

“Personal Health and the Call to Holiness”

Man, though made of body and soul, is a unity. Through his very bodily condition, he sums up in himself the elements of the material world. Through him they are thus brought to their highest perfection and can raise their voice in praise freely given to the Creator. For this reason, man may not despise his bodily health. Rather, he is obliged to regard his body as good and to hold it in honor since God has created it and will raise it up on the last day. (Vatican II Constitution on the Church and the Modern World “Gaudium et Spes” 14).

When the Son of God became man, he involved himself with the entirety of human life. By taking up our flesh, Christ redeemed every dimension of our human nature. In this way, he sanctified not only the invisible and interior realities of the human person, but our physical nature as well. Furthermore, we hope to follow him in his Resurrection, when we will one day rise again, body and soul, and live for all eternity—not merely as spirits, but as integral human beings, although in a new and glorious form.

As the continuation of Christ’s Incarnation and abiding presence in the world, and as the efficacious sign of salvation, the Church, too, involves itself with the entirety of human life. Therefore, the Diocese of Fall River, as an instance of the Universal Church, seeks to educate its young people not only in faith and morals, but also in the physical, psychological, and emotional development of the human person.

The current climate of our culture, however, often separates God from humanity. This separation, in turn, can result in a hostility to Christian values and even to the contributions provided by any religious outlook. We witness the devaluing and destruction of human life, threats to human life in all its stages, the surge of violence and child abuse, illicit drug use, and the spread of disease in our community. We also have great concern for the challenges to the traditional understanding of marriage and family, attempts to intrude into the inviolable role of conscience, and the rampant disregard for the gift of human sexuality.

Therefore, the goal of these curriculum guidelines is to address the issue of human health positively and in accordance with scientific accuracy, divine revelation, and Church teaching. This curriculum will emphasize the goodness of creation and provide our young people with a comprehensive view of the human person. Instructing and educating our students in the physical and emotional health of the human person will help them develop an integral understanding of themselves. It will also give them knowledge of how to appreciate the physical dimension of the human person in light of the true nature of love.

The commitment of the Diocese of Fall River to parents will be to respect, uphold, and support their rights and roles as primary educators in these most sensitive areas of their child’s development. In order to assist parents in this great responsibility and task at hand, and in collaboration with parents, we will offer to them, as well as to our youth and teachers, ongoing support, education, and formation, always within the context and framework of the Catholic faith. This formation will include authentic training in chastity, life skills, nutrition, family life, and areas of social development, mindful of the fact that the total health of the human person involves simultaneously mind, body, and soul. Finally, the health curriculum of this Diocese will lead to a deeper awareness of the individual’s call to holiness in imitation of Christ and to a culture of life which respects the natural law and the dignity of the human person.

The student will be able to:

Nutrition

- N1. Identify key nutrients in food that support healthy body systems (skeletal, circulatory).
- N2. Recognize that the amount of food needed changes as the body grows.
- N3. Use USDA Food Guide Pyramid and its three major concepts of balance, variety and moderation to plan healthy meals and snacks.
- N4. Identify the connections between foods served at home with regional food production.
- N5. Describe how food choices are influenced by availability, individual and family preference, media and background.
- N6. Identify healthy foods within various food groups.

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<http://www.kidscom.com/games/pcg/pcg.html> “catch” a balanced diet without too many calories
<http://pbskids.org/itsmylife/body/foodsmarts/index.html> Food Smarts
www.nutritionexplorations.org resources & online games

Physical Activity & Fitness

- P1. Identify physical and psychological changes that result from participation in a variety of physical activities.
- P2. Explain the benefits of physical fitness and increased active lifestyle to good health.
- P3. Apply movement concepts, range and force absorption to extend versatility and improve physical performance.
- P4. Use a variety of manipulative, locomotor, and non-locomotor skills as individuals and in teams.
- P5. Demonstrate responsible personal and social conduct in physical activity settings.

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These outcomes are to be included in a school’s Physical Education curriculum.

Safety and Injury Prevention

- S1. List rules for fire safety, bus safety, seat belt use where applicable, safe play (especially any outdoor activity near streets) such as at home, school, community, and explain why these rules are important.
- S2. Name persons and community helpers (such as police, fire fighters, and emergency medical personnel) who can be contacted to help with health, safety, and injury prevention, and describe the appropriate procedures for contacting health care personnel in an emergency.
- S3. Apply age-appropriate first aid for cuts and bruises, including observing universal precautions for all body fluids.
- S4. Describe personal responsibility for reducing hazards and avoiding accidents.
- S5. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.
- S6. Explain dangers of talking to strangers, including speaking to them on the phone and internet.
- S7. Distinguish among safe, unsafe, and inappropriate touch.

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Diocesan required Lures program
www.isafe.org

Tobacco, Alcohol, and Substance Use / Abuse Prevention

- T1. Describe the purpose of medicines (prescription and over-the-counter) and how they can be used or misused in the treatment of common medical problems.
- T2. Describe how tobacco and prolonged exposure to cigarette smoke affect the body.
- T3. Identify whom to seek help from for a possible poisoning or overdose.

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Disease Prevention and Control

- D1. Describe how the body fights germs and disease naturally and with medicines and immunization.
- D2. Identify symptoms of common illnesses and recognize that being responsible for individual health includes alerting caretakers to any symptoms of illness.
- D3. Describe and apply skills to prevent and control the spread of disease and to help promote cleanliness.
- D4. Describe age-appropriate actions relating to universal precautions (e.g., do not touch, notify an adult).
- D5. Identify tooth functions, causes of tooth health and decay, and proper dental health skills.
- D6. Explain how cleanliness and good grooming also show consideration for self and others.

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Dignity of the Human Person

Foundations of the Gospel of Life

- D-FG.1. Discuss fully their own value and dignity given to them and all people by God.
- D-FG.2. Given the four principles of life, explain what each means:
 - 1. We are made in His image
 - 2. All human life is sacred
 - 3. We are valuable
 - 4. God has a plan for our lives.

Growth and Development

- D-G.1. Name the external and internal parts of the body and the body systems (nervous, muscular, skeletal, circulatory, respiratory, digestive, endocrine, and excretory systems).
- D-G.2. List the stages in the basic growth process of living organisms (fertilization, growth, reproduction, and death) and be able to define puberty
- D-G.3. Identify appropriate accommodations and aids for people with physical disabilities.

Interpersonal Relationships & Family Life

- D-I.1. Identify qualities of a disciple of Jesus and express how those qualities need to be lived out in all our interpersonal relationships (respect, dignity of the human person, unconditional love, integrity and honesty, compassion, forgiveness, selflessness, and humility).
- D-I.2. Describe positive and appropriate ways of displaying affection, respect, and appreciation for each other.
- D-I.3. Explain why good communication is necessary for healthy relationships and how it can be encouraged, including by listening, empathy, checking for understanding (feedback), confrontation, problem resolution, and use of I statements.
- D-I.4. Explain the importance of self-control and discuss why it is important not to act on emotions alone.

- D-I.5. Explain how people can be positively and negatively influenced by others.
- D-I.6. Identify negative peer pressure, and develop strategies for responding to negative peer pressure.
- D-I.7. Describe the role of family in the Church and the Church as family.
- D-I.8. Discuss how family life is affected by difficulties and challenges.

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Violence Prevention

- V1. Explain different types of violence: emotional, psychological, physical, and sexual.
- V2. Identify factors that contribute to both violent and nonviolent attitudes.
- V3. Differentiate between one's rights and those of others, and identify techniques for handling anger and resolving conflicts.
- V4. Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups.

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Mental Health

- M1. Explain and apply a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions.
- M2. Identify how coping skills (such as perceiving situations as opportunities, taking action / exerting control where possible) positively influence self-concept.
- M3. Recognize decisions and choices have consequences.
- M4. Identify the importance of forgiveness from God, others and self.
- M5. Recognize how unhealthy behaviors can be changed.

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Consumer Health and Resource Management

- C1. Identify and describe health careers.
- C2. Interpret the symbols and information provided on labels for health care products and food products.
- C3. Identify advertising techniques.
- C4. Identify resources used by individuals to manage their daily lives (such as time and money).
- C5. Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects.
- C6. Describe how allowing time for healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve health.
- C7. Review the positive and negative influences of the media that impact on health.

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Community and Public Health

- CP1. List the jobs carried out by people at school and in the community that support health.
CP2. Identify ways the physical environment is related to individual and community health.
CP3. List practices and products that make living safer.

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Ecological Health

- E1. Describe types of natural resources and their connection with health.
E2. Describe how people respond to the call to be good stewards of the environment such as by conserving natural resources and reducing pollution

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