

**GLENCOE/MCGRAW-HILL
TEEN HEALTH, COURSE 1 ©2003
correlated to**

**NORTH CAROLINA
HEALTHFUL LIVING CURRICULUM
FOR GRADE 6**

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 age group.	SE: 187, 188, 192, 197, 214–215, 216, 231, 241–245 TWE: 187, 188, 192, 197, 214–215, 216, 231, 241–245
1.02 Accurately describe the incidence of high-risk behaviors for age group.	SE: 191, 218, 219, 230 TWE: 191, 218, 219, 230
1.03 Appraise own health behaviors.	SE: 4–5, 6, 125, 140 TWE: 4–5, 6, 125, 140
1.04 Relate the signs of asthma.	SE: 200 TWE: 200
1.05 Explain methods by which asthma can be controlled.	SE: 200 TWE: 200
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 Explain sources of self-concept.	SE: 33, 34 TWE: 33, 34
2.02 Develop criteria to assess the significance of a decision/problem.	SE: 14, 15, 16–18, 19, 27, 143, 251 TWE: 14, 15, 16–18, 19, 27, 143, 251
2.03 Project behavioral consequences as a means of anticipating problems.	SE: 14, 16, 258 TWE: 14, 16, 258

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2.04 Cope with failure appropriately.	The opportunity to address this objective is available. See the following: SE: 38, 47 TWE: 38, 47
2.05 Initiate requests for help or assistance from another.	SE: 39, 59, 249 TWE: 39, 59, 249
2.06 Demonstrate stress management through breathing patterns, muscular relaxation, directing thoughts.	SE: 43–45, 48–49, 136, 176–177 TWE: 43–45, 48–49, 136, 176–177
2.07 Use a structured thinking process to make decisions and solve problems.	SE: 14–15, 16–18, 26–27, 142–143 TWE: 14–15, 16–18, 26–27, 142–143
2.08 Discuss transitions and challenges of social relationships during puberty and adolescence.	SE: 57, 63, 64, 65, 70, 71, 72, 73, 74, 75 TWE: 57, 63, 64, 65, 70, 71, 72, 73, 74, 75
Competency Goal 3 - The learner will interpret health risks for self and others and corresponding protection measures.	
3.01 Explain principles of water survival.	SE: 266, 267, 270 TWE: 266, 267, 270
3.02 Identify practices that prevent spinal cord injury.	SE: 162 TWE: 162
3.03 Describe individual behaviors that can harm or help the health of the environment.	SE: 279–280, 281–282, 283 TWE: 279–280, 281–282, 283
3.04 Identify sources of noise pollution and preventive measures for hearing impairment.	SE: 98, 99 TWE: 98, 99

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3.05 Evaluate claims made for health products and health services.	SE: 100, 101–102, 103, 110–111 TWE: 100, 101–102, 103, 110–111
3.06 Differentiate between positive and negative effects of peer pressure.	SE: 40, 63, 64, 219 TWE: 40, 63, 64, 219
Competency Goal 4 - The learner will apply relationship skills to the promotion of health and the prevention of risk.	
4.01 Communicate own feelings.	SE: 38, 67, 72, 76–77, 78–79 TWE: 38, 67, 72, 76–77, 78–79
4.02 Demonstrate attention to and interest in expressions of others.	SE: 68, 72, 73, 76–77, 78–79 TWE: 68, 72, 73, 76–77, 78–79
4.03 Describe behaviors conducive to and counterproductive to group functioning.	SE: 55, 62, 63, 64 TWE: 55, 62, 63, 64
4.04 Enact non-violent conflict resolution strategies.	SE: 71, 72, 73, 74, 75, 78–79 TWE: 71, 72, 73, 74, 75, 78–79
4.05 Discuss abusive relationships and create a list of resources for seeking help.	SE: 58, 59 TWE: 58, 59
Competency Goal 5 - The learner will apply behavior management skills to nutrition-related health concerns.	
5.01 Name the Dietary Guidelines for Americans and describe the implications of each on eating behavior.	SE: 128–129, 130–131 TWE: 128–129, 130–131
5.02 Define common terms on food labels and advertising.	SE: 119, 129 TWE: 119, 129

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5.03 Assess health claims on food labels.	The opportunity to address this objective is available. See the following: SE: 119, 129, 143 TWE: 119, 129, 143
5.04 Describe how being over or under a healthful weight can be linked to biases and discrimination.	SE: 131 TWE: 131
5.05 Explain that obesity is a disease as well as a risk factor for other diseases such as diabetes and cardiovascular disease.	SE: 129, 197, 201 TWE: 129, 197, 201
5.06 Explain increasing external pressures in adolescence to engage in risk behaviors and strategies for resistance.	SE: 11, 63, 64, 65, 74, 219, 221, 222–223, 230, 244, 246–247, 248 TWE: 11, 63, 64, 65, 74, 219, 221, 222–223, 230, 244, 246–247, 248
Competency Goal 6 - The learner will choose not to participate in substance use.	
6.01 Evaluate advertising for tobacco and alcohol.	SE: 219, 224 TWE: 219, 224
6.02 Describe common antecedents of substance abuse.	SE: 218, 219 TWE: 218, 219
6.03 Identify short-term and long-term benefits of resistance to substance abuse.	SE: 220, 246 TWE: 220, 246
6.04 Delineate the sequence of substance abuse that can lead to serious health risks.	SE: 213 TWE: 213

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6.05 Explain the immediate social and physical consequences of tobacco, including spit tobacco, and other drug abuse.	SE: 213, 214–215, 216, 220, 231, 232, 241, 245 TWE: 213, 214–215, 216, 220, 231, 232, 241, 245
6.06 Describe how one might encourage a friend not to be involved in substance abuse.	The opportunity to address this objective is available. See the following: SE: 34, 219 TWE: 34, 219
Competency Goal 7 - The learner will achieve and maintain an acceptable level of health-related fitness.	
7.01 Complete a health-related personal fitness test and demonstrate improvement at appropriate level.	SE: 6, 125, 140 TWE: 6, 125, 140
7.02 Demonstrate an understanding of proper stretching exercises and muscle strength/endurance exercises.	SE: 134, 136–137, 140 TWE: 134, 136–137, 140
7.03 Demonstrate the ability to perform self-paced aerobic activity, keeping in an appropriate target heart rate zone, and monitoring recovery rate after the activity.	The opportunity to address this objective is available. See the following: SE: 135, 137, 139 TWE: 135, 137, 139
7.04 Demonstrate the knowledge of how to prepare the body before and after vigorous exercise.	SE: 140–141 TWE: 140–141
7.05 Begin to develop a strategy for the improvement of selected fitness components.	SE: 138, 139, 140 TWE: 138, 139, 140

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Competency Goal 8 - The learner will exhibit a physically active lifestyle.	
8.01 Identify opportunities in the school and community for regular participation in physical activity.	SE: 134, 135, 137, 144–145 TWE: 134, 135, 137, 144–145
8.02 Participate daily in some form of health-enhancing physical activity.	SE: 137, 138–139 TWE: 137, 138–139
8.03 Analyze personal interests and capabilities in regard to one's exercise behavior.	SE: 134, 138, 139, 140, 145 TWE: 134, 138, 139, 140, 145
8.04 Identify the critical aspects of a healthy lifestyle.	SE: 6, 43–45, 91, 94–95, 98, 122–123, 124, 128, 129, 131, 133, 134–135, 140, 189, 195, 197, 220, 246–247 TWE: 6, 43–45, 91, 94–95, 98, 122–123, 124, 128, 129, 131, 133, 134–135, 140, 189, 195, 197, 220, 246–247
Competency Goal 9 - The learner will demonstrate an understanding and respect for differences among people in physical activity settings.	
9.01 Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, and disability and seek to learn more about both similarities and differences.	The opportunity to address this objective is available. See the following: SE: 34, 61, 62 TWE: 34, 61, 62
9.02 Cooperate with disabled peers and those of different gender, race, and ethnicity.	The opportunity to address this objective is available. See the following: SE: 17, 167 TWE: 17, 167

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9.03 Work cooperatively with more and less skilled peers.	The opportunity to address this objective is available. See the following: SE: 203, 216, 251, 287 TWE: 203, 216, 251, 287
Competency Goal 10 - The learner will demonstrate responsible personal and social behavior in physical activity settings.	
10.01 Work independently in pursuit of personal fitness goals.	SE: 138, 139, 140, 145 TWE: 138, 139, 140, 145
10.02 Make conscious decisions about applying rules, procedures, and etiquette.	The opportunity to address this objective is available. See the following: SE: 16–18, 27, 57, 250–251 TWE: 16–18, 27, 57, 250–251
10.03 Utilize time effectively to complete assigned tasks.	SE: 43–44, 48–49 TWE: 43–44, 48–49
10.04 Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.	SE: 203, 216, 251, 287 TWE: 203, 216, 251, 287
Competency Goal 11 - The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.	
11.01 Demonstrate square, folk, and rhythmic movement skills.	The opportunity to address this objective is available. See the following: SE: 134–135, 137 TWE: 134–135, 137

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11.02 Create short movement compositions.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 1.
11.03 Perform rolling combinations with gymnastic movements.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 1.
11.04 Create routines that focus on rolling combinations with variations of positions.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 1.
11.05 Demonstrate beginning strategies for net and invasion games	The opportunity to address this objective is available. See the following: SE: 139 TWE: 139
11.06 Demonstrate increasing competence in more advanced specialized skills.	SE: 140 TWE: 140
Competency Goal 12 - The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.	
12.01 Use information from a variety of sources of internal and external origin to improve performance.	The opportunity to address this objective is available. See the following: SE: 140 TWE: 140
12.02 Identify and apply principles of practice and conditioning that enhances performance.	SE: 138, 140, 141 TWE: 138, 140, 141
12.03 Recognize the general characteristics of movement that can be applied to specific settings.	SE: 134, 137 TWE: 134, 137
12.04 Use basic understanding of the knowledge of offensive and defensive strategies in activity settings.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 1.