

# **Glencoe/McGraw-Hill**

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**Healthful Living Education, K-9; A. K-9**  
**ISBN# 0-07-826326-3**

**correlated to**

**North Carolina**  
**Healthful Living Curriculum**  
**Grades 9-12**

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>Competency Goal 1 - The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.</b>	
1.01 Assess own health status.	SE: 2–9, 69–71 TWE: 2–9, 69–71
1.02 Accept responsibility for own health.	SE: 33–35, 69–71 TWE: 33–35, 69–71
1.03 Determine individual control over health risks.	SE: 17–21, 69–71 TWE: 17–21, 69–71
1.04 Compare relationship of health to quality of life.	SE: 10–15, 69–71 TWE: 10–15, 69–71
1.05 Describe the procedures for organ donation, local and state resources, and benefits to society.	SE: 456 TWE: 456
1.06 Identify the value for personal outcomes acquired from lifelong learning about health education.	SE: 26–32, 69–71 TWE: 26–32, 69–71
<b>Competency Goal 2 - The learner will apply the skills of stress management to the prevention of serious health risks for self and others.</b>	
2.01 Develop awareness of own control over stress.	SE: 196–197, 205–209, 218, 219–221 TWE: 196–197, 205–209, 218, 219–221
2.02 Replace negative thoughts with positive.	SE: 178–183, 192, 193–195 TWE: 178–183, 192, 193–195
2.03 Associate behaviors with personal, family, and cultural values.	SE: 10–16, 69–71 TWE: 10–16, 69–71

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2.04 Cope with losses appropriately.	SE: 238–241, 242, 243–245 TWE: 238–241, 242, 243–245
2.05 Respond to others with empathy.	SE: 185–186, 232, 254–261, 269–271, 295 TWE: 185–186, 232, 254–261, 269–271, 295
2.06 Identify symptoms of mental disorders and know where to seek professional assistance.	SE: 222–223, 224–229, 243–245 TWE: 222–223, 224–229, 243–245
<b>Competency Goal 3 - The learner will interpret health risks for self and others and corresponding protection measures.</b>	
3.01 Interpret the importance of various health risks.	SE: 17–21, 69–71 TWE: 17–21, 69–71
3.02 Explain activities taken for disaster preparedness.	SE: 725–730, 731–733 TWE: 725–730, 731–733
3.03 Prioritize own health risks and construct a model health risk behavior self-management plan.	SE: 4–9, 10–16, 28–32, 69–71 TWE: 4–9, 10–16, 28–32, 69–71
3.04 Identify risk behavior to manage.	SE: 17–21, 69–71 TWE: 17–21, 69–71
3.05 Explain the importance of early detection, including medical examination and self-examination.	SE: 58–59, 70–71, 471, 479 TWE: 58–59, 70–71, 471, 479
3.06 Assess behaviors and decisions as to their likelihood of resulting in infant morbidity and mortality.	SE: 492–497, 509–511, 575–576 TWE: 492–497, 509–511, 575–576

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3.07* Understand that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.	SE: 318, 325–327, 524–528, 535–537, 646–671 TWE: 318, 325–327, 524–528, 535–537, 646–671
3.08* Refine skills and strategies for remaining or becoming abstinent from sexual intercourse, and avoiding sexually transmitted diseases, including HIV/AIDS.	SE: 318–323, 325–327 TWE: 318–323, 325–327
3.09* Understand causes, consequences, and prevention of major health risk behaviors for own age group, including the transmission of HIV/AIDS.	SE: 17–21, 22, 23–25, 69–71 TWE: 17–21, 22, 23–25, 69–71
<b>Competency Goal 4 - The learner will apply relationship skills to the promotion of health and the prevention of risk.</b>	
4.01 Analyze problems stemming from unhealthy relationships.	SE: 246–247, 248–253, 307–312, 325–327 TWE: 246–247, 248–253, 307–312, 325–327
4.02 Implement skills which develop positive relationships.	SE: 254–261, 269–271, 300–301, 302–306, 324, 325–327 TWE: 254–261, 269–271, 300–301, 302–306, 324, 325–327
4.03 Utilize anger management skills.	SE: 75, 180–191, 192, 193–195, 343 TWE: 75, 180–191, 192, 193–195, 343
4.04 Identify resources for managing relationship problems.	SE: 291–295, 296, 297–299 TWE: 291–295, 296, 297–299
4.05 Demonstrate conflict resolution skills.	SE: 262–267, 269–271 TWE: 262–267, 269–271

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4.06 Formulate principles for healthful dating relationships.	SE: 313–317, 325–327 TWE: 313–317, 325–327
<b>Competency Goal 5 - The learner will apply behavior management skills to nutrition-related health concerns.</b>	
5.01 Provide detailed examples of how nutrition and physical activity can reduce the risk for chronic diseases.	SE: 688–694, 701–703 TWE: 688–694, 701–703
5.02 Develop a personal healthful eating plan that incorporates food choices outside the home setting.	SE: 127–129, 139–141 TWE: 127–129, 139–141
5.03 Develop specific eating plans to meet changing nutritional requirements, such as special dietary needs, athletic training, pregnancy, and food allergies.	SE: 157–163, 164, 165–167 TWE: 157–163, 164, 165–167
5.04 Describe the pharmacological benefits of nutrients such as folic acid.	SE: 114–121, 139–141 TWE: 114–121, 139–141
5.05 Evaluate specific diet plans found in popular magazines and books.	SE: 151–156, 164, 165–167 TWE: 151–156, 164, 165–167
5.06 Design a plan for personal weight management based on a realistic and healthful body image.	SE: 142–143, 144–150, 165–167 TWE: 142–143, 144–150, 165–167
5.07 Differentiate between healthful and harmful dietary habits.	SE: 122–129, 139–141 TWE: 122–129, 139–141

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<b>Competency Goal 6 - The learner will choose not to participate in substance use.</b>			
6.01	Recognize and seek help for depression.	SE:	210–213, 219–221, 226, 230, 239, 289
		TWE:	210–213, 219–221, 226, 230, 239, 289
6.02	Describe the potential effects on others of substance abuse by individuals.	SE:	577–578, 581–583, 597, 617–619
		TWE:	577–578, 581–583, 597, 617–619
6.03	Analyze motives for and consequences of steroid abuse.	SE:	601–602, 616, 617–619
		TWE:	601–602, 616, 617–619
6.04	Access services for dealing with substance abuse problems.	SE:	578–579, 580, 581–583, 614–615, 617–619
		TWE:	578–579, 580, 581–583, 614–615, 617–619
6.05	Explain behavior change strategies used in the treatment of substance abuse.	SE:	611–615, 617–619
		TWE:	611–615, 617–619
6.06	Delineate the risks involved in binge drinking.	SE:	571, 573, 581–583
		TWE:	571, 573, 581–583
6.07	Define "Fetal Alcohol Syndrome" and describe how it is prevented.	SE:	576, 697
		TWE:	576, 697
<b>Competency Goal 7 - The learner will achieve and maintain an acceptable level of health-related fitness.</b>			
7.01	Recognize and apply safety techniques, practices, and guidelines as related to fitness and nutrition.	SE:	93–97, 98–103, 104, 105–107
		TWE:	93–97, 98–103, 104, 105–107
7.02	Identify and analyze the principles of cardiovascular and strength development.	SE:	80–81, 84–86, 90–91, 105–107
		TWE:	80–81, 84–86, 90–91, 105–107

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7.03 Complete a health related fitness test and assess personal level of physical fitness, including monitoring of the heart.	SE: 72–73, 80–86, 87–92, 105–107 TWE: 72–73, 80–86, 87–92, 105–107
7.04 Interpret multiple sets of data in order to determine the best course of action for a healthy personal lifestyle.	SE: 72–73, 74–79, 87–92, 93–97, 105–107 TWE: 72–73, 74–79, 87–92, 93–97, 105–107
7.05 Design and implement a personal activity program that demonstrates the relationship between physical activity, nutrition and weight management.	SE: 80–86, 87–92, 105–107, 144–150, 164, 165–167 TWE: 80–86, 87–92, 105–107, 144–150, 164, 165–167
7.06 Recognize the implications of cardiovascular disease on healthy living.	SE: 425, 426, 674–680, 701–703 TWE: 425, 426, 674–680, 701–703
<b>Competency Goal 8 - The learner will exhibit regular physical activity.</b>	
8.01 Identify resources in the community that can be accessed to maintain regular physical activity.	SE: 72–73, 74–79, 105–107 TWE: 72–73, 74–79, 105–107
8.02 Establish personal physical activity goals and monitor progress toward goals.	SE: 72–73, 80–86, 87–92, 93–97, 105–107 TWE: 72–73, 80–86, 87–92, 93–97, 105–107
8.03 Demonstrate and evaluate the importance of regular physical activity and proper diet.	SE: 74–79, 93–97, 105–107, 122–129, 139–141 TWE: 74–79, 93–97, 105–107, 122–129, 139–141
8.04 Use goals and logical steps to develop an action plan to organize resources in order to be physically active.	SE: 72–73, 79, 80–86, 87–92, 93–95, 105–107 TWE: 72–73, 79, 80–86, 87–92, 93–95, 105–107

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8.05 Participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting.	SE: 72–73, 79, 87–92, 93–95, 105–107 TWE: 72–73, 79, 87–92, 93–95, 105–107
8.06 Appreciate and value the importance of regular physical activity.	SE: 72–73, 74–79, 105–107 TWE: 72–73, 74–79, 105–107
<b>Competency Goal 9 - The learner will demonstrate an understanding and respect for differences among people in physical activity settings.</b>	
9.01 Execute respect for individual differences in physical activity settings.	The opportunity to address this objective is available. See the following:  SE: 695–699, 701–703  TWE: 695–699, 701–703
9.02 Synthesize and evaluate knowledge about the role of physical activity in a diverse society.	The opportunity to address this objective is available. See the following:  SE: 695–699, 701–703  TWE: 695–699, 701–703
9.03 Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings.	The opportunity to address this objective is available. See the following:  SE: 695–699, 701–703  TWE: 695–699, 701–703

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<b>Competency Goal 10 - The learner will demonstrate responsible personal and social behavior in physical activity settings.</b>	
10.01 Work productively as a member of a team and contribute to the team's success through the assumption of a variety of noncompetitive duties.	SE: 93–97, 105–107 TWE: 93–97, 105–107
10.02 Set personal goals for the development of skills, knowledge, and social responsibility, and work independently toward those goals.	SE: 72–73, 79, 80–86, 87–92, 93–95, 105–107 TWE: 72–73, 79, 80–86, 87–92, 93–95, 105–107
10.03 Practice acceptable sportsmanship and fair play behaviors in physical activity settings.	SE: 93–97, 98–103, 105–107 TWE: 93–97, 98–103, 105–107
10.04 Apply cooperative social skills to partner and group activities such as dance, outdoor activities, team building, problem solving, and cooperation games.	The opportunity to address this objective is available. See the following: SE: 72–73, 74–79, 93–97, 105–107 TWE: 72–73, 74–79, 93–97, 105–107
10.05 Demonstrate leadership in physical activities	The opportunity to address this objective is available. See the following: SE: 87–92, 93–97, 105–107 TWE: 87–92, 93–97, 105–107

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<b>Competency Goal 11 - The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.</b>	
11.01 Participate at a competent level in small-sided games in at least one team sport.	The opportunity to address this objective is available. See the following:  SE: 93–97, 105–107  TWE: 93–97, 105–107
11.02 Participate at a competent level in small-sided games in at least one individual or dual sport.	The opportunity to address this objective is available. See the following:  SE: 93–97, 105–107  TWE: 93–97, 105–107
11.03 Participate at a competent level in at least one other movement form such as dance, gymnastics, aquatics, and outdoor pursuits.	SE: 72–73, 74–79, 87–92, 105–107  TWE: 72–73, 74–79, 87–92, 105–107
11.04 Engage in various duties as they pertain to games and sport.	The opportunity to address this objective is available. See the following:  SE: 87–92, 93–97, 105–107  TWE: 87–92, 93–97, 105–107

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<b>Competency Goal 12 - The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.</b>	
12.01 Exhibit knowledge of concepts in three different activities by officiating, judging, or refereeing.	The opportunity to address this objective is available. See the following:  SE: 93–97, 105–107  TWE: 93–97, 105–107
12.02 Demonstrate competence in basic offensive and defensive strategies or tactics in team, individual, and dual activities.	The opportunity to address this objective is available. See the following:  SE: 93–97, 105–107  TWE: 93–97, 105–107
12.03 Apply rules, biomechanical or movement principles, problem solving and fitness concepts to game and movement settings.	SE: 80–86, 87–92, 93–97, 105–107  TWE: 80–86, 87–92, 93–97, 105–107
12.04 Know and apply safe practices in physical activity settings.	SE: 98–103, 105–107  TWE: 98–103, 105–107
12.05 Apply statistical data about personal and group performance to the improvement of game play.	The opportunity to address this objective is available. See the following:  SE: 93–97, 105–107  TWE: 93–97, 105–107
*Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.	

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