

**ADOPTED REGULATION OF THE  
STATE BOARD OF EDUCATION**

**LCB File No. R032-00**

Effective July 1, 2000

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

AUTHORITY: §§1-8, NRS 385.080 and 389.520.

**Section 1.** Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 6, inclusive, of this regulation.

**Sec. 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 schools. Instruction in the second grade in health must be designed so that pupils meet the following performance standards by the completion of the second grade:*

*1. Comprehend concepts related to the promotion of health and the prevention of disease, as demonstrated by the ability of the pupil to:*

- (a) Explain why unknown or poisonous substances can be dangerous;*
- (b) Explain the need for obeying safety rules;*
- (c) Memorize the local emergency number and know how to obtain help in an emergency;*
- (d) Give examples of physical touching which are appropriate as compared to examples of physical touching which are not appropriate;*
- (e) Explain why he should eat more than one time per day; and*
- (f) State the job titles, locations and job descriptions of school health and safety personnel.*

*2. Demonstrate the ability to access valid health information and health-promoting*

*products and services, as demonstrated by the ability of the pupil to identify positive and negative results of behaviors relating to posture, cleanliness, and dental, skin, ear and eye care.*

*3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks, as demonstrated by the ability of the pupil to:*

- (a) Explain how to say “no” to a friend;*
- (b) Explain the differences between illness and wellness;*
- (c) Describe how he is feeling when he is upset; and*
- (d) List the actions that a bully would take.*

*4. Analyze the influence of culture, media, technology and other factors on health, as demonstrated by the ability of the pupil to:*

- (a) Identify factors that cause a person to purchase a specific food; and*
- (b) Name a food that is advertised on television.*

*5. Demonstrate the ability to use interpersonal communication skills to enhance health, as demonstrated by the ability of the pupil to identify his wants, needs and feelings, and healthy ways through which those wants, needs and feelings can be expressed.*

*6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health, as evidenced by the ability to define the word “decision.”*

*7. Demonstrate the ability to advocate for personal, family and community health, as demonstrated by the ability of the pupil to:*

- (a) Demonstrate proper techniques for washing hands; and*
- (b) List two reasons why the pupil should have healthy personal hygiene.*

**Sec. 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 schools. Instruction in the third grade in health must be designed so that pupils meet the following performance standards by the completion of the third grade:*

*1. Comprehend concepts related to the promotion of health and the prevention of disease, as demonstrated by the ability of the pupil to:*

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

*2. Access valid health information and health-promoting products and services, as demonstrated by the ability of the pupil to find information regarding the need to balance exercise, nutrition, relaxation and sleep.*

*3. Practice health-enhancing behaviors and reduce health risks, as demonstrated by the ability of the pupil to:*

- (a) Explain the individual needs of persons to balance exercise, nutrition, relaxation and*

*sleep;*

*(b) Give at least one reason why he needs to eat a variety of foods from each of the five food groups;*

*(c) Identify safety hazards in the home;*

*(d) List the appropriate steps to provide first aid in the care of wounds, including, without limitation, how to stop bleeding and how to cleanse and bandage a wound;*

*(e) Practice ways to refuse drugs, alcohol and tobacco; and*

*(f) Describe a dangerous situation and possible safer solutions or alternatives to the situation.*

*4. Analyze the influence of culture, media, technology and other factors on health, as demonstrated by the ability of the pupil to:*

*(a) Identify foods which are common to a particular culture and place those foods in the correct food group; and*

*(b) Name two active forms of recreation practiced in another country.*

*5. Use interpersonal communication skills to enhance health, as demonstrated by the ability of the pupil to:*

*(a) Communicate care, consideration and respect for himself and others;*

*(b) Identify skills for attentive listening that build and maintain healthy relationships; and*

*(c) Identify the physical expressions of emotions associated with anger and conflict.*

*6. Use goal-setting and decision-making skills to enhance health, as demonstrated by the ability of the pupil to:*

*(a) Identify and demonstrate the steps in a decision-making process relating to a specific health issue;*

- (b) Describe the ways a person can help keep a healthy home and school environment;*
  - (c) Identify how each person has a unique rate of growth and development that is influenced by the health habits and heredity of that person;*
  - (d) Explain how to obtain help in an emergency; and*
  - (e) Identify abusive behavior exhibited by other children and adults and provide the names of the persons whom the pupil should tell if he sees abusive behavior being exhibited.*
- 7. Advocate for personal, family and community health, as demonstrated by the ability of the pupil to follow instructions from a teacher related to the sharing of classroom projects with other pupils.*

**Sec. 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 schools. Instruction in the fifth grade in health must be designed so that pupils meet the following performance standards by the completion of the fifth grade:*

- 1. Comprehend concepts related to the promotion of health and the prevention of disease, as demonstrated by the ability of the pupil to:*
- (a) Identify sources of help for persons seeking protection from neglect, physical abuse, emotional abuse or sexual abuse;*
  - (b) List safety procedures that help to prevent accidents;*
  - (c) Develop and practice daily and 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 persons use suicide, drugs, alcohol or tobacco as strategies for coping;*

*(f) Explain positive strategies for coping with and resolving internal conflicts which would allow the pupil to avoid getting involved in violent situations;*

*(g) Identify alternative activities and behaviors that could be used for coping other than suicide or using alcohol, tobacco and other drugs;*

*(h) Describe how the pupil can use a food label, which includes facts about the food, to make choices concerning the food;*

*(i) Identify precautions that can be taken to avoid predators and the steps which a person should take if he encounters a predator; and*

*(j) Identify at least one major nutrient provided by each of the five food groups and a function served by each such nutrient.*

*2. Access valid health information and health-promoting products and services, as demonstrated by the ability of the pupil to list local preventative health care organizations and the locations of and services offered by those organizations.*

*3. Practice health-enhancing behaviors and reduce health risks, as demonstrated by the ability of the pupil to:*

*(a) Explain the relationship between accidents and the consumption of alcohol or other drugs;*

*(b) Practice ways to refuse drugs, alcohol and tobacco;*

*(c) Develop safety rules for home, school, work and play;*

*(d) Demonstrate basic procedures in first aid;*

*(e) Identify positive and negative effects of stress;*

*(f) Define “depression” and “suicide”;*

*(g) Explain school rules, and the consequences of breaking those rules, related to*

*harassment, fighting and intimidation; and*

*(h) Role-play a variety of methods for handling anger.*

*4. Analyze the influence of culture, media, technology and other factors on health, as demonstrated by the ability of the pupil to:*

*(a) Examine an advertisement for a food or health-related product and identify the stated and implied messages being made by the advertisement;*

*(b) Provide three statements relating to health that are made by other persons and examine those statements for accuracy; and*

*(c) Prepare a report on a disease which includes a discussion on how technology affects a course of treatment for that disease.*

*5. Use interpersonal communication skills to enhance health, as demonstrated by the ability of the pupil to:*

*(a) Use skills for attentive listening that build and maintain healthy relationships; and*

*(b) Give examples of verbal and nonverbal communications.*

*6. Use goal-setting and decision-making skills to enhance health, as demonstrated by the ability of the pupil to:*

*(a) Explain strategies for coping with and resolving internal conflicts which would allow the pupil to avoid the use of drugs, alcohol and tobacco;*

*(b) Identify three health behaviors that can be managed by the pupil;*

*(c) Identify positive alternatives to substance abuse;*

*(d) Explain how the pupil would obtain help for a friend or member of his family who is talking about suicide; and*

*(e) Explain the benefits of the problem-solving process in making health-related decisions.*

*7. Advocate for personal, family and community health, as demonstrated by the ability of the pupil to:*

- (a) Identify safety rules for pedestrians;*
- (b) Cite universal precaution policies relating to blood-borne pathogens; and*
- (c) Practice appropriate methods of communicating with other persons.*

*Sec. 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 schools. Instruction in the eighth grade in health must be designed so that pupils meet the following performance standards by the completion of the eighth grade:*

*1. Comprehend concepts related to the promotion of health and the prevention of disease, as demonstrated by the ability of the pupil to:*

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

*2. Access valid health information and health-promoting products and services, as*



*demonstrated by the ability of the pupil to:*

*(a) Debate how personal responsibility impacts health care, including, without limitation, a discussion on choices of health care providers and insurance coverage; and*

*(b) List the qualities of a scientifically valid publication.*

*3. Practice health-enhancing behaviors and reduce health risks, as demonstrated by the ability of the pupil to:*

*(a) Name two short-term consequences of illegally using alcohol, tobacco or drugs;*

*(b) Role-play two ways of saying “no” to the use of alcohol or drugs;*

*(c) Analyze the food labels, which include facts about the food, of at least three food items and, based on that analysis, compare the nutrient content in those items;*

*(d) Apply knowledge of personal hygiene and recognize that first impressions of a person are often based on the appearance of that person;*

*(e) Use interpersonal communication skills to clarify and resolve conflicts, including, without limitation, peer mediation;*

*(f) Perform advanced procedures in first aid, including, without limitation, cardiopulmonary resuscitation and procedures for treating bleeding, shock and poisoning;*

*(g) Explain rules prohibiting the possession of a weapon in school and the consequences for violating those rules; and*

*(h) Access school personnel when confronted with a safety or security concern.*

*4. Analyze the influence of culture, media, technology and other factors on health, as demonstrated by the ability of the pupil to:*

*(a) Examine and discuss various influences on consumer health and social marketing;*

*(b) Understand how specific technological advances have aided in the treatment and*

*prevention of diseases; and*

*(c) Examine the system for providing health care in the United States and how that system has changed during the 20th century.*

*5. Use interpersonal communication skills to enhance health, as demonstrated by the ability of the pupil 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. Use goal-setting and decision-making skills to enhance health, as demonstrated by the ability of the pupil to:*

*(a) Evaluate his current eating habits and create a plan for eating that is consistent with the recommendations found on the food guide pyramid recommended by the United States Department of Agriculture;*

*(b) Develop a plan that combines regular physical activity with personal health habits;*

*(c) Identify sources of intervention and help for a person who has a substance abuse problem; and*

*(d) Demonstrate the ability to cope with peer pressure using the decision-making process.*

*7. Advocate for personal, family and community health, as demonstrated by the ability of the pupil to:*

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

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

**Sec. 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 the 12th grade in health must be designed so that pupils meet the following performance standards by the completion of the 12th grade:*

*1. Comprehend concepts related to the promotion of health and the prevention of disease, as demonstrated by the ability of the pupil to:*

- (a) Identify patterns of behavior that may precede violent acts and ways to intervene;*
- (b) Analyze effective communication skills in a variety of situations;*
- (c) Describe how the use of alcohol, tobacco and other drugs would cause problems in his activities and relationships in the present and in the future, and suggest drug-free alternatives to the use of alcohol, tobacco and other drugs;*
- (d) Explain individual responsibility for the prevention of violence;*
- (e) Describe the causes of common infectious and noninfectious diseases, and methods of preventing and controlling the spread of those diseases;*
- (f) Analyze the relationship between nutrients, food selection, energy intake and emotional and physical health;*
- (g) Examine the relationship between food fads, cultural norms, dieting behavior and health;*
- (h) Use the basic food groups to develop meal plans which demonstrate variety, balance and moderation;*
- (i) Evaluate the reliability of health information;*
- (j) Analyze the misrepresentation of information concerning health in advertising;*
- (k) Judge and evaluate various emergency care situations and apply the appropriate first-aid assistance;*

*(l) Explain the steps which the pupil would take to obtain assistance for a friend or a member of his family who shows the warning signs of suicide; and*

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

*2. Access valid health information and health-promoting products and services, as demonstrated by the ability of the pupil to investigate items of health information for scientific and statistical validity.*

*3. Practice health-enhancing behaviors and reduce health risks, as demonstrated by the ability of the pupil to:*

*(a) Identify two personal risk behaviors that can lead to suicide, or to the use of alcohol or drugs;*

*(b) Analyze the effectiveness of various techniques of stress management; and*

*(c) Develop an independent life-long health maintenance plan.*

*4. Analyze the influence of culture, media, technology and other factors on health, as demonstrated by the ability of the pupil to:*

*(a) Analyze diseases which are specific to a particular culture and how those diseases challenge and threaten health; and*

*(b) Identify chronic diseases and evaluate the impact of technological advances in the treatment, prevention and possible cure of those diseases.*

*5. Use interpersonal communication skills to enhance health, as demonstrated by the ability of the pupil to:*

*(a) Role-play passive, assertive and aggressive communication;*

*(b) Compare and contrast passive, assertive and aggressive methods of communication in terms of intent, style and gender; and*

*(c) Role-play techniques for refusing peers that demonstrate the ability to maintain control and keep friends under emotional circumstances.*

*6. Use goal-setting and decision-making skills to enhance health, as demonstrated by the ability of the pupil to:*

*(a) Identify personal behaviors that increase the risk of disease and develop a plan to minimize those behaviors;*

*(b) Identify the continuum of adolescent use and abuse of, and dependency on, drugs, alcohol and tobacco, including, without limitation, identifying the early warning signs of substance abuse or behaviors that signal potential chemical dependency in himself or other persons;*

*(c) Describe how the use of drugs would cause problems in the present and in the future, and suggest alternative activities and behaviors which do not include the use of drugs;*

*(d) Explain the importance of preventive and remedial actions as those actions relate to health care; and*

*(e) Identify situations when community resources should be used for purposes relating to health care.*

*7. Advocate for personal, family and community health, as demonstrated by the ability of the pupil to:*

*(a) Describe procedures for intervention that may be followed in seeking assistance for himself or for other persons if the pupil suspects that he or the other person has a problem with substance abuse or chemical dependency;*

*(b) Identify the various ways that a person can recover from a chemical dependency, including, without limitation, a 12-step model originated through a program known as*

*Alcoholics Anonymous;*

*(c) Describe the dynamics of living in a family in which a member of the family has a chemical dependency, and list important strategies for successfully living in such a family;*

*(d) Identify personal feelings and attitudes concerning drug-related issues and demonstrate the ability to use a variety of techniques for refusing peers to stay in control and out of trouble when the individual value system of the pupil is threatened;*

*(e) Identify available health organizations and services;*

*(f) Investigate ways to pay for the cost of health care; and*

*(g) Prepare a report on a specific health issue which includes a description of how law and policies impact that health issue.*

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

**Sec. 8.** This regulation becomes effective on July 1, 2000.

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**TEXT OF REPEALED SECTIONS**

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**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.

**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.

**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.

**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.

**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.

**NEVADA DEPARTMENT OF EDUCATION**  
**NEVADA STATE BOARD OF EDUCATION**  
**NEVADA STATE BOARD FOR OCCUPATIONAL EDUCATION**

**LEGISLATIVE REVIEW OF ADOPTED REGULATIONS AS REQUIRED**

**BY ADMINISTRATIVE PROCEDURES ACT, NRS 233B.066**

**NAC 389, Content/Performance Standards for**  
**Health (LCB File R032-00), Physical Education (LCB File R033-00)**  
**and Computer and Technology Education (LCB File R038-00)**

**INFORMATIONAL STATEMENT (as amended 6/9/00)**

The following statement is submitted for adopted amendments to Nevada Administrative Code 389:

**1. A description of how public comment was solicited, a summary of public response, and explanation how other interested persons may obtain a copy of the summary.**

The Workshop to Solicit Comments on Proposed Regulations was held March 8, 2000, by the Council to Establish Academic Standards for Public Schools.

The Notice of Intent to Act Upon a Regulation for public hearing and permanent adoption of the proposed revisions to NAC 389, content/performance standards for Health, Physical Education, and Computer and Technology Education, was sent to approximately one-hundred fifty individuals and educational organizations. One public hearing was conducted by the Nevada State Board of Education on March 18, 2000, to provide the opportunity for comments by affected parties and the public. There were comments from the public. The Board adopted draft language on March 18<sup>th</sup>. On June 9, 2000, the Board formally adopted regulatory language of LCB Files R032-00, R033-00 and R038-00.

**2. The Number of Persons Who:**

**a) Attended Each Hearing:** First Hearing 3/18: 11 Regular meeting 6/9: 20

**b) Testified at Each Hearing;** First Hearing 3/18: 1 Regular meeting 6/9 : 0

**and,**

c) **Submitted Written Statements:** First Hearing 3/18: 0 Regular meeting 6/9: 0

No written comments were submitted.

- 3. A description of how comment was solicited from affected businesses, a summary of the response and an explanation how other interested parties may obtain a copy of the summary.**

Comment was solicited through the public hearing notice of February 16, 2000.

At the March 18, 2000, public hearing, Sandy Harris urged the adoption of the standards as developed by the Council.

A copy of the summary and/or minutes of the public hearing may be obtained by calling LaDonna Byrd, Board Secretary, at the Department of Education (775) 687-9225, or by writing to the Department of Education at 700 East Fifth Street, Carson City, Nevada 89701-5096.

- 4. If the regulation was adopted with or without change to any part of the proposed regulation, a summary of the reasons for adopting.**

The permanent draft regulation language was adopted by the Nevada State Board of Education at the public hearing held March 18, 2000, with revision to the proposed language for fifth grade standards in health, Section 4, subsection 1 (e) and (g), to insert "suicide" as recommended by the Council. The revisions will have an effective date of July 1, 2000.

The Board formally adopted Legislative Counsel Bureau language as identified in LCB File R032-00, R033-00 and R038-00 at the regular meeting held June 9, 2000.

- 5. The estimated economic effect of the adopted regulation on the business which it is to regulate and on the public. These must be stated separately, and each case must include:**

There is no economic effect on the business which is regulated. There is no estimated economic effect on the public, either adversely or beneficially, nor immediate or long term.

- 6. The estimated cost to the agency for enforcement of the adopted regulation.**

There is no additional cost to the agency for enforcement of this regulation.

- 7. A description of any regulations of other state or government agencies which the proposed regulation overlaps or duplicates and a statement explaining why the**

**duplication or overlapping is necessary. If the regulation overlaps or duplicates a federal regulation, the name of the regulating federal agency.**

No other state or government agency regulations will be overlapped or duplicated by the above noted regulations. There is no duplication or overlap of federal regulations.

- 8. If the regulation includes provisions which are more stringent than a federal regulation which regulates the same activity, a summary of such provisions.**

There are none.

- 9. If the regulation provides a new fee or increases an existing fee, the total annual amount the agency expects to collect and the manner in which the money will be used.**

This regulation does not provide or involve a new fee.

3/23/00

Resubmitted to LCB 6/12/00 (as amended 6/9/00)

## **NOTICE OF ADOPTION**

June 12, 2000

### **MEMORANDUM**

**TO:** Brenda Erdoes, Legal Division, Legislative Counsel Bureau

**FROM:** LaDonna Byrd, Assistant to the Nevada State Board of Education/Nevada State Board for Occupational Education

**SUBJECT:** Adoption of Regulation Revisions

Pursuant to Senate Bill 466, passed by the 1999 Nevada State Legislature, the Council to Establish Academic Standards for Public Schools developed content and performance standards for health, physical education and computer and technology education. The Council held a Workshop to Solicit Comments on Proposed Regulations on March 8, 2000. The Nevada State Board of Education held a public hearing on March 18, 2000, for the adoption of proposed revisions to NAC 389, Content/Performance Standard for the Health, Physical Education and Computer and Technology Education and move to adopt the revisions as submitted by the Council. On June 9, 2000, the State Board formally adopted the regulatory language of LCB Files R032-00, R033-00 and R038-00. Please accept the following for filing with the Secretary of State:

<u>Affected Regulation</u>	<u>LCB File #</u>	<u>Adoption Date</u>
NAC 389, Content/Performance Standards for the Health Education	R032-00	June 9, 2000
Physical Education, and	R033-00	
Computer and Technology Education	R038-00	

The language for the above regulations will have an effective date of July 1, 2000.  
An Informational Statement (as amended 6/9/00) is also enclosed.

Thank you for your assistance.

lb

Enclosure