

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

**High School (Grades 9 – 12)  
Third Edition**

advancing  
health  
equity **etr.**

**HealthSmart High School Unit Key**

ABST = Abstinence, Personal & Sexual Health  
 EMH = Emotional & Mental Health  
 HIV = HIV, STD & Pregnancy Prevention

NPA = Nutrition & Physical Activity  
 TAOD = Tobacco, Alcohol & Other Drug Prevention  
 VIP = Violence & Injury Prevention

<b>Mental &amp; Emotional Health</b>		<b>HealthSmart High School (Unit: Lesson)</b>
<b>9.MEH.1 Create positive stress management strategies.</b>		
9.MEH.1.1	Identify the body’s physical and psychological responses to stressful situations and positive coping mechanisms.	<b>EMH: 4</b>
9.MEH.1.2	Plan effective methods to deal with anxiety.	<b>EMH: 5</b>
<b>9.MEH.2 Create help-seeking strategies for depression and mental disorders.</b>		
9.MEH.2.1	Identify causes and symptoms of depression and mental disorders.	<b>EMH: 15</b>
9.MEH.2.2	Design useful help-seeking strategies for depression and mental disorders.	<b>EMH: 17</b>

<b>Personal &amp; Consumer Health</b>		<b>HealthSmart High School (Unit: Lesson)</b>
<b>9.PCH.1 Analyze wellness, disease prevention, and recognition of symptoms.</b>		
9.PCH.1.1	Recognize that individuals have some control over risks for communicable and chronic diseases.	<b>ABST: 1, 2, 3</b>
9.PCH.1.2	Summarize the procedures for organ donation, local and state resources, and benefits.	<b>Not covered</b>
9.PCH.1.3	Explain the procedures for health screenings, checkups, and other early detection measures in terms of their health-related benefits.	<b>ABST: 4</b> [preventive care in general], <b>9</b> [sexual health care]
9.PCH.1.4	Design strategies for reducing risks for chronic diseases.	<b>ABST: 3</b>
9.PCH.1.5	Select measures to get adequate rest and sleep.	<b>ABST: 5</b>
9.PCH.1.6	Recognize the early warning signs of skin cancer and the importance of early detection.	<b>ABST: 5</b>
9.PCH.1.7	Differentiate between the lifelong effects of positive and negative health behaviors.	<b>ABST: 1, 3, 5</b>
<b>9.PCH.2 Evaluate health information and products.</b>		
9.PCH.2.1	Critique the potential health and social consequences of body art (tattooing and piercing).	<b>Not covered</b>
9.PCH.2.2	Monitor the effects of media and popular culture on normative beliefs that contradict scientific research on health.	<b>ABST: 11, 12; HIV: 8; TAOD: 11, 12</b> Also, evaluating online resources covered in <b>ABST: 5; NPA: 9</b>

<b>9.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.</b>		
9.PCH.3.1	Summarize the risks associated with operating ATVs and motorcycles.	<b>VIP: 2</b> [motor vehicle injuries], <b>3</b> [sports and recreational injuries]
9.PCH.3.2	Analyze reports of injuries to determine how they might have been prevented and what first aid measures should be taken.	<b>VIP: 5</b> [decision making around variety of risky situations] HealthSmart does not cover first-aid.

<b>Interpersonal Communication and Relationships</b>		<b>HealthSmart High School (Unit: Lesson)</b>
<b>9.ICR.1 Understand healthy and effective interpersonal communication and relationships.</b>		
9.ICR.1.1	Illustrate the ability to respond to others with empathy.	<b>EMH: 7, 10</b>
9.ICR.1.2	Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.	<b>EMH: 7, 8, 9</b> [relationship issues], <b>13</b> [conflict resolution]
9.ICR.1.3	Illustrate strategies for resolving interpersonal conflict without harming self or others.	<b>EMH: 12, 13</b>
9.ICR.1.4	Summarize principles of healthy dating.	<b>VIP: 15</b> [dating relationships] <b>EMH: 8, 9</b> [healthy relationships in general]
9.ICR.1.5	Explain how power and control in relationships can contribute to aggression, violence and sex trafficking.	<b>VIP: 15, 17</b>
<b>9.ICR.2 Evaluate abstinence from sexual intercourse as a positive choice for young people.</b>		
9.ICR.2.1	Critique skills and strategies that are used to promote abstinence from sexual activity in terms of their effectiveness.	<b>ABST: 10, 13, 14, 15, 16</b>
9.ICR.2.2	Explain the consequences of early and unprotected sexual behaviors.	<b>ABST: 10</b> <b>HIV: 3, 5</b>
<b>9.ICR.3 Create strategies that develop and maintain reproductive and sexual health.</b>		
9.ICR.3.1	Contrast the myths, misconceptions, and stereotypes pertaining to sexual assault and sexual abuse with what is known based on law and research.	<b>VIP: 8</b> [violence in general], <b>14</b> [sexual harassment], <b>15</b> [dating violence], <b>18</b> [sexual abuse] May need to extend discussion to cover local laws.
9.ICR.3.2	Design safe plans for the prevention of sexual assault and abuse that include appropriate resources and needed skills.	<b>VIP: 15, 18, 19</b>
9.ICR.3.3	Illustrate skills related to safe and effective use of methods to prevent STDs as well as access resources for testing and treatment.	<b>HIV: 6, 9, 10, 11, 12, 13, 15</b>
9.ICR.3.4	Exemplify decision-making skills and problem solving regarding safe and effective use of methods to prevent unintended pregnancy.	<b>HIV: 5, 11, 12, 13, 14</b>
9.ICR.3.5	Summarize preventable risks for subsequent pregnancies including induced abortion, smoking, alcohol consumption, the use of illicit drugs and inadequate prenatal care.	<b>TAOD</b> lessons on different drugs briefly cover effects/risks of use during pregnancy. <b>HIV: Supplemental Lesson</b> addresses prenatal care.

<b>Nutrition &amp; Physical Activity</b>	<b>HealthSmart High School (Unit: Lesson)</b>
<b>9.NPA.1 Analyze strategies using tools (MyPlate, Dietary Guidelines, Food Facts Label) to plan healthy nutrition and fitness. (NPA: 2 [dietary guidelines], 3 [MyPlate], 4 [food labels])</b>	
9.NPA.1.1 Attribute the prevention of chronic diseases to healthy nutrition and physical activity.	<b>NPA: 1, 7</b>
9.NPA.1.2 Organize meal plans to meet special dietary needs for athletes, pregnant women, diabetics and those experiencing allergies.	<b>Not covered</b>
9.NPA.1.3 Recognize the benefits of folic acid and other vitamins and minerals.	<b>NPA: 1</b>
<b>9.NPA.2 Create strategies to consume a variety of nutrient dense foods and beverages in moderation.</b>	
9.NPA.2.1 Plan vegetarian diets that are balanced and nutrient dense.	<b>NPA: 3</b>
9.NPA.2.2 Recall the number of servings recommended from each food group and the need for balanced nutrition.	<b>NPA: 2, 3</b>
9.NPA.2.3 Summarize the effects of hydration and dehydration and preventive measures for dehydration.	<b>NPA: 8</b>
<b>9.NPA.3 Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.</b>	
9.NPA.3.1 Differentiate between healthy and unhealthy plans for weight gain, maintenance and loss.	<b>NPA: 14</b>
9.NPA.3.2 Classify the effects of eating disorders as short-term or long-term.	<b>NPA: 15</b>
9.NPA.3.3 Recall resources for seeking help for people with eating disorders.	<b>NPA: 15</b>
<b>9.NPA.4 Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.</b>	
9.NPA.4.1 Execute exercise programs with safety and effectiveness.	<b>NPA: 6, 8, 10, 11</b>
9.NPA.4.2 Use appropriate methods for avoiding and responding to climate-related physical conditions during physical activity.	<b>NPA: 8</b>
9.NPA.4.3 Implement a personal plan to improve current habits to achieve balanced nutrition and fitness.	<b>NPA: 10, 11</b>

<b>Alcohol, Tobacco &amp; Other Drugs</b>		<b>HealthSmart High School (Unit: Lesson)</b>
<b>9.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.</b>		
9.ATOD.1.1	Explain the short-term and long-term effects of performance-enhancing drugs on health and eligibility to participate in sports.	<b>TAOD: 1</b> Covered briefly, may want to enhance with further discussion.
9.ATOD.1.2	Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.	<b>TAOD: 1, 2</b>
9.ATOD.1.3	Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.	<b>TAOD: 2, 3, 4, 7, 8</b>
9.ATOD.1.4	Summarize the risks of IV drug use, including blood borne diseases.	<b>HIV: 7</b> [risk of HIV with IV drug use] Other risks not covered explicitly.
9.ATOD.1.5	Predict the effects of substance abuse on other people as well as society as a whole.	<b>TAOD: 2, 9, 10</b>
9.ATOD.1.6	Summarize the consequences of alcohol or tobacco use during pregnancy.	<b>TAOD: 5, 7</b> Covered very briefly.
<b>9.ATOD.2 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</b>		
9.ATOD.2.1	Identify ways to avoid riding in a car or engaging in other risky behaviors with someone who is under the influence of alcohol or other drugs.	<b>TAOD: 16, VIP: 2</b>
9.ATOD.2.2	Use strategies for avoiding binge drinking.	<b>TAOD: 7, 13, 14, 15</b>