



High School Health Education

2022-2023 Scope and Sequence

NCDPI Healthful Living: Grade 9-12

OVERVIEW

The Healthful Living Education (K-12 Health and Physical Education) promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students. The Healthful Living curriculum supports and reinforces the goals and objectives of its two major components health and physical education. When fully integrated, the NHCS Health and Physical Education curriculum not only empowers students to lead an active and healthy lifestyle but also instills positive and encouraging attitudes towards physical activity and lifelong fitness.

North Carolina Essential Standards – Health Education

MEH = MENTAL and EMOTIONAL HEALTH

PCH = PERSONAL and CONSUMER HEALTH

ICR = INTERPERSONAL COMMUNICATIONS and RELATIONSHIPS

NPA = NUTRITION and PHYSICAL ACTIVITY

ATOD = ALCOHOL, TOBACCO, and OTHER DRUGS

* HEALTH AND PHYSICAL EDUCATION Credit 1 unit

This course is made up of two nine-week segments—nine weeks of health and nine weeks physical education. The health segment consists of building self-esteem, making responsible decisions, and relating these skills to key issues of a healthy lifestyle. The physical education segment emphasizes muscular strength, muscular endurance, cardiovascular endurance, and flexibility, within a variety of activities. Both segments are aligned with North Carolina's High School Healthful Living Essential Standards and clarifying objectives.

Note: Completion of one unit that includes two content areas: health education and physical education. This is required for all NC high school students to graduate. Students must also meet the CPR graduation requirements by completing a CPR skills test. Students may choose to participate in PE Electives after this requirement is made.

Grade	NC Essential Standards	Clarifying Objectives
9 th GRADE Mental and Emotional Health (MEH)	<p>9.MEH.1 Create positive stress management strategies.</p> <p>9.MEH.2 Create help-seeking strategies for depression and mental disorders.</p>	<p>9.MEH.1.1 Identify the body's physical and psychological responses to stressful situations and positive coping mechanisms.</p> <p>9MEH.1.2 Plan effective methods to deal with anxiety.</p> <p>9.MEH.2.1 Identify causes and symptoms of depression and mental disorders.</p> <p>9.MEH.2.2 Design useful help-seeking strategies for depression and mental disorders.</p>
9 th GRADE Personal and Consumer Health (PCH)	<p>9.PCH.1 Analyze wellness, disease prevention, and recognition of symptoms.</p> <p>9.PCH.2 Evaluate health information and products.</p> <p>9.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.</p>	<p>9.PCH.1.1 Recognize that individuals have some control over risks for communicable and chronic diseases.</p> <p>9.PCH.1.2 Summarize the procedures for organ donation, local and state resources, and benefits.</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>9.PCH.1.4 Design strategies for reducing risks for chronic diseases.</p> <p>9.PCH.1.5 Select measures to get adequate rest and sleep.</p> <p>9.PCH.1.6 Recognize the early warning signs of skin cancer and the importance of early detection.</p>



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		<p>9.PCH.1.7 Differentiate between the lifelong effects of positive and negative health behaviors.</p> <p>9.PCH.2.1 Critique the potential health and social consequences of body art (tattooing and piercing).</p> <p>9.PCH.2.2 Monitor the effects of media and popular culture on normative beliefs that contradict scientific research on health.</p> <p>9.PCH.3.1 Summarize the risks associated with operating ATVs and motorcycles.</p> <p>9.PCH.3.2 Analyze reports of injuries to determine how they might have been prevented and what first aid measures should be taken.</p>
<p>9th GRADE Interpersonal Communication and Relationships (ICR)</p>	<p>9.ICR.1 Understand healthy and effective interpersonal communication and relationships.</p> <p>9.ICR.2 Evaluate abstinence from sexual intercourse as a positive choice for young people.</p> <p>9.ICR.3 Create strategies that develop and maintain reproductive and sexual health.</p>	<p>9.ICR.1.1 Illustrate the ability to respond to others with empathy.</p> <p>9.ICR.1.2 Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.</p> <p>9.ICR.1.3 Illustrate strategies for resolving interpersonal conflict without harming self or others.</p> <p>9.ICR.1.4 Summarize principles of healthy dating.</p> <p>9.ICR.1.5 Explain how power and control in relationships can contribute to aggression, violence and sex trafficking.</p> <p>9.ICR.2.1 Critique skills and strategies that are used to promote abstinence from sexual activity in terms of their effectiveness.</p> <p>9.ICR.2.2 Explain the consequences of early and unprotected sexual behaviors.</p> <p>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.</p> <p>9.ICR.3.2 Design safe plans for the prevention of sexual assault and abuse that include appropriate resources and needed skills.</p> <p>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.</p> <p>9.ICR.3.4 Exemplify decision-making skills and problem solving regarding safe and effective use of methods to prevent unintended pregnancy.</p> <p>9.ICR.3.5 Summarize preventable risks for subsequent pregnancies including induced abortion, smoking, alcohol</p>



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		consumption, the use of illicit drugs and inadequate prenatal care.
<p>9th GRADE Nutrition and Physical Activity (NPA)</p>	<p>9.NPA.1 Analyze strategies using tools (My Plate, Dietary Guidelines, Food Facts Label) to plan healthy nutrition and fitness.</p> <p>9.NPA.2 Create strategies to consume a variety of nutrient dense foods and beverages in moderation.</p> <p>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.</p> <p>9.NPA.4 Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.</p>	<p>9.NPA.1.1 Attribute the prevention of chronic diseases to healthy nutrition and physical activity.</p> <p>9.NPA.1.2 Organize meal plans to meet special dietary needs for athletes, pregnant women, diabetics and those experiencing allergies.</p> <p>9.NPA.1.3 Recognize the benefits of folic acid and other vitamins and minerals.</p> <p>9.NPA.2.1 Plan vegetarian diets that are balanced and nutrient dense.</p> <p>9.NPA.2.2 Recall the number of servings recommended from each food group and the need for balanced nutrition.</p> <p>9.NPA.2.3 Summarize the effects of hydration and dehydration and preventive measures for dehydration.</p> <p>9.NPA.3.1 Differentiate between healthy and unhealthy plans for weight gain, maintenance and loss.</p> <p>9.NPA.3.2 Classify the effects of eating disorders as short-term or long-term.</p> <p>9.NPA.3.3 Recall resources for seeking help for people with eating disorders.</p> <p>9.NPA.4.1 Execute exercise programs with safety and effectiveness.</p> <p>9.NPA.4.2 Use appropriate methods for avoiding and responding to climate-related physical conditions during physical activity.</p> <p>9.NPA.4.3 Implement a personal plan to improve current habits to achieve balanced nutrition and fitness.</p>



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<p>9th GRADE Alcohol, Tobacco, and Other Drugs (ATOD)</p>	<p>9.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.</p> <p>9.ATOD.2 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</p>	<p>9.ATOD.1.1 Explain the short-term and long-term effects of performance-enhancing drugs on health and eligibility to participate in sports.</p> <p>9.ATOD.1.2 Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p>9.ATOD.1.3 Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.</p> <p>9.ATOD.1.4 Summarize the risks of IV drug use, including blood borne diseases.</p> <p>9.ATOD.1.5 Predict the effects of substance abuse on other people as well as society as a whole.</p> <p>9.ATOD.1.6 Summarize the consequences of alcohol or tobacco use during pregnancy.</p> <p>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.</p> <p>9.ATOD.2.2 Use strategies for avoiding binge drinking.</p>
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