



2020 Nevada Academic Content Standards (NVACS) for Health

Office of Standards and Instructional Support
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Introduction:

The 2020 Nevada Academic Content Standards (NVACS) for Health were developed by stakeholders from across the State of Nevada with guidance provided by the Nevada Department of Education Office of Standards and Instructional Support. This committee began the re-writing process in January of 2019 which consisted of examining a variety of health standards from other states along with national standards. In addition, the Committee reviewed national and local data to inform the creation of this document. The 2020 NVACS for Health also went through an internal and external/public review.

The 2020 NVACS for Health characterize what students should know and be able to do by the end of each grade or grade band. The standards provide the necessary concepts, practices, and skills students need to achieve personal wellness and academic success.

Cultural and Diversity Statement:

The 2020 NVACS for Health are a broad reflection of the main concepts that should be taught in the area of health promotion and disease prevention. It is imperative that teachers deliver the information in a manner that is inclusive and responsive to the diversity of all youth. Inclusive instruction should be reflected in the implementation of these standards. The learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in the standards while experiencing academic success without regard to the differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status, as stated in the Nevada Department of Education's definition of equity.

Defining Standards, Curriculum, & Instruction:

The 2020 NVACS for Health are designed to be taught in conjunction with one another and not in isolation. It is important to note that standards are neither curriculum, instructional practices or strategies; standards serve as a foundation for curriculum. See below for the distinction between standards, curriculum, and instruction:

- **Standards:** the concepts, content, and skills students should master by the end of a certain grade or grade band.
- **Curriculum:** materials and resources used for teaching the standards.
- **Instruction:** practices teachers use to deliver academic content to students. Teachers should utilize a variety of instructional techniques and strategies to ensure students master academic standards.

NVACS for Health Legislative Requirements:

The following Nevada Revised Statutes (NRS) govern the development and implementation of the 2020 NVACS for Health:

NRS 389.018 Section 4: Instruction in health and physical education provided pursuant to subsection 3 must include, without limitation, instruction concerning the importance of annual physical examinations by a provider of health care and the appropriate response to unusual aches and pains.

NRS 389.021 Establishment of courses of study; provisions governing cardiopulmonary resuscitation and automated external defibrillator for health course in middle school, junior high school and high school. *Includes instruction in organ and tissue donation and suicide prevention.

NRS 389.031 Development of standards for teaching personal safety of children.

NRS 389.036 Establishment of course or unit of course of instruction concerning acquired immune deficiency syndrome, human reproductive system, related communicable diseases and sexual responsibility; appointment of advisory committee; notice to parent or guardian; consent of parent or guardian required; materials to be made available to parents or guardians of pupils.

NRS 389.520 Section 4: Standards established for such courses to include mental health and the relationship between mental health and physical health.

Please see Appendix A to view the standards that comply with each NRS.

Overview:

The 2020 NVACS for Health are divided into eight foundational Content Standards which are aligned to the National Health Education Standards. Content Standard 1 consists of “Core Concepts” that are vital for health promotion and disease prevention. Content Standards 2 through 8 include practices and skills that are essential to achieve overall wellness. There are seven core ideas, which will collectively be referred to as strands from this point forward. Please see below for a breakdown of each Content Standard concept and Strand:

Content Standards:¹

Content Standard 1: Core Concepts

Content Standard 2: Analyze Influences (AF)

Content Standard 3: Access Information (AI)

Content Standard 4: Interpersonal Communication (IC)

Content Standard 5: Decision Making (DM)

Content Standard 6: Goal Setting (GS)

Content Standard 7: Self-Management (SM)

Content Standard 8: Advocacy (AV)

Strands:

The strands are specified throughout Content Standard 1 but should be integrated throughout ALL other Content Standards. Content Standards 2 through 8 were written broadly so that they can be taught in conjunction with all strands:

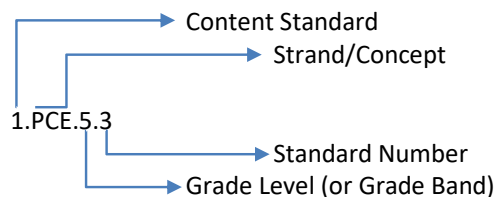
- | | |
|--|--|
| 1. Personal, Community, and Environmental Health (PCE) | 5. Safety Practices, Injury Prevention, and CPR/AED (SIC) |
| 2. Mental and Emotional Health (ME) | 6. Personal Safety (PS) |
| 3. Nutrition and Physical Activity (NP) | 7. Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility (HRS) |
| 4. Substance Use and Abuse (SUA) | |

Coding of the Standards:

1. The first number in each code indicates Content Standard.
2. The letters in each code identify the Strand or Concept (see above for abbreviations).
3. The number immediately following the letters represent the grade level or grade band; K indicates kindergarten, 1-5 indicates the elementary grade level, MS indicates the middle school grade band, and HS indicates the high school grade band.
4. The last character in the code is the standard number; the standard number will restart when moving from strand to strand.

In *Figure A* below, 1.PCE.5.3 indicates that this standard is located under Content Standard 1: Core Concepts, within the Personal, Community, and Environmental Health (PCE) strand, which is to be taught in grade 5, and is the third standard.

Figure A



Rationale Statements for each Foundational Content Standard:

Content Standard 1: Core Concepts (see strands for abbreviations)

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.¹

Content Standard 2: Analyze Influences (AF)

Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and current social expectations.¹

Content Standard 3: Access Information (AI)

Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and how to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.¹

Content Standard 4: Interpersonal Communication (IC)

Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships. The ability to organize and convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.¹

Content Standard 5: Decision Making (DM)

Decision-making skills are needed to identify, implement, and sustain health enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.¹

Content Standard 6: Goal Setting (GS)

Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.¹

Content Standard 7: Self-Management (SM)

Research confirms that the practice of health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.¹

Content Standard 8: Advocacy (AV)

Advocacy skills help students promote healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.¹

Rationale Statements for each Strand:

Personal, Community, and Environmental Health (PCE)

Everyone's wellness is determined by a variety of factors in our world. Children need to know and understand how their behaviors impact personal, community, and environmental health. When there is a sound understanding of how behaviors impact self and others, individuals are more likely to make better health decisions. This strand will allow students to explore the importance of practicing healthy behaviors and those behaviors have influences on the community and environment. This strand will also educate children on how the community and environment impact personal health.

Mental and Emotional Health (ME)

Mental and emotional health are foundations for achieving life-long wellness. Children who can effectively express their feelings, thoughts, and emotions are better able to cope with stress, develop and maintain healthy relationships, and practice empathy. Teaching mental and emotional health skills will help improve self-esteem, reduce violence and self-harm, and lead to higher levels of academic achievement.

Nutrition and Physical Activity (NP)

Making good choices in nutrition and physical activity can help reduce the development of certain cancers, chronic disease, stroke, and many other illnesses. Nutrition and physical activity education give children the knowledge and skills necessary to establish healthy practices that contribute to overall wellness. Research has proven that students who are properly nourished and exercise regularly have higher rates of academic achievement.

Substance Use and Abuse (SUA)

Substance use and abuse among adolescents can have lasting implications on overall health. It is essential that our students are educated on how substances can affect the body and mind. Children need to know the negative consequences surrounding substance use and abuse in order to fully grasp the implications it can have on life-long wellness. Prevention of substance use and abuse through effective education will help equip children with the appropriate knowledge and skills to avoid substances.

Safety Practices, Injury Prevention, and CPR/AED (SIC)

Unintentional injuries are the leading cause of death for adolescents. It is imperative to educate children how to recognize when an activity could cause harm and how to take the necessary safety precautions to eliminate or reduce the risk of injury or death. This strand also offers education on how to perform cardiopulmonary resuscitation (CPR) and use an automated external defibrillator (AED) in the event of a medical emergency.

Personal Safety (PS)

Personal safety is a priority for all children. It is important for students to recognize unsafe individuals and situations. Giving students the necessary skills to navigate through unsafe situations is key to keeping them away from injury, danger, and other unintentional risks. Developing personal boundaries/space is an important component of personal safety. Children need their own personal boundaries/space and respect the personal boundaries/space of others in order to have healthy and safe relationships.

Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility (HRS)

It is important for children to know how their bodies will change and grow throughout puberty along with how to care for and protect their bodies. Individuals who know and understand the changes that occur during puberty will be better equipped to cope with those changes.

At different points in their lifetime, most individuals will become sexually active and it is important to provide education on how to prevent unwanted pregnancies and reduce or prevent contracting sexually transmitted diseases/infections (STDs/STIs) or human immunodeficiency virus (HIV)/acquired immune deficiency syndrome (AIDS). Educating individuals on the signs and symptoms of STDs/STIs and HIV/AIDS is also important so that individuals know when to seek treatment and avoid spreading the related communicable diseases.

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. ¹

Personal, Community, and Environmental Health Strand

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|--|--|---|---|--|---|--|---|
| 1.PCE.K.1 Identify a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health. | 1.PCE.1.1 Describe a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health. | 1.PCE.2.1 Explain a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health. | 1.PCE.3.1 Compare a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health. | 1.PCE.4.1 Compare and contrast a variety of healthy practices and behaviors that maintain or improve personal, community, and environmental health. | 1.PCE.5.1 Examine the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health. | 1.PCE.MS.1 Investigate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health. | 1.PCE.HS.1 Evaluate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health. |
| 1.PCE.K.2 Define pathogens. | 1.PCE.1.2 Describe how pathogens can cause disease. | 1.PCE.2.2 Define communicable and non-communicable diseases. | 1.PCE.3.2 Classify communicable and non-communicable diseases. | 1.PCE.4.2 Differentiate between communicable and non-communicable diseases. | 1.PCE.5.2 Examine the impact of communicable and non-communicable diseases. | 1.PCE.MS.2 Investigate the impact of communicable and non-communicable diseases. | 1.PCE.HS.2 Evaluate the impact of communicable and non-communicable diseases. |

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|--|--|--|---|---|--|---|---|
| 1.PCE.K.3 Identify traits that make a person or community unique. | 1.PCE.1.3 Describe the importance of accepting self and others. | 1.PCE.2.3 Recognize similarities and differences between individuals and communities. | 1.PCE.3.3 Summarize the importance of treating individuals and communities with respect. | 1.PCE.4.3 Assess the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health. | 1.PCE.5.3 Investigate the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health. | 1.PCE.MS.3 Connect the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health. | 1.PCE.HS.3 Analyze the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health. |
| 1.PCE.K.4 Identify your family structure. | 1.PCE.1.4 List different kinds of family structures. | 1.PCE.2.4 Identify different kinds of family structures. | 1.PCE.3.4 Describe different kinds of family structures. | 1.PCE.4.4 Describe how individuals interact within family structures. | 1.PCE.5.4 Examine how individuals interact within family structures and the community. | 1.PCE.MS.4 Recognize an individual's personal role within the family structure and within the community. | 1.PCE.HS.4 Evaluate how an individual's family structure impacts other families and the community. |
| | | | 1.PCE.3.5 Define genetics and its relationship to family history and personal health. | 1.PCE.4.5 Examine genetics and its relationship to family history and personal health. | 1.PCE.5.5 Analyze the impact genetics and family history have on personal health. | 1.PCE.MS.5 Interpret personal susceptibility to injury, illness, or death based on genetics, family history, and health behaviors. | 1.PCE.HS.5 Evaluate the impact genetics, family history, health behaviors, and stress have on individual health. |

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|---------|---------|---------|---------|---------|---------|--|--|
| | | | | | | <p>1PCE.MS.6a Describe how to register as a donor and the rules governing donor gifts pursuant to Nevada Law.</p> <p>1.PCE.MS.6b Explain the individual and societal benefits of organ and tissue donation.</p> <p>1.PCE.MS.6c List facts about organ and tissue donation.</p> | <p>1.PCE.HS.6a Explain how to register as an organ and tissue donor.</p> <p>1.PCE.HS.6b Summarize individual and societal benefits of organ and tissue donation.</p> <p>1.PCE.HS.6c Analyze factual information about organ tissue and donation.</p> |

Mental and Emotional Health Strand

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|--|--|---|---|--|---|---|---|
| 1.ME.K.1 Identify different emotions. | 1.ME.1.1 Recognize the relationship between emotions and actions. | 1.ME.2.1 Describe how the body responds to emotions physically and behaviorally. | 1.ME.3.1 Define stress, eustress, and distress. | 1.ME.4.1 Identify physical and psychological responses to stressors. | 1.ME.5.1 Compare the causes, symptoms, and effects among stress, anxiety, sadness, and depression. | 1.ME.MS.1 Connect the relationship between mental health and physical health. | 1.ME.HS.1 Investigate the relationship between mental health and physical health. |
| 1.ME.K.2 List ways a person shows emotions. | 1.ME.1.2 Demonstrate how to express emotions in healthy ways. | 1.ME.2.2 Describe how the expression of emotions can influence actions. | 1.ME.3.2 Identify how a person expresses stress. | 1.ME.4.2 Recognize how expression of emotions can vary across individuals and situations. | 1.ME.5.2 Relate how the expression of emotions can be triggered by a crisis or a trauma situation. | 1.ME.MS.2 Identify how loss, grief, trauma, and emotional distress may influence self-injurious or suicidal behaviors. | 1.ME.HS.2 Analyze ways to decrease the risk of self-injurious or suicidal behaviors. |

Nutrition and Physical Activity Strand

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|--|---|--|--|---|--|---|--|
| 1.NP.K.1 Explain why the body needs food and water. | 1.NP.1.1 Identify the food groups. | 1.NP.2.1 Describe how each food group contributes to a healthy body. | 1.NP.3.1 List the six essential nutrients and the sources of each. | 1.NP.4.1 Identify how each nutrient contributes to a healthy body. | 1.NP.5.1 Examine how the six essential nutrients contribute to health promotion and disease prevention. | 1.NP.MS.1 Connect how healthy eating patterns, in accordance to the current federal Dietary Guidelines for Americans, lead to health promotion and disease prevention. | 1.NP.HS.1 Investigate how personal healthy eating patterns, in accordance to the current federal Dietary Guidelines for Americans, lead to health promotion and disease prevention. |
| 1.NP.K.2 Describe physical activity. | 1.NP.1.2 Explain why the body needs daily physical activity. | 1.NP.2.2 Identify types of physical activity and their health benefits. | 1.NP.3.2 Understand the daily recommendations of physical activity. | 1.NP.4.2 Recognize the mental, social, and physical benefits of physical activity. | 1.NP.5.2 Identify the mental, social, and physical benefits of physical activity. | 1.NP.MS.2 Compare the mental, social and physical benefits of daily moderate to vigorous physical activity. | 1.NP.HS.2 Analyze the mental, social and physical benefits of daily moderate to vigorous physical activity. |
| | | | | | | 1.NP.MS.3 Explain the importance of annual physical health examinations and responding appropriately to unusual aches and pains. | 1.NP.HS.3 Evaluate the importance of annual physical health examinations and responding appropriately to unusual aches and pains. |

Substance Use and Abuse Strand

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|---|---|---|--|--|--|---|---|
| 1.SUA.K.1 Define medication and ways they can be helpful or harmful. | 1.SUA.1.1 Identify different types of medications. | 1.SUA.2.1 Explain the differences between over-the-counter and prescription medications. | 1.SUA.3.1 Identify the purpose of over-the-counter and prescription medications. | 1.SUA.4.1 Summarize why people use over-the-counter and prescription medications in relation to health promotion and disease prevention. | 1.SUA.5.1 Compare how over-the-counter and prescription medication use and abuse can affect family and friends. | 1.SUA.MS.1 Critique the pros and cons of using over-the-counter and prescription medications. | 1.SUA.HS.1 Analyze the effects of long-term use and abuse of over-the-counter and prescription medications. |
| 1.SUA.K.2 Identify alcohol, tobacco, marijuana and other drugs and ways they can be harmful. | 1.SUA.1.2 Identify the effects of alcohol, tobacco, marijuana, and other drugs have on the body. | 1.SUA.2.2 Describe the effects of alcohol, tobacco, marijuana, and other drugs have on the body. | 1.SUA.3.2 Discuss ways alcohol, tobacco, marijuana, and other drugs can harm an individual's physical, mental, and social health. | 1.SUA.4.2 Relate the positive and negative factors that influence a person's physical, social and emotional health when using alcohol, tobacco, marijuana, and other drugs. | 1.SUA.5.2 Investigate how alcohol, tobacco, marijuana, and other drugs can affect the health of an individual, family, and friends. | 1.SUA.MS.2 Assess how alcohol, tobacco, marijuana, and other drugs impact health and disease prevention. | 1.SUA.HS.2 Analyze the effects of long-term use and abuse of alcohol, tobacco, marijuana, and other drugs as they relate to health and disease prevention. |

Safety Practices, Injury Prevention, and CPR/AED Strand

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|---|---|---|--|---|--|---|--|
| 1.SIC.K.1 List emergency contacts and safety rules for preventing injury at home, school, and community. | 1.SIC.1.1 Memorize emergency contacts and safety rules for preventing injury at home, school, and community. | 1.SIC.2.1 Recognize the importance of knowing your emergency contacts and when it is appropriate to use them in order to prevent injury. | 1.SIC.3.1 Identify ways to prevent injuries at home, at school, and in the community. | 1.SIC.4.1 Categorize safe and unsafe situations at home, school, and in the community. | 1.SIC.5.1 Assess the level of danger at home, school, and in the community. | 1.SIC.MS.1 Examine how health risk behaviors influence safety and injury prevention practices. | 1.SIC.HS.1 Critique how health risk behaviors influence safety and injury prevention practices. |
| | | | | | 1.SIC.5.2 List common first aid procedures for a given scenario such as cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED). | 1.SIC.MS.2a Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation (CPR) according to the guidelines of the American Heart Association. 1.SIC.MS.2b Discuss the purpose, operation, and safe use of an automated external defibrillator (AED). | 1.SIC.HS.2a Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation (CPR) according to the guidelines of the American Heart Association. 1.SIC.HS.2b Explain the purpose, operation and safe use of an automated external defibrillator (AED). |

Personal Safety Strand

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|--|---|--|---|---|---|---|---|
| 1.PS.K.1 Define personal space. | 1.PS.1.1 Recognize safe personal space of self and others. | 1.PS.2.1 Describe safe personal space of self and others. | 1.PS.3.1 Explain a person's right to feel comfortable, safe, and respected. | 1.PS.4.1 Describe ways personal space of self and others can be violated. | 1.PS.5.1 Explain the importance of not violating a person's safe personal space. | 1.PS.MS.1 Define personal boundaries and clear limits for self and recognize personal boundaries of others. | 1.PS.HS.1 Develop personal boundaries and clear limits for self and recognize the importance of not violating the personal boundaries of others. |
| 1.PS.K.2 Define abuse. | 1.PS.1.2 List abusive behaviors and actions including various hazards and dangers particular to children and ways to get help. | 1.PS.2.2 Recognize abusive behaviors and actions including various hazards and dangers particular to children and ways to get help. | 1.PS.3.2 Describe abusive behaviors and actions and ways to get help. | 1.PS.4.2 Categorize various forms of abuse and ways to get help. | 1.PS.5.2 Examine patterns of abusive behavior and ways to get help. | 1.PS.MS.2 Investigate the impact of various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences. | 1.PS.HS.2 Analyze the impact related to various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences. |
| 1.PS.K.3 Define safe/trusted adult. | 1.PS.1.3 List examples of unsafe situations that impact children and ways to report to a safe/trusted adult. | 1.PS.2.3 Recognize when to report an unsafe situation to a safe/trusted adult. | 1.PS.3.3 Identify the steps to report an unsafe situation to a safe/trusted adult when you or someone else needs help. | 1.PS.4.3 Describe how to report to a safe/trusted adult when you or someone else needs help. | 1.PS.5.3 Explain the reporting process and include where, when, and to whom to report unsafe situations. | 1.PS.MS.3 Summarize the reporting process and include where, when, and to whom to report unsafe situations. | 1.PS.HS.3 Diagram the reporting process and include where, when, and whom to report unsafe situations. |

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|--|--|--|---|--|--|---|--|
| 1.PS.K.4 List ways to avoid becoming separated from parent, guardian, or caregiver. | 1.PS.1.4 Recall steps to take if separated or lost from a parent, guardian, or caregiver. | 1.PS.2.4 Identify various steps to take if separated or lost from a parent, guardian, or caregiver. | 1.PS.3.4 Explain various steps to take if separated or lost from a parent, guardian, or caregiver. | 1.PS.4.4 Investigate the hazards and dangers of becoming separated or lost from a parent, guardian, or caregiver. | 1.PS.5.4 Summarize the hazards and dangers of becoming separated or lost from a parent, guardian, or caregiver. | | |
| | | | | | | 1.PS.MS.5 Define human trafficking and ways to get help. | 1.PS.HS.5 Discuss laws regarding human trafficking. |
| | | | 1.PS.3.6 Identify the advantages and disadvantages of communicating using technology and social media. | 1.PS.4.6 Categorize the advantages and disadvantages of communicating using technology and social media. | 1.PS.5.6 Explain the advantages and disadvantages of communicating using technology and social media. | 1.PS.MS.6 Compare the advantages and disadvantages of communicating using technology and social media. | 1.PS.HS.6 Evaluate the potentially positive and negative roles of technology and social media in relationships. |

Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility Strand

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|---------|---------|---------|---|--|---|--|---|
| | | | 1.HRS.3.1 Identify the functions of the major body parts using correct anatomical terms. | 1.HRS.4.1 Identify the body parts of the human reproductive systems using correct anatomical terms. | 1.HRS.5.1 Identify the structures and functions of the human reproductive systems using correct anatomical terms. | 1.HRS.MS.1 Explain the structures and functions of the human reproductive systems using correct anatomical terms. | 1.HRS.HS.1 Analyze the role hormones play within the structures and functions of the human reproductive systems. |
| | | | | | 1.HRS.5.2a Explain the physical, social and emotional changes that occur during puberty and adolescence. ² 1.HRS.5.2b Explain how the timing of puberty and adolescent development varies considerably and can still be healthy. ² | 1.HRS.MS.2 Describe the physical, social, cognitive and emotional changes of adolescence. ² | 1.HRS.HS.2 Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood. ² |
| | | | | 1.HRS.4.3 Explain that all living things reproduce. ² | 1.HRS.5.3 Describe how puberty prepares human bodies for the potential to reproduce. ² | 1.HRS.MS.3 Explain the scientific process of human reproduction. | 1.HRS.HS.3 Analyze the scientific process of human reproduction. |

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|---------|---------|---------|---------|---------|---------|--|--|
| | | | | | | <p>1.HRS.MS.4a Describe the signs and symptoms of a pregnancy. ²</p> <p>1.HRS.MS.4b Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms. ²</p> <p>1.HRS.MS.4c Identify prenatal practices that can contribute to or compromise a healthy pregnancy. ²</p> <p>1.HRS.MS.4d Identify the laws relating to pregnancy, abortion, adoption, and parenting.</p> | <p>1.HRS.HS.4a Explain the impact a pregnancy has on the body.</p> <p>1.HRS.HS.4b Compare and contrast the advantages and disadvantages of various methods of contraception, including abstinence and condoms. ²</p> <p>1.HRS.HS.4c Examine prenatal practices that can contribute to or compromise a healthy pregnancy. ²</p> <p>1.HRS.HS.4d Compare and contrast the laws relating to pregnancy, abortion, adoption, and parenting. ²</p> |

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|---------|---------|---------|---------|---------|---|---|---|
| | | | | | <p>1.HRS.5.5a Identify how HIV/AIDS and related communicable diseases (STDs/STIs) are and are not transmitted. ²</p> <p>1.HRS.5.5b Identify current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs).</p> | <p>1. HRS.MS.5a Classify the related communicable diseases (STDs/STIs), including HIV/AIDS, by signs and symptoms, treatments, and modes of transmission.</p> <p>1.HRS.MS.5b Discuss current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs).</p> | <p>1.HRS.HS.5a Describe signs and symptoms, treatments, and modes of transmission of related communicable diseases (STDs/STIs), including HIV/AIDS.</p> <p>1.HRS.HS.5b Describe current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs).</p> <p>1.HRS.HS.5c Describe the laws related to sexual health care services, including related communicable diseases (STD/STIs) and HIV/AIDS testing and treatment. ²</p> |

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|---------|---------|---------|---------|---------|--|---|--|
| | | | | | | 1.HRS.MS.5d Compare and contrast behaviors, including abstinence, to determine the potential transmission risk of related communicable diseases (STDs/STIs) and HIV/AIDS. ² | 1.HRS.HS.5d Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of related communicable diseases (STDs/STIs), including HIV/AIDS. ² |
| | | | | | 1.HRS.5.6 Describe the characteristics of healthy relationships. ² | 1.HRS.MS.6 Compare and contrast the characteristics of healthy and unhealthy relationships. ² | 1.HRS.HS.6 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships. ² |
| | | | | | | 1.HRS.MS.7a Define sexual consent and explain its implications for sexual decision-making. ² 1.HRS.MS.7b Discuss laws relating to the sexual conduct of minors, including consent, and criminal sexual conduct. | 1.HRS.HS.7a Analyze factors that can affect the ability to give or recognize consent to sexual activity. 1.HRS.HS.7b Analyze laws relating to the sexual conduct of minors, including consent, and criminal sexual conduct. |

Content Standard 2: Analyze Influences

Students will analyze the influences of family, peers, culture, media, technology, and other factors have on health behaviors. ¹

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|---|--|--|---|---|--|--|--|
| 2.AF.K.1 Identify various sources that influence health behaviors. | 2.AF.1.1 Recognize various sources that influence health behaviors. | 2.AF.2.1 Discuss sources of family, peers, culture, media technology and other factors that influence health behaviors. | 2.AF.3.1 Explain healthy and unhealthy ways family, peers, culture, media technology and other factors influence health behaviors. | 2.AF.4.1 Compare how various sources of family, peers, culture, media technology and any other factors influence health behaviors. | 2.AF.5.1 Describe how other factors such as school, community, and extracurricular activities influence health behaviors. | 2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors. | 2.AF.HS.1 Analyze how the perceptions of current social expectations influence healthy and unhealthy behaviors. |

Content Standard 3: Access Information

Students will demonstrate the ability to access reliable health information, products, and services to enhance health. ¹

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|---|---|---|---|--|---|--|---|
| 3.AI.K.1 Identify safe/trusted adults and professionals who can help promote health. | 3.AI.1.1 Identify ways to locate school and community health helpers. ¹ | 3.AI.2.1 Identify safe/trusted adults in the school and community who can assist with accessing reliable health information, products, and services. | 3.AI.3.1 Identify characteristics of reliable health information, products, and services. ¹ | 3.AI.4.1 Locate home, school, and community resources that provide reliable health information, products, and services. | 3.AI.5.1 Compare health information, products, and services that promote health. | 3.AI.MS.1 Analyze the validity of health information, products and services. ¹ | 3.AI.HS.1 Evaluate the validity of health information, products and services. ¹ |

Content Standard 4: Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.¹

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|--|---|---|--|--|--|--|--|
| 4.IC.K.1 Name healthy ways to express needs, wants, and feelings to enhance health and to avoid or reduce health risks. | 4.IC.1.1 Discuss healthy ways to express needs, wants, and feelings to enhance health and to avoid or reduce health risks. | 4.IC.2.1 Demonstrate healthy ways to express needs, wants and feelings to enhance health and to avoid or reduce health risks. ¹ | 4.IC.3.1 Practice appropriate verbal and nonverbal communication to enhance health and to avoid or reduce health risks. | 4.IC.4.1 Interpret verbal and nonverbal communication skills to enhance health and to avoid or reduce health risks. | 4.IC.5.1 Demonstrate effective verbal and non-verbal communication skills to enhance health and to avoid or reduce health risks. ¹ | 4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health. ¹ | 4.IC.HS.1 Utilize skills for communicating effectively with family, peers, and others to enhance health. ¹ |
| 4.IC.K.2 Define refusal skills. | 4.IC.1.2 Identify refusal skills. | 4.IC.2.2 Identify different types of refusal skills to enhance health. | 4.IC.3.2 Determine which refusal skills to use to avoid or reduce health risks. | 4.IC.4.2 Demonstrate refusal skills to avoid or reduce health risks. ¹ | 4.IC.5.2 Practice refusal skills to avoid or reduce health risks. | 4.IC.MS.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks. ¹ | 4.IC.HS.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. ¹ |

Content Standard 5: Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health. ¹

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|---|--|---|---|---|--|--|--|
| 5.DM.K.1 Identify healthy and unhealthy situations. | 5.DM.1.1 Recognize decisions regarding healthy and unhealthy situations. | 5.DM.2.1 Describe decisions regarding healthy and unhealthy situations. | 5.DM.3.1 Identify the steps of the decision making process as related to a health issue. | 5.DM.4.1 Apply the steps of the decision making process to an identified health-related situation to avoid or reduce health risks. | 5.DM.5.1 Choose a healthy option when making a decision. ¹ | 5.DM.MS.1 Predict the potential short-term impact of healthy and unhealthy decisions on self and others. ¹ | 5.DM.HS.1 Compare the potential short-term and long-term impact of healthy and unhealthy decisions on self and others. ¹ |
| 5.DM.K.2 Identify individuals that can aid in healthy decision making. | 5.DM.1.2 Identify situations when a health-related decision is needed. ¹ | 5.DM.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. ¹ | 5.DM.3.2 Determine how health-related decisions have consequences for self and others. | 5.DM.4.2 Predict the potential outcomes of health-related decisions for self and others. ¹ | 5.DM.5.2 Describe the outcomes of a health-related decision. ¹ | 5.DM.MS.2 Analyze the outcomes of a health-related decision. ¹ | 5.DM.HS.2 Evaluate the effectiveness of health-related decisions. ¹ |
| | | | | | | 5.DM.MS.3 Choose healthy alternatives over unhealthy alternatives when making a decision. ¹ | 5.DM.HS.3 Defend the healthy choice when making a decision. ¹ |

Content Standard 6: Goal Setting

Students will demonstrate the ability to use goal-setting skills to enhance health. ¹

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|--------------------------|--|---|--|---|---|---|---|
| 6.GS.K.1 Define goal. | 6.GS.1.1 Identify a short-term health goal. | 6.GS.2.1 Identify a short-term health goal and take action toward achieving the goal. ¹ | 6.GS.3.1 Differentiate between short- and long-term health goals. | 6.GS.4.1 Formulate short- and long-term health goals. | 6.GS.5.1 Set a health goal and track progress toward its achievement. ¹ | 6.GS.MS.1 Apply strategies and skills needed to attain a health goal. ¹ | 6.GS.HS.1 Implement strategies and monitor progress in achieving a health goal. ¹ |
| | | 6.GS.2.2 Identify who can help when assistance is needed to achieve a health goal. ¹ | 6.GS.3.2 Describe how a person can help when assistance is needed to achieve a health goal. | 6.GS.4.2 Identify resources to assist in achieving a health goal. ¹ | 6.GS.5.2 Describe how resources can assist in achieving a health goal. | 6.GS.MS.2 Describe how health goals can vary with changing abilities, priorities, and responsibilities. ¹ | 6.GS.HS.2 Formulate an effective long-term health plan. ¹ |

Content Standard 7: Self-Management

Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. ¹

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|---|--|---|--|--|---|--|---|
| 7.SM.K.1 Identify personal health behaviors. ¹ | 7.SM.1.1 Classify behaviors as healthy or unhealthy. | 7.SM.2.1 Describe a variety of healthy practices and behaviors to maintain or improve personal health. | 7.SM.3.1 Demonstrate healthy practices and behaviors to maintain or improve personal health. ¹ | 7.SM.4.1 Develop a variety of healthy practices and behaviors to maintain or improve personal health. | 7.SM.5.1 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. ¹ | 7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. ¹ | 7.SM.HS.1 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. ¹ |
| 7.SM.K.2 Identify behaviors to avoid or reduce health risks. | 7.SM.1.2 Explain behaviors to avoid or reduce health risks. | 7.SM.2.2 Demonstrate behaviors that avoid or reduce health risks. ¹ | 7.SM.3.2 Describe a variety of behaviors to avoid or reduce health risks. | 7.SM.4.2 Develop a variety of behaviors to avoid or reduce health risks. | 7.SM.5.2 Demonstrate a variety of behaviors that avoid or reduce health risks. ¹ | 7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self and others. ¹ | 7.SM.HS.2 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. ¹ |
| | | | | | | 7.SM.MS.3 Explain the importance of assuming responsibility for personal health behaviors. ¹ | 7.SM.HS.3 Analyze the role of individual responsibility in enhancing health. ¹ |

Content Standard 8: Advocacy

Students will demonstrate the ability to support/promote personal, family, and community health. ¹

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Middle School | High School |
|---|---|---|--|--|--|--|--|
| 8.AV.K.1 List ways to encourage peers to make positive health choices. | 8.AV.1.1 Identify ways to encourage peers to make positive health choices. | 8.AV.2.1 Encourage peers to make positive health choices. ¹ | 8.AV.3.1 Demonstrate advocacy for self to make positive health choices. | 8.AV.4.1 Demonstrate advocacy for family members to make positive health choices. | 8.AV.5.1 Demonstrate advocacy within the community to make positive health choices. | 8.AV.MS.1 Demonstrate how to influence and support others to make positive health choices. ¹ | 8.AV.HS.1 Demonstrate advocacy for improving personal, family, and community health. ¹ |

Appendix A

NRS 389.018 Section 4: Instruction in health and physical education provided pursuant to subsection 3 must include, without limitation, instruction concerning the importance of annual physical examinations by a provider of health care and the appropriate response to unusual aches and pains.

- The following standards were developed to comply with NRS 389.018:
 - 1.NP.MS.3 and 1.NP.HS.3

NRS 389.021 Establishment of courses of study; provisions governing cardiopulmonary resuscitation and automated external defibrillator for health course in middle school, junior high school and high school. *Includes instruction in organ and tissue donation and suicide prevention.

- The following standards were developed to comply with NRS 389.021:
 - 1.PCE.MS.6a, 1.PCE.MS.6b, 1.PCE.MS.6c, 1.PCE.HS.6a, 1.PCE.HS.6b, 1.PCE.HS.6c, 1.ME.MS.2, 1.ME.HS.2, 1.SIC.MS.2a, 1.SIC.MS.2b, 1.SIC.HS.2a, and 1.SIC.HS.2b

NRS 389.031 Development of standards for teaching personal safety of children.

- The following standards were developed to comply with NRS 389.031:
 - 1.PS.K.1, 1.PS.1.1, 1.PS.2.1, 1.PS.3.1, 1.PS.4.1, 1.PS.5.1, 1.PS.MS.1, 1.PS.HS.1, 1.PS.K.2, 1.PS.1.2, 1.PS.2.2, 1.PS.3.2, 1.PS.4.2, 1.PS.5.2, 1.PS.MS.2, 1.PS.HS.2, 1.PS.K.3, 1.PS.1.3, 1.PS.2.3, 1.PS.3.3, 1.PS.4.3, 1.PS.5.3, 1.PS.MS.3, 1.PS.HS.3, 1.PS.K.4, 1.PS.1.4, 1.PS.2.4, 1.PS.3.4, 1.PS.4.4, 1.PS.5.4, 1.PS.MS.5, 1.PS.HS.5, 1.PS.3.6, 1.PS.4.6, 1.PS.5.6, 1.PS.MS.6, and 1.PS.HS.6

NRS 389.036 Establishment of course or unit of course of instruction concerning acquired immune deficiency syndrome, human reproductive system, related communicable diseases and sexual responsibility; appointment of advisory committee; notice to parent or guardian; consent of parent or guardian required; materials to be made available to parents or guardians of pupils.

- The following standards were developed in alignment to NRS 389.036:
 - 1.HRS.3.1, 1.HRS.4.1, 1.HRS.5.1, 1.HRS.MS.1, 1.HRS.HS.1, 1.HRS.5.2a, 1.HRS.5.2b, 1.HRS.MS.2, 1.HRS.HS.2, 1.HRS.4.3, 1.HRS.5.3, 1.HRS.MS.3, 1.HRS.HS.3, 1.HRS.MS.4a, 1.HRS.MS.4b, 1.HRS.MS.4c, 1.HRS.MS.4d, 1.HRS.HS.4a, 1.HRS.HS.4b, 1.HRS.HS.4c, 1.HRS.HS.4d, 1.HRS.5.5a, 1.HRS.5.5b, 1.HRS.MS.5a, 1.HRS.MS.5b, 1.HRS.MS.5d, 1.HRS.HS.5a, 1.HRS.HS.5b, 1.HRS.HS.5c, 1.HRS.HS.5d, 1.HRS.5.6, 1.HRS.MS.6, 1.HRS.HS.6, 1.HRS.MS.7a, 1.HRS.MS.7b, 1.HRS.HS.7a, and 1.HRS.HS.7b.

NRS 389.520 Section 4: Standards established for such courses to include mental health and the relationship between mental health and physical health.

- The following standards were developed to comply with NRS 389.520:
 - 1.ME.1.1, 1.ME.2.1, 1.ME.4.1, 1.ME.5.1, 1.ME.MS.1, 1.ME.HS.1, 1.NP.4.2, 1.NP.5.2, 1.NP.MS.2, and 1.NP.HS.2

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