

Glencoe/McGraw-Hill

Teen Health ©2003, Course 3
Healthful Living Education, K-9; A. K-9
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correlated to

North Carolina
Healthful Living Curriculum
Grade 8

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HEALTHFUL LIVING CURRICULUM
FOR GRADE 8**

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 Explain health risks for personal age group.	SE: 15–17, 255 TWE: 15–17, 255
1.02 Appraise own health status.	SE: 4–6, 7, 46 TWE: 4–6, 7, 46
1.03 Identify automobiles, alcohol, and handguns as the three factors associated with the majority of fatal and serious injuries.	SE: 167, 173, 325, 326, 514 TWE: 167, 173, 325, 326, 514
1.04 Predict the potential for health risks in a variety of situations.	SE: 15–17, 132, 255, 478, 493 TWE: 15–17, 132, 255, 478, 493
1.05 Plan strategies to practice sun safety in various situations.	SE: 344, 346, 347, 356, 488 TWE: 344, 346, 347, 356, 488
1.06 Explain how media can model both positive and negative health behaviors.	SE: 59–60, 332, 361 TWE: 59–60, 332, 361
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 systematic short-term and long-term health goal achievement plans.	SE: 28, 31, 32, 33, 50–51, 158–159, 230, 232, 235, 315, 438–439 TWE: 28, 31, 32, 33, 50–51, 158–159, 230, 232, 235, 315, 438–439
2.02 Analyze own defense mechanisms.	The opportunity to address this standard is available. See the following: SE: 88–90, 92, 100 TWE: 88–90, 92, 100

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2.03	Identify positive ways to cope with stress.	SE:	41–42, 43, 112–113, 221, 222, 398, 430, 500–501
		TWE:	41–42, 43, 112–113, 221, 222, 398, 430, 500–501
2.04	Accept responsibility for own behaviors.	SE:	14–15, 16, 17, 18, 119, 120, 128, 131, 155, 228, 351, 402
		TWE:	14–15, 16, 17, 18, 119, 120, 128, 131, 155, 228, 351, 402
2.05	Employ a variety of structured thinking processes to solve problems and make decisions.	SE:	29, 30, 99, 121, 171, 210, 258, 334–335, 483
		TWE:	29, 30, 99, 121, 171, 210, 258, 334–335, 483
2.06	Recognize and seek help for self-destructive thoughts and behaviors.	SE:	98, 99, 101, 102, 103–104, 105
		TWE:	98, 99, 101, 102, 103–104, 105
2.07	Identify the signs of suicide and develop a plan for seeking help.	SE:	99, 100
		TWE:	99, 100
Competency Goal 3 - The learner will interpret health risks for self and others and corresponding protection measures.			
3.01	Perform the Heimlich maneuver and demonstrate basic CPR techniques and procedures on a mannequin, and pass a Red Cross or Heart Association approved test of CPR skills.	SE:	533–534, 536–537
		TWE:	533–534, 536–537
3.02*	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:	154, 155, 459, 460
		TWE:	154, 155, 459, 460

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3.03* Explain the effectiveness and failure rates (some studies indicate failure rates range from 2% to 30%) of condoms as a means of preventing sexually transmitted diseases, including HIV/AIDS.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 3.
3.04* Demonstrate skills and strategies for remaining or becoming abstinent from sexual intercourse, and avoiding sexually transmitted diseases including HIV/AIDS.	SE: 17, 151, 152, 153, 459, 460 TWE: 17, 151, 152, 153, 459, 460
3.05 Project potential personal health consequences of global environmental problems.	SE: 479, 546, 547, 548, 549, 550, 551 TWE: 479, 546, 547, 548, 549, 550, 551
3.06 Select personal behavior goals and strategies contributing to environmental improvement.	SE: 552, 553, 554–555, 556–557, 558–559, 560–561 TWE: 552, 553, 554–555, 556–557, 558–559, 560–561
3.07 Evaluate accuracy and significance of media reports of health and medical research.	SE: 18, 19 TWE: 18, 19
3.08 Communicate with health care providers about personal health status and concerns.	The opportunity to address this objective is available. See the following: SE: 64, 65, 71 TWE: 64, 65, 71
3.09 Explain how certain fads affect health, e.g., body piercing, tattooing, artificial fingernails.	SE: 254, 347, 465 TWE: 254, 347, 465

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Competency Goal 4 - The learner will apply relationship skills to the promotion of health and the prevention of risk.		
4.01	Develop and maintain confidential relationships.	The opportunity to address this objective is available. See the following: SE: 108, 119, 120, 123, 143, 146 TWE: 108, 119, 120, 123, 143, 146.
4.02	Describe constructive and risky means of expressing independence.	The opportunity to address this objective is available. See the following: SE: 347, 465 TWE: 347, 465
4.03	Seeks help from family, schools, and community resources for unhealthy relationships.	SE: 179, 180–181 TWE: 179, 180–181
Competency Goal 5 - The learner will apply behavior management skills to nutrition-related health concerns.		
5.01	Provide examples of the role of the Dietary Guidelines for Americans in promoting health.	SE: 202–203, 252 TWE: 202–203, 252
5.02	Analyze barriers to own healthful eating patterns and describe strategies for overcoming these barriers.	SE: 194, 200, 202–203, 204–206, 208–210, 211, 213 TWE: 194, 200, 202–203, 204–206, 208–210, 211, 213
5.03	Explain how different cultural perceptions impact self-esteem and body image.	SE: 250 TWE: 250
5.04	Demonstrate how to balance calorie intake with caloric expenditure to maintain, gain, or reduce weight.	SE: 253–254 TWE: 253–254

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5.05 Identify media and peer pressures for unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking.	SE: 250, 257, 308 TWE: 250, 257, 308
Competency Goal 6 - The learner will choose not to participate in substance use.	
6.01 Explain the relationship between amount and frequency of a harmful substance consumed and effect on behavior.	SE: 321, 322, 327 TWE: 321, 322, 327
6.02 Identify resources for assistance with problems involving alcohol, tobacco products, and other substances.	SE: 287–288, 311, 327, 328 TWE: 287–288, 311, 327, 328
6.03 Summarize typical experiences and feelings of persons who attempt to quit tobacco use.	SE: 305 TWE: 305
6.04 Describe the special risks associated with alcohol use and vehicles.	SE: 323, 325, 326 TWE: 323, 325, 326
6.05 Relate the potential impact - social, emotional, familial, physical, and legal - of harmful substance use on oneself.	SE: 277–280, 281–285, 299, 300, 301, 302, 304, 305, 306–307, 321, 323, 325, 326, 327, 328 TWE: 277–280, 281–285, 299, 300, 301, 302, 304, 305, 306–307, 321, 323, 325, 326, 327, 328
Competency Goal 7 - The learner will achieve and maintain an acceptable level of health-related fitness.	
7.01 Explain the principles of cardiovascular and strength training.	SE: 224, 225–226 TWE: 224, 225–226
7.02 Complete a health-related fitness test and achieve fitness scores at an acceptable level.	SE: 225, 227, 228 TWE: 225, 227, 228

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OBJECTIVES		PAGE REFERENCES	
7.03	Monitor resting, exercise, and recovery heart rates.	SE:	226, 235
		TWE:	226, 235
7.04	Explain the relationship between physical activity, nutrition, and adequate rest/sleep and weight management.	SE:	202, 221, 251–252, 253, 254, 255
		TWE:	202, 221, 251–252, 253, 254, 255
Competency Goal 8 - The learner will exhibit a physically active lifestyle.			
8.01	Monitor and evaluate the benefits of various physical activities.	SE:	220, 221, 222, 224–226, 228–229, 230, 231, 233
		TWE:	220, 221, 222, 224–226, 228–229, 230, 231, 233
8.02	Establish personal physical activity goals and monitor progress toward goals.	SE:	225, 226, 227, 228, 229, 230, 231, 232, 233–234, 235
		TWE:	225, 226, 227, 228, 229, 230, 231, 232, 233–234, 235
8.03	Express the value and importance of regular physical activity.	SE:	220, 221, 223, 224–226, 231, 244–245
		TWE:	220, 221, 223, 224–226, 231, 244–245
Competency Goal 9 - The learner will demonstrate an understanding and respect for differences among people in physical activity settings.			
9.01	Recognize the role of sport, games, and dance in modern culture.	SE:	221, 236, 237
		TWE:	221, 236, 237
9.02	Identify behaviors that are supportive and inclusive in physical activity settings.	The opportunity to address this objective is available. See the following:	
		SE:	123
		TWE:	123

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9.03 Willingly join others of diverse culture, ethnicity, and gender during physical activity.	The opportunity to address this objective is available. See the following: SE: 123, 237 TWE: 123, 237
9.04 Recognize the influence of differences on participation in physical activities.	The opportunity to address this objective is available. See the following: SE: 236–237 TWE: 236–237
9.05 Work cooperatively with peers of differing skill.	The opportunity to address this objective is available. See the following: SE: 123, 237 TWE: 123, 237
Competency Goal 10 - The learner will demonstrate responsible personal and social behavior in physical activity settings.	
10.01 Solve problems in physical activity settings by analyzing causes and potential solutions.	SE: 238, 239, 240, 242 TWE: 238, 239, 240, 242
10.02 Analyze potential consequences when confronted with a behavior choice in a physical activity setting.	SE: 242 TWE: 242
10.03 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.	The opportunity to address this objective is available. See the following: SE: 237 TWE: 237

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10.04 Display sensitivity to the feelings of others during physical activities.	The opportunity to address this objective is available. See the following: SE: 92, 120, 123 TWE: 92, 120, 123
10.05 Consistently engage in fair play and sportsmanship behaviors during physical activity.	The opportunity to address this objective is available. See the following: SE: 92, 120, 237 TWE: 92, 120, 237
Competency Goal 11 - The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.	
11.01 Successfully perform a variety of contemporary and popular dances.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 3.
11.02 Demonstrate square, folk, and social dance skills.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 3.
11.03 Create original dances using the elements found in recreational dance.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 3.
11.04 Demonstrate competence in advanced skills needed for team or dual games and sports.	SE: 237 TWE: 237
11.05 Demonstrate competence in advanced skills needed for individual physical activity.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 3.
11.06 Create and perform sequential movement routines.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 3.
Competency Goal 12 - The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.	
12.01 Understand and apply offensive and defensive strategies.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 3.

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OBJECTIVES	PAGE REFERENCES
12.02 Identify critical elements of movement skills.	SE: 224, 225–226, 228 TWE: 224, 225–226, 228
12.03 Know and apply rules and safe practices in a variety of physical activities.	SE: 238, 239, 240, 241, 242–243 TWE: 238, 239, 240, 241, 242–243
12.04 Analyze the social and cultural significance of various movement forms.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 3.
<p>*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.</p>	

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Atlantic Southeast Region
6510 Jimmy Carter Boulevard
Norcross, GA 30071
770/613-0281
800/731-2365