

## **Diocesan Health Curriculum Learning Outcomes: Grades 9-12**

The student will be able to:

### **Nutrition**

- N1. Explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health.
- N2. Describe the nutritional needs and outcomes associated with life stages (prenatal through late adulthood).
- N3. Identify the effects of food preparation techniques on the nutritional value of the food.
- N4. Identify common food-borne illnesses.
- N5. Identify and analyze dietary plans, costs, and long-term outcomes of weight management programs.
- N6. Identify how social and cultural messages about food and eating influence nutrition choices.

### **Physical Activity and Fitness**

- P1. Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics).
- P2. Demonstrate activities for warming up and cooling down before and after aerobic exercise.
- P3. Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology.
- P4. Demonstrate exercises in strength training, cardiovascular activities, and flexibility training.
- P5. Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle.
- P6. Conduct a personally developed physical activity program.
- P7. Meet developmentally appropriate health-related fitness benchmarks.
- P8. Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans.
- P9. Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness.
- P10. Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.
- P11. Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction).

### **Safety and Injury Prevention**

- S1. Explain the connection between accidents and injuries, including the importance of using seat belts.
- S2. Describe the precautions necessary for safety during violent weather conditions and natural disasters.
- S3. Define harassment based on gender, race, national origin, religion, or handicap.

- S4. Define abusive relationships and rape, and describe how both to protect oneself in these situations and how to seek help.
- S5. Evaluate home safety conditions, including the presence and proper use of smoke detectors and fire extinguishers.
- S6. Describe practices related to safety conditions in the workplace (such as the use of eye protection, gloves, and hard hats).
- S7. Demonstrate appropriate first aid for stings, bites, broken bones, bleeding, choking, shock, poisoning, burns, and cardiac arrest (cardiopulmonary resuscitation – CPR).
- S8. Describe symptoms and procedures for sudden illness conditions.

### **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. Describe the relationship between multi-drug use and the increased negative effects on the body, including the stages of addiction, and overdose.
- T3. Describe the harmful effects of tobacco, alcohol, and other substances on pregnant women and their unborn children.
- T4. Explain the consequences of driving under the influence of alcohol and other drugs, including the effects on passengers when the driver is impaired.
- T5. Explain the physical, financial, social, and psychological cost of addiction.
- T6. Demonstrate the ability to make informed decisions regarding the use of tobacco, alcohol, and other drugs.
- T7. Describe the influence of drug abuse on family members.
- T8. Describe skills that promote healthy behaviors.

**Disease Prevention and Control:** The Students will learn the signs, causes, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.

- D1. Explain how the immune system functions to prevent and combat disease.
- D2. Explain how the immune system is affected by HIV infection.
- D3. Differentiate between HIV and AIDS.
- D4. Identify positive health behaviors that reduce the risk of disease.
- D5. Describe universal precautions and explain why they are necessary.
- D6. Explain the need to effectively discuss procedures and test results with health care providers while demonstrating an understanding of their rights to confidentiality.
- D7. Describe effective physical self-examination procedures and at what age they become necessary.
- D8. Describe the leading causes of death for different age groups, symptoms of diseases common among youth, the importance of early diagnosis, and the need for active involvement in the treatment and management of disease and chronic health problems.
- D9. Explain the prevention and control of common communicable infestations, diseases, and infections.
- D10. Analyze the interaction between genetics and disease.

## **Growth and Development**

- G1. Describe the impact of behavior and environment on failure of body systems.
- G2. Describe the growth patterns and body changes within human beings throughout the life cycle including critical periods in growth and development.
- G3. Describe how both heredity (including congenital factors) and the environment influence growth and development.

## **Reproduction / Sexuality and the Dignity of the Human Person**

- R1. Discuss how prayer and the sacraments help us to become a person of holiness.
- R2. Discuss the 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.
- R3. Identify that sex within marriage involves a two-fold, intrinsic purpose: to procreate and to express committed, exclusive love uniting husband and wife more deeply.
- R4. Define the reproductive system and recognize the emotional and physical changes during puberty.
- R5. Explain the sacredness of all human life from conception to a natural death found both in natural and divine law.
- R6. Write and review the four principles of life.
- R7. 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.
- R8. 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.
- R9. Discuss the effects of abortion on child, family, and society.
- R10. Identify agencies that will help with pregnancy, adoption, and post abortion trauma.
- R11. 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.
- R12. Discuss how chastity applies to one in single life, married life, or one in religious life.
- R13. 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.
- R14. List the sins against chastity.
- R15. Discuss ways in which chastity helps to form the whole human person and its ability to strengthen oneself, family, and society.
- R16. List the ways one can foster chastity (modesty in dress, conversations, entertainment).
- R17. Explain why sex outside of marriage is not part of God's plan and how it affects us spiritually, emotionally, psychologically, and physically.
- R18. Discuss HIV / AIDS and other sexually transmitted diseases, and their effects on individuals and others, the teaching of the Church on Natural Family Planning, *Humanae Vitae*, and the dangers of contraception.
- R19. Discuss the failures and sinfulness of cohabitation.
- R20. 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)

- R21. Understand how the physical and emotional consequences of sexual activity outside of marriage affects current and future relationships, goals, education, standard of living, and self-esteem.
- R22. 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 and are “intrinsically disordered.” (CDF, *Persona humana* 8)
- R23. Recognize that it is never too late for someone to embrace chastity because of past behaviors.
- R24. Identify the resources available for spiritual, psychological, physical, or emotional help to grow in chastity, or respond to any sexual behaviors or abuse.
- R25. Discuss how the cardinal, theological, human virtues and character traits such as respect of self and others, self-confidence, responsibility, compassion, honesty, perseverance and determination, help to develop self-control in healthy relationships and dating.
- R26. Identify ways to develop healthy and loving relationships.
- R27. Identify and discuss the supports that affect healthy dating relationships.
- R28. Define cohabitation.
- R29. Describe the different types of love, infatuation vs. true love.
- R30. 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.
- R31. Define how true love is a reflection of Christ’s love for humanity.
- R32. Understand how to set personal boundaries, resist peer pressure, learn refusal skills, apply assertiveness skills, avoid the occasion of sin, and discuss appropriate boundaries for dating.
- R33. Identify abstinence as the decision not to engage in sexual relations before marriage.
- R34. Discuss the benefits of a commitment pledge.
- R35. Identify and discuss the barriers that affect healthy decision-making in dating relationships such as the media, drugs, and alcohol.
- R36. Identify sexual discrimination and harassment.
- R37. Identify rape, sexual abuse, and sexual pressure, and how to respond to these and report them when necessary.
- R38. Discuss the key points of Pope John Paul’s “Theology of the Body:”
  - a. Being made male and female reveals the vocation of the person to make a sincere gift of self – nuptial meaning of the body (it tells us of the meaning of who we are, namely we are made to love).
  - b. Marriage is a vocation of self-giving and the marital act is the act of marriage because this is what expresses it best (it speaks bodily what is said at the altar by which they express the pro-creative union).

## **Family Life**

- F1. Express a deep understanding of the theology of marriage and the institution of marriage.
- F2. Express and defend the truth found in the Gospel of Life, in particular its impact on the family.
- F3. Discuss practical ways married couples and family can strengthen their relationships and heal difficulties by turning to the proper sources.

- F4. Discuss all ways that all people, whether married or single, can lead fulfilling productive lives and help build a stable society.

## **Interpersonal Relationships**

- I1. Express and review a deep understanding of the true love of God, self and others.
- I2. List and recognize virtues, moral truths, and behavior that contribute to the development of personal integrity.
- I3. Assess positive and negative outcomes of actions and consider the consequences for all.
- I4. Describe the role of a responsible disciple in Church and community.
- I5. List signs of maturity as the ability to delay gratification; othercenteredness; responsible decision-making; the ability to accept consequences for one's choices; and the courage to do what is right.
- I6. Express the need for morals and good character in self and in others.
- I7. Discuss and recognize the influence of media.
- I8. Learn techniques for self-control, anger-management, and conflict resolution within families, among friends, and in other relationships.
- I9. Describe how one can respectfully agree to disagree while remaining true to one's convictions.
- I10. Contrast the emotional impact on relationships of positive communication (active listening, praise, humor) with negative communication (teasing, peer pressure, bullying).
- I11. Explain the importance of setting limits in healthy relationships.
- I12. Discuss how chastity can strengthen self-respect, self-control, and love of others.
- I13. Describe how peers and friends can support one another in one's choice to be abstinent until marriage.
- I14. Recognize and identify the concept of friendships without romantic involvement, how friendships may develop into romantic relationships, and the difference between love and infatuation.
- I15. Describe commitment in casual and serious relationships, and how men and women may view them differently.

## **Violence Prevention**

- V1. Identify shared community and societal beliefs that underlie violence.
- V2. Describe the relationship between stress and violence.
- V3. Identify the mental health issues and legal consequences of harassment.
- V4. Describe how one's attitude can lead to violent behaviors or make one susceptible to violence.
- V5. Explain why some people admire others who gain social status through violence.
- V6. Discuss how the media and the culture glorify violence, and how it perpetuates further violence.
- V7. Identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness, and empathy.
- V8. Describe the responsibility of the family in teaching children non-violent attitudes and conduct.

V9. Identify the health consequences of domestic violence, child abuse, rape, and other forms of violence and discuss strategies to deal with as well as prevent them.

## **Mental Health**

- M1. Explain the relationship between positive mental health and a self-identity rooted in love of God.
- M2. Describe the proper formation of conscience and the role of conscience in moral decision-making.
- M3. Identify the importance of chaste living with self and others and how it affects relationships.
- M4. Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its affects on the body, and managing stress.
- M5. Identify factors that help people deal with grief.
- M6. Discuss research on health behaviors, brain chemistry, and emotional functioning.
- M7. Describe theories of personality development, including formation, and differentiate among the concepts of self-image (perceived by self and others).
- M8. Describe the influence of sexuality on identity and self-understanding.
- M9. Describe signs of destructive behavior, and identify intervention strategies and kinds of professional intervention.
- M10. Identify common mental health disorders and treatments (e.g., psychological, biomedical).
- M11. Identify ways in which decision-making is influenced by sound character, faith, family, and personal beliefs.
- M12. Explain positive techniques for handling difficult decisions.

## **Consumer Health and Resource Management**

- C1. Explain when and how to use self-care or professional health care services.
- C2. Identify information needed to select and maintain relationships with health care providers to meet the needs of individuals and family members.
- C3. Describe the various methods for gaining access to health care and health insurance.
- C4. Apply planning and management skills to organize tasks and responsibilities.
- C5. Explain criteria for making consumer decisions about various kinds of products.
- C6. Describe the individual's responsibility to be a wise and informed consumer, including how to plan a budget that includes a spending and savings plan.
- C7. Analyze decisions about making specific purchases and maintaining those products or services.
- C8. Identify procedures for making consumer complaints, such as determining if / when a complaint is warranted, gathering relevant information, and identifying the appropriate agencies to contact.
- C9. Explain the contribution of business, industry, and technology to the improvement of consumer products and choices.
- C10. Analyze the reciprocal relationships among consumer rights, policies and laws, and business and industry.
- C11. Evaluate methods to determine the accuracy of emerging health research, including various weight-loss chains.

**Community and Public Health:** The Students will focus on the characteristics of a healthy community, the role of Catholic community and public health agencies, and skills for health promotion within the context and framework of Catholic teaching.

- CP1. Analyze the effects of diseases on the community and society.
- CP2. Assess the potential of diseases to have a global impact given the magnitude of international travel.
- CP3. Evaluate the availability and quality of services for community health.
- CP4. Explain how community health services can improve and protect the physical health of its members.
- CP5. Identify prevalent health concerns and health promotion initiatives in the United States and compare with those in other parts of the world.
- CP6. Identify the functions of the school, health departments, and other community and Catholic agencies in health promotion and disease prevention.

**Ecological Health:** The Students will focus on the interdependence of the environment with human health and the need for responsible practices by individuals, communities, business, and industry including energy use, water use, waste disposal, and food production.

- E1. Identify the reciprocal relationships among social and economic factors and practices and ecological health.
- E2. Evaluate strategies for improving global ecological health in light of social issues.