

text	definition	TWE pages	SE pages
North Carolina Healthful Living Standards, Grade 7			
Standard: 1	The learner will develop knowledge and skills to enhance mental and emotional well-being.		
1.01	Recognize the signs and symptoms of people who are in danger of hurting themselves or others.	161 - 162, 165, 169 - 170, 209 - 210	93, 161 - 162, 165, 169 - 170, 209 - 210
1.02	Summarize feelings and emotions associated with loss and grief and identify positive coping mechanisms and resources for help.	155, 169, 180, 182, 391	154, 169, 182
1.03	Distinguish how and explain why emotions can change during adolescence.	153 - 155, 169 - 171, 366 - 367, 369	144, 153 - 155, 169 - 171, 366 - 367, 369
1.04	Analyze impulsive behaviors and identify strategies for controlling them.	25, 38 - 41	36, 38 - 41, 93, 96
1.05	Demonstrate methods for minimizing exposure to stressors and managing stress.	2, 13, 156 - 158, 166 - 171, 368 - 369	6, 25, 156 - 158, 166 - 171, 368 - 369
Standard: 2	The learner will develop knowledge and skills to enhance personal and consumer health.		
2.01	Analyze messages in the media targeting teens.	11, 14, 22, 136 - 137, 139, 141, 155, 245 - 247, 256 - 257, 261, 279 - 281, 311, 341 - 343, 430	11, 14, 22, 114 - 115, 128, 136 - 137, 139, 141, 150, 155, 205, 242 - 243, 245 - 247, 256 - 257, 259 - 261, 278 - 281, 293, 311, 323, 341 - 343, 359 - 360, 430, 449
2.02	Define and provide examples of health and medical quackery and explain how to identify this information as quackery.	21, 346	21, 342, 346
2.03	Predict the health consequences of inadequate rest and sleep.	57	4, 57
2.04	Analyze how the interaction of individual behaviors, the environment, and other factors cause or prevent injuries.	21, 23, 29, 472 - 492, 500 - 504, 508 - 523	20, 23, 29, 472 - 477, 479 - 492, 500 - 505, 508 - 523
2.05	Demonstrate techniques for basic first aid and procedures for treating injuries and other	493 - 499, 503	493 - 499, 503 - 50
2.06	Identify measures to reduce risk of injuries in case of fire.	476 - 479, 501	476 - 479, 501

2.07	Identify measures to reduce risk of injuries around water.	490, 505	490, 505
2.08	Evaluate environmental, psychological, and social factors that might affect excessive sun exposure	94, 331, 333, 357, 361, 454, 457	94, 331, 333, 357, 359, 361, 453 - 454, 457
Standard: 3	The learner will develop healthy and effective interpersonal communication and relationship skills.		
3.01	Predict short- and long-term negative consequences of violence to perpetrators, victims, and bystanders.	213, 218 - 221, 226	211, 213 - 214, 217 - 221, 226 - 227
3.02	Discern the role of bystanders in preventing and stopping bullying and violence.	208, 213, 223, 226	208, 213, 216, 224 - 224, 226
3.03	Identify a variety of non-violent ways to respond when angry or upset.	181, 194 - 196, 203, 207 - 210, 222	194 - 196, 207 - 210, 222 - 223, 225, 226
3.04	Define tolerance and advocate to others the importance of tolerance in a healthy society respectful of differences and diversity.		186, 188, 198
3.05	Compare and contrast a healthy vs. unhealthy relationship.	185, 216	185, 198, 214, 216
3.06	Define abstinence as voluntarily refraining from intimate sexual contact that could result in unintended pregnancy or disease and analyze the		190 - 193
3.07	Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding	393	192, 197, 392 - 393, 425 - 426, 431, 435 - 436
3.08	Analyze the effectiveness and failure rates of condoms as a means of preventing sexually transmitted diseases, including HIV/AIDS.		
3.09	Analyze the risks of premarital sexual activity.	422 - 428, 430 - 431, 436 - 437	191, 392 -393, 422 - 428, 431, 435 - 437
3.10	Demonstrate techniques and strategies for becoming or remaining abstinent by dealing with peer pressure.	192 - 193, 199, 295, 301, 318 - 319, 325, 394 - 395, 399, 425 - 426	192 - 193, 199, 286, 291 - 292, 295, 311, 317 - 319, 323 - 325, 394 - 395, 399
3.11	Analyze the effects of culture, media, and family values (by discussing information with parents/guardians or trusted adults) on decisions	426	425 - 426
Standard: 4	The learner will apply knowledge and behavior self-management skills to areas of nutrition		
4.01	Demonstrate the ability to successfully select healthy food choices and plan meals that emphasize the principles of the Dietary Guidelines for Americans.	12, 110, 112 - 116, 118 - 121, 139 - 141	112, 114 - 121, 138 - 141
4.02	Identify appropriate serving sizes for foods and beverages in each food group and explain how to	109, 118, 139 - 141	110, 116, 120, 139 - 141
4.03	Summarize the benefits of drinking sufficient amounts of water.	126, 139	88, 107, 126 - 127, 139

4.04	Compare and contrast the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.	103 - 105, 107, 110, 138 - 141	70, 103 - 105, 107, 110, 138 - 141
4.05	Differentiate between positive and negative body image, and describe the importance of a positive body image.	128 - 130, 139, 141, 150	128 - 130, 139, 141, 150
4.06	Compare and contrast healthy and risky approaches to weight management.	131 - 135, 139 - 141	132 - 135, 139 - 141
4.07	Summarize the recommended amounts and types of physical activity for adolescents and adults.	45, 100	77, 81, 84, 100
4.08	Identify ways to increase daily physical activity and decrease inactivity.	61, 77, 78, 101, 108	xviii-1 (Fitness Zone Handbook), 43, 77, 78, 101, 109
Standard: 5	The learner will choose not to participate in substance abuse.		
5.01	Explain the variety of health risks associated with injection drug use.	89, 304, 307, 325	88, 304, 307 - 309, 325
5.02	Assess the addictive nature of tobacco, and predict the consequences of prolonged usage, and resources for quitting.	191, 193, 230 - 235, 239 - 241, 244 - 245, 247, 254 - 255, 258	190, 191, 193, 230 - 235, 239 - 241, 244 - 245, 247, 254 - 255, 258 - 260
5.03	Evaluate the social, economic, and cosmetic consequences of using alcohol, tobacco, or other drugs.	191, 193, 230, 248 - 249, 251, 252 - 253, 255, 260, 264, 280 - 281, 283 - 285, 292 - 295, 312, 314 - 315, 321, 399	191, 193, 248 - 249, 251, 252 - 253, 255, 259 - 260, 264, 279 - 281, 283 - 285, 292 - 295, 302, 313 - 315, 321, 323, 399
5.04	Differentiate proper use from abuse of over the counter medications and predict the consequences of abuse.	89, 299 - 300, 302, 348 - 351, 360	89, 299 - 302, 323 - 324, 348 - 351, 359 - 361
5.05	Summarize drug dependence and addiction and the dangers associated with each.	304 - 309, 312 - 315, 321, 323 - 325	304 - 309, 312 - 315, 321, , 323 - 325, 392
5.06	Delineate the sequence of substance abuse that can lead to serious health risks.	89, 191, 193, 230 - 235, 239 - 241, 244 - 245, 258, 265 - 271, 273, 277, 280 - 281, 293 - 295,	88, 191, 193, 230 - 235, 239-246, 258 - 260, 265 - 271, 275, 277, 280, 293 - 295, 304 - 309, 312 - 313, 315, 321, 323 - 325
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 country western dance and social dance forms.		

6.02	Create dances that use the various elements of time, space, force, and flow.		
6.03	Create a short movement sequence routine.		
6.04	Demonstrate strategies in a variety of games and sports.		xxi-1 (Fitness Zone Handbook)
6.05	Demonstrate competence in skills needed for team sports through small-sided games.		xxi-1 (Fitness Zone Handbook)
6.06	Demonstrate competence in skills needed for individual physical activity.		xx, xxi
Standard: 7	Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of		
7.01	Apply advanced movement and game strategies.		xxi-1 (Fitness Zone Handbook)
7.02	Identify critical elements of advanced movement skills such as "give and go" or "pick and roll."		
7.03	Identify characteristics of skilled performance in a few movement forms.		
7.04	Determine the link between physical activity and weight control.	88, 108, 113, 117, 131, 134, 135	61, 99, 108-109, 113, 129, 131, 134, 135, 139-140
Standard: 8	The learner will exhibit a physically active lifestyle (NASPE Standard 3).		
8.01	Identify resources in the community that can be accessed to maintain a physically active lifestyle.	61,81, 98	78, 98
8.02	Regulates physical activity behavior by using personal cues and movement principles.		
8.03	Establish personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of the physical education class on 5 or more days during the week.	78, 101	xviii, 77 - 79, 101, 108

8.04	Demonstrate the importance and value of regular physical activity.	15, 58, 60 - 65, 85, 98, 126, 155, 166, 169, 463, 468	xix, 15, 60 - 65, 76, 83 - 84, 98 - 99, 126 - 127, 155, 169, 449, 462 - 463, 467 - 469
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	Complete a valid and reliable pre and post health-enhancing fitness assessment, examine the data and develop a plan to show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.	3, 43, 52 -53, 64 - 65, 78 - 79, 81 - 83	43, 45, 52, 64 - 65, 78 - 79, 81 - 83
9.02	Demonstrate knowledge of the terms aerobic and anaerobic, body composition, cardiovascular endurance, flexibility, muscular strength and endurance.	60, 62 - 65, 71, 77, 85, 99, 105	xix, 62 - 65, 99 - 100
9.03	Develop a strategy to improve personal level of fitness within each of the five components.	78 - 79, 85, 90, 96 - 97, 99 - 100, 464	xviii-1 (Fitness Zone Handbook) 77 - 79, 85, 90, 96 - 97, 100, 464
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	Invites all students, regardless of ability, race, gender etc., to participate in physical activity and displays sensitivity to the needs and feelings of others during physical activities.		86
10.02	Develop strategies to communicate ideas and feelings. <ul style="list-style-type: none"> • body language • gestures • body movements 	175, 177	175, 177, 197
10.03	Recognizes physical activity as a positive opportunity for social and group interaction to promote a safe school environment.	204	15
10.04	Engage in fair play and show self-control by accepting a controversial decision	29, 86	86
10.05	Seeks out participants with and shows respect for a peer with varying skill ability.		86