

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>I Family, Friends and Self</i></p>	<ol style="list-style-type: none"> 1. <i>Enhance interpersonal communication by practicing effective listening skills.</i> (HE.B.3.2.5) 2. <i>Become aware of ways that individuals and groups can work together through communication and sharing.</i> (HE.B.3.2.4) 3. <i>Participate in activities that will help improve self-esteem.</i> (HE.A.1.2.3) 4. <i>Define conflict and identify situations that can result in conflict.</i> (HE.B.3.2.7) 5. <i>Discuss peer mediation and a possible solution for resolving conflict.</i> (HE.B.3.2.3) 6. <i>Discuss friendship and recognize when to assist others in making positive choices.</i> (HE.B.3.2.2) 7. <i>Define different types of stress and learn stress management techniques.</i> (HE.B.1.2.3) 	<ol style="list-style-type: none"> A. <i>The student will interview a classmate about favorite activities (family, friends, self). The student will share information learned and will record results on class chart.</i> (HE.B.3.2.2) B. <i>Through role play, the student will demonstrate steps in resolving conflicts with others.0</i> (HE.B.3.2.3)
<p><i>II Nutrition and Other Needs</i></p>	<ol style="list-style-type: none"> 1. <i>Recognize a variety of food patterns, customs and health practices of different cultures.</i> (HE.B.2.2.4) 2. <i>List ways the family influences food choices and physical activities.</i> (HE.A.1.2.4) 3. <i>Become aware of the nutritional value of a variety of foods.</i> (HE.A.1.2.10) 4. <i>Analyze menus from various fast-food restaurants.</i> (HE.A.1.2.10) 	<ol style="list-style-type: none"> A. <i>The student will re-enact family celebrations and customs and will explain how these celebrations and customs influence health habits: family tree, food, clothing, dance and artifacts.</i> (HE.B.2.2.4) B. <i>The student will write a report listing healthy food choices at fast-food restaurants and explain why they are healthy.</i> (HE.A.1.2.10)

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<p><i>III Our Body</i></p>	<p>5. <i>Recognize that proper exercise and diet are necessary for good health.</i> (HE.A.1.2.2)</p> <p>6. <i>Identify how the media influences choices.</i> (HE.B.2.2.1)</p> <p>7. <i>Discuss health decisions that may contribute to a longer life.</i> (HE.C.1.2.3)</p> <p>1. <i>Define and identify the functions of each body system.</i> (HE.A.1.2.1)</p> <p>2. <i>Explain how each person's body grows at its own rate.</i> (HE.A.1.2.1)</p>	<p>A. <i>The student will demonstrate knowledge of the circulatory, respiratory and nervous systems: reports, trace outline of body and properly position the organs that make up the systems.</i> (HE.A.1.2.1)</p>
<p><i>IV Living Safely</i></p>	<p>1. <i>Identify accident prevention procedures (pedestrian, water, bike, fire).</i> (HE.A.1.2.8)</p> <p>2. <i>Understand the importance of avoiding guns and weapons.</i> (HE.B.3.2.6)</p> <p>3. <i>Identify the effects of alcohol, tobacco, marijuana, and other drugs.</i> (HE.A.1.2.9)</p> <p>4. <i>Recognize agencies contributing to individual and community safety (i.e., American Red Cross, fire department, hospitals).</i> (HE.C.2.2.3)</p> <p>5. <i>Recognize universal symbols, poisons and harmful substances.</i> (HE.A.2.2.2)</p> <p>6. <i>Use appropriate protection when exposed to the sun.</i> (HE.A.1.2.5)</p>	<p>A. <i>The student will construct a mural depicting good safety habits in the home, school, and within the community.</i> (HE.B.1.2.2)</p> <p>B. <i>The student will demonstrate an awareness of basic first aid skills: create first aid kit for classroom and/or construct a first aid pamphlet.</i> (HE.B.1.2.6)</p>

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<p><i>V Achieving Wellness</i></p>	<p>7. <i>Distinguish between valid and invalid health information.</i> (HE.A.2.2.1)</p> <p>1. <i>Understand the importance of good safety habits.</i> (HE.B.1.2.2)</p> <p>2. <i>Give examples of how technology can influence personal health.</i> (HE.B.2.2.3)</p> <p>3. <i>Discuss various activities which help to achieve a healthier you.</i> (HE.C.1.2.2)</p> <p>4. <i>Identify individual health habits, both positive and negative.</i> (HE.B.1.2.2)</p> <p>5. <i>Begin practicing goal setting techniques to help develop these healthy habits.</i> (HE.C.1.2.4)</p>	<p>A. <i>The student will create a chart enumerating the pros and cons of good versus poor health choices (i.e., smoking, seat belts, drugs, drinking, hand washing, etc.).</i> (HE.C.1.2.1)</p>