

Glencoe/McGraw-Hill

Meeks, Heit: Health and Wellness ©2003
Healthful Living Education, K-9; A. K-9
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correlated to

North Carolina
Healthful Living Curriculum
Grades 9-12

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OBJECTIVES	PAGE REFERENCES
Competency Goal 1 - The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.	
1.01 Assess own health status.	SE: 4–11, 82–85 TRP: 1–3
1.02 Accept responsibility for own health.	SE: 4, 24–29, 82–85 TRP: 15–19
1.03 Determine individual control over health risks.	SE: 12–17, 82–85 TRP: 4–11
1.04 Compare relationship of health to quality of life.	SE: 4–11, 12–17, 82–85 TRP: 1–3, 4–11
1.05 Describe the procedures for organ donation, local and state resources, and benefits to society.	The opportunity to address this objective is available. See the following: SE: 176–193 TRP: 87–92
1.06 Identify the value for personal outcomes acquired from lifelong learning about health education.	SE: 18–23, 82–85 TRP: 12–14
Competency Goal 2 - The learner will apply the skills of stress management to the prevention of serious health risks for self and others.	
2.01 Develop awareness of own control over stress.	SE: 66–73, 82–85 TRP: 33–35
2.02 Replace negative thoughts with positive.	The opportunity to address this objective is available. See the following: SE: 74–81, 82–85 TRP: 36–40

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2.03 Associate behaviors with personal, family, and cultural values.	SE: 38–45, 82–85 TRP: 24–26
2.04 Cope with losses appropriately.	SE: 244–249, 250–252 TRP: 121–124
2.05 Respond to others with empathy.	SE: 58–65, 82–85 TRP: 30–32
2.06 Identify symptoms of mental disorders and know where to seek professional assistance.	SE: 54–57, 82–84, 99 TRP: 27–29
Competency Goal 3 - The learner will interpret health risks for self and others and corresponding protection measures.	
3.01 Interpret the importance of various health risks.	SE: 8, 26–29, 82–85 TRP: 15–18
3.02 Explain activities taken for disaster preparedness.	SE: 656–661, 752–755 TRP: 372–374
3.03 Prioritize own health risks and construct a model health risk behavior self-management plan.	SE: 9–11, 82–85 TRP: 1–3
3.04 Identify risk behavior to manage.	SE: 5–8, 11, 82–85 TRP: 1–3
3.05 Explain the importance of early detection, including medical examination and self-examination.	SE: 199–201, 328–335, 396–399 TRP: 93–95, 165–167
3.06 Assess behaviors and decisions as to their likelihood of resulting in infant morbidity and mortality.	SE: 211–215, 219–221, 222–227, 250–253 TRP: 99–102, 103–106, 107–110

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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: 125, 135, 144–151, 170–173 TRP: 65–68
3.08* Refine skills and strategies for remaining or becoming abstinent from sexual intercourse, and avoiding sexually transmitted diseases, including HIV/AIDS.	SE: 124–125, 170–173 TRP: 65–68
3.09* Understand causes, consequences, and prevention of major health risk behaviors for own age group, including the transmission of HIV/AIDS.	SE: 4–11, 82–85, 496–505, 537–541 TRP: 1–3, 261–266
Competency Goal 4 - The learner will apply relationship skills to the promotion of health and the prevention of risk.	
4.01 Analyze problems stemming from unhealthy relationships.	SE: 96–103, 136–143, 170–173 TRP: 47–50, 69–71
4.02 Implement skills which develop positive relationships.	SE: 112–115, 170–173 TRP: 54–58
4.03 Utilize anger management skills.	SE: 62–65, 82–85 TRP: 30–32
4.04 Identify resources for managing relationship problems.	SE: 142–143, 170–173 TRP: 69–72
4.05 Demonstrate conflict resolution skills.	SE: 104–111, 170–173 TRP: 51–53

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4.06 Formulate principles for healthful dating relationships.	SE: 116–123, 170–173 TRP: 59–64
Competency Goal 5 - The learner will apply behavior management skills to nutrition-related health concerns.	
5.01 Provide detailed examples of how nutrition and physical activity can reduce the risk for chronic diseases.	SE: 270–273, 274–279, 322–325, 353–355, 510 TRP: 134–139
5.02 Develop a personal healthful eating plan that incorporates food choices outside the home setting.	SE: 294–301, 322–325 TRP: 150–152
5.03 Develop specific eating plans to meet changing nutritional requirements, such as special dietary needs, athletic training, pregnancy, and food allergies.	SE: 274–281, 322–325 TRP: 140–142
5.04 Describe the pharmacological benefits of nutrients such as folic acid.	SE: 256–263, 322–325 TRP: 125–130
5.05 Evaluate specific diet plans found in popular magazines and books.	The opportunity to address this objective is available. See the following: SE: 311–313, 322–325 TRP: 159–161
5.06 Design a plan for personal weight management based on a realistic and healthful body image.	SE: 306–313, 322–325 TRP: 159–161
5.07 Differentiate between healthful and harmful dietary habits.	SE: 286–293, 306–313, 314–321, 322–325 TRP: 147–149, 159–161, 162–164

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Competency Goal 6 - The learner will choose not to participate in substance use.			
6.01	Recognize and seek help for depression.	SE: 74–81, 82–85	TRP: 36–40
6.02	Describe the potential effects on others of substance abuse by individuals.	SE: 408–413, 474–477	TRP: 214–218
6.03	Analyze motives for and consequences of steroid abuse.	SE: 457, 474–477	TRP: 234–236
6.04	Access services for dealing with substance abuse problems.	SE: 435, 470–473, 474–477	TRP: 244–248
6.05	Explain behavior change strategies used in the treatment of substance abuse.	SE: 102	TRP: 47–50
6.06	Delineate the risks involved in binge drinking.	SE: 429, 474–477	TRP: 226–229
6.07	Define "Fetal Alcohol Syndrome" and describe how it is prevented.	SE: 211, 431, 474–477	TRP: 226–229
Competency Goal 7 - The learner will achieve and maintain an acceptable level of health-related fitness.			
7.01	Recognize and apply safety techniques, practices, and guidelines as related to fitness and nutrition.	SE: 358–369, 378–385, 396–399	TRP: 186–189, 191–193
7.02	Identify and analyze the principles of cardiovascular and strength development.	SE: 360–363, 396–399	TRP: 186–189

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7.03 Complete a health related fitness test and assess personal level of physical fitness, including monitoring of the heart.	The opportunity to address this objective is available. See the following: SE: 366–369, 396–399 TRP: 186–189
7.04 Interpret multiple sets of data in order to determine the best course of action for a healthy personal lifestyle.	The opportunity to address this objective is available. See the following: SE: 358–369, 396–399 TRP: 186–189
7.05 Design and implement a personal activity program that demonstrates the relationship between physical activity, nutrition and weight management.	The opportunity to address this objective is available. See the following: SE: 352–357, 396–399 TRP: 182–184
7.06 Recognize the implications of cardiovascular disease on healthy living.	SE: 353–355, 396–399, 506–511, 538–541 TRP: 182–184
Competency Goal 8 - The learner will exhibit regular physical activity.	
8.01 Identify resources in the community that can be accessed to maintain regular physical activity.	The opportunity to address this objective is available. See the following: SE: 370–377, 396–399 TRP: 191–193
8.02 Establish personal physical activity goals and monitor progress toward goals.	SE: 386–389, 396–399 TRP: 197–200
8.03 Demonstrate and evaluate the importance of regular physical activity and proper diet.	SE: 286–293, 322–325, 352–357, 396–399 TRP: 147–149, 182–184

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8.04 Use goals and logical steps to develop an action plan to organize resources in order to be physically active.	SE: 386–389, 396–399 TRP: 197–200
8.05 Participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting.	The opportunity to address this objective is available. See the following: SE: 370–377, 396–399 TRP: 191–193
8.06 Appreciate and value the importance of regular physical activity.	SE: 352–357, 396–399 TRP: 182–184
Competency Goal 9 - The learner will demonstrate an understanding and respect for differences among people in physical activity settings.	
9.01 Execute respect for individual differences in physical activity settings.	SE: 390–395, 396–399 TRP: 201–204
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: 390–395, 396–399 TRP: 201–204
9.03 Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings.	This objective falls outside the scope of Glencoe/McGraw-Hill Health and Wellness.

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Competency Goal 10 - The learner will demonstrate responsible personal and social behavior in physical activity settings.	
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.	The opportunity to address this objective is available. See the following: SE: 392–395, 396–399 TRP: 201–204
10.02 Set personal goals for the development of skills, knowledge, and social responsibility, and work independently toward those goals.	SE: 370–377, 386–389, 390–395, 396–399 TRP: 191–193, 197–199, 201–204
10.03 Practice acceptable sportsmanship and fair play behaviors in physical activity settings.	SE: 392, 396–399 TRP: 201–204
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: 370–377, 396–399 TRP: 191–193, 201–204
10.05 Demonstrate leadership in physical activities	The opportunity to address this objective is available. See the following: SE: 390–395, 396–399 TRP: 201–204

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Competency Goal 11 - The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.	
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: 392–395, 396–399 TRP: 201–204
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: 372–377, 396–399 TRP: 191–193
11.03 Participate at a competent level in at least one other movement form such as dance, gymnastics, aquatics, and outdoor pursuits.	The opportunity to address this objective is available. See the following: SE: 352–357, 396–399 TRP: 182–184
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: 390–395, 396–399 TRP: 201–204

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Competency Goal 12 - The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.	
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: 390–395, 396–399 TRP: 201–204
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: 390–395, 396–399 TRP: 201–204
12.03 Apply rules, biomechanical or movement principles, problem solving and fitness concepts to game and movement settings.	SE: 358–369, 396–399 TRP: 186–189
12.04 Know and apply safe practices in physical activity settings.	SE: 378–385, 396–399 TRP: 194–196
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: 390–395, 396–399 TRP: 201–204

*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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