

| text | TWE pages | definition | SE pages |
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| North Carolina Healthful Living Standards, Teen Health © 2009, Course 3 | | | |
| Standard: 1 | | The learner will develop knowledge and skills to enhance mental and emotional well-being. | |
| 1.01 | 53, 60 | Analyze defense mechanisms and distinguish between the healthy and harmful utilization of each. | 60 |
| 1.02 | 64, 84-86, 88, 98 | Identify the causes, signs, and effects of depression and resources for help. | 83-85, 88, 97-99 |
| 1.03 | 87, 89, 99 | Identify the warning signs of suicide and develop a plan for seeking help. | 86-89, 97-99 |
| 1.04 | 6, 52-56 | Summarize the characteristics of a mentally and emotionally healthy person. | 6, 11, 52-56, 75-76 |
| 1.05 | 28-28, 31, 99, 122-123, 156, 196-197, 300-301, 313, 331, 359, 487 | Use a variety of structured thinking processes to solve problems and make decisions. | 27-28, 31, 99, 122-123, 156, 196-197, 300-301, 314, 331, 359, 487 |
| Standard: 2 | | The learner will develop knowledge and skills to enhance personal and consumer health. | |
| 2.01 | 510, 512-521, 523-526, 537 | Infer the behavioral and environmental factors associated with the leading actual causes of death in the United States. | 417, 438, 509-510, 512-513, 515-518, 521-523, 535-537 |
| 2.02 | 420-421, 435-326, 509, 527-531, 536-537 | Identify the behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common childhood chronic diseases or conditions (asthma, allergies, diabetes, and epilepsy). | 420-421, 425, 435-436, 509-510, 527-531, 534, 535-537 |
| 2.03 | 419, 564, 566-567, 572 | Perform the Heimlich maneuver and demonstrate basic CPR techniques and procedures on a mannequin, and pass a Red Cross or American Heart Association approved test of CPR skills. | 564-567, 571, 573 |
| 2.04 | 41, 380-381, 396-397, 442-443 | Evaluate the accuracy and significance of media reports on health and medical research. | 41, 270-271, 380, 396-397, 401, 442-443 |

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| 2.05 | 374, 378, 428, 484 | Determine how certain fads affect health (e.g. body piercing, tattooing, and artificial fingernails) | 374, 378, 497 |
| 2.06 | 514-515 | Advocate for the importance of early detection and demonstrate the ability to recognize early warning signs of skin cancer. | 514-515 |
| 2.07 | 3, 6-7, 20, 42, 210-212, 214 | Appraise personal health status. | 3, 5-7, 11, 14, 20, 42, 210-212, 214, 432 |
| 2.08 | 510, 550-553, 577-580, 590-591 | Predict the potential personal health consequences of global environmental problems. | 401, 510, 550-553, 573, 577-580, 587, 590-591 |
| 2.09 | 577-588, 590-591 | Evaluate how personal behaviors contribute to environmental improvement and destruction. | 576-591 |
| Standard: 3 | | The learner will develop healthy and effective interpersonal communication and relationship skills. | |
| 3.01 | 100C, 139, 157-158, 161, 174C, 176-198, 200-201 | Analyze factors contributing to violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and identify resources for seeking help. | 157-158, 172, 176-201 |
| 3.02 | 34, 132 | Predict how intolerance affects others and demonstrate strategies for promoting tolerance. | 34, 132-133, 139 |
| 3.03 | 39-40, 43, 46, 48-39, 94-95, 105, 108-111, 116-117, 124, 126, 133, 145-147, 163, 165-169, 172-173, 186 | Demonstrate communication skills to build and maintain healthy relationships. | 39-40, 43, 46, 47-49, 94-95, 105, 108-111, 115-117, 124-127, 132-133, 141, 145-147, 149-150, 163, 165-169, 171-173, 186-187 |
| 3.04 | 106, 179 | Demonstrate strategies and skills in responding to approaches by unknown people (via internet, telephone, or face to face). | 178-179, 186 |
| 3.05 | 107, 112-117, 122-124, 136, 145, 151, 155-156, 158 | Critique how the behavior of family and peers affects interpersonal communication. | 105, 107, 109, 112-115, 117, 122-127, 136, 145, 155-156, 158 |
| 3.06 | 11, 115, 161, 188-195 | Identify signs of an unhealthy relationship and demonstrate the ability to access resources (family, schools, community) for help. | 114-115, 138, 139, 188-195, 199-200 |
| 3.07 | 119-121, 126, 144, 493-499 | Summarize how sexually transmitted diseases, including HIV, are transmitted and demonstrate skills and strategies for remaining or becoming abstinent from sexual activity to avoid sexually transmitted diseases and unintended pregnancy. Encourage students to discuss selected skills and strategies with their parents, caregivers, or a trusted adult. | 119-121, 125-127, 440, 459, 492-495, 497-499, 503-504 |

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| 3.08 | | Compare and contrast methods of contraception, their effectiveness and failure rates, and the risks associated with different methods of contraception, as a means of preventing sexually transmitted diseases, including HIV/AIDS. | |
| 3.09 | 495 | Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS. | 441, 494-495, 498-499, 503 |
| 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 | 250, 254 | Identify food preparation techniques that add less fat and sugar to foods. | 249-250, 254 |
| 4.02 | 232C,235, 250, 257 | Analyze barriers to personal healthful eating patterns and describe strategies for overcoming these barriers. | 235, 250-251, 257 |
| 4.03 | 239, 241-242, 255-256, 405, 407-408, 430, 432, 467 | Evaluate the benefit of consuming adequate amounts of Vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water and a variety of foods that contain high amounts of each nutrient. | 236-237, 239, 241-242, 256, 407-408, 415, 417, 427, 430-432, 445 |
| 4.05 | 248-253, 257 | Demonstrate the ability to develop a healthful personal eating plan that incorporates food choices inside and outside of the home setting. | 248-253, 256 |
| 4.06 | 213-214 | Differentiate between body composition and body weight, and compare and contrast the strengths and weaknesses of using a variety of methods for assessing body composition. | 213-214 |
| 4.07 | 206, 245-246, 252, 255, 263, 270 | Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. | 205-206, 213, 245-246, 264-265, 273-274 |
| 4.08 | 54, 205, 256, 258C, 261, 264-265, 267, 272 | Identify media and peer pressures for unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking. | 256, 260-261, 265, 272 |
| 4.09 | | Recognize and describe signs, symptoms, and consequences of common eating disorders and identify resources for help. | 266-269, 273-274 |
| 4.10 | 262 | Demonstrate how to calculate a Body Mass Index and explain the purpose, limitations, and possible uses of BMI scores. | 213, 262-263, 274-275, 521 |

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| 4.11 | 55, 72, 83, 104, 106, 160, 204-208, 211-212, 230, 236, 261, 336, 375, 417, 451, 467, 485, 510, 513, 534 | Analyze and explain the benefits of physical activity (physical, social, and emotional). | xviii-xix, 67, 75-76, 106, 204-208, 210-212, 214, 228-231, 408, 412, 417, 421, 435-436, 485, 509, 515, 521, 523-526, 535-536 |
| Standard: 5 | | The learner will choose not to participate in substance abuse. | |
| 5.01 | 278-299, 304-305, 306C, 308-310, 312-315, 318, 320-322, 326-328, 332C, 336-342, 344-356, 368-369, 386, 416-417, 453-454, 458-459 | Determine the relationship between alcohol and other drug use and other health risks (including violent behaviors, unintentional injuries, sexual risk behaviors, and suicide). | 15, 162-163, 276-299, 303-305, 308-316, 318, 320-322, 328-331, 336-342, 344-356, 367-369, 387, 417, 421, 425, 431, 453-454, 458-459, 473, 509, 516, 521, 535-536 |
| 5.02 | 338, 343-344, 416 | Describe the health risks associated with using performance-enhancing drugs. | 343-344 |
| 5.03 | 325, 328 | Analyze the purpose and benefit of policies and laws related to the sale and use of tobacco products (federal, state, local, and school). | 325, 329 |
| 5.04 | 280-281, 304, 345, 363 | Determine positive alternatives to using alcohol and other drugs. | 281, 305, 345, 363, 367 |
| 5.05 | 288, 300-301, 309, 354-355, 357, 367 | Describe methods of encouraging others not to use illegal substances. | 281, 300-301, 305, 309, 354-355, 357, 367 |
| 5.06 | 311, 331 | Analyze anti-cigarette and anti-spit tobacco advertisements. | 311, 331 |
| 5.07 | 276C, 288, 302, 340 | Describe the risks associated with alcohol and other drug use and driving. | 288, 302, 340 |
| 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 | | Successfully perform a variety of contemporary and popular dances. | |
| 6.02 | | Demonstrate square, folk, and social dance skills. | |

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| 6.03 | | Create and perform routines that use a variety of biomechanical and motor skill patterns. | |
| 6.04 | | Demonstrate competence in advanced skills needed for team or dual games and sports. | |
| 6.05 | | Demonstrate competence in advanced skills needed for individual physical activity such as creating open space on offence or defensive strategies in a variety of activities. | |
| 6.06 | | Create and perform sequential movement routines. | |
| 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 | | Understand and apply offensive and defensive strategies in relation to physical activities. | |
| 7.02 | | Demonstrate knowledge for effective timing and sequencing for skill performance. | |
| 7.03 | 202C, 223-227, 402C, 404, 406, 441, 540-541, 545-549 | Know and apply rules and safe practices in a variety of physical activities. | 221-227, 229-230, 406, 423, 425, 438, 441, 442-443, 540-541, 545-549 |
| 7.04 | | Demonstrate competence in biomechanical concepts and motor skill development. | |
| Standard: 8 | | The learner will exhibit a physically active lifestyle (NASPE Standard 3). | |
| 8.01 | 218, 219-221, 225 | Evaluate the benefits and value of various physical activities for personal fitness programs. | xix-1, 210-212, 214, 216, 220-221, 225 |
| 8.02 | 216-220, 230, 532-533 | Establish and implement personal physical activity goals and evaluate progress toward goals. | xviii, 215-220, 228, 532-533, 544-549, 571-572 |
| 8.03 | 202C, 206, 216 | Participate in a variety of vigorous physical activities to achieve personal fitness program goals within the school or community setting. | xviii-1, 216, 228 |
| 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). | |

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| 9.01 | 207, 210-212, 214 | Explain the importance and implications of the principles of cardiovascular and strength training. | xix, 207-208, 210-212, 214 |
| 9.02 | 209-212, 214 | 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. | 209-212, 214 |
| 9.03 | 218 | Monitor the physiological effects (e.g. respiratory rate, resting and recovery heart rates) of a variety of activities on the body. | 218-219, 230 |
| 9.04 | 207, 222, 228, 267 | Explain the relationship between physical activity, nutrition, and adequate rest/sleep and weight management. | 205, 207-208, 222, 267 |
| 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 | | Willingly join others of diverse culture, ethnicity, and gender during physical activity. | |
| 10.02 | | Work cooperatively with peers of differing skill to promote a safe school environment. | |
| 10.03 | 34, 170 | Recognize causes and then demonstration potential solutions to issues as related to a safe school environment and the physical activity setting. • Controversial decisions • Safe areas of play | 35, 170 |
| 10.04 | 30, 132, 157, 161, 183, 191, 208, 222-223, 225, 269, 309, 322, 352, 362, 395, 436, 514, 516, 547, 579, 583, 587 | Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings. | 31, 133, 183, 191, 208, 222, 225, 269, 309, 322, 395, 436, 516, 587 |
| 10.05 | 36 | Display empathy to the feelings of others during physical activities. | 36 |
| 10.06 | | Recognize the diversity and/or different cultures differences in participation in physical activity. | |