

HealthSmart
**Alignment with
North Carolina
Essential
Standards
for Health
Education**



High School
Grades 9–12

HealthSmart High School Unit Key

ABST = Abstinence, Personal & Sexual Health

EMH = Emotional & Mental Health

HIV = HIV, STI & Pregnancy Prevention

NPA = Nutrition & Physical Activity

TAOD = Tobacco, Alcohol & Other Drug Prevention

VIP = Violence & Injury Prevention

| HEALTH STANDARD | ABST | EMH | HIV | NPA | TAOD | VIP |
|---|--|------------|-----|-----|------|-----|
| Mental and Emotional Health | | | | | | |
| 9.MEH.1 Promote the destigmatization of seeking mental health resources. | | | | | | |
| 9.MEH.1.1 Identify causes, symptoms, and strategies for treating mental health challenges. | | 15, 16, 17 | | | | |
| 9.MEH.1.2 Recognize at-risk populations, causes and symptoms of depression, suicide, and impaired mental health. | | 15, 16 | | | | |
| 9.MEH.1.3 Develop a support plan for peers experiencing mental health challenges. | | 17 | | | | |
| 9.MEH.2 Identify a variety of positive stress management and self-regulation strategies that would benefit overall health. | | | | | | |
| 9.MEH.2.1 Identify the short and long term physical and psychological responses to stress. | | 4 | | | | |
| 9.MEH.2.2 Explore healthy strategies for managing stress, anxiety, anger, and impulsive behaviors. | | 5, 6, 12 | | | | |
| Personal and Consumer Health | | | | | | |
| 9.PCH.1 Understand wellness, disease prevention, and recognition of symptoms. | | | | | | |
| 9.PCH.1.1 Identify controllable versus uncontrollable risk factors for communicable and chronic diseases. | 1, 2, 3 | | | | | |
| 9.PCH.1.2 Identify the procedures for organ donation, local and state resources, as well as the pros and cons. | Not covered | | | | | |
| 9.PCH.1.3 Explain the procedures for health screenings, checkups, and other early detection measures in terms of their health-related benefits. | 4 [preventive care], 9 [sexual health care] | | | | | |
| 9.PCH.1.4 Formulate an effective long-term personal health plan for reducing the risk of chronic disease. | 3 | | | | | |
| 9.PCH.1.5 Identify measures to improve sleep and rest habits. | 5 | | | | | |
| 9.PCH.1.6 Identify strategies for the prevention and early detection of skin cancer. | 5 | | | | | |
| 9.PCH.1.7 Assess personal health practices and overall health status. | 1, 2, 3, 4, 5, 6 | | | | | |

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| Personal and Consumer Health (continued) | | | | | | |
| 9.PCH.2 | Evaluate messages conveyed in media, social media, and technology to determine their influence on health behaviors. | | | | | |
| 9.PCH.2.1 | Discuss the potential short term and long-term health and social impacts of body art. | Not covered | | | | |
| 9.PCH.2.2 | Evaluate the effect of media on personal and family health. | 11, 12 | | 8 | | 11, 12 |
| 9.PCH.3 | Describe necessary steps to prevent and respond to unintentional injury. | | | | | |
| 9.PCH.3.1 | Explain the risks associated with operating firearms and motor vehicles. | | | | | 2, 3 |
| 9.PCH.3.2 | Discuss strategies for reducing unintentional injuries. | | | | | 1, 2, 3, 4, 5, 6, 7 |
| 9.PCH.4 | Apply critical literacy/thinking skills related to personal, family and community wellness. | | | | | |
| 9.PCH.4.1 | Use knowledge of relevant medical and healthcare terminology, to ask questions and make decisions about health benefits. | Could be included in 4 | | | | |
| 9.PCH.4.2 | Discuss immediate and long-term impact on individual, family, community, and environment when making health-related decisions. | 14 | | | 13 | 5 |
| 9.PCH.4.3 | Discuss individual, family, community, and environmental influences when making health-related decisions. | 14 | | | 13 | 5 |
| Interpersonal Communication and Healthy Relationships | | | | | | |
| 9.ICHR.1 | Analyze how effective interpersonal communication can benefit personal health and well-being. | | | | | |
| 9.ICHR.1.1 | Demonstrate how to effectively communicate kindness, empathy, compassion, and care for others. | | 7, 10 | | | |
| 9.ICHR.1.2 | Implement negotiation and collaboration skills in solving problems or resolving conflicts. | | 7, 8, 9, 13 | | | |
| 9.ICHR.1.3 | Develop healthy strategies for dating and prevention of intimate partner violence. | | 8, 9 | | | 15, 18, 19 |
| 9.ICHR.1.4 | Explain the concept of consent, in relation to communicating and maintaining personal boundaries. | | | 4 | | |
| 9.ICHR.1.5 | Analyze harmful cultural messages conveyed in sexually explicit media that objectify or sexualize people, normalize sexual violence and exploitation, encourage teenage sex, and ignore negative consequences. | Not covered | | | | |
| 9.ICHR.1.6 | Examine applicable state laws governing the age of sexual consent and how violating such laws can lead to serious legal consequences. | | | Can be addressed in 4 | | Can be addressed in 17, 18 |

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| Interpersonal Communication and Healthy Relationships (continued) | | | | | | | |
| 9.ICHR.2 | Evaluate abstinence from sexual intercourse as a positive choice for young people. | | | | | | |
| 9.ICHR.2.1 | Evaluate skills and strategies to utilize safer sex options, including abstinence until marriage, postponing participation in sexual activity, and contraceptive use. | 10, 13, 14, 15, 16 | | 3, 5, 9, 11, 14 | | | |
| 9.ICHR.2.2 | Explain the potential risks of STIs, including HIV and HPV, and describe their mode of transmission, symptoms, testing, and treatment. | | | 6, 7, 10 | | | |
| 9.ICHR.2.3 | Explain the limitations of FDA approved methods of contraception in reducing the risk of STIs and pregnancy. | | | 5 | | | |
| 9.ICHR.3 | Identify strategies that develop and maintain reproductive and sexual health. | | | | | | |
| 9.ICHR.3.1 | Identify a parent, guardian, or trusted adult and medically accurate resources to address sexual and reproductive health questions. | 9 | | | | | |
| 9.ICHR.3.2 | Summarize the importance of prenatal care to minimize preventable risks during pregnancies. | | | Supplemental Lesson | | | |
| 9.ICHR.3.3 | Explain the importance for regular STI screenings for optimal sexual health. | | | 10 | | | |
| 9.ICHR.3.4 | Identify local resources for STI screenings and sexual healthcare, including for those who have been sexually abused to heal physically, mentally, and emotionally. | 9 | | 10 | | | 17, 18 |
| Nutrition and Physical Activity | | | | | | | |
| 9.NPA.1 | Describe the prevalence, causes and long-term consequences of poor nutrition, extended screen time, and sedentary lifestyle. | | | | | | |
| 9.NPA.1.1 | Summarize evidence-based approaches for individual prevention of disease. | Not covered | | | | | |
| 9.NPA.1.2 | Summarize evidence-based approaches for community prevention of disease. | Not covered | | | | | |
| 9.NPA.2 | Develop strategies to consume a variety of foods and beverages. | | | | | | |
| 9.NPA.2.1 | Summarize the benefits of consuming the six essential nutrients in adequate amounts in a variety of foods. | | | | 1 | | |
| 9.NPA.2.2 | Summarize the effects of hydration and dehydration and preventive measures for dehydration. | | | | 8 | | |

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| Nutrition and Physical Activity (continued) | | | | | | |
| 9.NPA.3 Analyze health behaviors in relation to community and global disease prevention. | | | | | | |
| 9.NPA.3.1 | Evaluate how the school and community culture can affect personal health practice and behaviors. | | | 8 | 12 | 9, 11, 12, 13 |
| 9.NPA.3.2 | Advocate for those experiencing local and global barriers that interfere with optimal health. | Not covered | | | | |
| 9.NPA.4 Apply lifelong nutrition and health-related fitness concepts to enhance quality of life. | | | | | | |
| 9.NPA.4.1 | Design and implement a personal physical activity program with safety and effectiveness. | | | | 10, 11 | |
| 9.NPA.4.2 | Identify appropriate methods to avoid/respond to the climate-related conditions during physical activity that impact overall health. | | | | 8 | |
| 9.NPA.4.3 | Evaluate your personal fitness plan. | | | | 11 | |
| Alcohol, Nicotine, Cannabis and Other Drugs | | | | | | |
| 9.ANCOD.1 Apply avoidance behaviors to protect self and others from alcohol, nicotine, cannabis, and other drug use. | | | | | | |
| 9.ANCOD.1.1 | Identify the consequences of driving or riding with someone under the influence of alcohol or other drugs. | | | | 16 | 2 |
| 9.ANCOD.1.2 | Develop a set of personal standards to resist the use of alcohol, nicotine, cannabis, and other harmful substances and behaviors. | | | | 1, 11, 13, 16 | |
| 9.ANCOD.2 Evaluate effects of alcohol and other substances on brain function, behavior, and human body systems. | | | | | | |
| 9.ANCOD.1.1 | Explain the short-term and long-term effects of performance-enhancing drugs on health and eligibility to participate in sports. | | | | 1 [may want to enhance with further discussion] | |
| 9.ANCOD.1.2 | Evaluate positive and negative influences on health practices and behaviors. | | | | 11, 12 | |
| 9.ANCOD.1.3 | Describe the trends in use and misuse of prescription and non-prescription drugs. | | | | 3, 4 | |
| 9.ANCOD.1.4 | Summarize the risks of IV drug use, including blood borne diseases. | | | 7 [HIV] | | |
| 9.ANCOD.1.5 | Discuss the complexity of addiction and its effects on individuals and society. | | | | 2 | |
| 9.ANCOD.1.6 | Examine the consequences of alcohol or nicotine use/exposure during different stages of growth and development. | | | | 5, 7 [fetal effects covered briefly] | |