

**GLENCOE/MCGRAW-HILL  
TEEN HEALTH, COURSE 2 ©2003  
correlated to**

**NORTH CAROLINA  
HEALTHFUL LIVING CURRICULUM  
FOR GRADE 7**

<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 Explain health risks for age group.	SE: 14, 232, 233, 318–319 TWE: 14, 232, 233, 318–319
1.02 Appraise own health status.	SE: 6 TWE: 6
1.03 Differentiate between objective and subjective perceptions of personal health risk.	SE: 15, 20–21 TWE: 15, 20–21
1.04 Explain the concept of cumulative risk in regard to disease and injury.	SE: 14 TWE: 14
1.05 Accurately describe the incidence of high-risk behaviors for age group.	SE: 14 TWE: 14
<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 Describe examples of self-deception.	The opportunity to address this objective is available. See the following: SE: 196 TWE: 196
2.02 Use positive imaging to maintain self-esteem.	SE: 191 TWE: 191

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2.03 Distinguish among effort, ability, and chance as factors in success and failure.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 2.
2.04 Recognize and manage habits appropriately.	SE: 38  TWE: 38
2.05 Anticipate and monitor personal stressors.	SE: 198–199, 200  TWE: 198–199, 200
2.06 Explain methods of managing stress by minimizing exposure to stressors.	SE: 200, 201, 211  TWE: 200, 201, 211
<b>Competency Goal 3 - The learner will interpret health risks for self and others and corresponding protection measures.</b>	
3.01 Extinguish fires correctly.	SE: 399  TWE: 399
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: 232–233, 350–351  TWE: 232–233, 350–351
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 2.

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3.04* Recognize abstinence from sexual intercourse until marriage as the only certain means of avoiding out-of-wedlock pregnancy, sexually-transmitted diseases, including HIV/AIDS and any other health and emotional problems associated with sexual intercourse.	SE: 232–233, 350–351 TWE: 232–233, 350–351
3.05* Describe the benefits of abstinence from sexual intercourse until marriage.	SE: 232–233, 350–351 TWE: 232–233, 350–351
3.06* Explain the risks of premarital sexual intercourse.	SE: 232–233, 350–351 TWE: 232–233, 350–351
3.07* Demonstrate techniques and strategies for becoming or remaining abstinent by dealing with peer pressure.	SE: 29, 180–181, 228, 229, 234–235 TWE: 29, 180–181, 228, 229, 234–235
3.08 Define and provide examples of health and medical quackery.	The opportunity to address this objective is available. See the following  SE: 134, 140, 141 TWE: 134, 140, 141
3.09 Analyze messages in the media targeting teens.	SE: 11, 18–19, 133, 284 TWE: 11, 18–19, 133, 284

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<b>Competency Goal 4 - The learner will apply relationship skills to the promotion of health and the prevention of risk.</b>	
4.01 Exercise social and interpersonal persuasion.	SE: 81, 110, 121, 146–147, 292–293, 326–327, 406, 425, 441  TWE: 81, 110, 121, 146–147, 292–293, 326–327, 406, 425, 441
4.02 Identify feelings in communications with others.	SE: 195, 218, 219, 224  TWE: 195, 218, 219, 224
4.03 Clarify expressions of others.	SE: 218, 219  TWE: 218, 219
4.04 Express expectations to others.	The opportunity to address this objective is available. See the following  SE: 217  TWE: 217
4.05 Define tolerance and explain its importance to a healthy society respectful of differences and diversity.	The opportunity to address this objective is available. See the following  SE: 10, 41  TWE: 10, 41

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<b>Competency Goal 5 - The learner will apply behavior management skills to nutrition-related health concerns.</b>	
5.01 Plan, select, and prepare healthful meals that emphasize the principles of the Dietary Guidelines for Americans.	SE: 90–91, 92, 93, 95, 96, 97, 98, 99, 100  TWE: 90–91, 92, 93, 95, 96, 97, 98, 99, 100
5.02 Determine the benefits or risks of food fortification with specific vitamins and minerals.	The opportunity to address this objective is available. See the following  SE: 89, 92–93, 100–101  TWE: 89, 92–93, 100–101
5.03 Define the conditions under which nutrient supplementation may be appropriate for some individuals.	The opportunity to address this objective is available. See the following  SE: 89  TWE: 89
5.04 Identify risks of megadoses of specific nutrients.	The opportunity to address this objective is available. See the following  SE: 88–89, 91, 100  TWE: 88–89, 91, 100
5.05 Consume healthful breakfasts.	SE: 99  TWE: 99
5.06 Choose snacks rich in nutrients and low in sugar and carbohydrates.	SE: 100–101  TWE: 100–101

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5.07 Define eating disorders, symptoms, and resources for treatment.	SE: 110, 111 TWE: 110, 111
<b>Competency Goal 6 - The learner will choose not to participate in substance use.</b>	
6.01 Quantify the contribution of alcohol to death and injury from vehicle crashes, pedestrian injury, homicide, suicide, robbery and assault, drowning, burns, and falls, and to job absenteeism, job loss, and job injury.	SE: 305, 307, 315, 317, 318–319, 320–321, 394 TWE: 305, 307, 315, 317, 318–319, 320–321, 394
6.02 Describe the variety of health risks associated with the injection of substances.	SE: 312 TWE: 312
6.03 Demonstrate refusal skills that refute persuasion to abuse substances.	SE: 234–235, 323, 324–325 TWE: 234–235, 323, 324–325
6.04 Analyze an anti-cigarette and anti-spit tobacco advertisements.	SE: 292 TWE: 292
6.05 Describe methods of encouraging others not to use illegal substances.	SE: 326–327 TWE: 326–327
<b>Competency Goal 7 - The learner will achieve and maintain an acceptable level of health-related fitness.</b>	
7.01 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.	SE: 6 TWE: 6

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7.02 Demonstrate knowledge of the terms aerobic and anaerobic.	SE: 57 TWE: 57
7.03 Demonstrate cardiovascular endurance in an activity other than running.	The opportunity to address this objective is available. See the following SE: 56–57, 68, 72, 77 TWE: 56–57, 68, 72, 77
7.04 Demonstrate knowledge of flexibility, muscular strength and endurance.	SE: 55, 56, 57 TWE: 55, 56, 57
<b>Competency Goal 8 - The learner will exhibit a physically active lifestyle.</b>	
8.01 Identify resources in the community that can be accessed to maintain a physically active lifestyle.	SE: 74, 75 TWE: 74, 75
8.02 Monitor and evaluate the benefits of various physical activities.	SE: 71, 72, 75, 77 TWE: 71, 72, 75, 77
8.03 Establish personal physical activity goals.	SE: 69, 70, 72, 73, 78, 83 TWE: 69, 70, 72, 73, 78, 83
8.04 Demonstrate the importance and value of regular physical activity.	SE: 54, 55, 63, 74 TWE: 54, 55, 63, 74
<b>Competency Goal 9 - The learner will demonstrate an understanding and respect for differences among people in physical activity settings.</b>	
9.01 Demonstrate respect for individual differences in physical activity settings.	SE: 52-58, 74-79, 81-86 TWE: 52-58, 74-79, 81-86

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9.02 Synthesize and evaluate knowledge about the role of physical activity in a diverse society.	SE: 69-73 TWE: 69-73
9.03 Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings.	SE: 81-86 TWE: 81-86
<b>Competency Goal 10 - The learner will demonstrate responsible personal and social behavior in physical activity settings.</b>	
10.01 Display sensitivity to the feelings of others during physical activities.	The opportunity to address this objective is available. See the following:  SE: 55, 75 TWE: 55, 75
10.02 Engage in fair play and sportsmanship behaviors during physical activity.	The opportunity to address this objective is available. See the following:  SE: 75 TWE: 75
10.03 Demonstrate the ability to work independently for various periods of time.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 2.
<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 Demonstrate country western dance and social dance forms.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 2.

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11.02 Create dances that use the various elements of time, space, force, and flow.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 2.
11.03 Demonstrate vaulting skills using available equipment.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 2.
11.04 Create a short movement sequence routine.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 2.
11.05 Demonstrate strategies in a variety of games and sports.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 2.
11.06 Demonstrate competence in skills needed for team games and sports.	The opportunity to address this objective is available. See the following:  SE: 75  TWE: 75
11.07 Demonstrate competence in skills needed for individual physical activity.	The opportunity to address this objective is available. See the following:  SE: 75  TWE: 75
<b>Competency Goal 12 - The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.</b>	
12.01 Apply more advanced movement and game strategies.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 2.

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12.02 Identify the critical elements of more advanced movement skills.	The opportunity to address this objective is available. See the following:  SE: 55–57  TWE: 55–57
12.03 Identify the characteristics of skilled performance in a few movement forms.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 2.
12.04 Apply more advanced discipline-specific knowledge.	This objective falls outside the scope of Glencoe/McGraw-Hill Teen Health, Course 2.
<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>	