

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>I Family, Friends, and Self</i></p>	<ol style="list-style-type: none"> 1. <i>Recognize ways to develop good self image and become aware of how friends and family affect self-image.</i> (HE.B.2.2.2) 2. <i>Survey class to identify feelings that people have in common.</i> (HE.C.2.2.2) 3. <i>Demonstrate listening skills to enhance interpersonal communication.</i> (HE.B.3.2.5) 4. <i>Apply various methods for communicating respect for established rules and authority.</i> (HE.B.3.2.1) 5. <i>Restate nonviolent positive behavior to resolve conflict.</i> (HE.B.3.2.3) 	<p>A. <i>The student will make a list of attitudes necessary for positive family and peer relationships.</i> (HE.B.3.2.2)</p>
<p><i>II Nutrition and Other Needs</i></p>	<ol style="list-style-type: none"> 1. <i>Identify the essential nutrients and their importance for a balanced diet.</i> (HE.A.2.2.4) 2. <i>Discuss the variety of foods from different cultures.</i> (HE.B.2.2.4) 3. <i>Explain healthy and non-healthy eating habits.</i> (HE.A.1.2.2) 4. <i>Recognize the nutritional values of different foods.</i> (HE.A.1.2.10) 5. <i>Express how to positively influence others to make positive choices.</i> (HE.C.2.2.4) 	<p>A. <i>Working in cooperative groups, the student will prepare a proper diet essential for good physical health.</i> (HE.A.1.2.2)</p> <p>B. <i>Conduct a class debate about “junk” food vs. nutritious food and the effects on student health.</i> (HE.A.1.2.10)</p>

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<p><i>III Our Body</i></p>	<ol style="list-style-type: none"> 1. <i>Understand that the endocrine system helps control growth and development.</i> (HE.A.1.2.1) 2. <i>Define puberty and discuss how hormonal changes occur.</i> (HE.A.1.2.3) 3. <i>Define cell, nucleus, chromosome, egg, and sperm.</i> (HE.A.1.2.1) 4. <i>Understand the fertilization process.</i> (HE.A.1.2.1) 5. <i>Identify ways to prevent sexually transmitted diseases and HIV infection.</i> (HE.B.1.2.2) 6. <i>Identify basic emotional needs.</i> (HE.B.3.2.8) 7. <i>Understand that physical and/or sexual abuse is wrong.</i> (HE.B.1.2.5) 8. <i>Discuss common health problems that effect body systems.</i> (HE.A.1.2.6) 	<ol style="list-style-type: none"> A. <i>The student will research and write a report on an assigned sexually transmitted disease and will present it to the class.</i> (HE.B.1.2.2) B. <i>The student will participate in a class presentation of bacterial and viral infections.</i> (HE.A.1.2.6)
<p><i>IV Living Safely</i></p>	<ol style="list-style-type: none"> 1. <i>Recognizes that alcohol, tobacco, and other drugs are illegal, either for minors or all persons, and that they are against state law and/or school policy .</i> (HE.A.1.2.9) 2. <i>Explain why yearly check-ups and detection of health problems in early stages can save lives.</i> (HE.A.1.2.7) 3. <i>Demonstrate protection from sun exposure.</i> (HE.B.1.2.1) 	<ol style="list-style-type: none"> A. <i>The student will list behaviors that are safe and compare these to risky or harmful behaviors.</i> (HE.B.1.2.2)

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<p><i>V Achieving Wellness</i></p>	<ol style="list-style-type: none"> 4. <i>Use stress-management skills to continue safe health behaviors.</i> (HE.B.1.2.3) 5. <i>Understand how to positively influence others to make positive choices (e.g., encourage use of sun screens, safety belts, etc.).</i> (HE.C.2.1.4) 6. <i>Discuss why abstinence is the safest behavior for risk of HIV infection</i> (HE.A.1.2.2). 1. <i>Organize a fitness plan.</i> (HE.A.1.2.2) 2. <i>Set goals for a healthy mind and body.</i> (HE.C.2.2.6) 3. <i>Know where to go to get health resources, products and services.</i> (HE.A.2.2.2) 4. <i>Understand indicators of physical, mental, emotional and social health during childhood.</i> (HE.A.1.2.3) 5. <i>Discuss ways to relieve stress.</i> (HE.A.2.2.5) 6. <i>Explain how the media influences selection of health products.</i> (HE.A.2.2.3). 	<p>A. <i>The student will create a plan for achieving a personal fitness goal and implement it as part of a wellness plan.</i> (HE.C.2.2.6)</p>