

“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. List the functions of key nutrients and describe how United States Dietary Guidelines relate to health and prevention of chronic disease throughout the life span.
- N2. Describe a healthy diet and adequate physical activity during adolescent growth spurts.
- N3. Describe components of a nutrition label and how to use the information from labels to make informed decisions regarding food.
- N4. Analyze dietary intake and eating patterns.
- N5. Explain factors associated with a safe food supply.
- N6. Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders.

Teaching / Learning Strategies, Assessments & Resources

Combine with the study of the Digestive System in Science (Life Science, pt V. The Human Body)
<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. Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others.
- P2. Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency.
- P3. Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow.
- P4. Describe basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.
- P5. Explain the benefits of participating in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.
- P6. Explain the personal benefits of making positive health decisions and know how to chart progress towards personal wellness.
- P7. Apply movement concepts and beginning game strategies to guide and improve individual and team performance.
- P8. Demonstrate strategies for inclusion of all students in physical activity settings.
- P9. Describe the purpose and benefits of sports, games, and dance in modern society.

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Include all outcomes in the local Physical Education curriculum

Safety and Injury Prevention

- S1. Describe actions and behaviors to protect oneself when alone at home or in the community or caring for small children (such as first aid and rescue breathing).
- S2. Describe how to demonstrate safe care and concern toward the ill, disabled or elderly persons in the family, school, and community.
- S3. List safety rules for recreational activities, including the use of helmets, pads, and proper use of equipment.
- S4. Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest and know how to respond to them.
- S5. Apply appropriate first aid for bleeding, choking, and burns.

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Tobacco, Alcohol, and Substance Use / Abuse Prevention

- T1. Describe addictions to alcohol, tobacco, and other drugs, and methods, resources, and agencies for intervention, treatment, and cessation.
- T2. List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs.
- T3. Identify internal factors (such as genetics, character traits, spirituality) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs.
- T4. Describe ways of refusing tobacco, alcohol, and other drugs and discuss how to share preventative health information with peers.

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DARE program

Disease Prevention and Control

- D1. Describe the importance of rest and sleep on physical and mental functioning, personal requirements for sleep, and methods for getting adequate sleep.
- D2. Explain how cleanliness and good grooming also show consideration for self and others, and ways to promote cleanliness.
- D3. List the factors contributing to tooth decay, diseases of the mouth including oral cancer, and preventative measures.
- D4. Explain the need to follow prescribed health care procedures given by parents and health care providers including the reasons for never taking medications intended for others.
- D5. Describe the importance of early detection in preventing the progression of disease.
- D6. Describe the relationship between overexposure to the sun and skin cancer.
- D7. Identify positive health behaviors that reduce the risk of contracting communicable and chronic diseases.
- D8. Briefly explain how the immune system functions to prevent and combat disease.
- D9. Describe the effects of HIV infection and distinguish between HIV and AIDS.
- D10. Describe age-appropriate actions relating to universal precautions.

Teaching / Learning Strategies, Assessments & Resources

Every school should contact the Diocesan Office Of AIDS Ministry (508-674-5699) to schedule the presentation for grade 6 students.

Dignity of the Human Person

Foundations of the Gospel of Life

- D-FG.1. Review and discuss fully their own value and dignity given to them and all people by God.
- D-FG.2. Explain the sacredness of all human life from conception to a natural death found both in natural and divine law.
- D-FG.3. Write and review the four principles of life.
 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.
- D-FG.4. Discuss and explain the Church's teaching on abortion, end of life issues, reproductive technology, and the death penalty as presented in the Gospel of Life.
- D-FG.5. Describe the effects of abortion on child, parents, family and society and discuss healing the

wounds of abortion (Project Rachel)

D-FG.6. Identify our responsibility to others in our family, Church and the world.

Growth and Development

D-G.1. Identify the stages of the human life cycle (from prenatal through late adulthood).

D-G.2. Define the reproductive system and recognize the emotional and physical changes during puberty.

D-G.3. Discuss the stages of pregnancy and the development stages of the baby. Recognize the gift of pregnancy and why it is meant to be within marriage. Discuss how to help those pregnant outside of marriage

Chastity & Marriage

D-C.1. Discuss Catholic teaching on the meaning of sexuality as God's great gift to humanity, a sign of God's love: committed, self-giving and life-giving.

D-C.2. Define chastity as the integration of sexuality within the human person, thus the inner unity of body and soul, leading to sexual self-control and freedom.

D-C.3. Express that all are called to chastity and discuss how it applies to one in single life, married life, or one in religious life.

D-C.4. Discuss ways in which chastity helps to form the whole human person and its ability to strengthen oneself, family, and society.

D-C.5. Identify chastity as a moral virtue, which is the spiritual power that frees love from selfishness and aggression and allows us to give the gift of ourselves to others.

D-C.6. List the sins against chastity and describe ways one can foster chastity (modesty in dress, conversations, media/technology choices, etc.).

D-C.7. Explain why sex outside of marriage is not part of God's plan and how it affects us spiritually, emotionally, psychologically, and physically (including sexually transmitted diseases) and its effects on current and future relationships, goals, education and standard of living.

D-C.8. Discuss the failures and sinfulness of cohabitation.

D-C.9. Explain that marriage provides the environment for three important things: Life-long committed love between a man and a woman; the bringing forth of children; rearing of children to maturity.

D-C.10. Discuss how lifelong marriage requires sacrifice and mutual respect.

D-C.11. Recognize we are all sons and daughters of God and that all persons with homosexual tendencies "must be treated with respect, compassion, and sensitivity." (Catechism of the Catholic Church 2358)

D-C.12. Know that all homosexual acts are contrary to divine and natural law because they do not involve the union of a man and woman in self-giving love open to the creation of new life.

D-C.13. Understand we can all make mistakes, change behavior, receive and give forgiveness and that it is never too late for someone to embrace chastity because of past behaviors.

D-C.14. Identify the resources available for spiritual, psychological, physical, or emotional help to grow in chastity.

D-C.15. Identify resources available to help in areas of sexual behaviors or sexual abuse (including couragec.net)

Interpersonal Relationships & Family Life

D-I.1 Define true love as a reflection of Christ's love for humanity (wanting what is best for the other, even the giving of one's own life) and its role in relationships.

D-I.2 Describe how the family can reflect Christ's love, nurture vocations (single, married, consecrated/ordained) and live out the gospel of life.

- D-I.3 Discuss how self-love is a foundation of healthy relationships.
- D-I.4 Discuss how the cardinal, theological, human virtues and character traits such as respect of self and others, responsibility, compassion, honesty, perseverance and determination, help to develop a mature person.
- D-I.5 Describe different types of love and how they are expressed in healthy and loving relationships.
- D-I.6 Discuss how peer pressure influences behavior and how to respond and set boundaries.
- D-I.7 Recognize the detrimental effect of prejudice and stereotypes on individuals, relationships and society in general.
- D-I.8 Recognize various forms of abuse: physical (including neglect), sexual and abuse within dating relationships, and describe how to protect oneself and seek help for themselves or others.

Teaching / Learning Strategies, Assessments & Resources

DFR “Love of Life” Resource Binder
 Diocesan-required Child Lures Program
 Combine with Life Science pt. III. Reproduction & Heredity & pt. V. The Human Body

Violence Prevention

- V1. Explain the dangers of talking to strangers on phone, internet, internet dating, and chat rooms.
- V2. Identify reasons why some people choose to join groups such as cliques and gangs, and understand how they undermine community and lead to violence.
- V3. Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work, and community relationships.
- V4. Define harassment (including based on gender, race, national origin, religion, or handicap) and identify the social and emotional consequences of harassment.
- V5. Define intolerance and explain how it can contribute to violence.
- V6. Describe what an individual can do to reduce violence including bullying.
- V7. Demonstrate effective communication, negotiation, and conflict resolution skills.
- V8. Define abusive relationships and explain the signs of abuse in relationships, including emotional abuse and physical assault, and identify the available resources in schools and the local community, such as counselors, law enforcement, and faith-based groups, Catholic Social Services, and others.

Teaching / Learning Strategies, Assessments & Resources

www.isafe.org

Mental Health

- M1. Recognize that doing the will of God leads to happiness and that sin does not.
- M2. Describe why feelings should not be the sole basis for actions.
- M3. Describe causes and signs of depression and how to seek help.
- M4. Recognize the dangers of addictions (drugs, alcohol, materialism, etc.)
- M5. Identify how we are affected by external sources (e.g., entertainment, media, internet, conversations).
- M6. Describe the relationships among physical appearance, changes in the body, and self-understanding and esteem.
- M7. Recognize how to change unhealthy habits by fostering growth in the virtues.
- M8. Explain how fulfilling one’s responsibilities (to studies, home, work, and relationships) and how the proper use of time relate to mental health.
- M9. Review the decision making process and explain the value of setting goals as part of the process.
- M10. Describe the benefits of a personal support system to good mental health.

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Consumer Health and Resource Management

- C1. Evaluate both the physical effectiveness and cost effectiveness of health care products.
- C2. Identify ways consumer decisions and actions can influence physical and mental health.
- C3. Describe the decision-making process when planning a budget to save money for a special purpose.
- C4. Identify ways family, friends, and others including media can positively or negatively influence consumer choices.
- C5. Identify the contribution of state and federal laws and of government agencies for the protection of the consumer.

Teaching / Learning Strategies, Assessments & Resources

Community and Public Health

- CP1. Identify how individuals can be knowledgeable about and active in the school and community to promote health.
- CP2. Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors.
- CP3. Describe how local public health departments have developed and implemented policies to keep communities safe including safe food handling practices, standards for licensing of restaurants and tattoo, piercing, and tanning establishments.

Teaching / Learning Strategies, Assessments & Resources

Ecological Health

- E1. Describe the standards of a healthy environment.
- E2. Identify the responsibilities of individuals, business and industry, and the community at large for providing for ecological health.
- E3. Evaluate solutions generated by science, technology/engineering, and individuals regarding ecological health problems (such as energy use, water use, waste disposal, and food shortage).

Teaching / Learning Strategies, Assessments & Resources

Combine with Life Science pt. II. Population Diversity & Ecosystems