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Introduction

Philosophy

It is important for young people today to understand, discern and practice the principles of morally sound, positive and safe, spiritual, physical and mental health. The Catholic Church provides a foundation for these principles.

Rationale

This PK-8 Health Curricular Guide respects the entity of the individual schools within the diocese. Rather than a mandate of what is to be learned and when, the Diocese of Superior Health Curricular Guide provides the overall content of what is recommended to be learned. Local schools are invited to use this curricular guide to create a school specific curriculum that is more comprehensive and sensitive to the needs of their students.

History

Up until this document has been created, the schools of the Diocese of Superior have utilized the Wisconsin Model Academic Standards for Health Education as well as their science and religion curriculums to fulfill the academic requirements for health.

Acknowledgements

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Reading this Document

The document is divided into 8 main parts. The Catholic components are integrated within the standards. Catholic principles of mental, spiritual and physical health are listed prior to the standards. It is expected that these Catholic components will be used in teaching the aspects of this guide. **Some skills within these standards will be completed through the Physical Education, Science, Social Studies, and Religion classes.**

The format of this curriculum is arranged by grade bands of 4K-2, 3-5 and 6-8 indicating specific skills to be addressed by the end of the specific grade band.

CATHOLIC PRINCIPLES OF MENTAL, SPIRITUAL AND PHYSICAL HEALTH

Adopted from the Diocese of La Crosse 2014 Health Curriculum

1. God has revealed to us that He is the Creator of all that exists (*Rom 1:19-20*). Everything that God creates is good (*Gen 1:31*) and has a design which reveals a purpose (*Acts 17:24-28*). We conclude from the patterns of the human person whom God designed that certain functions, and not others, are fitting to human behavior.
2. God creates human persons in His image and likeness with a body and a soul (*Gen 1:26-27*). The human body is animated by a spiritual soul at the moment of the person's conception (*Ps 129:13-16*). It is the whole person that is intended to become a temple of the Holy Spirit (*1 Cor 6:19-20*). The unity of soul and body is profound. "Spirit and matter in man are not two natures united, but rather their union forms a single nature (*1 Cor 6:19-20, CCC 364-365*)." That single nature, which is referred to as human nature, has a spiritual dimension and is common to all persons (*CCC 1934*).
3. God has a plan for the human person created in His image (*Jer 29:11-24*): to be united with Him (*Jn 12:32*). This reality – that human persons are called to participate by knowledge and love in God's own life – is the foundation for the dignity of the human person (*CCC 356-357*).
4. The soul, with its spiritual powers of intellect and will, allows a human person to understand the natural order of things established by the Creator (*CCC 1704-1405*). The intellect requires formation in order to arrive at the truth about the world and about itself (*Jn 8:31-32*). Human free will is a force for growth and maturity in truth and goodness. Thus the human person is able to know the good and choose it. Misuse of freedom guarantees the loss of freedom and leads to misery (*Dt 30:15-20, CCC 1730-31*).
5. A human person is created to be in relationship with God (*Jn 17:20-24*). A human person is the only creature on earth whom God willed for Himself (*CCC 1703*). All other creatures were created for man (*Gen 1:28-30*). Only humans have rights, which are derived from their dignity as persons made in God's image. Only humans have responsibilities, because their intellect can comprehend the good and their will can choose it freely (*Rom 6:15-23*).
6. God created the human person as either male or female. "Being man or being woman is a reality which is good and willed by God" (*Gen 1:27, CCC 369*). Man and woman share the same human nature and an equally exalted dignity. There exists a complementarity between uniquely male and uniquely female gifts which serves the transmission of life (*Gen 2:20-25, CCC 372*).
7. The human person is created to be in relationship with other persons (*Gen 2-18*). "Man cannot fully find himself except through a sincere gift of self" (*Jn 15:13, Gaudium et Spec, n. 24*). Sexuality, which affects all aspects of the human person, is a way of relating and being open to others. It has love as its intrinsic end, more precisely, love as donation and acceptance, love as giving and receiving. Sexuality oriented, elevated, and integrated by love acquires a truly human quality (*Eph 5:1, 21-32, CCC 2332, Truth & Meaning of Human Sexuality, n. 11*).
8. In God's plan, man and woman are created for each other (*Gen. 2:22-23*). "Physical, moral and spiritual difference and complementarity are oriented towards the goods of marriage and the flourishing of family life" (*CCC 2333*). In marriage God unites a man and a woman in such a way that by forming 'one flesh' they can transmit human life (*CCC372*). God is the architect of marriage and family life (*Mk 10:6-9, Mt 19:3-8, CCC 1603*). History confirms that, "the future of humanity passes by way of the family" (*On the Family, John Paul II, 86*).
9. The relationship between God and the human person was severed through the Original Sin of Adam and Eve (*Gen 3:8-10*). Likewise, the relationship between man and woman was also harmed through the fall (*Gen 3:6-7, 16*). Since the fall and the breaking of these relationships, man and woman require the gift of grace to regain union with God and to live in a properly ordered relationship with one another and with the rest of creation (*Rom 5:12-21*).
10. "Human nature, through wounded and weakened by the effects of original sin (*Ps 51:7*), continues to participate in the goodness of God's creative work" (*Gen. 3:23-4:1, CCC p. 890*). Though personal sins further weaken our capacity to choose the good and to act virtuously, graces, especially those that flow through the Sacraments, restore our relationship with God and strengthen our capacity for recognizing and performing ordered actions in the light of a natural law that is "written on the human heart" (*Address of John Paul II to the U.N., Oct. 1995*).
11. We best participate in God's goodness when we live in a way consistent with our God-given nature. This is the meaning of good health: body, mind and will working in unison with God's created order. We gain integrity and can be truly happy and healthy when we live in a way consistent with our nature (*Rom 8:1-13, Gaudium et Spec., n. 22*). Following God's plan brings joy and peace (*Ps 5:12-13*).
12. We know from Divine Revelation that human life is a gift from God and is sacred (*Jer 1:4-5*). As stewards of creation, we must safeguard the dignity of every person from conception to natural death by fostering healthy lifestyles consistent with God's design (*1 Pet 4:10*).

A. HEALTH PROMOTION AND DISEASE PREVENTION

Goal:
Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors and prevent disease.

Grades 4K-2

By the end of Grade 2, students will be able to...

A.4K2.1	Identify healthful behaviors that impact personal health
A.4K2.2	Recognize multiple dimensions of health (e.g. physical, social, spiritual, environmental, intellectual, mental and emotional) in everyday life
A.4K2.3	Describe ways to prevent the spread of communicable diseases
A.4K2.4	Identify ways to prevent common childhood accidents and injuries
A.4K2.5	Describe why it is important to participate in healthy behaviors
A.4K2.6	Identify how respect for human dignity and stewardship can impact health (CCC 339-341, 1928-33, 2546)
A.4K2.7	Describe why it is important to seek health care

Grades 3-5

By the end of Grade 5, students will be able to...

A.35.1	Describe the relationships among the environment, healthy behaviors and personal health
A.35.2	Identify and use multiple dimensions of health (e.g. physical, social, spiritual, environmental, intellectual, mental and emotional) in everyday life
A.35.3	Describe how family, physical and social environments can affect personal health.
A.35.4	Describe ways to prevent common childhood accidents, injuries and communicable diseases. These may include but are not limited to: refraining from consumption of alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety related behaviors
A.35.5	Identify the positive and negative consequences of health or unhealthy behaviors (CCC 1805-09, 2402)
A.35.6	Describe the relationship between virtuous living and health (CCC 1805-09)
A.35.7	Describe when it is important to seek health care

Grades 6-8

By the end of Grade 8, students will be able to...

A.68.1	Analyze the relationships between healthy behaviors and personal health
A.68.2	Describe and compare various dimensions of health (e.g. emotional, mental, physical, social, spiritual, intellectual, environmental and occupational)
A.68.3	Analyze how family, physical and social environments can affect personal health.
A.68.4	Analyze the relationship between virtuous living and health (CCC 1805-09)
A.68.5	Describe and examine the positive and negative consequences of engaging in healthy or unhealthy behaviors (CCC 1805-09, 2402)
A.68.6	Predict (confirm, relate) how healthy behaviors increase human goodness (happiness, joy) and decrease human suffering (CCC 339-341)
A.68.7	Understand how appropriate health care can promote personal health
A.68.8	Describe the procedures for CPR and cardiocerebral resuscitation (CCR) (see Wisconsin law requirement on page 12)
A.68.9	Describe how to use an automated external defibrillator (AED) (see Wisconsin law requirement on page 12)

B. INFLUENCES ON HEALTHY BEHAVIORS

Goal:

Identify influences and describe their impact on healthy behaviors.

Grades 4K-2

By the end of Grade 2, students will be able to...

B.4K2.1	Identify internal and external factors, such as family, that may influence healthy behaviors
B.4K2.2	Identify Catholic values that virtues and values.
B.4K2.3	Identify how external influences like media, technology, peers, etc. influence personal healthy behaviors
B.4K2.4	Identify how we use our conscience to make decisions. (CCC 386-7, 397-8, 407-09)

Grades 3-5

By the end of Grade 5, students will be able to...

B.35.1	Identify external factors, including family, peers, religion, culture, media, technology, school environments, physical environments, and health care, which can influence healthy behaviors
B.35.2	Describe how internal influences like religious beliefs, culture, emotions, etc. can influence healthy behaviors
B.35.3	Describe how external influences like media, technology, peers, etc. influence personal healthy behaviors
B.35.4	Identify the difference between knowing what is right and actually doing what is right. (CCC 386-7, 397-8, 407-09)

Grades 6-8

By the end of Grade 8, students will be able to...

B.68.1	Give examples and analyze messages from external factors that can influence healthy behaviors
B.68.2	Describe and analyze internal factors such as Catholic virtues, values, emotions and other beliefs that can influence healthy behaviors
B.68.3	Analyze how external influences like media, technology, peers, etc. influence personal healthy behaviors
B.68.4	Explore the difference between knowing what is right and actually doing what is right. (CCC 386-7, 397-8, 407-09)

C. ACCESSING VALID INFORMATION TO ENHANCE HEALTH

Goal:

Identify and access valid health information resources and learn to reject unproven sources.

Grades 4K-2

By the end of Grade 2, students will be able to...

C.4K2.1	Identify trusted adults and professionals who can help promote health
C.4K2.2	Identify sources of health information from home, school and community

Grades 3-5

By the end of Grade 5, students will be able to...

C.35.1	Describe ways to locate school and community health individuals
C.35.2	Describe sources of health information from home, school and community
C.35.3	Identify situations that require accurate and moral health information (http://w2.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf_jp-ii_enc_14091998_fides-et-ratio.html)

Grades 6-8

By the end of Grade 8, students will be able to...

C.68.1	Identify characteristics of valid health information, product and services
C.68.2	Identify valid sources of health information
C.68.3	Describe situations that require accurate and moral health information (http://w2.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf_jp-ii_enc_14091998_fides-et-ratio.html)
C.68.4	Analyze the validity and morality of information about health issues, products and services (http://w2.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf_jp-ii_enc_14091998_fides-et-ratio.html , CCC 2465, 1954-60)

D. USE OF COMMUNICATION SKILLS TO ENHANCE HEALTH

Goal:

Demonstrate interpersonal communication skills that present, resolve or reduce health risks.

Grades 4K-2

By the end of Grade 2, students will be able to...

D.4K2.1	Explain how to communicate to a trusted adult if threatened or harmed
D.4K2.2	Identify ways to express needs, wants and feelings
D.4K2.3	Identify refusal skills that avoid or reduce health risks
D.4K2.4	Demonstrate how to ask for assistance
D.4K2.5	Identify appropriate communication strategies
D.4K2.6	Identify effective conflict resolution skills

Grades 3-5

By the end of Grade 5, students will be able to...

D.35.1	Explain how to communicate to a trusted adult if threatened or harmed
D.35.2	Describe ways to respond when in an unwanted, threatening or dangerous situation
D.35.3	Use refusal skills including firmly saying “no” and getting away from the situation
D.35.4	Demonstrate ways to prevent health risks and conflict through communication
D.35.5	Examine appropriate communication strategies
D.35.6	Practice ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others

Grades 6-8

By the end of Grade 8, students will be able to...

D.68.1	Explain how to communicate to a trusted adult if threatened or harmed
D.68.2	Demonstrate effective verbal and nonverbal communication skills to enhance health
D.68.3	Demonstrate Catholic social justice teachings during interpersonal communication (CCC 1809, 2330)
D.68.4	Demonstrate temperance (self-control) during conflict resolution (CCC 1809)
D.68.5	Examine the outcomes of using effective and ineffective strategies of communication
D.68.6	Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others

E. USE DECISION MAKING SKILLS TO ENHANCE HEALTH

Goal:

Identify and apply a decision making process that is needed to enhance health.

Grades 4K-2

By the end of Grade 2, students will be able to...

E.4K2.1	Identify steps in the decision making process
E.4K2.2	Provide an example of a situation when a health related decision is needed to keep one safe
E.4K2.3	Create a decision making plan with family members or trusted adults

Grades 3-5

By the end of Grade 5, students will be able to...

E.35.1	Describe and practice steps in the decision making process
E.35.2	Identify situations that require a thoughtful decision
E.35.3	Identify when individual or collaborative decision making is appropriate

Grades 6-8

By the end of Grade 8, students will be able to...

E.68.1	Demonstrate effective decision making
E.68.2	Choose the healthiest option when making a decision
E.68.3	Determine when individual or collaborative decision making is appropriate
E.68.4	Describe how following Catholic teachings on human dignity can change the outcome of a decision about health (CCC 1788, 1806, 1906-1912)

F. USING GOAL SETTING SKILLS TO ENHANCE HEALTH

Goal:
Identify and demonstrate the critical steps that are needed to set and achieve long and short term health goals.

Grades 4K-2

By the end of Grade 2, students will be able to...

F.4K2.1	Identify a personal health goal
F.4K2.2	Identify who can help you with a personal health goal

Grades 3-5

By the end of Grade 5, students will be able to...

F.35.1	Identify steps to achieve a goal
F.35.2	Identify resources and family, school and community members to assist in achieving a personal health goal
F.35.3	Identify a baseline for personal health behaviors and health status
F.35.4	Identify moral strategies and behaviors needed to maintain or improve health status
F.35.5	Identify moral goals (virtues, good habits) to maintain or improve personal health status

Grades 6-8

By the end of Grade 8, students will be able to...

F.68.1	Choose a clear and realistic personal health goal
F.68.2	Develop a plan for reaching the goals and track achievement
F.68.3	Establish a baseline of personal health behaviors and health status
F.68.4	Identify strategies that might be utilized to overcome barriers and setbacks
F.68.5	Develop moral goals (virtues, good habits) to maintain or improve personal health status
F.68.6	Examine how personal health goals can be impacted by various abilities, priorities and responsibilities that may change throughout the lifespan
F.68.7	Assess the effectiveness of strategies and goals to reach personal health goals

G. USE ENHANCING BEHAVIORS

Goal:
Demonstrate a variety of health-enhancing behaviors that exemplify the acceptance of personal responsibility for one's own health.

Grades 4K-2

By the end of Grade 2, students will be able to...

G.4K2.1	Identify health behaviors
G.4K2.2	Identify and practice health-enhancing practices and behaviors which may include but are not limited to: proper hygiene, healthy eating and physical activity
G.4K2.3	Identify and practice behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations

Grades 3-5

By the end of Grade 5, students will be able to...

G.35.1	Describe health behaviors in light of Catholic Church teachings
G.35.2	Describe and practice health-enhancing practices and behaviors which may include but are not limited to: proper hygiene, healthy eating and physical activity
G.35.3	Describe and practice behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations
G.35.4	Describe behaviors that will maintain or improve personal health which may include but are not limited to: engaging in regular age-appropriate physical activity, making complex food choices that constitute healthy eating, following medical instructions during illness
G.35.5	Identify behaviors that maintain or improve the health of self and others which may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco and other drug use; engaging in regular and varied physical activity; meal planning that lead to healthy eating; applying social behaviors to prevent or reduce violence; practice safety-related behaviors in various complex settings; appropriate use of the health care system
G.35.6	Demonstrate health enhancing practices and behaviors that help maintain, improve or protect the safety and health of self and others

Grades 6-8

By the end of Grade 8, students will be able to...

G.68.1	Evaluate health behaviors in light of Catholic Church teachings on human dignity and social justice
G.68.2	Demonstrate health-enhancing practices and behaviors which may include but are not limited to: proper hygiene, healthy eating and physical activity
G.68.3	Demonstrate behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations
G.68.4	Demonstrate behaviors that will maintain or improve personal health which may include but are not limited to: engaging in regular age-appropriate physical activity, making complex food choices that constitute healthy eating, following medical instructions during illness
G.68.5	Evaluate behaviors that maintain or improve the health of self and others which may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco and other drug use; engaging in regular and varied physical activity; meal planning that lead to healthy eating; applying social behaviors to prevent or reduce violence; practice safety-related behaviors in various complex settings; appropriate use of the health care system
G.68.6	Examine Catholic Church teachings on health care (resource: National Catholic Bioethics Center http://www.ncbcenter.org/)
G.68.7	Explain the negative health impact on one's family and society when human dignity is disregarded (degraded).

H. ADVOCATE FOR PERSONAL, FAMILY & COMMUNITY HEALTH

Goal:
Develop important skills to target health-enhancing messages and to help others adopt healthy behaviors.

Grades 4K-2

By the end of Grade 2, students will be able to...

H.4K2.1	Identify health needs and personal wants
H.4K2.2	Identify role models for healthy habits

Grades 3-5

By the end of Grade 5, students will be able to...

H.35.1	Express health needs and personal wants with family members or trusted adults
H.35.2	Identify role models for healthy habits
H.35.3	Discuss factual information about health issues with family members or trusted adults
H.35.4	List types of situations in which one could model health-enhancing behaviors
H.35.5	Encourage family members and peers to engage in health-enhancing behaviors through actions or suggestions

Grades 6-8

By the end of Grade 8, students will be able to...

H.68.1	Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults or peers
H.68.2	Identify role models for healthy habits
H.68.3	Discuss factual information about health issues with family members or trusted adults
H.68.4	Discuss advocacy
H.68.5	Plan ways to advocate healthy individuals, families and schools, and respect for human dignity
H.68.6	Defend a position relating to a health issue

Lifesaving Skills Instruction

Beginning in 2017-18 school year

Wis. Stat. sec. 118.076 will require school districts to:

1. Provide CPR and cardiocerebral resuscitation (CCR) to 7-12 grade students in any health education course using an instructional program developed by the ARC, AHA or another national recognized program.
2. Shall incorporate into the instruction the psychomotor skills necessary to perform CPR and CCR.
3. Provide instruction about AED's to 7-12 grade students.

Note: It does not specify the amount or nature of the required instruction. It does not require participants to receive certification. Courses that do not offer certification to participants may be taught by "facilitators" (non-certified person knowledgeable about CCR and CPR).

Wisconsin Department of Public Instruction

Wis. Stat. sec. 118.076 Lifesaving skills instruction

(3) Beginning in the 2017-18 school year, each school board operating any grade from 7 to 12, the operator of each charter school established under s. 118.40 (2r) or (2x) that operates any grade from 7 to 12, and the governing body of each private school that operates any grade from 7 to 12 shall do all of the following:

(a) Provide instruction in cardiopulmonary resuscitation and cardiocerebral resuscitation in any health education course offered to pupils in grades 7 to 12. The school board, operator of the charter school, or governing body of the private school shall use either of the following, and shall incorporate into the instruction the psychomotor skills necessary to perform cardiopulmonary resuscitation and cardiocerebral resuscitation:

1. An instructional program developed by the American Red Cross or the American Heart Association.
2. Nationally recognized, evidence-based guidelines for cardiopulmonary resuscitation and cardiocerebral resuscitation.

(b) Provide instruction about automated external defibrillators to pupils enrolled in grades 7 to 12 in the school district, charter school, or private school.

History: 2009 a. 273; 2015 a. 55, 390.

FAQ:

1. Do the students have to practice the skills of CPR and CCR?

Yes, thus equipment is necessary for practice of psychomotor skills.

2. If a student takes additional health education and is exposed to the requirement will the student need to receive instruction again?

Yes, in any (all) health education courses offered to pupils in grades 7 to 12.

3. Do the students need to practice utilizing an AED?

No, they only need to be provided instruction.

4. Can CPR and CCR be taught in any other class than health education course?

No, the law specifically states in any health education course offered to pupils in grades 7 to 12.

5. Can AED be taught in any other class than health education?

Yes, the law does not specifically state a specific course that this must be taught in, however most logical would be to pair it with instruction in CPR and CCR.

Resources:

American Heart Association

http://cpr.heart.org/AHA/ECC/CPRECC/Programs/CPRInSchools/UCM_473194_CPR-In-Schools.jsp

Phone (608) 709-4930

American Red Cross

<http://www.redcross.org/take-a-class/school-programs>

Phone (414)-342-8680

CPR in Schools Grant Awarded: Contact CESA 7