

# REVERE PUBLIC SCHOOL COMPREHENSIVE HIGH SCHOOL HEALTH CURRICULUM

## *Strands and Standards*

Through health literacy, healthy self-management skills, and health promotion, comprehensive health education teaches fundamental health concepts, promotes habits and conduct that enhance health and wellness, and guides efforts to build healthy families, relationships, schools, and communities. Comprehensive Health education is strengthened through collaboration and partnerships among all components of the coordinated school health program and other subjects.

The following is a brief description of the high school health curriculum for Revere Public Schools. The curriculum is based on physical, mental and social health. All three dimensions of health work together with one another to achieve complete well-being. These lessons all align with the Massachusetts Comprehensive Health Curriculum Frameworks.

- Growth and Development:  
STANDARD 1: Students will learn the characteristics of physical growth and development including body functions and systems throughout the life cycle and will acquire skills to promote and maintain positive growth and development  
STRAND: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13
- Physical activity and physical fitness:  
STANDARD 2: Students will, by repeated practice, acquire and refine a variety of manipulative locomotor and non-locomotor movement skills and will utilize principles of training and conditioning and will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.  
STRAND: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27
- Nutrition:  
STANDARD 3: Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.  
STRAND: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21
- Reproduction and Sexuality:  
STANDARD 4: Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual and reproductive health.  
STRAND: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.a., 4.b.

- Empathy and emotions  
STANDARD 5: Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development and social awareness; and will learn skills to promote self-acceptance, make decisions and cope with stress- including suicide prevention.  
STRAND: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19
- Family life:  
STANDARD 6: Students will gain knowledge about the significance of the family on individual and society and will learn skills to support the family, balance work and family life and to be an effective parent and nurture the development of children.  
STRAND: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.a.
- Interpersonal relationships and effective communication:  
STANDARD 7: Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.  
STRAND: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14, 7.15, 7.16, 7.17
- Disease prevention and control:  
STANDARD 8: Students will learn the signs, symptoms and treatment of chronic and communicable diseases and will gain skills related to health promotion, disease prevention and health maintenance.  
STRAND: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18, 8.19, 8.a., 8.b., 8.c.
- Safety and injury prevention:  
STANDARD 9: Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation. Students will avoid, recognize and report verbal, physical and emotional abuse situations and will assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety and weapons safety.  
STRAND: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15, 9.16, 9.17, 9.18, 9.19, 9.20, 9.a., 9.b.
- Addiction: alcohol, tobacco and other drugs (ATOD)-  
STANDARD 10: Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances and in communicating about substance use/abuse prevention for healthier homes, schools and communities.  
STRAND: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.11, 10.12, 10.13, 10.14, 10.15

- Violence prevention:  
STANDARD 11: Students will learn how their actions affect others and will understand the power that positive character traits can have in violence prevention. Students will gain skills to report incidents of violence and hurtful behavior to adults in the school and community and will avoid engaging in violence and identify constructive alternatives to violence, including how to discourage others from engaging in violence.  
STRAND: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7,11.8, 11.9, 11.10, 11.11, 11.12, 11.13, 11.14, 11.15, 11.16, 11.17, 11.18, 11.19
  
- Consumer health and resource management:  
STANDARD 12: Students will acquire the knowledge and skills necessary to obtain, manage and evaluate resources to maintain physical and mental health and well being for themselves, their family and the community.  
STRAND: 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.a., 12.b., 12.c.
  
- Public and community health:  
STANDARD 14: Students will learn the influence of social factors on health and contribution of public health and will gain skills to promote health and to collaborate with others to facilitate health, safe and supportive communities.  
STRAND: 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8, 14.9, 14.10, 14.11, 14.a., 14.b., 14.c., 14.d., 14.e.