

LCB File No. R032-00

PROPOSED REGULATION OF THE STATE BOARD OF EDUCATION

The Council to Establish Academic Standards for Public Schools will hold a Workshop to Solicit Comments on March 8, 2000, and the State Board of Education will hold a one-time only public hearing on March 18, 2000.

EXPLANATION - Matter in *italics* is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

Authority: 385.080 and 389.110.

Section 1. Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 7, inclusive, of this regulation to read as follows:

Section 2. *By the end of the second grade, pupils must know and be able to do everything required in the previous grades for courses in health offered in public elementary schools. Instruction in the second grade in health must be designed so that pupils meet the following performance standards by the completion of second grade:*

1. Pupils will comprehend concepts related to health promotion and disease prevention as demonstrated by the pupil's ability to:

- (a) Explain why unknown and poisonous substances can be dangerous;*
- (b) Explain the need for obeying safety rules;*
- (c) Memorize the local emergency number and know how to obtain emergency help;*
- (d) Give examples of appropriate touching from others;*
- (e) Explain why they should eat more than one time per day; and*
- (f) Identify job titles, location and job description of school health and safety personnel.*

2. Pupils will demonstrate the ability to access valid health information and health-promoting products and services as demonstrated by the pupil's ability to identify positive and negative results of behaviors relating to posture and cleanliness, as well as dental, skin, eye and ear care.

3. Pupils will demonstrate the ability to practice health-enhancing behaviors and reduce health risks as demonstrated by the pupil's ability to:

- (a) Explain how to say "no" to a friend;*
- (b) Explain the differences between illness and wellness;*
- (c) Describe how you feel when upset; and*
- (d) List the actions of a bully.*

4. Pupils will analyze the influence of culture, media, technology, and other factors on health as demonstrated by the pupil's ability to:

- (a) Identify factors that cause a food purchase; and*
- (b) Name a food advertised on TV.*

5. Pupils will demonstrate the ability to use interpersonal communication skills to enhance health as demonstrated by the pupil's ability to identify needs, wants, feelings, and healthy ways to express them.

6. Pupils will demonstrate the ability to use goal-setting and decision-making skills to enhance health as demonstrated by the pupil's ability to define the word decision.

7. Pupils will demonstrate the ability to advocate for personal, family, and community health as demonstrated by the pupil's ability to:

- (a) Demonstrate proper hand washing techniques; and*
- (b) List two reasons for healthy personal hygiene.*

Section 3. By the end of the third grade, pupils must know and be able to do everything required in the previous grades for courses in health offered in public elementary schools. Instruction in the third grade in health must be designed so that pupils meet the following performance standards by the completion of third grade:

1. Pupils will comprehend concepts related to health promotion and disease prevention as demonstrated by the pupil's ability to:

- (a) Explain personal responsibility for reducing hazards and avoiding accidents;*
- (b) Explain how to obtain emergency help;*
- (c) Identify safety hazards in the home;*
- (d) Identify potentially hazardous situations such as getting into a car, going into a house, letting someone into your home, or leaving without your parent's or guardian's permission;*
- (e) Plan a meal that contains foods from at least three of the five food groups;*
- (f) Describe the potential causes of common diseases, how they spread, and the measures that can be taken to prevent this;*
- (g) Explain the relationship between accidents and the consumption of alcohol and other drugs; and*
- (h) Identify the five senses of the body.*

2. Pupils will demonstrate the ability to access valid health information and health-promoting products and services as demonstrated by the pupil's ability to explain the need to balance exercise, nutrition, relaxation and sleep.

3. Pupils will demonstrate the ability to practice health-enhancing behaviors and reduce health risks as demonstrated by the pupil's ability to:

- (a) Explain individual needs for a balance of exercise, nutrition, relaxation, and sleep;*

- (b) Give at least one reason why they need to eat a variety of foods from the five food groups;*
- (c) Identify safety hazards in the home;*
- (d) List the appropriate first aid steps in care of wounds including how to stop bleeding, cleanse, and bandage;*
- (e) Practice ways to refuse drugs, including alcohol and tobacco; and*
- (f) Describe a dangerous situation and a possible safer solution.*

4. Pupils will analyze the influence of culture, media, technology, and other factors on health as demonstrated by the pupil's ability to:

- (a) Identify foods common to a culture and place them in the correct food group; and*
- (b) Name two active forms of recreation from another country.*

5. Pupils will demonstrate the ability to use interpersonal communication skills to enhance health as demonstrated by the pupil's ability to:

- (a) Demonstrate skills to communicate care, consideration, and respect for self and others;*
- (b) Identify attentive listening skills to build and maintain healthy relationships; and*
- (c) Identify the physical expressions of emotions associated with anger and conflict.*

6. Pupils will demonstrate the ability to use goal-setting and decision-making skills to enhance health as demonstrated by the pupil's ability to:

- (a) Identify the steps in the decision-making process and use a specific health issue to demonstrate this process;*
- (b) Describe ways individuals can help keep a healthy home and school environment;*
- (c) Identify how each individual has a unique rate of growth and development that is influenced by health habits and heredity;*
- (d) Explain how they obtain emergency help; and*
- (e) Identify abusive behavior exhibited by other children and adults and know who should be told.*

7. Pupils will demonstrate the ability to advocate for personal, family, and community health as demonstrated by the pupil's ability to follow teacher instructions for sharing classroom projects with peers.

Section 4. By the end of the fifth grade, pupils must know and be able to do everything required in the previous grades for courses in health offered in public elementary schools. Instruction in the fifth grade in health must be designed so that pupils meet the following performance standards by the completion of fifth grade:

- 1. Pupils will comprehend concepts related to health promotion and disease prevention as demonstrated by the pupil's ability to:*

- (a) Identify sources of help for individuals seeking protection from neglect, physical abuse, emotional abuse, and sexual abuse;*
 - (b) List safety procedures that prevent accidents;*
 - (c) Develop and practice daily/weekly plans, schedules and routines of personal care, fitness, and nutrition that contribute to appearance and well being;*
 - (d) Identify sources of reliable health information and services;*
 - (e) Describe reasons why some people use drugs, including alcohol and tobacco and strategies for coping;*
 - (f) Explain strategies for coping with and resolving internal conflicts to avoid violent situations;*
 - (g) Identify alternatives to alcohol, tobacco and other drugs;*
 - (h) Describe how the food fact label can be used to make food choices;*
 - (i) Name precautions to take to avoid predators and steps to take in an actual predator encounter; and*
 - (j) Name at least one major nutrient provided by each of the five food groups and a function each nutrient serves.*
- 2. Pupils will demonstrate the ability to access valid health information and health-promoting products and services as demonstrated by the pupil's ability to list local preventative health care organizations and their locations and services.*
- 3. Pupils will demonstrate the ability to practice health-enhancing behaviors and reduce health risks as demonstrated by the pupil's ability to:*
- (a) Explain the relationship between accidents and the consumption of alcohol and other drugs;*
 - (b) Practice ways to refuse drugs, including alcohol and tobacco;*
 - (c) Develop safety rules for home, school, work, and play;*
 - (d) Demonstrate basic first aid procedures;*
 - (e) Identify positive and negative effects of stress;*
 - (f) Define depression and suicide;*
 - (g) Explain school rules and consequences regarding harassment, fighting, and intimidation; and*
 - (h) Role-play a variety of methods for handling anger.*
- 4. Pupils will analyze the influence of culture, media, technology, and other factors on health as demonstrated by the pupil's ability to:*
- (a) Examine one advertisement for a food or health-related product and identify stated and implied messages;*
 - (b) Name three health statements made by peers and examine them for accuracy; and*
 - (c) Prepare a report on a disease and how technology affects course of treatment.*
- 5. Pupils will demonstrate the ability to use interpersonal communication skills to enhance health as demonstrated by the pupil's ability to:*

- (a) Demonstrate attentive listening skills to build and maintain healthy relationship; and*
- (b) Give examples of verbal and non-verbal communications.*

6. Pupils will demonstrate the ability to use goal-setting and decision-making skills to enhance health as demonstrated by the pupil's ability to:

- (a) Explain strategies for coping with and resolving internal conflicts to avoid use of, including alcohol, tobacco and other drugs;*
- (b) Identify three health behaviors that can be managed by the individual;*
- (c) Identify positive alternatives to substance use;*
- (d) Explain how they would get help for a friend who is talking about suicide; and*
- (e) Explain the benefits of the problem solving process in making health-related decisions.*

7. Pupils will demonstrate the ability to advocate for personal, family, and community health as demonstrated by the pupil's ability to

- (a) Identify pedestrian safety rules.*
- (b) Cite "universal precaution" policy.*
- (b) Practice appropriate methods to communicate with others.*

Section 5. By the end of the eighth grade, pupils must know and be able to do everything required in the previous grades for courses in health offered in public elementary schools. Instruction in the eighth grade in health must be designed so that pupils meet the following performance standards by the completion of eighth grade:

1. Pupils will comprehend concepts related to health promotion and disease prevention as demonstrated by the pupil's ability to:

- (a) Practice interpersonal communication skills to clarify and resolve conflicts and manage anger;*
- (b) Analyze the relationship between risk-taking and accidents;*
- (c) Explain the causes and effects of child abuse;*
- (d) List the warning signs of suicide;*
- (e) Explain how the individual's body systems work together to perform life sustaining functions that influence growth and development;*
- (f) Explain the importance of continuing physical activity into adult life to promote fitness and overall health;*
- (g) List three factors that affect individual nutrient and/or energy needs; and*
- (h) Identify sources of help for the substance abuser.*

2. Pupils will demonstrate the ability to access valid health information and health-promoting products and services as demonstrated by the pupil's ability to:

- (a) Debate how personal responsibility impacts health care;*

- (b) Include choice of health care provider and insurance coverage; and*
- (c) List qualities of a scientifically valid publication.*

3. Pupils will demonstrate the ability to practice health-enhancing behaviors and reduce health risks as demonstrated by the pupil's ability to:

- (a) Name two short-term consequences for alcohol, tobacco, or illegal drug use;*
- (b) Role-play two ways to say "no" to drugs or alcohol;*
- (c) Analyze the Food Facts label on at least three items and compare the nutritional content in these items;*
- (d) Demonstrate knowledge of personal hygiene, recognizing that first impressions are often based on appearance;*
- (e) Use interpersonal communication skills such as peer mediation to clarify and resolve conflicts;*
- (f) Demonstrate the ability to perform advanced first aid procedures including CPR, bleeding, shock, and poisoning;*
- (g) Explain rules prohibiting a weapon in school and the consequences of a violation; and*
- (h) Demonstrate the ability to access school personnel when confronted with a safety or security concern.*

4. Pupils will analyze the influence of culture, media, technology, and other factors on health as demonstrated by the pupil's ability to:

- (a) Examine and discuss how various influences on consumer health & social marketing;*
- (b) Demonstrate how specific technological advances have aided in disease treatment and prevention; and*
- (c) Examine the United States health care system and how it has changed during the twentieth century.*

5. Pupils will demonstrate the ability to use interpersonal communication skills to enhance health as demonstrated by the pupil's ability to:

- (a) Create a class plan for conflict management;*
- (b) Role-play alternative responses in stressful situations; and*
- (c) Describe the stages and emotions associated with death and dying.*

6. Pupils will demonstrate the ability to use goal-setting and decision-making skills to enhance health as demonstrated by the pupil's ability to:

- (a) Evaluate current eating habits and create a plan consistent with the Food Guide Pyramid recommendations;*
- (b) Develop a plan that combines regular physical activity with personal health habits;*
- (c) Identify sources of intervention and help for the substance abuser; and*

(d) Demonstrate the ability to cope with peer pressure utilizing the decision making process.

7. Pupils will demonstrate the ability to advocate for personal, family, and community health as demonstrated by the pupil's ability to:

(a) Analyze the influences of peer pressure on health choices; and

(b) Describe the affects that chemicals and chemical dependency have on young adolescents.

Section 6. By the end of the 12th grade, pupils must know and be able to do everything required in the previous grades for courses in health offered in public schools. Instruction in health must be designed so that pupils meet the following performance standards by the completion of 12th grade:

1. Pupils will comprehend concepts related to health promotion and disease prevention as demonstrated by the pupil's ability to:

(a) Identify behavior patterns that may precede violent acts and ways to intervene.

(b) Analyze effective communication skills in a variety of situations;

(c) Describe how alcohol, tobacco and other drugs cause problems for activities and relationships now and in the future and suggest a drug-free alternative;

(d) Explain individual responsibility for violence prevention;

(e) Describe the causes, methods of prevention, and control of common infectious and non-infectious diseases;

(f) Analyze the relationship of nutrients, food selection, and energy intake to emotional and physical health;

(g) Examine the relationship of food fads, cultural norms, and dieting behavior to health;

(h) Use the basic food groups to develop meal plans that demonstrate variety, balance, and moderation;

(i) Evaluate the reliability of health information;

(j) Analyze the misrepresentation of health information in advertising;

(k) Judge and evaluate various emergency care situations, applying the appropriate first aid assistance;

(l) Explain the steps they would follow in getting assistance for a friend or family member who shows the warning sign of suicide; and

(m) Demonstrate effective discussion and problem-solving skills in practice situations.

2. Pupils will demonstrate the ability to access valid health information and health-promoting products and services as demonstrated by the pupil's ability to investigate items of health information for scientific and statistical validity.

3. Pupils will demonstrate the ability to practice health-enhancing behaviors and reduce health risks as demonstrated by the pupil's ability to:

- (a) Identify two personal risk behaviors for alcohol and drugs;*
 - (b) Analyze the effectiveness of various stress management techniques; and*
 - (c) Develop an independent life-long health management plan.*
- 4. Pupils will analyze the influence of culture, media, technology, and other factors on health as demonstrated by the pupil's ability to:*
- (a) Analyze culturally specific diseases and how they challenge and threaten health; and*
 - (b) Identify chronic diseases and evaluate the impact of technological advances in their treatment, prevention, and possible cure.*
- 5. Pupils will demonstrate the ability to use interpersonal communication skills to enhance health as demonstrated by the pupil's ability to:*
- (a) Role-play passive, assertive, and aggressive communication;*
 - (b) Compare and contrast passive, assertive, and aggressive communication methods in terms of intent, style, and gender; and*
 - (c) Role-play peer refusal techniques that demonstrate the ability to maintain control and keep friends when in emotional circumstances.*
- 6. Pupils will demonstrate the ability to use goal-setting and decision-making skills to enhance health as demonstrated by the pupil's ability to:*
- (a) Identify personal behaviors that increase disease risk and develop a plan to minimize these;*
 - (b) Identify the continuum of adolescent use, abuse, and dependency, including the early warning signs of substance abuse and/or behaviors signaling potential chemical dependency in oneself or others;*
 - (c) Describe how drugs cause problems now and in the future and suggest alternative non-drug highs;*
 - (d) Explain the importance of preventive as well as remedial action as it relates to health care; and*
 - (e) Identify situations when community resources should be utilized.*
- 7. Pupils will demonstrate the ability to advocate for personal, family, and community health as demonstrated by the pupil's ability to:*
- (a) Describe intervention procedures to follow in seeking assistance for oneself or others if substance abuse or chemical dependency is suspected and identify the various ways to recover from chemical dependency including the 12-step model originated through Alcoholics Anonymous;*
 - (b) Describe the dynamics of living in a chemically dependent family and list the important strategies for living successfully in these families;*

- (c) Identify personal feelings and attitudes concerning drug-related issues and demonstrate the ability to use a variety of peer refusal techniques to stay in control and out of trouble when individual value systems are threatened;*
- (d) Identify available health organizations and services;*
- (e) Investigate ways to pay for health care costs; and*
- (f) Prepare a report on a specific health issue and how laws/policies impact the issue.*

Section 7. NAC 389.235, NAC 389.280, NAC 389.330, NAC 389.380, and NAC 389.454 are hereby repealed.

TEXT OF REPEALED SECTIONS

NAC 389.235 Health. The courses in health offered in public kindergartens must include instruction designed to teach the pupil to:

1. Identify personal health practices that protect him and others, such as posture, cleanliness, dental care and the care of his eyes, ears and skin.
2. Exhibit skills relating to work and play by learning the rules, thinking of others and discussing his problems.
3. Give examples of how to help friends.
4. Illustrate combinations of food that provide a balanced daily diet.
5. Explain the importance of regular visits to the doctor and to the dentist.
6. Give examples of how drugs can be used for the benefit of people.
7. Explain the danger of unknown and poisonous substances.
8. Explain the responsibilities and privileges of children in a family.
9. Explain that each person has a unique rate of growth and development.
10. Give examples of how family structures and circumstances may change.
11. Explain the need for obeying safety rules at home, school, work and play.
12. Memorize the local emergency phone number and know how to obtain help in an emergency.
13. Give examples of appropriate touching from others.

14. Explain that parents, teachers or other responsible adults should be told if a child is being physically or sexually abused.

15. Explain the differences between being ill and being well.

16. Identify health habits that help prevent disease.

NAC 389.280 Health. The courses in health offered in public elementary schools must include instruction designed to teach the pupil by completion of the third grade to:

1. Follow personal health practices that protect him and others such as posture, cleanliness, dental care and the care of his eyes, ears and skin.

2. Describe ways that health care promotes physical, mental and social health.

3. Define the meaning of physical fitness.

4. Describe ways persons can help keep a healthy environment at home and at school.

5. Predict outcomes of decisions based on adequate information about situations, options and values.

6. Demonstrate the ability to say no assertively and tactfully to protect his dignity and the dignity of others.

7. Describe what he can do that makes him feel good about himself.

8. Identify ways in which emotions affect a person's ability to cope with problems.

9. Differentiate between pleasant and unpleasant emotions.

10. Illustrate ways in which emotions are relieved through physical actions.

11. Explain individual needs for a balance of exercise, nutrition, relaxation and sleep.

12. List combinations of food that provide a balanced daily diet.

13. Identify foods that have limited nutritional value.

14. Explain the importance of obtaining regular health care.

15. Identify the proper person or persons with whom to discuss problems.

16. Identify the effects that alcohol, tobacco and marihuana have on the mind and on the body.

17. Identify substances containing alcohol or other drugs that are used commonly.
18. Describe the concept of peer pressure.
19. Practice ways to refuse alcohol, tobacco and other drugs.
20. List the factors of risk that may contribute to becoming dependent on drugs.
21. Describe how the roles of members of the family may be affected if one or more members are dependent on drugs.
22. Explain that dependency on drugs is a disease and that some people are more at risk than others.
23. Explain the relationship between accidents and the consumption of alcohol or drugs.
24. Identify a variety of family groups.
25. Describe roles and interactions of families.
26. Identify that each person has a unique rate of growth and development that is influenced by his health habits and by his heredity.
27. Explain that all plants, animals and people die at some time, that strong emotional feelings are often associated with death, and the manners in which people effectively cope with or express those feelings.
28. Develop safety rules for home, school, work and play.
29. Explain personal responsibility for reducing hazards and avoiding accidents.
30. Explain how to obtain help in an emergency.
31. List the appropriate steps of first aid for wounds, including how to stop bleeding and cleanse and bandage a wound.
32. Identify safety hazards in the home.
33. Identify abusive behavior exhibited by other children and adults and know the person or persons with whom to discuss the behavior.
34. Identify potentially hazardous situations such as getting into a stranger's car, going into a stranger's house, letting a stranger into his house, or leaving without a parent's permission.

35. Describe health habits that help prevent disease.
36. Differentiate between infectious and noninfectious diseases.
37. Describe the potential causes of common diseases, how they spread and the measures that can be taken to prevent the spreading of these diseases.
38. Identify the major systems of the human body.
39. Identify the five senses of the human body.
40. Identify career opportunities in the field of health.
41. Identify providers of health care in the school and in the community.

NAC 389.330 Health. The courses in health offered in public elementary schools must include instruction designed to teach the pupil by completion of the sixth grade to:

1. Explain the significance of the process of solving problems when making choices related to a person's health.
2. Give examples of verbal and nonverbal communication.
3. Practice appropriate methods of communicating with others.
4. Describe the influences of peer pressure on choices he makes regarding his health.
5. Compare immediate and long-range effects of choices regarding personal health care.
6. Identify how self-concept and self-esteem are influenced by the sociocultural environment including the attitudes and expectations of persons at his school, his peers, members of his family and other persons from social institutions.
7. Develop and practice daily and weekly plans, schedules and routines of personal care, fitness and nutrition which contribute to appearance and well-being.
8. Identify the positive and negative effects of stress.
9. Interpret nutritional information from labels on food to make nutritionally sound choices.
10. Identify factors that influence choices regarding the food he eats.
11. Identify sources of reliable information and services relating to health.

12. Analyze advertising and develop an awareness that it can create feelings of need that are false.
13. Identify individual and community responsibilities in the control of environmental problems.
14. Describe reasons why some people use alcohol, tobacco or other drugs.
15. Explain the general psychological and physical effects of alcohol, tobacco and other drugs on the human body.
16. Explain strategies for coping with and resolving internal conflicts to avoid the use of alcohol, tobacco and other drugs.
17. Identify alternatives to the use of alcohol, tobacco or other drugs.
18. Describe the social causes contributing to the use of drugs and the effect of such use on society, such as babies suffering from fetal alcohol syndrome and babies who are born addicted to drugs.
19. Identify resources a person can use to obtain help with problems related to drugs.
20. Explain strategies for living and coping in a family with a member or members who are dependent on drugs.
21. Identify characteristics of later stages of childhood, such as rapid growth, unstable friendships, increasing autonomy and the acceptance of responsibility.
22. Demonstrate the ability to cope with peer pressure by gaining experience in the process of making decisions and solving problems.
23. Name a variety of living arrangements and styles of life engaged in by families throughout the various stages of life.
24. Identify the stages of grief that people commonly experience when a person or animal close to them dies.
25. Identify the physical and mental changes that people experience at the various stages of life.
26. Define first aid as the immediate and temporary care rendered to the victim of an accident or sudden illness until medical services can be obtained.
27. Demonstrate basic procedures in the administration of first aid.
28. Explain how to obtain help in an emergency.

29. Identify sources of help for persons seeking protection from neglect, physical abuse, emotional abuse or sexual abuse.
30. Define safety factors which prevent accidents in the home, school and neighborhood.
31. Define depression and suicide.
32. Explain how he would get help for a friend who is demonstrating suicidal tendencies.
33. Describe the concept of chain of disease.
34. Identify ways to prevent disease.
35. Identify and describe disorders that may be caused by hereditary or environmental factors, or both.
36. Identify the names, functions and interrelationships of the major systems in the human body.
37. Define the progression from a cell to a tissue to an organ to a system of the body.
38. Describe a variety of opportunities for careers in the field of health.
39. Identify the resources a person would use to identify a legitimate service for health care in a community.

NAC 389.380 Health. The courses in health offered in public elementary schools must include instruction designed to teach the pupil by completion of the eighth grade to:

1. Use appropriate skills in interpersonal communication to clarify and resolve conflicts.
2. Analyze the influences of peer pressure on choices he makes regarding his health.
3. Explain factors involved in the formation of his self-concept, such as influences from his family, neighborhood, school, church or personal experiences.
4. Identify techniques to reduce stress, including exercise, techniques for relaxation, changing his goals, values, or patterns of emotional response and changing his environment.
5. Develop a plan that combines regular physical activity with personal health habits.
6. Explain the effects of anaerobic and aerobic exercise on the human body.

7. Participate in physical activities that promote cardiovascular fitness and can be enjoyed by adults.
8. Evaluate his personal diet in relation to nutritional needs and the control or reduction of his weight.
9. Practice personal hygiene which contributes to his appearance, well-being and self-confidence, knowing that first impressions are often based on appearance.
10. Describe methods of improving the environment to enhance physical, mental and social health.
11. Compare the facts and myths regarding suicide.
12. Analyze advertising to expand his awareness of all the techniques used to sell a product.
13. Explain the laws regulating the use of drugs and the reasons for such laws.
14. Identify sources of intervention and help for a person who abuses drugs.
15. Describe alternatives to the use of drugs or alcohol as a means to solve problems or initiate good feelings.
16. Identify behavior by members of his family that enable persons who abuse drugs to continue abusing drugs.
17. Describe the social and economic effects of the use of drugs in the community where he lives.
18. Describe the effects that the use of alcohol, tobacco or other drugs may have on unborn fetuses.
19. Describe the effects that alcohol, tobacco or other drugs have on children and how these effects can lead to addiction.
20. Describe the adolescent stage of physiological development by explaining characteristics and functions of genes and chromosomes.
21. Compare the different feelings that accompany each stage of human development.
22. Identify services related to health that are provided in the community for people of all ages.
23. Describe the stages and emotions associated with death and dying.

24. Identify helpful responses to people who are in the process of grieving.
25. Examine the emotional and social aspects of divorce.
26. Identify the different combinations of members of a family, including a family with a single parent and a family composed of members from two previous families.
27. Demonstrate an awareness of the recommended procedures of first aid for cardiopulmonary resuscitation, bleeding, shock and poisoning.
28. Analyze the relationship between taking unnecessary risks and accidents.
29. Explain the causes and effects of child abuse and sources of intervention.
30. List the warning signs of suicide.
31. Explain how he would obtain help for a friend if the friend displayed any of the warning signs of suicide.
32. Explain how stress, diet, the use of alcohol, tobacco and marihuana, lack of exercise, aging and environmental hazards can be causative factors in the development of some chronic health problems.
33. Describe the function of immunization in preventing disease.
34. Identify hazards existing in current environments.
35. Identify conditions that may be the result of heredity.
36. Explain how individual systems of the body work together to perform functions that influence growth and development and sustain life.
37. Investigate the specific requirements for the various occupations within the field of health.
38. Identify males and females who have made contributions to the field of health.

NAC 389.454 Health education. A course of study in health education must include instruction which is designed to teach the pupils to do the following:

1. Identify the structures and functions of specific organs of the body and diseases related to these organs.
2. Specify differences between people and the influences of heredity.

3. Analyze the interrelationships between the physical, mental and social dimensions of health in the process of growth and development.
4. Practice personal hygiene and understand the role of hygiene in community and social relationships.
5. Identify patterns of behavior that may precede violent acts and methods of intervening in such acts.
6. Analyze which skills of communication are effective in a variety of personal, social and stressful situations.
7. Analyze the effectiveness of techniques to deal with stress.
8. Identify the use of, abuse of and dependency on drugs by adolescents, including the early warning signs of abuse of drugs and behaviors signaling potential dependency on drugs by himself or others.
9. Describe procedures of intervention to follow in seeking assistance for himself or others if abuse of or dependency on drugs is suspected and identify the various ways to recover from such dependency including the 12-step model originated through the organization known as alcoholics anonymous.
10. Describe the dynamics of living in a family that has a member or members who are dependent on drugs and list the important strategies for living successfully in these families.
11. Analyze the economic effect on a family of a baby suffering from fetal alcohol syndrome.
12. Describe how drugs cause problems for activities and relationships in the present and in the future and suggest activities that promote good feelings, but do not include the use of drugs.
13. Identify personal feelings and attitudes concerning issues related to drugs and demonstrate the ability to use a variety of techniques to avoid situations which could lead to trouble.
14. Describe the effects of drugs on physical, mental and emotional development, pregnancy, friendship or other intimate relationships and taking risks and making judgments in situations involving violent activities or driving a motor vehicle.
15. Explain individual responsibility for health and behavior.
16. Analyze the connection between dependency on drugs and suicide.

17. Describe the causes, methods of prevention, care and control of the most common infectious and noninfectious diseases.
18. Explain the importance of preventive as well as remedial action as it relates to health care.
19. Identify basic symptoms of the major diseases that affect children, adolescents or adults.
20. Identify chronic diseases and the styles of life that can aid in the prevention of these diseases.
21. Explain why genetic counseling may be an important step for a couple to consider before conceiving a child.
22. Explain the roles of sleep, rest and relaxation on emotional and physical health.
23. Explain the need for physical activity.
24. Practice beneficial types of physical exercise in an individual program of physical fitness.
25. Explain the relationship of nutrients and the selection of food to physical activity, the control of weight and emotional and physical health.
26. Explain the relationship of popular food, malnutrition and methods of dieting to his physical health.
27. Read the labels on foods and describe how the contents affect health.
28. Describe the foods contained in the basic food groups and the need for a balanced diet.
29. Identify particular eating disorders and the role positive self-esteem plays in the prevention of these disorders.
30. Evaluate the reliability of information on health.
31. Analyze the misrepresentation of information on health in advertising.
32. Describe how chemical additives in the diet may affect health.
33. Identify available organizations and services relating to health.
34. Investigate ways to pay for the costs of health care.

35. Judge and evaluate various situations requiring emergency care, and be able to apply the appropriate first aid.
36. Perform an analysis of a variety of occupational situations to determine the proper safety measures.
37. Explain the steps he would follow in obtaining assistance for a friend or member of his family who shows any warning signs of suicide.
38. Analyze the structure of the different units of a family.
39. Describe the responsibilities of a parent.
40. Identify the needs and the problems associated with the various stages of life.
41. Evaluate his skills in communication and how he uses them with friends and family.
42. Identify his personal choices regarding health that will affect the health of the community and the environment.
43. Identify different situations that may result in an unhealthy environment.
44. Describe the scope of health problems on the local, state, national and international levels.
45. Identify and explain problems concerning the health of the community including the control of disease, maternal health, the health of children, dental health, environmental sanitation, pollution, malnutrition, abuse of alcohol and drugs and mental illness.
46. Identify the occupational requirements of careers related to health.
47. Specify opportunities for careers in health education.