

COMPONENT	OBJECTIVES	COMPETENCY
I Life Science	1. Describe how specific body systems (e.g., endocrine, reproductive, and nervous) function and explain how malfunction of the pituitary gland can affect puberty. (HE.A.1.3.1)	A. Develop an oral or written presentation explaining how the pituitary gland (endocrine system) regulates the reproductive system and how the malfunction of this gland affects puberty. (HE.A.1.3.1)
II The Interaction of Society and the Environment	1. Describe some of the risks associated with natural hazards (floods, tornadoes, and hurricanes). (HE.B.1.3.5) 2. Through research, describe global, regional, or local health and environmental problems and propose solutions to correct those problems (global warming, ozone depletion, air and water quality, toxins, heavy metals, etc.). (HE.A.1.3.5)	A. Develop and implement a survey to determine how students respond to threatening situations (e.g., violence, hurricanes, floods, and reckless drivers). (HE.B.1.3.5)
III Comprehensive Health/ Advocacy and Promotion of Healthy Living	1. Apply the decision-making process to health issues and problems (e.g., nutritional food choices, drinking, alcohol, sexual activity) demonstrating an understanding of the consequences of those decisions and demonstrating an understanding of the positive benefits of making a life long commitment to personal wellness. (HE.C.1.3.1)(HE.C.1.3.3)(HE.C.1.3.6) 2. Discuss how physical, mental, emotional, and social health interrelate during adolescence (human growth and development). (HE.A.1.3.3) 3. Understand the role that individual, family, community, and cultural attitudes play when people make health-related decisions (e.g., when making food choices) (HE.C.1.3.2) 4. Explain how priorities, changing abilities, responsibilities influence setting health goals (e.g., conducting a needs assessment) (HE.C.1.3.5)	A. Use a decision-making process to select items from a fast-food menu. (HE.C.1.3.1) B. Maintain a daily log of physical activities as part of an individual wellness plan. (HE.C.1.3.4) C. Participate in a class presentation with other students about effective sun-protection methods. (HE.C.2.3.1) D. Demonstrate responsible behaviors (e.g., activities away from home or school) by listing ways to address safety considerations. (HE.C.1.3.7)

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	<ol style="list-style-type: none"> 5. Describe how expanding abilities, independence, and responsibilities associated with maturation influence personal behavior. (HE.C.1.3.7) 6. Outline methods for conveying accurate health information and ideas to both individuals and groups using a variety of methods (e.g., dialogues, oral reports, and posters). (HE.C.2.3.1) 7. List ways to effectively express feelings and opinions on health issues and recognize that there are barriers to the effective communication of feelings and opinions on health issues when advocating for healthy living. (HE.C.2.3.2)(HE.C.2.3.3) 8. Know how to influence others to make positive choices and to work cooperatively with them for the advocacy of healthy individuals, schools, and families as well as accessing community agencies that aid in this process. (HE.C.2.3.4)(HE.C.2.3.5) 9. List short-term and long-term consequences of safe, risky, and harmful behaviors. (HE.B.1.3.2) 10. Identify social skills (i.e., manners,) that improve relationships. (HE.B.3.3.3) 11. Outline conflict resolution skills necessary to raise awareness about the negative effects of interpersonal conflict. (HE.B.3.3.7) 12. Discuss the five stages of grief and the communication strategies that cope with grief. (HE.B.3.3.8) 	<p>E. Design a wall chart that illustrates how to access organizations and agencies in the community that provide health information and services to adolescents. (HE.C.2.3.6)</p>