

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

LCB File No. R033-00

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 physical education offered in public schools. Instruction in the second grade in physical education must be designed so that pupils meet the following performance standards by the completion of the second grade:*

1. Apply concepts relating to movement to the knowledge and development of motor skills, as demonstrated by the ability of the pupil to:

(a) Understand the vocabulary of simple patterns of movement;

(b) Identify the basic elements of forms of movement, including, without limitation, opposition;

(c) Identify and respond to cues that enhance skill performance, including, without limitation, to look, reach and give when catching an object; and

(d) Identify the physiological signs of moderate physical activity, including, without limitation, a fast heart rate and heavy breathing.

2. Demonstrate competency in many forms of movement and proficiency in a few forms

of movement, as demonstrated by the ability of the pupil to:

- (a) Combine in a sequence two or more locomotor or nonlocomotor skills;*
- (b) Perform a variety of basic manipulative skills in isolation; and*
- (c) Demonstrate a combination of two simple movements relating to weight transfer and balance.*

3. Understand dance through the use of skills, techniques and choreography, and as a form of communication, as demonstrated by the ability of the pupil to:

- (a) Create shapes at high, medium and low levels in a sequence of movement;*
- (b) Use locomotor movements in varying directions and pathways;*
- (c) Apply qualities of movement;*
- (d) Create, with or without a prop, a sequence of movement that has a beginning, a middle and an end;*
- (e) Demonstrate a quality of relationship between forms of movement, including, without limitation, imitation through echoing or mirroring, “close/near” or “over/under” movements and contrasting movements;*
- (f) Discuss and demonstrate how dance is used to communicate to other persons;*
- (g) Perform, with or without a prop and with few errors, various locomotor and nonlocomotor movements to a steady beat; and*
- (h) Perform simple folk dances or social dances, or both.*

4. Achieve and maintain a health-enhancing level of individual fitness for an active lifestyle, as demonstrated by the ability of the pupil to:

- (a) Identify health-related components of fitness, including, aerobic endurance, muscular strength, muscular endurance and flexibility;*

- (b) Identify those health-related components which are addressed in selected exercises;*
- (c) Engage in moderate, daily, structured physical activity; and*
- (d) Perform various structured exercises in a safe manner.*

5. Practice personal responsibility, positive social interaction and respect for diversity in settings in which physical activities occur, as demonstrated by the ability of the pupil to:

- (a) Apply class rules, procedures and safe practices, with reinforcement from a teacher;*
- (b) Engage in physical activity involving cooperation and sharing;*
- (c) Show respect for other pupils during activities, regardless of personal differences; and*
- (d) Participate in multicultural activities.*

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 physical education offered in public schools. Instruction in the third grade in physical education must be designed so that pupils meet the following performance standards by the completion of the third grade:*

1. Understand and apply concepts relating to movement to the knowledge and development of motor skills, as demonstrated by the ability of the pupil to:

(a) Use a vocabulary relating to movement for manipulative, locomotor and nonlocomotor movement activities correctly;

(b) Apply the basic elements of a form of movement in a dynamic environment;

(c) Identify simple cues in the performance of his peers; and

(d) Monitor physiological changes which occur during moderate physical activity.

2. Demonstrate competency in many forms of movement and proficiency in a few forms of movement, as demonstrated by the ability of the pupil to:

(a) Maintain a mature form in all locomotor and nonlocomotor movements with a partner;

(b) Perform a variety of manipulative skills in a dynamic environment; and

(c) Sequence combinations of more complex movements relating to weight transfer and balance.

3. Understand dance through the use of skills, techniques and choreography, and as a form of communication, as demonstrated by the ability of the pupil to:

(a) Create, with a partner and with few errors, shapes at high, medium and low levels in a sequence of movement;

(b) Perform, with a partner, locomotor movements in varying directions and pathways;

(c) Demonstrate the qualities of movement with a partner;

(d) Create, with a partner and with or without a prop, a sequence of movement with a beginning, a middle and an end;

(e) Use appropriate skills with a partner;

(f) Express emotion through movement;

(g) Observe and discuss how dance differs from and is the same as sports and everyday activities;

(h) Perform, with a partner and with or without a prop, various movements to a steady beat;

(i) Move to a steady beat at various tempos; and

(j) Perform folk dances or social dances, or both, from various cultures.

4. Achieve and maintain a health-enhancing level of individual fitness for an active lifestyle, as demonstrated by the ability of the pupil to:

(a) Describe the implications of the results of health-related assessments of fitness;

(b) Sustain moderate physical activity that will promote the development of the health-

related components of fitness;

(c) Engage in activities that promote the development of the health-related components of fitness; and

(d) Identify proper techniques for warming up, conditioning and cooling down, and state the reasons for using those techniques.

5. Practice personal responsibility, positive social interaction and respect for diversity in settings in which physical activities occur, as demonstrated by the ability of the pupil to:

(a) Apply class rules, procedures, safety practices and etiquette with limited reinforcement from a teacher;

(b) Identify acceptable responses to challenges, successes and failures in physical activity;

(c) Understand the purpose for modifying activities with regard to diversity in physical activity; and

(d) Understand the connection between a dance, game or sport and the culture in which the dance, game or sport originates.

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 physical education offered in public schools.*

Instruction in the fifth grade in physical education must be designed so that pupils meet the following performance standards by the completion of the fifth grade:

1. Understand and apply concepts relating to movement to the knowledge and development of motor skills, as demonstrated by the ability of the pupil to:

(a) Use vocabulary correctly to differentiate between more complex gamelike strategies, including, without limitation, strategies for offense and for defense;

(b) Identify the intermediate elements of forms of movement;

(c) Apply simple strategies to gamelike situations;

(d) Identify the characteristics of a skilled performance in a few forms of movement; and

(e) Explain the physiological factors affecting individual differences in levels of physical fitness.

2. Demonstrate competency in many forms of movement and proficiency in a few forms of movement, as demonstrated by the ability of the pupil to:

(a) Use locomotor and nonlocomotor movements in physical activities;

(b) Execute a combination of manipulative skills in a new dynamic environment; and

(c) Create and perform a sequence of movement, alone or within a group, that combines movements relating to weight transfer and balance.

3. Understand dance through the use of skills, techniques and choreography, and as a form of communication, as demonstrated by the ability of the pupil to:

(a) Create, within a group, sequences of movement which clearly demonstrate the use of shapes, levels and pathways;

(b) Perform a range of qualities of movement clearly;

(c) Observe and identify actions and elements of movement within brief sequences of movement;

(d) Create and perform, with or without rhythmic accompaniment, a brief sequence of movement which has an identifiable beginning, middle and end;

(e) Apply one partner skill while creating a sequence of movement with another person;

(f) Create a brief movement phrase, accurately repeat the phrase and then vary the phrase by making changes in time, space or qualities of movements, or any combination thereof;

(g) Recognize the elements of movement found in dance, sport and everyday activities;

(h) Create a sequence of movement to express an idea or a concept;
(i) Discuss interpretations and reactions to a sequence of movement;
(j) Create and perform, within a group and with or without a prop, various movements to a steady beat;

(k) Move to a musical beat and respond to changes in tempo; and
(l) Perform more technically complex folk dances or social dances, or both, from various cultures, and identify the cultural and historical context of the folk or social dance.

4. Achieve and maintain a health-enhancing level of individual fitness for an active lifestyle, as demonstrated by the ability of the pupil to:

- (a) Create personal goals related to an assessment of his physical fitness;*
- (b) Maintain a continuous aerobic activity for a specified time;*
- (c) Engage in physical activity at a target heart rate for a specified time;*
- (d) Identify the health-related components of fitness in various activities; and*
- (e) Use proper techniques for warming up, conditioning and cooling down.*

5. Practice personal responsibility, positive social interaction and respect for diversity in settings in which physical activities occur, as demonstrated by the ability of the pupil to:

- (a) Make correct decisions in applying rules and procedures and using proper etiquette;*
- (b) Respond in a positive manner to challenges, successes and failures in physical activity;*
- (c) Manage conflict positively, regardless of differences with other persons, with reinforcement from a teacher;*
- (d) Demonstrate teamwork and positive sportsmanship while interacting with other persons, regardless of differences; and*
- (e) Identify similarities of and differences between games, sports and dances from different*

cultures.

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 physical education offered in public schools.*

Instruction in the eighth grade in physical education must be designed so that pupils meet the following performance standards by the completion of the eighth grade:

1. Pupils must understand and be able to apply concepts relating to movement to the learning and development of motor skills, as demonstrated by the ability of the pupil to:

- (a) Describe, using the appropriate vocabulary, strategies relating to movement and games;*
- (b) Describe and apply the advanced elements of forms of movement and game strategies;*
- (c) Evaluate forms of movement for the improvement of skills; and*
- (d) Recognize the physical benefits of exercise during and after physical activity.*

2. Demonstrate competency in many forms of movement and proficiency in a few forms of movement, as demonstrated by the ability of the pupil to:

- (a) Refine locomotor and nonlocomotor movements in a sports setting;*
- (b) Refine previously learned manipulative skills;*
- (c) Demonstrate the basic elements of more advanced manipulative skills; and*
- (d) Explain how scientific principles apply to movements relating to weight transfer and*

balance.

3. Understand dance through the use of skills, techniques and choreography, and as a form of communication, as demonstrated by the ability of the pupil to:

- (a) Identify and demonstrate basic dance steps, positions and patterns from two different theatrical styles or traditional styles, or both theatrical and traditional styles;*
- (b) Observe and describe the actions and qualities of movement in a dance sequence, using*

appropriate vocabulary relating to movement;

(c) Accurately transfer a rhythmic pattern from the aural, verbal or visual form, or any combination thereof, to a kinesthetic form, with some assistance from a teacher; and

(d) Perform traditional style dance or theatrical style dance, or both, from different times, periods or cultures, and describe the differences in the steps and style of movement.

4. Achieve and maintain a health-enhancing level of individual fitness for an active lifestyle, as demonstrated by the ability of the pupil to:

(a) Design a personal health-related program of fitness based on an accurately assessed profile of fitness;

(b) Understand principles of training or conditioning and apply those principles to regular activities for fitness;

(c) Identify or participate in, or both identify and participate in, a variety of health-related activities in both the school and the community; and

(d) Compare exercises which are safe with exercises which are unsafe, and demonstrate exercises which are safe.

5. Practice personal responsibility, positive social interaction and respect for diversity in settings in which physical activities occur, as demonstrated by the ability of the pupil to:

(a) Analyze potential consequences when confronted with a choice in behavior;

(b) Work cooperatively within a group to achieve goals in cooperative and in competitive situations;

(c) Engage in behaviors that are supportive and inclusive of all levels of abilities of other persons in settings in which physical activities occur; and

(d) Demonstrate a sport, dance or game, or any combination thereof, from another culture.

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 physical education offered in public schools. Instruction in the 12th grade in physical education must be designed so that pupils meet the following performance standards by the completion of the 12th grade:*

1. Understand and apply concepts relating to movement to the learning and development of motor skills, as demonstrated by the ability of the pupil to:

- (a) Apply appropriate vocabulary to design a class or schoolwide activity;*
- (b) Integrate knowledge specific to a particular physical activity to new physical activities;*
- (c) Analyze his personal performance and apply the results of that analysis to improve his performance; and*

(d) Analyze health and fitness benefits arising from various physical activities.

2. Demonstrate competency in many forms of movement and proficiency in a few forms of movement, as demonstrated by the ability of the pupil to:

- (a) Demonstrate proficiency in at least three forms of movement in two or more sports; and*
- (b) Apply scientific principles to movements relating to weight transfer and balance.*

3. Understand dance through the use of skills, techniques and choreography, and as a form of communication, as demonstrated by the ability of the pupil to:

(a) Identify and demonstrate, with consistency, complex combinations of steps and patterns from different theatrical and traditional styles of dance;

(b) Observe and analyze the actions and qualities of movement in dances, using the appropriate vocabulary relating to movement;

(c) Demonstrate rhythmic acuity with consistency; and

(d) Perform traditional styles of dance or theatrical styles of dance, or both traditional and

theatrical styles of dance, from different times, periods or cultures, and compare and contrast the steps and styles of movement of those dances.

4. Achieve and maintain a health-enhancing level of individual fitness for an active lifestyle, as demonstrated by the ability of the pupil to:

(a) Refine health-related goals as defined by a formal guideline;

(b) Engage independently in physical activities that address fitness and wellness throughout life;

(c) Analyze a personal lifestyle which is healthy, independent of intervention by a teacher; and

(d) Evaluate physical activities for the potential of injury which may occur while participating in those physical activities.

5. Practice personal responsibility, positive social interaction and respect for diversity in settings in which physical activities occur, as demonstrated by the ability of the pupil to:

(a) Anticipate and avoid potentially dangerous outcomes and consequences that may occur while participating in physical activity;

(b) Accept the responsibility for taking a leadership role; and

(c) Discuss the changing needs of physical activity within a diverse society.

Sec. 7. NAC 389.240, 389.242, 389.294, 389.335, 389.385, 389.486, 389.487 and 389.490 are hereby repealed.

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

TEXT OF REPEALED SECTIONS

389.240 Physical education. The courses in physical education offered in public kindergartens must include instruction designed to teach a pupil to:

1. Walk forward and sideways and to change direction quickly in response to a signal.
2. Walk in a large group in different directions without falling or bumping into others.
3. Walk in various directions on straight, curved and zig-zag paths.
4. Walk at a slow and fast pace in response to directions.
5. Walk forward and sideways the length of a bench without falling.
6. Walk over, under, behind, alongside and through objects.
7. Move individual parts of his body in response to oral directions to do so.
8. Form various shapes with his body while walking.
9. Roll sideways without hesitating or stopping.
10. Toss a ball and catch it before it bounces twice.
11. Throw a ball underhand and overhand.
12. Run and kick a stationary ball.
13. Jump continuously over a swinging rope held by others.
14. Identify and use his body parts.
15. Understand that practice is necessary to improve skill in physical activity.
16. Understand the benefits of physical activity.

17. Articulate the proper manner and behavior for safely using equipment.
18. Form various shapes with his body alone and with a partner.
19. Sustain moderate physical activity.
20. Identify feelings that result from participating in physical activities.
21. Enjoy participating in a program of physical education.
22. Look forward to classes in physical education.

389.242 Physical education. The courses in physical education offered in public elementary schools must include instruction designed to teach a pupil by completion of the second grade to:

1. Walk backwards and change direction quickly and safely without falling.
2. Walk changing speed and direction in response to a variety of rhythms.
3. Combine various movement patterns in time to music.
4. Jump and land using one and two feet.
5. Chase, flee and dodge others.
6. Roll smoothly forward without stopping or hesitating.
7. Balance symmetrical and asymmetrical objects on various parts of his body.
8. Move his feet above his body by placing weight on his hands and to bring his feet back to the ground in a controlled manner.
9. Use the instep of his foot to kick a slowly rolling ball into the air and along the ground.
10. Throw a ball overhand, underhand and sideways.
11. Catch a gently thrown ball using properly positioned hands.
12. Dribble a ball continuously using his hands and feet without losing control.
13. Use at least three different parts of his body to strike a ball towards a target.

14. Strike a ball repeatedly with a paddle.
15. Strike a ball with a bat from a tee or cone.
16. Jump rope alone.
17. Skip, hop, gallop and slide.
18. Hang and climb.
19. Demonstrate safety while participating in physical activity.
20. Participate in a variety of activities involving movement, balance and the manipulation of various objects.
21. Recognize similar concepts of movement which are present in various skills necessary for physical activity.
22. Understand the appropriate behavior for participating in physical activities with others.
23. Identify changes in the body during physical activity.
24. Articulate the reasons that safe and controlled movements during physical activity are necessary.
25. Appreciate cooperation and sharing with others.
26. Accept his feelings that result from challenges, successes and failures during physical activity.
27. Be considerate of others while participating in physical activities.

389.294 Physical education. The courses in physical education offered in public elementary schools must include instruction designed to teach a pupil by completion of the fourth grade to:

1. Avoid or catch a person or object while walking and running.
2. Leap off of one foot.

3. Roll backwards without hesitating or stopping.
4. Transfer his weight to his hands at fast and slow speeds using extensions including, without limitation, mulekicks, handstands and cartwheels.
5. Dribble a ball with his hands and feet and to maintain control while dribbling the ball within a group.
6. Strike a softly thrown lightweight ball with various parts of his body to cause the ball to return to the person who threw it.
7. Strike a softly thrown ball with a bat or paddle.
8. Develop sequences of movements which may be repeated.
9. Run into and out of a rope turned by others.
10. Balance on a variety of objects, including, without limitation, a balance beam, roller skates and a scooter.
11. Jump for height and distance.
12. Throw, catch and kick a ball.
13. If a pool is available, swim using basic strokes and to demonstrate basic survival techniques related to swimming.
14. Maintain continuous aerobic activity for a specified time.
15. Use proper posture when engaging in physical activity which involves lifting, carrying, pushing or pulling an object.
16. Support, lift and control his body weight during various activities.
17. Participate regularly in physical activity to improve his physical fitness.
18. Distinguish between compliance and noncompliance with the rules of various games.

19. Select and categorize specialized equipment used for participation in a variety of activities.
20. Recognize fundamental strategies used in simple games and activities.
21. Refine his movement skills.
22. Identify activities that contribute to personal feelings of joy.
23. Describe the benefits to his health from regularly participating in physical activity.
24. Recognize potential risks associated with physical activities.
25. Design games, gymnastics and dance sequences.
26. Recognize differences and similarities in the physical activity of others.
27. Respect persons from different backgrounds and the cultural significance they contribute to various games, dances and physical activities.
28. Determine that the feelings which he experiences from physical activity can be enjoyable.
29. Celebrate his personal successes and achievements and those of others.

389.335 Physical education. The courses in physical education offered in public elementary schools must include instruction designed to teach a pupil by completion of the sixth grade to:

1. Throw various objects to demonstrate accuracy and distance.
2. Strike a ball with a paddle to a wall or partner using forehand and backhand strokes.
3. Strike a ball using a golf club or a hockey stick so that the ball travels in the intended direction and reaches the intended height.
4. Perform gymnastics and dance sequences that combine walking, changing direction and speed, rolling, balancing and transferring weight to various parts of his body.

5. Dribble a ball with his hands while preventing an opponent from stealing the ball.
6. Keep an object in the air within a small group without catching it.
7. Throw and catch a ball while guarded by opponents.
8. Design and play games for a small group which involve basic offensive and defensive strategies and which include, without limitation, throwing, kicking or dribbling a ball.
9. Design a routine to music combining various movements using a jump rope.
10. Leap, roll, balance, transfer his weight from his feet to other parts of his body, hit a ball with a bat, volley a ball or other object, dribble a ball with his hands and feet, and strike a ball with a paddle.
11. If a pool is available, swim using the breast stroke, back stroke and side stroke.
12. Maintain a target heart rate while participating in vigorous activity for a specific length of time.
13. Recover from vigorous physical activity in the proper amount of time.
14. Monitor his heart rate before, during and after physical activity.
15. Improve and maintain his muscular strength, endurance, flexibility and cardiorespiratory functions through participation in certain physical activities.
16. Recognize his interest and ability to participate in games, sports, dancing and outdoor activities during school and during his own time.
17. Recognize that certain images of and performances by the human body as portrayed by the media may be inappropriate to imitate.
18. Understand the time and effort required to improve his physical fitness and his skill in certain physical activities.

19. Understand the adverse effects of substance abuse on personal health and on the performance of physical activity.
20. Recognize that aspects of all cultures may be identified in their games, sports and dances.
21. Identify opportunities to participate in physical activity at school and in the community.
22. Understand principles of training and conditioning for physical activity.
23. Use proper warming up, conditioning and cooling down techniques during physical activity and the reasons for using these techniques.
24. Identify the benefits of participating in various forms of physical activities.
25. Detect, analyze and correct errors in the way he moves.
26. Articulate the ways in which the body may be used to communicate ideas and feelings through movement.
27. Accept and respect the decisions of officials of games.
28. Seek out, participate with and show respect for persons who demonstrate various skills and abilities.
29. Exercise for personal benefit and enjoyment.

389.385 Physical education. The courses in physical education offered in public elementary schools must include instruction designed to teach a pupil by completion of the eighth grade to:

1. Explore introductory outdoor activities that involve physical skill which may include, without limitation, backpacking, rock climbing, hiking, canoeing, bicycling or roping.
2. Participate in modified versions of team and individual sports which combine skills.
3. Perform a variety of simple folk, country and creative dances.

4. Use basic offensive and defensive strategies while playing a modified version of a sport.
5. Practice certain exercises which are helpful for learning new skills or sports.
6. If a weight training facility is available, demonstrate proper techniques for various types of weight training.
7. Maintain a target heart rate appropriate to achieve cardiovascular benefits during aerobic activity.
8. Improve and maintain his physical fitness.
9. Participate in an individualized fitness program.
10. Understand and follow rules while participating in sports and games.
11. Recognize the effects of substance abuse on personal health and in the performance of physical activities.
12. Articulate the potential long-term physiological, psychological and cultural benefits from regular participation in physical activity.
13. Describe principles of training and conditioning for specific physical activities.
14. Describe appropriate personal and group conduct for physical activity.
15. Analyze and categorize activities and exercises according to their potential to improve a person's physical fitness.
16. Analyze offensive and defensive strategies in games and sports.
17. Evaluate the role of exercise and other factors in weight control.
18. Feel satisfaction from participation in physical activity.
19. Enjoy the aesthetic and creative aspects of physical activities.
20. Respect the physical limitations of himself and others.
21. Desire to improve his physical abilities.

389.486 Basic course in physical education. A basic course in physical education must include instruction designed to teach a pupil to:

1. Demonstrate basic competence in at least three of the following physical activities:
 - (a) Aquatics;
 - (b) Self-defense;
 - (c) Dance;
 - (d) Individual and team activities;
 - (e) Sports; and
 - (f) Outdoor activities.
2. Perform folk, country, social and creative dancing with fluency and in time to accompaniment.
3. Assess his cardiovascular endurance, muscular strength and endurance, flexibility and general physical fitness.
4. Design and carry out a personal fitness program to improve his overall well-being.
5. Participate in a variety of games, sports and dances which are used in different cultures.
6. Participate in physical activities in a cooperative and ethical manner.
7. Participate in several outdoor activities.
8. Identify the aspects of participation in physical activities that contribute to enjoyment and self-expression.
9. Compare and contrast offensive and defensive tactics used in sports.
10. Understand the historical and cultural role of games, sports and dance within various cultural groups.

11. Categorize the physical activities that he may pursue within the community according to their potential benefits and requirements for participation.

12. Identify and compare the benefits to his health and physical fitness from participation in various physical activities.

13. Analyze and evaluate a profile of personal fitness.

14. Use principles of biomechanics to analyze and improve his performance of physical activities.

15. Appreciate and respect nature while participating in physical activity.

16. Enjoy meeting and cooperating with others during physical activity.

17. Feel enjoyment, satisfaction and personal benefit from participating in regular physical activity.

389.487 Intermediate or advanced course in physical education. An intermediate or advanced course in physical education must include instruction designed to teach a pupil to:

1. Demonstrate competence at an intermediate or advanced level in at least one of the following physical activities:

(a) Aquatics;

(b) Dance, which may include, without limitation, ballet or modern, folk or country dancing;

(c) An outdoor sport, which may include, without limitation, hiking, bicycling, canoeing or skiing;

(d) A sport engaged in alone, which may include, without limitation, golf;

(e) A sport which requires a partner, which may include, without limitation, tennis or racquetball; or

(f) A team sport, which may include, without limitation, soccer, softball, basketball or hockey.

2. Apply scientific principles to understand and improve his skill in certain physical activities.

3. Maintain the proper cardiovascular and cardiopulmonary strength, muscular strength and endurance, flexibility and weight.

4. Use the results of an assessment of his physical fitness to determine necessary changes in his personal program of physical activities.

5. Monitor exercise and other activities related to a healthy life-style.

6. Participate willingly in games, sports, dancing, outdoor activities and other physical activities to attain his personal fitness goals and to maintain his well-being.

7. Understand the career opportunities which are available in physical education and related fields.

8. Identify the effects of age, gender, race, ethnicity, socioeconomic standing, culture and disabilities of a person upon preferences for and participation in certain types of physical activities.

9. Analyze the time, cost and accessibility necessary for regular participation in certain types of physical activities.

10. Use scientific principles to analyze personal characteristics and ability to participate in physical activity.

11. Evaluate critically representations made by others and advertisements about commercial products and programs.

12. Evaluate the risks that certain activities present and the precautions that may be taken to minimize such risks.

13. Understand and accept that personal characteristics, performance of physical activities and preferences for certain activities will change over time.

14. Accept that his personal characteristics and abilities may differ from the idealized body images and superior levels of performance portrayed by the media.

15. Experience pleasure from participating in physical activity.

16. Understand his ability to maintain and improve his physical fitness, motor skills and knowledge about physical activity.

17. Make a commitment to participate in physical activity.

389.490 Personal fitness. A course of study in personal fitness must include instruction designed to teach the pupil to do the following:

1. Apply a knowledge of the components of physical fitness.
2. Assess his personal level of fitness.
3. Apply a knowledge of the relationship between physical fitness and stress.
4. Apply a knowledge of nutrition as it relates to physical fitness.
5. Apply a knowledge of health problems associated with a low level of fitness.
6. Demonstrate a knowledge of the role of the consumer.
7. Evaluate physical activities in terms of their value for fitness.
8. Select from a variety of activities those which help to improve physical fitness.
9. Design a program for fitness that meets his personal needs and interests.
10. Apply correct biochemical and physiological principles to exercise and training.
11. Exercise safely.

12. Improve his personal level of physical fitness.
13. Assess personal activities as related to quality of living.
14. Exhibit a positive attitude toward the body and physical activity.

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 18th. 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