

“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 the major categories in the United States Department of Agriculture (USDA) food pyramid.
- N2. Choose healthy snacks from the USDA food groups.
- N3. Recognize hunger and satiety clues in choosing food.
- N4. Describe basic hygiene and safety used in food preparation.
- N5. Identify heredity, diet, and physical activity as key factors in body shape and size.

Teaching / Learning Strategies, Assessments & Resources

Physical Activity & Fitness

- P1. Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
- P2. Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.
- P3. Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.
- P4. Demonstrate responsible personal and social conduct used in physical activity settings.

Teaching / Learning Strategies, Assessments & Resources

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.
- S2. Name persons and community helpers (such as police, fire fighters, and emergency medical personnel) and how they can be contacted.
- S3. Explain dangers of talking to strangers.
- S4. Apply basic first aid for cuts and bruises while applying age appropriate universal precautions.
- S5. Distinguish among safe, unsafe, and inappropriate touch.

Teaching / Learning Strategies, Assessments & Resources

Tobacco, Alcohol, and Substance Use / Abuse Prevention

- T1. Identify and distinguish between substances that are safe and unsafe to be taken by mouth.
- T2. Identify whom to seek help from for a possible poisoning or overdose.

Teaching / Learning Strategies, Assessments & Resources

Disease Prevention and Control

- D1. Identify symptoms of common illnesses and recognize that being responsible for individual health includes alerting caretakers to any symptoms of illness.

- D2. Describe and apply skills to prevent and control the spread of disease and to help promote cleanliness such as correct hand washing; not sharing personal items or food and/or drinks; and regular bathing and washing clothes.
- D3. Describe age-appropriate actions relating to universal precautions (e.g., do not touch, notify an adult).
- D4. Identify tooth functions, causes of tooth health and decay, and proper dental health skills.
- D5. Explain how cleanliness and good grooming also show consideration for self and others.

Teaching / Learning Strategies, Assessments & Resources

Dignity of the Human Person

Foundations of the Gospel of Life

- D-FG.1. Express an understanding of God’s love for them and others
- D-FG.2. Respect the value of every human life.

Growth and Development

- D-FG.3. Distinguish the characteristics of living and non-living organisms.

Interpersonal Relationships & Family Life

- D-I.1. Define love as a reflection of Christ’s love by wanting the best for others.
- D-I.2. Tell how their choices and behaviors affect others and themselves.
- D-I.3. Express a basic understanding of commitment through responsibilities and the keeping of promises; including their own responsibility for chores, etc.
- D-I.4. Explain how we can show respect for others including those in authority, especially by displaying good manners.
- D-I.5. Identify that being selfish hurts themselves and others, and recognize ways of being selfless and self-giving.
- D-I.6. Identify the Holy Family as the model for families while recognizing that there are different types of families.
- D-I.7. Recognize unhealthy and unsafe behavior including inappropriate touching and know how to protect oneself and seek help.

Teaching / Learning Strategies, Assessments & Resources

Violence Prevention

- V1. Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another.
- V2. Differentiate between one’s rights and those of others, and discuss how to resolve conflicts.
- V3. Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups.

Teaching / Learning Strategies, Assessments & Resources

Mental Health

- M1. Identify the various feelings that most people experience.

- M2. Describe the physical and emotional reactions to positive and negative feelings, and how we can learn to control and direct our behavior.
- M3. Recognize each of us has different talents and abilities from God.
- M4. Recognize decisions and choices have consequences.
- M5. Identify the importance of forgiveness and explain how forgiveness from God and others brings us peace and joy.
- M6. Identify that sinful and unhealthy behavior can be changed.

Teaching / Learning Strategies, Assessments & Resources

Consumer Health and Resource Management

- C1. Identify resources used by individuals to manage their daily lives (such as time and money).
- C2. Describe how allowing time for healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve health.

Teaching / Learning Strategies, Assessments & Resources

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.

Teaching / Learning Strategies, Assessments & Resources

Ecological Health

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

Teaching / Learning Strategies, Assessments & Resources