

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>I Family, Friends and Self</i></p>	<ol style="list-style-type: none"> <li>1. <i>Describe the roles of each member of the family.</i> (HE.A.1.1.3)</li> <li>2. <i>Understand the importance of the student's contribution to the family unit.</i> (HE.B.3.1.2)</li> <li>3. <i>Demonstrate appropriate consideration of others (manners).</i> (HE.B.3.1.4)</li> <li>4. <i>Discuss healthy ways to express feelings towards family and friends (conflict resolution).</i> (HE.B.1.1.3)</li> <li>5. <i>Name different feelings and needs and understand the appropriate manner to express them.</i> (HE.B.3.1.3)</li> <li>6. <i>Discuss how each person is special.</i> (HE.B.2.1.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will role play a member of the family unit demonstrating respect and consideration towards other family members.</i> (HE.B.3.1.2)</li> <li>B. <i>The student will construct and share a "me" collage displaying his/her unique qualities.</i> (HE.B.2.1.2)</li> </ol>
<p><i>II Nutrition and Other Needs</i></p>	<ol style="list-style-type: none"> <li>1. <i>Classify foods and the group to which they belong.</i> (HE.A.1.1.9)</li> <li>2. <i>Discuss food choices and identify a healthy breakfast, lunch, and dinner.</i> (HE.A.1.1.9)</li> <li>3. <i>Distinguish between healthy and unhealthy snacks.</i> (HE.C.2.1.1)</li> <li>4. <i>Describe how foods can affect feelings, emotions, and health.</i> (HE.C.2.1.1)</li> <li>5. <i>Discuss the need for proper rest, good posture, and exercise.</i> (HE.A.1.1.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will place pictures of foods on the food pyramid.</i> (HE.A.1.1.9)</li> <li>B. <i>The student will demonstrate that practicing good health habits can provide people with physical energy, which is needed for school, work, and play.</i> (HE.A.1.1.2)</li> </ol>

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<p><i>III Our Body</i></p>	<ol style="list-style-type: none"> <li>1. <i>Identify methods for keeping germs from spreading (e.g., washing hands, covering your mouth when coughing, washing fruits and vegetables before eating).</i> (HE.B.1.1.1)</li> <li>2. <i>Identify the five senses, their functions, and the importance of each.</i> (HE.B.2.1.3)</li> <li>3. <i>Identify major internal and external organs and their functions.</i> (HE.A.1.1.1)</li> <li>4. <i>Describe how the body changes and grows (including height and weight).</i> (HE.A.1.1.1)</li> <li>5. <i>Describe practices that are helpful and harmful to teeth.</i> (HE.A.1.1.6)</li> <li>6. <i>List physical reactions that can occur as a result of emotional imbalances (e.g., an upset stomach or a headache).</i> (HE.A.1.1.8)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will describe and classify various objects using each of the five senses.</i> (HE.B.2.1.3)</li> <li>B. <i>Using correct terminology, the student will identify body parts on an outline of the body.</i> (HE.A.1.1.1)</li> <li>C. <i>The student will demonstrate ways to prevent transmission of germs.</i> (HE.B.1.1.1)</li> </ol>
<p><i>IV Living Safely</i></p>	<ol style="list-style-type: none"> <li>1. <i>Identify rules of safety (i.e., on the water, weapons, etc.).</i> (HE.B.1.1.2)</li> <li>2. <i>Understand ways to prevent injuries (i.e., wear helmets, safety pads, and putting toys away).</i> (HE.A.1.1.7)</li> <li>3. <i>Practice fire safety strategies (i.e., “Don’t play with matches and stop-drop-roll”).</i> (HE.B.1.1.4)</li> <li>4. <i>Recognize what to do when approached by strangers.</i> (HE.B.1.1.6)</li> <li>5. <i>Recites name, address, and telephone number.</i> (HE.A.2.1.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will create a chart outlining safety measures that would prevent injuries.</i> (HE.A.1.1.7)</li> <li>B. <i>The student will role play a situation describing a confrontation with a stranger.</i> (HE.B.1.1.6)</li> </ol>

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<p><i>V Achieving Wellness</i></p>	<ol style="list-style-type: none"> <li>6. <i>Define good/bad touching (i.e., sexual abuse).</i> (HE.B.1.1.6)</li> <li>7. <i>Discuss ways to seek assistance when worried, abused, or threatened.</i> (HE.B.1.1.6)</li> <li>8. <i>Understands age-appropriate information on alcohol, tobacco, and other drugs.</i> (HE.A.1.1.2)</li> <li>9. <i>Demonstrates an understanding of following instructions and other safety rules pertaining to prescribed and over-the-counter medicines.</i> (HE.B.1.1.2)</li> </ol> <ol style="list-style-type: none"> <li>1. <i>Define various health problems that can occur when positive health behaviors are not practiced.</i> (HE.A.1.1.5)</li> <li>2. <i>Identify health professionals and their job responsibilities.</i> (HE.C.2.1.3)</li> <li>3. <i>List advantages of proper health care and the consequences of poor health care (i.e., yearly check-ups and dental exams, and immunizations).</i> (HE.A.1.1.6)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will select a health profession and discuss some of the responsibilities that it entails to the class.</i> (HE.C.2.1.3)</li> </ol>