

text	TWE pages	definition	SE pages
North Carolina Healthful Living Standards, Teen Health © 2009, Course 1			
Standard: 1		The learner will develop knowledge and skills to enhance mental and emotional well-being.	
1.01	16-19, 40, 52, 77, 100, 112-113, 154, 260-261, 271, 299, 307	Use a structured thinking process to make decisions and solve problems.	16-19, 40, 53, 77, 112-113, 154, 260-261, 271, 299, 307
1.02	30C, 45-47, 49, 58	Identify various types of stressors and analyze the causes and effects of stress.	45-47, 49, 59
1.03	42, 44, 47-49, 54-55, 248, 317	Compare and contrast positive and negative methods of dealing with stress.	43-44, 48-49, 54-55, 57, 248, 317
1.04	34-35	Recognize that failure is a part of learning and growing and demonstrate the ability to cope with failure appropriately.	34-35
Standard: 2		The learner will develop knowledge and skills to enhance personal and consumer health.	
2.01	269, 271, 292	Differentiate between communicable and chronic diseases.	269, 271, 292
2.02	271, 272-273, 275-276, 293	Identify the modes of transmission and methods for reducing the transmission of common communicable diseases.	271, 272-273, 275-276, 293
2.03	152, 154	Advocate for appropriate measures to protect vision and hearing.	154
2.04	191	Identify the components and basic functions of the respiratory system.	191
2.05	285	Identify and describe the symptoms associated with asthma.	285
2.06	285	Summarize methods by which asthma can be controlled.	285
2.07	207	Summarize the relationship between conception and the menstrual cycle.	207

2.08	213	Investigate and analyze the responsibilities of parenthood through observation and discussion with parents/caregivers or trusted adults.	213
2.09	14, 157, 169	Evaluate claims made for health products and services for accuracy and credibility.	14, 169
2.10	142C, 287, 305	Analyze the increase in incidence and mortality of skin cancer over the last several decades and identify methods of prevention.	287, 305
2.11	318, 320-321, 323, 327	Predict how individual behaviors can harm or help the health of the environment.	318, 320-321, 323, 327
Standard: 3		The learner will develop healthy and effective interpersonal communication and relationship skills.	
3.01	70, 74-75, 301	Identify and classify behaviors as either conducive or counterproductive to group functioning.	70, 301
3.02	15, 63-66, 85, 215, 255	Demonstrate effective verbal and non verbal communication skills.	15, 63-66, 85, 215, 255
3.03	37, 40, 50, 52-53, 56, 75, 77, 91, 231-233, 243	Demonstrate ways to communicate care, consideration, and respect of self and others.	37-38, 40, 50, 52-53, 56, 75, 77, 91, 231-233, 243
3.04	70, 205	Identify transitions and challenges of social relationships during puberty and adolescence.	68-70, 74, 205
3.05	81-85, 88, 304	Predict situations that could lead to violence and demonstrate skills and strategies to avoid violence.	78, 81-85, 304
3.06	85	Evaluate the importance of understanding the perspectives of others in resolving conflicts.	75, 82, 85
3.07	78-80, 83, 86-87, 91, 281	Demonstrate effective refusal and negotiation skills.	78-80, 83, 86-87, 91, 280-281
3.09	73-74, 76-77, 91	Differentiate between positive and negative effects of peer pressure.	9, 73, 76-77, 90
3.10	71-72	Identify signs of abusive relationships and demonstrate the ability to access resources for help.	71-72
Standard: 4		The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.	
4.01	101, 104, 107	Define common terms on food labels and terms used in advertising food.	101, 104, 107

4.02	98, 103-104, 107	Evaluate health claims on food labels for accuracy and validity.	98, 103-104, 107
4.03	109	Justify why obesity is classified as a disease and explain how it can be a risk factor for other diseases.	109
4.04	101	Compare and contrast different food options, including ethnic and vegetarian choices using My Pyramid.	101
4.05	101, 107	Summarize the Dietary Guidelines for Americans and explain the implications on eating behavior.	101, 107
4.06	97, 102, 107, 116	Predict the short and long term benefits of healthy eating.	95-97, 102, 107, 117
4.07	106	Differentiate between nutritious and non nutritious beverages.	106
4.08	97	Identify foods high in fiber, including whole grains, fruits, and vegetables.	97
4.09	106, 108	Analyze the relationships between food consumption, physical activity levels, and body weight.	103, 106, 108, 115, 121
4.10	123, 128, 251	Identify physical activities that contribute to maintaining or improving the components of health related fitness (strength, endurance, flexibility).	123, 251
Standard: 5		The learner will choose not to participate in substance abuse.	
5.01	229, 244	Evaluate advertising for tobacco and alcohol and predict reasons for possible influences on behavior.	229, 245
5.02	248, 257	Identify short term and long-term benefits of resistance to substance abuse.	5, 248, 256
5.03	146, 222-224, 226, 228, 238, 243, 245, 246-247, 249, 251-252, 255, 265	Describe the immediate social and physical consequences of tobacco use, including spit tobacco, and other drug abuse.	224, 226, 228, 239, 243, 245, 246, 249, 251-252, 255, 265
5.04	232, 254	Describe the short and long-term effects of being exposed to others' tobacco use.	233, 254
5.05	226, 227, 229, 231, 235, 252, 258-259, 262	Demonstrate effective assertive refusal skills in refusing alcohol and other drugs.	226, 227, 229, 231, 235, 252, 258-259, 262

Standard: 6		The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).	
6.01		Demonstrate square, folk, and rhythmic movement skills.	
6.02		Create short movement compositions.	
6.03		Create routines that focus on rolling combinations with variations of positions.	
6.04		Demonstrate beginning strategies through small-sided games for net and invasion games.	
6.05		Demonstrate increasing competence in more advanced specialized skills.	
Standard: 7		Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).	
7.01		Use information from a variety of sources to improve performance such as feedback from a peer and published documents.	
7.02	13	Explore personal wellness by gathering information, considering alternatives and consequences that accompany such choices.	
7.03		Recognize the general characteristics of movement that can be applied to specific settings such as moving to open space or speeding up or slow down to intercept an object.	
7.04		Use basic understanding of the knowledge of offensive and defensive strategies in activity settings.	
Standard: 8		The learner will exhibit a physically active lifestyle (NASPE Standard 3).	

8.01	120, 122, 127, 141	Identify opportunities in the school and community for regular participation in physical activity.	120, 122, 126, 141
8.02	121, 123, 129, 135	Participate daily for a minimum of 60 minutes in some form of healthenhancing physical activity. • Journal • Contract • Pedometers • Heart rate monitors	123, 135
8.03	23, 26, 28, 103, 123, 131, 138	Sets realistic physical activity goals and strive to attain them through participation in physical activity of his or her choosing.	xviii-1, 5, 23, 29, 131
Standard: 9		The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).	
9.01	26, 118C, 131	Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart	26, 131
9.02	131	Demonstrate proper stretching exercises.	131
9.03		Demonstrate the ability to perform self-paced aerobic activity.	xxi, 123
Standard: 10		Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).	
10.01	125, 130	Appreciates the aesthetic and creative aspects of skilled performance in others and self.	125, 130
10.02	125	Make conscious decisions about playing within the rules, procedures, and etiquette of a game or activity.	125
10.03		Utilize time effectively to complete assigned tasks.	
10.04	14, 34, 137, 183, 195	Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.	14, 34, 137, 183, 195
10.05		Resolves interpersonal conflicts with sensitivity to the rights and feelings of others.	