal Communication
- Self- Management
- Advocacy

***KEY CONCEPTS** — comprehend concepts related to health promotion and disease prevention.

***ANALYZING INFLUENCES** — analyze the influence of others, culture, media, technology on health.

***ACCESSING VALID & RELIABLE HEALTH RESOURCES** — access valid information, products and services.

***INTERPERSONAL COMMUNICATION SKILLS** — use interpersonal communication skills to enhance health and avoid or reduce health risks.

***DECISION-MAKING SKILLS** — use decision-making skills to enhance health.

***GOAL-SETTING SKILLS** — use goal-setting skills to enhance health.

***SELF-MANAGEMENT SKILLS** — demonstrate health-enhancing behaviors to avoid or reduce health risks.

***ADVOCACY SKILLS** — advocate for personal, family, and community health.

UNIT: SOCIAL & EMOTIONAL HEALTH

- Recognize and respond to social and emotional health issues of Depression, suicide, Eating-disorders, healthy and unhealthy relationships.
- Relate body image to the development of eating disorders Analyzing Influences
- Analyze influences on social and emotional health and Body Image Accessing Information
- Access a variety of credible resources for issues related to social, emotional, and Interpersonal Communication
- Explain and apply skills for effective communication (I statement, active listening, body language, conflict resolution)
- Analyze barriers to effective communication Decision Making and Goal Setting
- Explain, apply, and evaluate the decision-making process to personal health issues
- Apply strategies and skills needed to attain personal health goals and Self-Management
- Demonstrate, evaluate, and analyze strategies to manage stress
- Apply strategies to promote a positive body image.

Health Education Objectives UNIT: SOCIAL & EMOTIONAL HEALTH

The student will:

- Recognize and respond to social and emotional health issues of Depression and suicide of Self Injury and Eating Disorders
 - Relate body image to the development of eating disorders Analyzing Influences
- Analyze influences on social and emotional health and Body Image
- Access a variety of credible resources for issues related to social, emotional health, and Interpersonal Communication
- Explain and apply skills for effective communication (I statement, active listening, body language, conflict resolution)
- Analyze barriers to effective communication Decision Making and Goal Setting
- Explain, apply, and evaluate the decision-making process to personal health issues
- Apply strategies and skills needed to attain personal health goals Self-Management
- Demonstrate, evaluate, and analyze strategies to manage stress
- Apply strategies to promote a positive body image.

UNIT: NUTRITION & FITNESS

- Analyze benefits and strategies for maintaining a healthy weight of Concepts –BMI (pros/cons), weight control, nutrient density and Benefits - nutrition, energy, reduced risk of disease and Strategies – energy balance, physical activity, avoid fad diets Analyzing Influences
- Analyze personal nutrition and eating behaviors Accessing Information
- Access and evaluate current, accurate information for nutrition and weight management Self-Management
- Identify areas of personal eating behaviors that need improvement
- Create an eating plan that targets identified areas.

Health Education Objectives UNIT: NUTRITION & FITNESS

The student will:

- Analyze benefits and strategies for maintaining a healthy weight of Concepts –BMI (pros/cons), weight control, nutrient density and Benefits (nutrition, energy, reduced risk of disease) and Strategies – energy balance, physical activity, avoid fad diets Analyzing Influences
- Analyze personal nutrition and eating behaviors Accessing Information
- Access and evaluate current, accurate information for nutrition and weight management Self-Management
- Identify areas of personal eating behaviors that need improvement
- Create an eating plan that targets identified areas.

UNIT: SAFETY AND INJURY PREVENTION

- Demonstrate the ability to respond appropriately to emergency and nonemergency situations. Laws/Codes/Regulations pertaining to emergency situations. Ways to deter abuse and violence (including bullying, harassment, and sexual assault)
- Demonstrate skills related to cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED). Compression and Breaths CPR. Adult / Child / and Infant. Locations and proper use of AEDs. Red Cross Certification.
- Differentiate between healthy and unhealthy use of technology through internet, email, websites, instant messaging, and telephone/cell phone use Analyzing Influences
- Analyze factors that influence risky situations and violent behaviors. Bullying/Cyberbullying /Child abuse / Date rape / Dating violence/sexual assault / Sexual harassment and Human Trafficking.
- Investigate resources for first aid, personal safety, and injury prevention Interpersonal Communication
- Assess conflict resolution strategies that promote and sustain interpersonal relationships
- Respond appropriately to harassment, sexual aggression, and other violent behaviors
- Practice assertive communication in relation to personal safety Self-Management
- Apply strategies to prevent injuries and violence Advocacy
- Advocate for an issue related to safety and injury prevention.

Health Education Objectives UNIT: SAFETY AND INJURY PREVENTION

The student will:

- Demonstrate the ability to respond appropriately to emergency and nonemergency situations. Laws/Codes/Regulations pertaining to emergency situations. Ways to deter abuse and violence (including bullying and sexual harassment)

- Demonstrate skills related to cardiopulmonary resuscitation (CPR) and automated external defibrillator(AED). Compression & Breath skills for Adult, Child, and Infant. Locations and proper use of AEDs
- Differentiate between healthy and unhealthy use of technology through internet, email, websites, instant messaging, and telephone/cell phone use Analyzing Influences
- Analyze factors that influence risky situations and violent behaviors. Bullying/Cyberbullying / Child abuse / Date rape / Dating violence/ and recognize the dangers of Human trafficking.
 - Investigate resources for first aid, personal safety, and injury prevention Interpersonal Communication
- Assess conflict resolution strategies that promote and sustain interpersonal relationships
- Respond appropriately to harassment, sexual aggression, and other violent behaviors
- Practice assertive communication in relation to personal safety Self-Management
- Apply strategies to prevent injuries and violence Advocacy
- Advocate for an issue related to safety and injury prevention

UNIT: TOBACCO, ALCOHOL AND OTHER DRUGS

- Summarize physical, psychological, social and legal consequences of use, misuse, and abuse of prescription, gateway/illegal, and OTC drugs Analyzing Influences
- Identify factors that influence the use of tobacco, alcohol, vaping, and other drugs Accessing Information
- Access and evaluate current, accurate information for substance abuse and addiction Interpersonal Communication
- Demonstrate strategies for refusal and intervention of tobacco, alcohol, and other drugs Decision Making and Goal Setting
- Apply a decision- making process to issues related to tobacco, alcohol and other drugs
- Advocate for an issue related to alcohol, tobacco, and other drugs via Rules, policies, laws and Healthy choices.

Health Education Objectives UNIT: TOBACCO, ALCOHOL AND OTHER DRUGS

The student will:

- Summarize physical, psychological, social and legal consequences of use, misuse, and abuse of prescription, gateway/illegal, and OTC drugs Analyzing Influences
- Identify factors that influence the use of tobacco, alcohol, vaping and other drugs Accessing Information
- Access and evaluate current, accurate information for substance abuse and addiction Interpersonal Communication
- Demonstrate strategies for refusal and intervention of tobacco, alcohol, vaping and other drugs Decision Making and Goal Setting
- Apply a decision- making process to issues related to tobacco, alcohol, vaping, and other drugs.
- Advocate for an issue related to alcohol, tobacco, vaping, and other drugs and understand Rules, policies, laws, and Healthy choices.

UNIT: DISEASE PREVENTION

- Examine the transmission, symptoms, prevention, and treatment, of communicable diseases and STIs, including HIV/AIDS, Flu, and common cold, etc.
- Examine the symptoms, prevention, and treatment of non-communicable diseases and infectious disease, Cancer, heart disease, diabetes, etc. ...
- Evaluate the impact of disease on the individual, family, and society.
- Analyze influences on transmission, prevention, and treatment of disease/Genetics/Medical technology/Environment Accessing Information
- Describe roles and responsibilities of health-related agencies for disease prevention and control at local, state, and federal levels
- Identify resources for reliable information, assessment, and treatment of communicable and non-communicable disease or disability
- Access information about a disease advocacy group or project Self-Management
- Create a personal disease-prevention plan that includes screenings, vaccinations and regular checkups Advocacy
- Advocate for an issue related to disease.

Health Education Objectives UNIT: DISEASE PREVENTION

The student will:

- Examine the transmission, symptoms, prevention, and treatment, of communicable diseases and STIs, including HIV/AIDS o Flu, common cold, etc.....
- Examine the symptoms, prevention, and treatment of non-communicable diseases and infectious disease, Cancer, Heart Disease, Diabetes, etc.....
- Evaluate the impact of disease on the individual, family, and society.
- Analyze influences on transmission, prevention, and treatment of disease, Genetics, Medical technology, Environment Accessing Information
- Describe roles and responsibilities of health-related agencies for disease prevention and control at local, state, and federal levels
 - Identify resources for reliable information, assessment, and treatment of communicable and non-communicable disease or disability
- Access information about a disease advocacy group or project Self-Management
- Create a personal disease-prevention plan, Screenings, Vaccinations and regular check-ups
- Advocate for an issue related to disease.

UNIT: SEXUAL HEALTH

- Explain fertilization, fetal development, and the birth process
- Identify the most prevalent congenital and hereditary conditions that affect the fetus

- Evaluate different ways to prevent pregnancy along with the different types of contraceptives. Discuss Roe vs. Wade along with Ohio's abortion laws and the "Heart Beat Law". Analyze & discuss the issue of abortion in our society.

- Examine risks and consequences of sexual activity

- Describe components of sexual responsibility. Gain knowledge about sexuality and sexual health. Choose a values system that makes sexuality a positive force in your life. Talk with parents/guardians, teachers, and counselors when necessary. Set limits and communicate to partners. Report incest, rape, sexual abuse, and the spread of STIs to the appropriate authorities

Analyzing Influences

- Analyze factors that influence an individual's decisions concerning sexual behavior.

- Access valid information, products, and services that promote sexually healthy youth

Interpersonal Communication

- Analyze how interpersonal communication affects relationships

- Analyze effective communication skills for sexual issues, including consent Decision Making

- Utilize a decision-making process for situations involving sexual behavior Advocacy

- Advocate for the health benefits of abstinence

- Advocate for respecting individual and others' sexual limits.

Health Education Objectives UNIT: HUMAN SEXUALITY

The student will:

- Explain fertilization, fetal development, and the birth process of the male & female.

- Identify the most prevalent congenital and hereditary conditions that affect the fetus

- Evaluate different ways to prevent pregnancy and the different forms of contraceptives.

- Examine risks and consequences of sexual activity

- Describe components of sexual responsibility. Gain knowledge about sexuality and sexual health. Choose a values system that makes sexuality a positive force in your life. Talk with parents/guardians, teachers, and counselors when necessary. Set your own limits and make them known to partners. Stick up for yourself, saying and believing "I count". Report incest, rape, sexual abuse, and the spread of STIs to the appropriate authorities.

- Analyze factors that influence an individual's decisions concerning sexual behavior

- Access valid information, products, and services that promote sexually healthy youth

Interpersonal Communication

- Analyze how interpersonal communication affects relationships

- Analyze effective communication skills for sexual issues Decision Making

- Utilize a decision-making process for situations involving sexual behavior Advocacy

- Advocate for the health benefits of abstinence

- Advocate for respecting individual and others' sexual limits.