

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

**Middle School  
(Grades 6 – 8)**

**HealthSmart Middle School Unit Key**

ABST = Abstinence, Puberty &amp; Personal Health

NPA = Nutrition &amp; Physical Activity

EMH = Emotional &amp; Mental Health

TAOD = Tobacco, Alcohol &amp; Other Drug Prevention

HIV = HIV, STD &amp; Pregnancy Prevention

VIP = Violence &amp; Injury Prevention

**Grade 6**

2024 Standards/Objectives	Unit – Lesson(s)
<b>Mental &amp; Emotional Health</b>	
<b>6.MEH.1 Analyze the impact of health-related decisions on mental and emotional health.</b>	
6.MEH.1.1 Recognize that guidance from a parent, guardian, or trusted adult is beneficial and should be sought for healthy decision-making.	EMH – 14
6.MEH.1.2 Determine when health-related situations require the application of a thoughtful decision-making process.	EMH – 14
6.MEH.1.3 Develop a goal to adopt, maintain, or improve a personal mental health plan.	EMH – 15
<b>6.MEH.2 Demonstrate a variety of positive stress management techniques.</b>	
6.MEH.2.1 Compare and contrast positive and negative stress management techniques.	EMH – 9, 10, 11
6.MEH.2.2 Create a personal stress management plan.	EMH – 11
<b>6.MEH.3 Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior.</b>	
6.MEH.2.1 Develop the ability to reframe challenges or setbacks and see them as opportunities for growth.	EMH – 3
6.MEH.2.2 Analyze the relationship between health-enhancing behaviors and navigating challenges.	EMH – 3
<b>Personal &amp; Consumer Health</b>	
<b>6.PCH.1 Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease.</b>	
6.PCH.1.1 Differentiate between communicable and chronic diseases.	ABST – 3
6.PCH.1.2 Recall symptoms associated with common communicable and chronic diseases.	ABST – 3
6.PCH.1.3 Identify methods of prevention based on the modes of transmission of communicable diseases.	ABST – 3
6.PCH.1.4 Summarize the triggers and symptoms for respiratory illnesses and strategies for controlling them.	Not covered
<b>6.PCH.2 Develop health literacy through the examination of health claims and products.</b>	
6.PCH.2.1 Analyze how messages from media influence health behaviors.	ABST – 12 EMH – 13 NPA – 9, 11 TAOD – 9, 13 VIP – 13
6.PCH.2.2 Analyze the validity of health information, products, and services from print and electronic sources.	ABST – 1 [online resources]

**Grade 6** *(continued)*

<b>Interpersonal Communication and Healthy Relationships</b>	
<b>6.ICHR.1 Use skills for communicating effectively with family, peers, and others to enhance health.</b>	
6.ICHR.1.1 Distinguish when individual or collaborative decision making is appropriate.	EMH – 14
6.ICHR.1.2 Demonstrate the use of verbal and nonverbal communication skills.	EMH – 5, 12 HIV – 13
6.ICHR.1.3 Demonstrate how to effectively communicate kindness, empathy, compassion, and respect for others.	EMH – 2, 12
<b>6.ICHR.2 Apply strategies and skills for developing and maintaining healthy relationships.</b>	
6.ICHR.2.1 Explain how the physical and hormonal changes during puberty affect social relationships, and physical, mental, and emotional health.	ABST – 7
6.ICHR.2.2 Identify trusted resources to report sexual harassment and bullying.	VIP – 10, 17
6.ICHR.2.3 Summarize strategies for predicting and avoiding conflict.	VIP – 14, 15
6.ICHR.2.4 Design productive and positive solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.	VIP – 14, 15
6.ICHR.2.5 Compare and contrast the signs of healthy and unhealthy relationships.	EMH – 4 HIV – 4
<b>6.ICHR.3 Summarize the changes that occur during puberty and adolescence.</b>	
6.ICHR.3.1 Discuss the maturing of body systems during puberty.	ABST – 5, 6, 7, 8
6.ICHR.3.2 Examine the responsibilities of parenthood or guardianship.	HIV – 5
6.ICHR.3.3 Demonstrate refusal skills that avoid or reduce health risks.	ABST – 14, 15 HIV – 10, 11, 13 NPA – 10 TAOD – 15, 16 VIP – 5, 16
<b>Nutrition &amp; Physical Activity</b>	
<b>6.NPA.1 Compare tools such as Dietary Guidelines and the Nutrition Facts Label as they relate to the planning of healthy nutrition and physical activity.</b>	
6.NPA.1.1 Attribute the prevention of nutrition-related diseases to following the Dietary Guidelines for Americans.	NPA – 1, 3
6.NPA.1.2 Evaluate food choices using Nutrition Facts labels.	NPA – 4
6.NPA.1.3 Apply current dietary guidelines for meal planning with a variety of food choices.	NPA – 2, 3, 7

**Grade 6** *(continued)*

<b>Nutrition &amp; Physical Activity</b> <i>(continued)</i>	
<b>6.NPA.2 Explore the benefits of consuming a variety of foods and beverages.</b>	
6.NPA.2.1 Identify the six essential nutrients to make informed decisions regarding healthy eating.	<b>NPA – 1</b>
6.NPA.2.2 Compare the nutrients in a variety of beverages.	<b>NPA – 7</b>
6.NPA.2.3 Discuss the benefits of consuming foods high in fiber.	<b>NPA – 3, 16, 17</b>
<b>6.NPA.3 Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.</b>	
6.NPA.3.1 Explain the relationships between food consumption, physical activity, and overall health.	<b>NPA – 1, 12, 14</b>
6.NPA.3.2 Design a personal wellness plan addressing nutrition and physical activity to enhance quality of life.	<b>NPA – 16, 17</b>
<b>Alcohol, Nicotine, Cannabis and Other Drugs</b>	
<b>6.ANCOD.1 Summarize the health risks associated with alcohol, nicotine products, cannabis, and other drug use.</b>	
6.ANCOD.1.1 Explain potential consequences of using any nicotine products, including vaping.	<b>TAOD – 3</b>
6.ANCOD.1.2 Identify benefits of a smoke/vape-free and nicotine-free environment.	<b>TAOD – 3</b>
6.ANCOD.1.3 Analyze family, media, and peer influences on the use, misuse, and avoidance of alcohol, nicotine, cannabis, and other drugs.	<b>TAOD – 9, 12, 13</b>
6.ANCOD.1.4 Describe the potential effects of alcohol, nicotine, cannabis, and other drugs on physical, mental, and social health.	<b>TAOD – 2, 3, 4, 5, 6, 7, 8</b>
<b>6.ANCOD.2 Apply refusal skills to protect self and others from alcohol, nicotine products, cannabis, and other drug use.</b>	
6.ANCOD.2.1 Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance abuse.	<b>TAOD – 17</b>
6.ANCOD.2.2 Identify the types of support available at school and in the community for substance abuse.	Covered in <b>High School TAOD – 10</b>
6.ANCOD.2.3 Examine how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors.	<b>TAOD – 2</b>

## Grade 7

2024 Standards/Objectives	Unit – Lesson(s)
<b>Mental &amp; Emotional Health</b>	
<b>7.MEH.1 Analyze the relationship between healthy expression of emotions, mental health, and healthy behaviors.</b>	
7.MEH.1.1 Explain how emotions change during adolescence.	ABST – 7 EMH – 6
7.MEH.1.2 Describe the potential outcomes of impulsive behaviors.	EMH – 7 VIP – 6
7.MEH.1.3 Identify resources for mental and emotional health.	EMH – 8, 15
<b>7.MEH.2 Evaluate positive stress management strategies.</b>	
7.MEH.2.1 Assess a variety of stress management techniques.	EMH – 9, 10, 11
7.MEH.2.2 Design a stress management plan.	EMH – 10, 11
<b>7.MEH.3 Identify help-seeking strategies for mental health challenges.</b>	
7.MEH.2.1 Identify numerous resources that would be appropriate for supporting mental health challenges.	EMH – 8
7.MEH.2.2 Implement strategies to seek help from a parent, guardian, or trusted adult when noticing harmful and/or negative thoughts or behaviors.	EMH – 8
<b>Personal &amp; Consumer Health</b>	
<b>7.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.</b>	
7.PCH.1.1 List personal behaviors that are risk factors of chronic illnesses.	ABST – 3
7.PCH.1.2 Name the social determinants of health and how they relate to chronic illnesses.	ABST – 3
7.PCH.1.3 Explain mental and physical consequences of inadequate rest and sleep.	ABST – 2
7.PCH.1.4 Explain the effects of excessive sun exposure on your overall health and the importance of regular skin checks.	ABST – 2
<b>7.PCH.2 Analyze the immune system in terms of the organs, their functions, and their interrelationships.</b>	
7.PCH.2.1 Describe the parts of the immune system and their purpose.	Not covered
7.PCH.2.2 Explain how the immune system functions to protect the body.	HIV – 7
7.PCH.2.3 Identify strategies to protect your immune system.	ABST – 3

**Grade 7** *(continued)*

<b>Personal &amp; Consumer Health</b> <i>(continued)</i>		
<b>7.PCH.3 Demonstrate health literacy when evaluating health claims for misinformation and bias.</b>		
7.PCH.3.1	Identify resources that help to make educated decisions on health services and products.	<b>ABST – 1</b> [online resources]
7.PCH.3.2	Discuss misconceptions about health and the efficacy of health products and services.	<b>ABST – 1</b> [online resources]
<b>7.PCH.4 Analyze necessary steps to prevent and respond to unintentional injury.</b>		
7.PCH.4.1	Deconstruct the interaction of individual behaviors, the environment, and other factors that cause or prevent injuries.	<b>VIP – 1</b>
7.PCH.4.2	Demonstrate techniques of basic first aid and procedures for treating injuries and emergencies.	<b>VIP – 7</b> [school emergencies] <i>HealthSmart does not cover hands-on first-aid procedures</i>
7.PCH.4.3	Design plans that reduce the risk of fire-related injuries at home, in school, and in the community at large.	<b>VIP – 3</b>
7.PCH.4.4	Create a plan to reduce the risk of water-related injuries.	<b>VIP – 3</b>
<b>Interpersonal Communication and Healthy Relationships</b>		
<b>7.ICHR.1 Understand healthy and effective interpersonal communication and relationships.</b>		
7.ICHR.1.1	Contrast characteristics of healthy and unhealthy relationships.	<b>EMH – 4</b> <b>HIV – 4</b>
7.ICHR.1.2	Predict short-term and long-term consequences of violence to perpetrators, victims, and bystanders.	<b>VIP – 8, 9, 11</b>
7.ICHR.1.3	Demonstrate safe and effective ways to manage and resolve conflict.	<b>VIP – 14, 15</b>
7.ICHR.1.4	Identify risks of becoming a perpetrator or victim of bullying via social media.	<b>VIP – 9</b> <b>EMH – 13</b>
7.ICHR.1.5	Recognize that all people have inherent value and dignity and contribute much in life, regardless of differences.	<b>EMH – 2</b> <b>HIV – 2</b> <b>VIP – 8</b>
7.ICHR.1.6	Discuss the appropriate role of bystanders in preventing and stopping bullying and violence.	<b>VIP – 8, 10</b>
<b>7.ICHR.2 Explain the physical, social, and emotional benefits of choosing to abstain from sexual activity until marriage.</b>		
7.ICHR.2.1	Explain how family, peers, culture, media, technology, and other factors can affect sexual health decisions including remaining abstinent from sexual activity until marriage.	<b>ABST – 12</b>
7.ICHR.2.2	Analyze the meaning of the term <i>abstinence</i> in the context of sexual health and living a healthy life.	<b>ABST – 11, 13</b> <b>HIV – 1</b>
7.ICHR.2.3	Explain that sexual activity includes physical contact between individuals involving intimate/private areas of the body that can potentially result in pregnancy, STIs, and/or emotional consequences.	<b>ABST – 11, 16</b> <b>HIV – 1, 5, 6, 7</b>

**Grade 7** *(continued)*

<b>Interpersonal Communication and Healthy Relationships</b> <i>(continued)</i>	
<b>7.ICHR.3 Explain strategies that develop and maintain reproductive and sexual health.</b>	
7.ICHR.3.1 Recognize common STIs (including HIV & HPV), modes of transmission, symptoms, effects if untreated, and FDA-approved methods of prevention.	<b>HIV – 6, 7, 8, 12</b>
7.ICHR.3.2 Summarize the FDA-approved methods for avoiding unwanted pregnancy.	<b>HIV – 14</b>
7.ICHR.3.3 List ways that different forms of sexual assault and sexual abuse can physically, mentally, or emotionally harm a person.	<b>VIP – 8, 17</b>
7.ICHR.3.4 Explain sex trafficking and the ways victims are groomed and recruited.	<b>VIP – 17</b> Covered specifically in <b>High School VIP – 17</b>
7.ICHR.3.5 Explain the importance of reporting actual or suspected sexual abuse of self or others to a parent, guardian, trusted adult, or local authority.	<b>VIP – 16, 17</b>
7.ICHR.3.6 Recognize abstinence is the only certain means of avoiding pregnancy, sexually transmitted infections and other associated health and emotional problems.	<b>ABST – 11, 13, 16</b> <b>HIV – 1, 6, 7, 14</b>
<b>Nutrition &amp; Physical Activity</b>	
<b>7.NPA.1 Apply resources to plan and employ balanced nutrition and physical activity plans.</b>	
7.NPA.1.1 Develop a balanced dietary plan.	<b>NPA – 2, 3, 16, 17</b>
7.NPA.1.2 Develop a balanced physical activity plan.	<b>NPA – 14, 16, 17</b>
7.NPA.1.3 Identify the health benefits of consuming adequate amounts of water.	<b>NPA – 1</b>
<b>7.NPA.2 Apply healthy nutrition and physical activity concepts to enhance quality of life.</b>	
7.NPA.2.1 Design goals for enhancing physical activity and strategies for achieving those goals.	<b>NPA – 14, 16, 17</b>
7.NPA.2.2 Implement a personal health plan that balances nutrition and physical activity.	<b>NPA – 16, 17</b>

**Grade 7** *(continued)*

<b>Alcohol, Nicotine, Cannabis and Other Drugs</b>	
<b>7.ANCOD.1 Analyze the health risks associated with alcohol, nicotine, cannabis, drugs, and other mind-altering substances.</b>	
7.ANCOD.1.1 Explain the link between addiction to alcohol, nicotine, cannabis, drugs, and other mind-altering substances to chronic disease and other risky behaviors.	<b>TAOD – 6</b>
7.ANCOD.1.2 Explain health risks resulting from injection drug use.	<b>HIV – 7 [HIV]</b>
7.ANCOD.1.3 Discuss consequences of over the counter and prescription medicine misuse.	<b>TAOD – 5, 7</b>
7.ANCOD.1.4 Explain how drug dependence and addiction create barriers to achieving personal goals.	<b>TAOD – 6</b>
<b>7.ANCOD.2 Explain how drug use can negatively impact decision making and problem solving.</b>	
7.ANCOD.2.1 Develop strategies to avoid nicotine products, alcohol, cannabis, and other drugs.	<b>TAOD – 10, 15, 16, 17</b>
7.ANCOD.2.2 Discuss methods of avoiding peer pressure and social media pressures regarding nicotine products.	<b>TAOD – 3, 9, 13</b>



## Grade 8

2024 Standards/Objectives		Unit – Lesson(s)
<b>Mental &amp; Emotional Health</b>		
<b>8.MEH.1 Evaluate how structured thinking benefits emotional well-being.</b>		
8.MEH.1.1	Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.	EMH – 3
8.MEH.1.2	Explain how personal responsibility for one’s choices is linked to self-worth and growth.	EMH – 3
<b>8.MEH.2 Design a personal plan for both preventing and managing stress and anxiety.</b>		
8.MEH.2.1	Compare and contrast positive and negative stress management techniques.	EMH – 9
8.MEH.2.2	Design a plan to minimize stressors or manage the effects of stress.	EMH – 10, 11
<b>8.MEH.3 Apply help-seeking strategies for mental health challenges.</b>		
8.MEH.2.1	Identify signs of behaviors that contribute to harm to self or others.	EMH – 8
8.MEH.2.2	Create a plan for seeking adult help for yourself or peers who exhibit signs of self-harm or suicidal intent.	EMH – 8
<b>Personal &amp; Consumer Health</b>		
<b>8.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.</b>		
8.PCH.1.1	Examine risk factors and social determinants of health that impact health outcomes throughout the lifespan.	ABST – 1, 3
8.PCH.1.2	Explain behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common conditions.	ABST – 3
8.PCH.1.3	Determine individual risk for preventable diseases based on personal health data and family history.	Covered in <b>High School ABST – 1</b>
8.PCH.1.4	Identify specific ways the environment impacts personal and community health.	ABST – 3
<b>8.PCH.2 Apply health literacy skills when examining health claims and products.</b>		
8.PCH.2.1	Create a PSA about a health topic using evidence-based information.	ABST – 2
8.PCH.2.2	Demonstrate how to influence and support others to make positive health choices.	ABST – 2, 11, 13 EMH – 13 HIV – 5 NPA – 6 TAOD – 14, 17 VIP – 4, 12
<b>8.PCH.3 Analyze necessary steps to prevent and respond to unintentional injury.</b>		
8.PCH.3.1	Execute abdominal thrusts on a mannequin.	<i>HealthSmart does not cover hands-on first-aid procedures</i>
8.PCH.3.2	Demonstrate CPR compressions and procedures on a mannequin.	<i>HealthSmart does not cover hands-on first-aid procedures</i>

**Grade 8** *(continued)*

<b>Interpersonal Communication and Healthy Relationships</b>	
<b>8.ICHR.1 Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
8.ICHR.1.1 Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.	<b>EMH – 4</b> <b>HIV – 4</b>
8.ICHR.1.2 Create strategies to communicate personal boundaries and show respect for the boundaries of others.	<b>ABST – 10</b> <b>HIV – 3</b> <b>VIP – 16</b>
8.ICHR.1.3 Identify potential consequences of unhealthy relationships and intolerance which can lead to dating violence, discrimination, and hate crimes.	<b>VIP – 8, 9</b>
8.ICHR.1.4 Demonstrate communication skills that build and maintain healthy relationships.	<b>EMH – 5</b>
8.ICHR.1.5 Use decision-making strategies appropriate for responding to unknown people via social media, digital messaging, or other means to avoid sexual trafficking.	<b>VIP – 6 [safe decisions in general]</b>
8.ICHR.1.6 Explore resources for safe and respectful ways to end an unhealthy or unwanted relationship.	<b>EMH – 5</b> Covered specifically in <b>High School EMH – 9</b>
<b>8.ICHR.2 Explain how avoiding sexual activity is the most effective way to prevent pregnancy and STIs.</b>	
8.ICHR.2.1 Compare and contrast sexual risk avoidance versus sexual risk reduction as they relate to pregnancy, STI, and other risks.	<b>HIV – 1</b>
8.ICHR.2.2 Discuss refusal skills and behaviors that are required for delaying sexual activity.	<b>ABST – 13, 14, 15</b> <b>HIV – 10</b>
<b>8.ICHR.3 Identify strategies that maintain reproductive and sexual health</b>	
8.ICHR.3.1 Discuss the emotional, social, educational, and financial impact of teen pregnancy on teen parents and their families.	<b>HIV – 5</b>
8.ICHR.3.2 Analyze methods of FDA-approved contraceptives in terms of their safety and their effectiveness in preventing unintended pregnancy.	<b>HIV – 14</b>
8.ICHR.3.3 Explore family, school, and community resources for the prevention of sexual risks through abstinence, postponed sexual activity, and safer sex practices.	<b>ABST – 4</b> <b>HIV – 1</b>
8.ICHR.3.4 Examine examples of how media, social media, and technology can positively or negatively influence sexual attitudes and behaviors.	<b>ABST – 12</b>

**Grade 8** *(continued)*

<b>Nutrition &amp; Physical Activity</b>	
<b>8.NPA.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</b>	
8.NPA.1.1 Examine the destructive nature of body shaming and negative body image.	<b>NPA – 11</b>
8.NPA.1.2 Explain the importance of assuming responsibility for personal dietary choices.	<b>NPA – 2, 3, 5, 6, 7</b>
8.NPA.1.3 Identify resources to advocate for those who are at risk for poor nutrition.	Not covered
<b>8.NPA.2 Apply strategies to consume a variety of foods and beverages.</b>	
8.NPA.2.1 Summarize the benefits of consuming adequate amounts of micronutrients and water in a variety of foods.	<b>NPA – 1, 2, 3, 16, 17</b>
8.NPA.2.2 Create a healthful eating plan incorporating food choice inside and outside the home setting.	<b>NPA – 16, 17</b>
<b>8.NPA.3 Explore various diet and physical activity trends to enhance quality of life.</b>	
8.NPA.3.1 Identify risks and benefits of various dietary preferences and eating patterns.	<b>NPA – 12</b>
8.NPA.3.2 Summarize the benefits and risks of current physical activity trends.	<b>NPA – 15</b>
8.NPA.3.3 Use strategies to advocate for those who are at risk for eating disorders or poor nutrition.	<b>NPA – 13</b>
<b>8.NPA.4 Analyze plans for lifelong nutrition and health-related fitness concepts to enhance quality of life.</b>	
8.NPA.4.1 Outline strategies that can be used to overcome barriers to healthy eating.	<b>NPA – 10, 16, 17</b>
8.NPA.4.2 Differentiate methods of food preparation in terms of their health and safety.	<b>NPA – 8</b>
8.NPA.4.2 Discuss effects of food preparation on your health.	<b>NPA – 7, 8</b>
<b>Alcohol, Nicotine, Cannabis and Other Drugs</b>	
<b>8.ANCOD.1 Assess the short- and long-term health risks associated with alcohol, nicotine, cannabis, and other drug use.</b>	
8.ANCOD.1.1 Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.	<b>TAOD – 2, 4, 7, 8</b> <b>VIP – 2, 3</b>
8.ANCOD.1.2 Evaluate the magnitude and likelihood of the risks associated with the use of performance-enhancing supplements.	<b>TAOD – 8</b>
<b>8.ANCOD.2 Evaluate positive and negative influences on adolescent health practices and behaviors including peers, family, media, culture, community, technology, and social platforms.</b>	
8.ANCOD.2.1 Analyze policies and laws related to the sale and use of alcohol and nicotine products in terms of their purposes and benefits.	<b>TAOD – 12</b>
8.ANCOD.2.2 Create persuasive messaging to reduce the use of alcohol, nicotine, cannabis, and other drugs.	<b>TAOD – 14</b>
8.ANCOD.2.3 Use strategies to avoid riding in a car with someone impaired by alcohol or drugs.	<b>VIP – 2</b>
8.ANCOD.2.4 Identify positive alternatives to the use of alcohol and drugs.	<b>TAOD – 11</b>