

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>I Family, Friends, and Self</i></p>	<ol style="list-style-type: none"> <li>1. <i>Develop awareness of the ways individuals and groups work together.</i> (HE.C.2.2.5)</li> <li>2. <i>Know skills needed to be able to communicate and share with family and friends.</i> (HE.C.2.2.1)</li> <li>3. <i>Explain the influence of peer pressure on behavior.</i> (HE.C.2.2.4)</li> <li>4. <i>Describe possible conflicts and different ways they could be solved.</i> (HE.B.3.2.3)</li> <li>5. <i>Recognize how to set and achieve personal goals.</i> (HE.C.1.2.4)</li> <li>6. <i>Participate in activities that will help improve self-esteem.</i> (HE.A.1.2.3)</li> <li>7. <i>Define “role model”, and explain reasons for choosing one.</i> (HE.B.2.2.2)</li> </ol>	<p>A. <i>The student will keep a daily journal describing personal feelings and interactions.</i> (HE.C.2.2.2)</p>
<p><i>II Nutrition and Other Needs</i></p>	<ol style="list-style-type: none"> <li>1. <i>Describe the functions of principal nutrients and how they affect our body.</i> (HE.A.1.2.10)</li> <li>2. <i>Interpret the meaning of nutritional information on food labels.</i> (HE.A.2.2.4)</li> <li>3. <i>Discuss how many servings per day will provide needed nutrients.</i> (HE.B.1.2.4)</li> <li>4. <i>Differentiate between appetite, hunger, cravings, and eating disorders.</i> (HE.A.1.2.6)</li> </ol>	<p>A. <i>The student will design a menu providing a variety of food choices that give them the number of servings needed from each food group.</i> (HE.A.2.2.4)</p> <p>B. <i>The student will keep a daily log of foods consumed during the week and indicate any needed improvements to fulfill nutritional needs.</i> (HE.A.1.2.10)</p>

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<p><i>III Our Body</i></p>	<ol style="list-style-type: none"> <li>1. <i>Explain how cells are organized into tissues, organs and systems.</i> (HE.A.1.2.1)</li> <li>2. <i>Identify the parts and describe the function of the respiratory, circulatory, and digestive system and why healthy systems are important.</i> (HE.A.1.2.1)</li> <li>3. <i>Understand how the spread of communicable diseases can be prevented.</i> (HE.A.1.2.6)</li> <li>4. <i>Explain how the pituitary gland helps control growth and development.</i> (HE.A.1.2.1)</li> <li>5. <i>Explain that males and females are more alike than different.</i> (HE.A.1.2.3)</li> <li>6. <i>Understand the facts about menstruation.</i> (HE.A.1.2.3)</li> <li>7. <i>Explain the difference between HIV and AIDS</i> (HE.B.1.2.2)</li> </ol>	<p>A. <i>Cooperatively the student will create diagrams of the circulatory, respiratory and digestive systems and trace the flow of blood, air, and food through each system.</i> (HE.A.1.2.1)</p>
<p><i>IV Living Safely</i></p>	<ol style="list-style-type: none"> <li>1. <i>Recognize and appropriately respond to social influences, such as peer pressure, advertising, and other messages which may promote drug use.</i> (HE.B.2.2.1)</li> <li>2. <i>Explain pollution and how it can affect health.</i> (HE.A.1.2.5)</li> <li>3. <i>Become aware of community-wide recycling projects.</i> (HE.C.2.2.5)</li> </ol>	<p>A. <i>The student will create a collage depicting water, air, and other environmental pollutions and explain how they effect a safe living environment.</i> (HE.A.1.2.5)</p> <p>B. <i>The student will develop a family plan for good safety habits at home or school.</i> (HE.B.1.2.2)</p>

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<p><i>V Achieving Wellness</i></p>	<ol style="list-style-type: none"> <li>4. <i>Discuss safety procedures dealing with threatening weather (e.g., hurricanes, tornados, or floods).</i> (HE.B.1.2.5)</li> <li>5. <i>Practices basic first-aid techniques (excessive bleeding, burns, fractures, poisoning).</i> (HE.B.1.2.6)</li> <li>6. <i>Define and discuss intentional and nonintentional injuries and how they can be prevented.</i> (HE.A.1.2.8)</li> <li>7. <i>List appropriate fire safety measures.</i> (HE.A.1.2.8)</li> <li>1. <i>Discuss correct dental health practices.</i> (HE.B.1.2.1)</li> <li>2. <i>Identify safe and risky behaviors (e.g., substance abuse, alcohol, tobacco and prevention of HIV infection).</i> (HE.B.1.2.2)</li> <li>3. <i>Realize that decisions about personal behavior may be healthy or unhealthy (e.g., obeying gun safety rules, traffic laws, fire safety rules).</i> (HE.C.1.2.1)</li> <li>4. <i>Develop stress management skills.</i> (HE.B.1.2.3)</li> <li>5. <i>Explain how proper sleep habits and rest affects learning and wellness.</i> (HE.A.1.2.2)</li> <li>6. <i>Identify and practice personal hygiene habits.</i> (HE.B.1.2.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will set wellness goals for nutrition, physical health and positive attitudes and keep a daily record of progress.</i> (HE.A.1.2.2)</li> <li>B. <i>The student will role play a situation in which he/she resists pressure to use illegal drugs, alcohol, or tobacco products.</i> (HE.B.3.2.6)</li> </ol>

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	<p>7. <i>List resources and support groups available to assist in controlling and dealing with diseases.</i> (HE.A.2.2.2)</p> <p>8. <i>Understand the importance of assuming responsibility for personal health habits.</i> (HE.B.1.2.1)</p> <p>9. <i>Realize the influences media has on health habits.</i> (HE.B.2.2.1)</p> <p>10. <i>Demonstrate communication through body language.</i> (HE.B.3.2.1)</p>	