



S T A N D A R D S

HEALTH EDUCATION TODAY



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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)

<p>9.MEH.1 Promote the destigmatization of seeking mental health resources.</p>	<p>9.MEH.1.1: Identify causes, symptoms, and strategies for treating mental health challenges.</p>	<p>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).</p>
	<p>9.MEH.1.2: Recognize at-risk populations, causes and symptoms of depression, suicide, and impaired mental health.</p>	<p>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).</p>
	<p>9.MEH.1.3: Develop a support plan for peers experiencing mental health challenges.</p>	<p>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).</p>
<p>9.MEH.2 Identify a variety of positive stress management and self-regulation strategies that would benefit overall health.</p>	<p>9.MEH.2.1: Identify the short and long term physical and psychological responses to stress.</p>	<p>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).</p>

	<p>9.MEH.2.2: Explore healthy strategies for managing stress, anxiety, anger, and impulsive behaviors.</p>	<p>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 (Regulation strategy). Dangerous Decisions: Day 2 (Texture walk). End a Term: Day 1 (Signal learning).</p>
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<p align="center">Personal and Consumer Health (PCH)</p>		
<p>9.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.</p>	<p>9.PCH.1.1: Identify controllable versus uncontrollable risk factors for communicable and chronic diseases.</p>	<p>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).</p>
	<p>9.PCH.1.2: Identify the procedures for organ donation, local and state resources, as well as the pros and cons.</p>	<p>Review Required</p>
	<p>9.PCH.1.3: Explain the procedures for health screenings, checkups, and other early detection measures in terms of their health-related benefits.</p>	<p>Body Systems: Day 3 (Check-ups/Early detection). Diseases: Day 5 (Screening tests). Sex Education: Day 5-6 (Self-exam guides/Cancer prevention).</p>
	<p>9.PCH.1.4: Formulate an effective long-term personal health plan for reducing the risk of chronic disease.</p>	<p>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).</p>
	<p>9.PCH.1.5: Identify measures to improve sleep and rest habits.</p>	<p>Mental Health: Day 1-2 (Sleep habits checklist).</p>
	<p>9.PCH.1.6: Identify strategies for the prevention and early detection of skin cancer.</p>	<p>Diseases: Day 5 (Skin cancer screenings).</p>

	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).

<p>9.PCH.4 Apply critical literacy/thinking skills related to personal, family and community wellness.</p>	<p>9.PCH.4.1: Use knowledge of relevant medical and healthcare terminology, to ask questions and make decisions about health benefits.</p>	<p>Diseases: Day 4 (Media Literacy), Day 5 (Research domains). Community Health: Day 5 (Health literacy).</p>
	<p>9.PCH.4.2: Discuss immediate and long-term impact on individual, family, community, and environment when making health-related decisions.</p>	<p>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).</p>
	<p>9.PCH.4.3: Discuss individual, family, community, and environmental influences when making health-related decisions.</p>	<p>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).</p>

Interpersonal Communication and Healthy Relationships (ICHR)

<p>9.ICHR.1 Analyze how effective interpersonal communication can benefit personal health and well-being.</p>	<p>9.ICHR.1.1: Demonstrate how to effectively communicate kindness, empathy, compassion, and care for others.</p>	<p>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).</p>
	<p>9.ICHR.1.2: Implement negotiation and collaboration skills in solving problems or resolving conflicts.</p>	<p>Conflict: Day 1 (Negotiation), Day 2 (Accountability/Repair). Violence: Day 5 (NVC - Nonviolent Communication). Dangerous Decisions: Day 3 (Refusal/Negotiation skills).</p>

	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).

<p>9.NPA.2 Develop strategies to consume a variety of foods and beverages.</p>	<p>9.NPA.2.1: Summarize the benefits of consuming the six essential nutrients in adequate amounts in a variety of foods.</p>	<p>Nutrition: Day 1-2 (Macro/Micro functions), Day 3-4 (Omega-3s), Day 7-8 (Antioxidants/Fiber).</p>
	<p>9.NPA.2.2: Summarize the effects of hydration and dehydration and preventive measures for dehydration.</p>	<p>Nutrition: Day 1-2 (Hydration swap). First Aid: Day 4 (Heat stroke).</p>
<p>9.NPA.3 Analyze health behaviors in relation to community and global disease prevention.</p>	<p>9.NPA.3.1: Evaluate how the school and community culture can affect personal health practice and behaviors.</p>	<p>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).</p>
	<p>9.NPA.3.2: Advocate for those experiencing local and global barriers that interfere with optimal health.</p>	<p>Stress: Day 9-10 (Poverty/Discrimination). Diversity: Day 2 (Advocating for Equity). Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access).</p>
<p>9.NPA.4 Apply lifelong nutrition and physical activity concepts to enhance quality of life.</p>	<p>9.NPA.4.1: Design and implement a personal physical activity program with safety and effectiveness.</p>	<p>Self-Esteem: Day 1 (Fitness/wellness plan). Nutrition: Day 1-2 ("Nourish & Move" plan), Day 10 (Food log/MyFitnessPal expenditure tracking).</p>
	<p>9.NPA.4.2: Identify appropriate methods to avoid/respond to the climate-related conditions during physical activity that impact overall health.</p>	<p>First Aid: Day 4 (Heat stroke). Nutrition: Day 1-2 (Hydration swap).</p>
	<p>9.NPA.4.3: Evaluate your personal fitness plan.</p>	<p>Self-Esteem: Day 1 (Fitness/wellness plan). Nutrition: Day 9-10 (SMART goal plan), Day 10 (Food log/MyFitnessPal expenditure tracking).</p>

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).