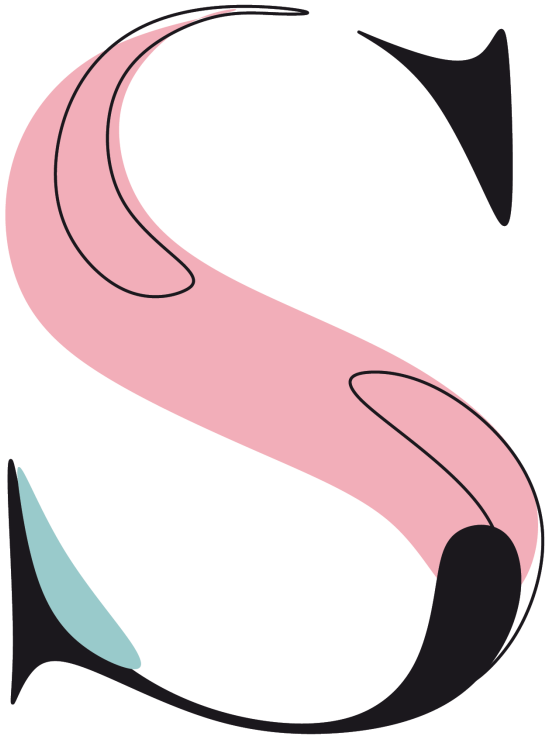
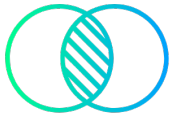


STANDARDS

HEALTH EDUCATION TODAY



© 2026 [HET] Health Education Today, Inc.

All rights reserved.
This product is intended solely for use by the original purchaser and is not transferable to any other person(s); redistribution, editing, or selling is strictly prohibited. Copying for anyone other than the purchaser, or for use in another classroom, department, school, or school system, is also prohibited. This resource may not be shared with colleagues or used across an entire grade level, school, or district without purchasing the appropriate number of licenses. Coaches, principals, or districts interested in a Site/Transferable License should contact us. Additionally, this product, or any part of it, may not be distributed or displayed digitally for public access and cannot be used on commercial websites. Any online student resource postings (Google Drive, Microsoft 360, etc.) must be restricted to password protected student websites only. Failure to comply constitutes copyright infringement and violates the Digital Millennium Copyright Act (DMCA).

hello@healtheducationtoday.com
healtheducationtoday.com

Health Education Today's High School Health Curriculum: Aligned with **all** North Carolina's High School Health Education Standards (2024 SCOS)

North Carolina Standard Course of Study — K-12 Health Education (2024): https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/healthful-living/standard-course-study-supporting-resources

North Carolina K-12 Health Education Strands:

MEH-Mental and Emotional Health

PCH-Personal and Consumer Health

ICHR-Interpersonal Communications and Healthy Relationships

NPA-Nutrition and Physical Activity

ANCOD-Alcohol, Nicotine, Cannabis, and Other Drugs

Structure within Each Strand:

Each strand contains standards (e.g., 9.MEH.1) and objectives (e.g., 9.MEH.1.1); code pattern: [grade].[strand].[standard].[objective].

Adopted June 6, 2024 by the North Carolina State Board of Education as part of the 2024 Healthful Living Standard Course of Study (initial implementation 2025-26). High school health education standards are designated Ninth Grade in the official document: Health Education standards run K-9, and the required high school Healthful Living/Health course is the Grade 9 course; there are no separate Grade 10-12 health education standards.

Mental and Emotional Health (MEH)		
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.	**Mental Health:** Day 1-2 (Wellness spectrum), Day 3-4 (Emotional regulation consequences), Day 9-10 (Therapists/Peer support). **Stress:** Day 3-4 (Sadness vs Clinical Depression). **Diseases:** Day 4 (Disorders as disease), Day 5 (Physiological impact). **End a Term:** Day 1 (MC 39).
	9.MEH.1.2: Recognize at-risk populations, causes and symptoms of depression, suicide, and impaired mental health.	**Self-Esteem:** Day 2 (Self-esteem vs Depression). **Mental Health:** Day 3-4 (Gender/Race), Day 9-10 (NAMI stats). **Stress:** Day 1-2 (Vulnerability Survey), Day 3-4 (Sadness vs Clinical Depression), Day 5-6 (Risk/Protective Factors), Day 7-8 (Suicide loss impact).
	9.MEH.1.3: Develop a support plan for peers experiencing mental health challenges.	**Mental Health:** Day 5-6 (Listening/Thanking them), Day 9-10 (Support Plan). **Stress:** Day 5-6 (ALGEE), Day 7-8 (Help prompts), Day 9-10 (Circle of Support Map). **First Aid:** Day 4 (ALGEE model).
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.	**Begin a Term:** Day 2 (Fight/Flight/Freeze). **Mental Health:** Day 1-2 (Concentration issues), Day 3-4 (Fawn/Burnout). **Stress:** Day 1-2 (Automatic reactions), Day 3-4 (Foggy brain/Headaches), Day 9-10 (Vicarious trauma). **Body Systems:** Day 1 (Gut-brain disruption), Day 2 (Stress impact). **End a Term:** Day 1 (MC 38).

	9.MEH.2.2: Explore healthy strategies for managing stress, anxiety, anger, and impulsive behaviors.	**Mental Health:** Day 1-2 (Mindful breathing), Day 3-4 (Mental Health Toolbox). **Stress:** Day 1-2 (5-4-3-2-1), Day 5-6 (Temperature Reset), Day 9-10 (Toolkit). **Conflict:** Day 1 (Regulaton strategy). **Dangerous Decisions:** Day 2 (Texture walk). **End a Term:** Day 1 (Signal learning).

Personal and Consumer Health (PCH)		
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.	**Diseases:** Day 4 (Risk assessment), Day 5 (Family History). **Body Systems:** Day 2 (Lifestyle efficiency). **Nutrition:** Day 7-8 (Blood sugar/Heart health). **End a Term:** Day 1 (MC Questions 11-12).
	9.PCH.1.2: Identify the procedures for organ donation, local and state resources, as well as the pros and cons.	Review Required
	9.PCH.1.3: Explain the procedures for health screenings, checkups, and other early detection measures in terms of their health-related benefits.	**Body Systems:** Day 3 (Check-ups/Early detection). **Diseases:** Day 5 (Screening tests). **Sex Education:** Day 5-6 (Self-exam guides/Cancer prevention).
	9.PCH.1.4: Formulate an effective long-term personal health plan for reducing the risk of chronic disease.	**Begin a Term:** Day 1 (Health Mission Statement). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Nutrition:** Day 9-10 (SMART goal plan). **Diseases:** Day 5 (Lifestyle/Chronic prevention). **End a Term:** Day 1 (Long-term goal mapping).
	9.PCH.1.5: Identify measures to improve sleep and rest habits.	**Mental Health:** Day 1-2 (Sleep habits checklist).
	9.PCH.1.6: Identify strategies for the prevention and early detection of skin cancer.	**Diseases:** Day 5 (Skin cancer screenings).

	9.PCH.1.7: Assess personal health practices and overall health status.	**Begin a Term:** Day 1 (Core Scholar), Day 2 (Reflective Identity). **Self-Esteem:** Day 1 (Survey). **Mental Health:** Day 1-2 (5 Dimensions), Day 9-10 (Wellness Plan). **Stress:** Day 1-2 (Survey). **Nutrition:** Day 5-6 (Balance survey). **Body Systems:** Day 1 (Internal Balance). **End a Term:** Day 1 (Homeostasis), Day 2 (Living System).
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.	Review Required
	9.PCH.2.2: Evaluate the effect of media on personal and family health.	**Self-Esteem:** Day 1 (Media/Family), Day 4 (Instagram/TikTok). **Mental Health:** Day 1-2 (Social Media Trap), Day 7-8 (Digital validation). **Stress:** Day 1-2 (Mindfulness through Media). **Nutrition:** Day 1-2 (Diet Culture), Day 5-6 (Healthwashing). **Violence:** Day 4 (Technology influences).
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.	**Dangerous Decisions:** Day 1 (Risky driving), Day 3 (Distracted driving CDC data). **Community Health:** Day 4 (Gun violence). **End a Term:** Day 1 (Scene Safety Scenario).
	9.PCH.3.2: Discuss strategies for reducing unintentional injuries.	**Dangerous Decisions:** Day 1 (Risk Management Plan), Day 2 (Water safety/blackouts). **First Aid:** Day 1 (3 Ps). **Environmental Health:** Day 1 (Workplace Hazard reports). **End a Term:** Day 1 (Scene Safety Scenario).

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.	**Diseases:** Day 4 (Media Literacy), Day 5 (Research domains). **Community Health:** Day 5 (Health literacy).
	9.PCH.4.2: Discuss immediate and long-term impact on individual, family, community, and environment when making health-related decisions.	**Begin a Term:** Day 2 (Vortex of Impact). **Mental Health:** Day 5-6 (Impact on individual/community). **Dangerous Decisions:** Day 1 (Risky choice impact). **End a Term:** Day 2 (Waves of impact).
	9.PCH.4.3: Discuss individual, family, community, and environmental influences when making health-related decisions.	**Begin a Term:** Day 1 (Belief formation), Day 2 (Social Determinants). **Self-Esteem:** Day 2 (Peer Influence). **Mental Health:** Day 1-2 (Biopsychosocial). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 3-4 (Food Deserts), Day 9-10 (Economic access). **Diseases:** Day 5 (ZIP code). **End a Term:** Day 1 (SDOH Scenario 6).

Interpersonal Communication and Healthy Relationships (ICHR)		
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.	**Empathy:** Day 1 (Empathetic writing), Day 2 (Active Listening), Day 5 (Kindness conversations). **Mental Health:** Day 1-2 (Judgment-free listening), Day 9-10 (Offering empathy). **Diversity:** Day 3 (Affirming language).
	9.ICHR.1.2: Implement negotiation and collaboration skills in solving problems or resolving conflicts.	**Conflict:** Day 1 (Negotiation), Day 2 (Accountability/Repair). **Violence:** Day 5 (NVC - Nonviolent Communication). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills).

	9.ICHR.1.3: Develop healthy strategies for dating and prevention of intimate partner violence.	**Mental Health:** Day 7-8 (Jealousy/Control). **Sex Education:** Day 3-4 (Trust/Equality/Boundaries). **Violence:** Day 5 (Protective Factors).
	9.ICHR.1.4: Explain the concept of consent, in relation to communicating and maintaining personal boundaries.	**Begin a Term:** Day 2 (Practicing consent). **Empathy:** Day 4 (Boundaries). **Sex Education:** Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).
	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.	**Mental Health:** Day 7-8 (Digital influence). **Violence:** Day 4 (Toxic masculinity/Media Literacy). **Sex Education:** Day 1-2 (Sexting consequences), Day 3-4 (Coercion distinction).
	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.	**Dangerous Decisions:** Day 3 (Sexting laws). **Sex Education:** Day 9-10 (Ownership/Rights). **End a Term:** Day 1 (Digital content legalities).
9.ICHR.2 Evaluate abstinence from sexual intercourse until marriage 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.	**Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice).
	9.ICHR.2.2: Explain the potential risks of STIs, including HIV and HPV, and describe their mode of transmission, symptoms, testing, and treatment.	**Diseases:** Day 4 (STI Stigma challenge). **Sex Education:** Day 5-6 (CDC guides), Day 7-8 (STI transmission).
	9.ICHR.2.3: Explain the limitations of FDA approved methods of contraception in reducing the risk of STIs and pregnancy.	**Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP).

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.	**Sex Education:** Day 1-2 (Counselors), Day 5-6 (CDC guides), Day 9-10 (Planned Parenthood).
	9.ICHR.3.2: Summarize the importance of prenatal care to minimize preventable risks during pregnancies.	Review Required
	9.ICHR.3.3: Explain the importance for regular STI screenings for optimal sexual health.	**Sex Education:** Day 7-8 (Testing bookmarks), Day 9-10 (Confidentiality/Minor access laws).
	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.	**Sex Education:** Day 7-8 (Confidential testing advocacy), Day 9-10 (Planned Parenthood). **Violence:** Day 5 (Crisis lines).

Nutrition and Physical Activity (NPA)		
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.	**Nutrition:** Day 7-8 (Blood sugar/Heart health). **Body Systems:** Day 2 (Lifestyle efficiency). **Diseases:** Day 5 (Lifestyle/Chronic prevention).
	9.NPA.1.2: Summarize evidence-based approaches for community prevention of disease.	**Body Systems:** Day 2 (Immune/Vaccine stats). **Diseases:** Day 4 (Social conditions), Day 5 (ZIP code). **Nutrition:** Day 9-10 (School Lunch Advocacy). **Community Health:** Day 4 (Health systems).

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.	**Nutrition:** Day 1-2 (Macro/Micro functions), Day 3-4 (Omega-3s), Day 7-8 (Antioxidants/Fiber).
	9.NPA.2.2: Summarize the effects of hydration and dehydration and preventive measures for dehydration.	**Nutrition:** Day 1-2 (Hydration swap). **First Aid:** Day 4 (Heat stroke).
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.	**Mental Health:** Day 9-10 (School climate). **Diversity:** Day 2 (Belonging). **Nutrition:** Day 7-8 (Academic pressure), Day 9-10 (School food rules/Federal law analysis). **Diseases:** Day 4 (Social conditions).
	9.NPA.3.2: Advocate for those experiencing local and global barriers that interfere with optimal health.	**Stress:** Day 9-10 (Poverty/Discrimination). **Diversity:** Day 2 (Advocating for Equity). **Nutrition:** Day 3-4 (Food Deserts), Day 9-10 (Economic access).
9.NPA.4 Apply lifelong nutrition and physical activity concepts to enhance quality of life.	**9.NPA.4.1:** Design and implement a personal physical activity program with safety and effectiveness.	**Self-Esteem:** Day 1 (Fitness/wellness plan). **Nutrition:** Day 1-2 ("Nourish & Move" plan), Day 10 (Food log/MyFitnessPal expenditure tracking).
	9.NPA.4.2: Identify appropriate methods to avoid/respond to the climate-related conditions during physical activity that impact overall health.	**First Aid:** Day 4 (Heat stroke). **Nutrition:** Day 1-2 (Hydration swap).
	9.NPA.4.3: Evaluate your personal fitness plan.	**Self-Esteem:** Day 1 (Fitness/wellness plan). **Nutrition:** Day 9-10 (SMART goal plan), Day 10 (Food log/MyFitnessPal expenditure tracking).

Alcohol, Nicotine, Cannabis, and Other Drugs (ANCOD)		
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.	**Dangerous Decisions:** Day 1 (Risky driving). **Alcohol:** Day 2 (BAC limits), Day 3 (Criminal records).
	9.ANCOD.1.2: Develop a set of personal standards to resist the use of alcohol, nicotine, cannabis, and other harmful substances and behaviors.	**Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 2 (Alcohol, Nicotine, Cannabis, Opioids), Day 3 (Refusal/Negotiation skills). **Alcohol:** Day 4 (Future you letter). **Drugs:** Day 1 (Cannabis myths). **Tobacco:** Day 2 (Tobacco-free advocacy).
9.ANCOD.2 Evaluate effects of alcohol and other substances on brain function, behavior, and human body systems.	**9.ANCOD.2.1:** Explain the short-term and long-term effects of performance-enhancing drugs on health and eligibility to participate in sports.	Review Required
	9.ANCOD.2.2: Evaluate positive and negative influences on health practices and behaviors.	**Self-Esteem:** Day 2 (Peer Influence). **Mental Health:** Day 7-8 (Online validation influence). **Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Groupthink). **Drugs:** Day 2 (Industry marketing impact). **Tobacco:** Day 1 (Vape ad decoding).
	9.ANCOD.2.3: Describe the trends in use and misuse of prescription and non-prescription drugs.	**Drugs:** Day 1 (Stimulants/Opioids), Day 3 (Prescription misuse trends). **End a Term:** Day 1 (Synthetic Opioids MC 4).

	9.ANCOD.2.4: Summarize the risks of IV drug use, including blood borne diseases.	**Drugs:** Day 1 (Injection route risks).
	9.ANCOD.2.5: Discuss the complexity of addiction and its effects on individuals and society.	**Dangerous Decisions:** Day 2 (Tolerance/Dependence). **Alcohol:** Day 3 (AUD chronic nature), Day 4 (Family addiction roles). **Drugs:** Day 1 (Dopamine interference), Day 4 (Systemic inequities/Stigma). **End a Term:** Day 1 (MC 1-3).
	9.ANCOD.2.6: Examine the consequences of alcohol or nicotine use/exposure during different stages of growth and development.	**Alcohol:** Day 1 (Adolescent brain). **Tobacco:** Day 1 (Prefrontal cortex effects), Day 1 (Secondhand smoke).