

Chapter 389 of NAC

LCB File No. T005-09

ADOPTED TEMPORARY REGULATION OF THE
STATE BOARD OF EDUCATION

Filed with the Secretary of State on December 24, 2008

Instruction Through Second Grade

NAC 389.2423 Health. (NRS 385.080, 385.110, 389.0185, 389.520) ~~[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.]~~

By the end of the Pre K-2 grade band pupils must meet the following content standards and performance indicators for courses in health offered in public schools:

- 1. Core Concepts: Comprehend concepts related to health promotion and disease prevention to enhance health.*
 - a. Personal Health*
 - 1. Identify health behaviors that impact personal health*
 - b. Growth and Development*
 - 1. Identify basic anatomy (i.e. eyes, nose, ears, teeth etc.)*
 - 2. Identify and respect various physical, emotional, and intellectual differences.*
 - c. Nutrition and Physical Activity*
 - 1. Describe how healthy eating and daily physical activity promote health and well-being.*
 - d. Substance Use and Abuse*
 - 1. Identify helpful and harmful substances.*
 - e. Injury/Violence Prevention and Safety*
 - 1. Recognize ways to prevent common childhood injuries and hazardous situations.*
 - 2. Identify school staff and community health helpers (i.e. law enforcement, emergency personnel)*
 - f. Prevention/Control of Disease*
 - 1. Recognize germs may cause illness/disease.*
 - 2. Recognize basic prevention strategies for common illness/disease.*
 - g. Environmental/Consumer Health*
 - 1. Identify elements of the environment that affect personal health (sun, air, water, soil, food, and pollutants).*
- 2. Analyze Influences: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*
 - a. Personal Health*
 - 1. Identify various sources that influence personal health behaviors.*
 - b. Nutrition and Physical Activity*
 - 1. Discuss nutrition and physical activity in diverse families.*
 - c. Substance Use and Abuse*
 - 1. Discuss various sources that influence the use of helpful and harmful substances.*
- 3. Accessing Information: Demonstrate the ability to access reliable health information, products, and services to enhance health.*
 - a. Prevention/Control of Disease*
 - 1. Identify trusted individuals who can help promote health.*
 - b. Environmental/Consumer Health*
 - 1. Identify health care workers.*
- 4. Interpersonal Communication: Demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.*

- a. *Personal Health*
 - 1. *List healthy ways of communication/listening to express needs, wants, and feelings.*
- b. *Injury/Violence Prevention and Safety*
 - 1. *Identify ways to respond/report when in an unwanted, threatening, or dangerous situation.*
- 5. *Decision Making: Demonstrate the ability to use decision-making skills to enhance health.*
 - a. *Personal Health*
 - 1. *Discuss healthy options vs. unhealthy options.*
 - b. *Substance Use and Abuse*
 - 1. *Identify resources/individuals that would aid in healthy decision-making.*
 - c. *Prevention/Control of Disease*
 - 1. *Identify situations when a health-related decision is needed.*
 - d. *Environmental/Consumer Health*
 - 1. *Differentiate between situations when a health-related decision can be made individually or when assistance is needed.*
- 6. *Goal Setting: Demonstrate the ability to use goal-setting to enhance health.*
 - a. *Personal Health*
 - 1. *Define a short-term and long-term personal health goal.*
 - b. *Prevention/Control of Disease*
 - 1. *Develop goals to practice daily health habits (i.e. personal hygiene, sun safety, nutrition and physical activity).*
 - c. *Environmental/Consumer Health*
 - 1. *Identify resources when assistance is needed to develop personal health goals (i.e. recycling, water conservation, littering, food choice).*
- 7. *Self Management: Demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.*
 - a. *Personal Health*
 - 1. *Identify responsible personal health behaviors.*
 - b. *Nutrition and Physical Activity*
 - 1. *Choose healthy foods that help you grow.*
 - 2. *Explore various movements that enhance an active, healthy lifestyle (sedentary vs. active).*
 - c. *Injury/Violence Prevention and Safety*
 - 1. *Identify basic safety measures (i.e. sun safety, helmet use, pedestrian safety, seatbelts, gun safety, 911 procedures, fire safety, universal safety precautions).*
- 8. *Advocacy: Demonstrate the ability to support/promote family, personal, and community health.*
 - a. *Personal Health*
 - 1. *Identify ways to promote personal and family health.*
 - b. *Environmental/Consumer Health*
 - 1. *Identify consumer/environmental health messages.*

Instruction Through Third Grade

~~[NAC 389.281 Health. [(NRS 385.080, 385.110, 389.0185, 389.520) 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.]~~

Instruction Through Fifth Grade

~~[NAC 389.2944 Health. [(NRS 385.080, 385.110, 389.0185, 389.520) 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.]~~

New Section By the end of the 3-5 grade band pupils must meet the following content standards and performance indicators for courses in health offered in public schools:

- 1. Core Concepts: Comprehend concepts related to health promotion and disease prevention to enhance health.*
 - a. Personal Health*
 - 1. Describe the relationship between health behaviors and personal health.*
 - b. Growth and Development*
 - 1. Explain the basic structure, function, and developmental processes of human body systems.***
 - 2. Describe various physical, emotional, intellectual differences and how they affect a child’s overall well-being.*
 - c. Nutrition and Physical Activity*
 - 1. Identify key nutrients, their functions, and the role they play to promote optimal health.*

2. *Identify the health-related components of an active lifestyle.*
- d. *Substance Use and Abuse*
 1. *Explain how substances can affect the way people make decisions and perform tasks.*
- e. *Injury/Violence Prevention and Safety*
 1. *Describe ways to prevent common childhood injuries.*
 2. *Explain personal safety procedures when confronted with violence or other hazards.*
- f. *Prevention/Control of Disease*
 1. *Differentiate between contagious and non-contagious illness/diseases.*
- g. *Environmental/Consumer Health*
 1. *Identify programs designed to promote community health (recycle, garbage, water).*
2. *Analyze influences: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*
 - a. *Personal Health*
 1. *Identify how various sources affect thoughts, feelings and health behaviors.*
 - b. *Nutrition and Physical Activity*
 1. *Discuss nutrition and physical activity habits in diverse cultures.*
 - c. *Substance Use and Abuse*
 1. *Examine how individual family, peers, and information influence individual practices and behaviors.*
 - d. *Prevention/Control of Disease*
 1. *Describe ways technology can influence health and disease (i.e., internet, video games, electronic toothbrush).*
 - e. *Environmental/Consumer Health*
 1. *Analyze how stated and implied messages from media influence health behaviors.*
3. *Accessing Information: Demonstrate the ability to access reliable health information, products, and services to enhance health.*
 - a. *Prevention/Control of Disease*
 1. *Locate resources from home, school, and community that provide reliable health information.*
 - b. *Environmental/Consumer Health*
 1. *Describe situations requiring professional health services.*
4. *Interpersonal Communication: Demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.*
 - a. *Personal Health*
 1. *Model effective verbal and non-verbal communication skills.***
 - b. *Growth and Development*
 1. *Discuss ways to communicate with others about stages of growth and development.***
 - c. *Substance Use and Abuse*
 1. *Demonstrate refusal and negotiation skills.*
 2. *Recognize refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs.*

- d. *Injury/Violence Prevention and Safety*
 - 1. *Demonstrate non-violent strategies to manage or resolve conflict.*
- 5. *Decision Making: Demonstrate the ability to use decision-making skills to enhance health.*
 - a. *Personal Health*
 - 1. *Apply a healthy choice when making personal decisions.*
 - b. *Substance Use and Abuse*
 - 1. *Predict how decisions about substance use and abuse have consequences for self and others.*
 - c. *Prevention/Control of Disease*
 - 1. *Predict how decisions regarding health behaviors have consequences for self and others.*
 - d. *Environmental/Consumer Health*
 - 1. *Analyze when assistance is needed in making a health-related decision.*
- 6. *Goal Setting: Demonstrate the ability to use goal-setting skills to enhance health.*
 - a. *Personal Health*
 - 1. *Set a personal health goal through tracking progress toward its achievement.*
 - b. *Prevention/Control of Disease*
 - 1. *Implement goals to enhance daily health habits.*
 - c. *Environmental/Consumer Health*
 - 1. *Compare available resources to assist in making personal health goals (i.e. oral health products, sun safety, food choices).*
- 7. *Self Management: Demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.*
 - a. *Personal Health*
 - 1. *Demonstrate behaviors that avoid or reduce health risks.*
 - b. *Nutrition and Physical Activity*
 - 1. *Demonstrate the ability to interpret nutrition information (i.e. food labels).*
 - 2. *Engage in behaviors that promote physical activity.*
 - c. *Substance Use and Abuse*
 - 1. *Develop coping behaviors in response to various substance use situations (i.e. medications, alcohol, tobacco and other drugs).*
 - d. *Injury/Violence Prevention and Safety*
 - 1. *Describe basic first aid procedures and responses to common emergencies.*
 - 2. *Assess safe/unsafe situations and practices.*
 - e. *Prevention/Control of Disease*
 - 1. *Demonstrate personal health care practices that prevent communicable and other chronic diseases.*
- 8. *Advocacy: Demonstrate the ability to support/promote family, personal, and community health.*
 - a. *Personal Health*
 - 1. *Describe ways to influence and support others to make positive health choices.*
 - b. *Environmental/Consumer Health*
 - 1. *Compare consumer and environmental health messages.*

Instruction Through Eighth Grade: All Schools

NAC 389.381 Health. (NRS 385.080, 385.110, 389.0185, 389.520) ~~[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.]~~~~

By the end of the 6-8 grade band pupils must meet the following content standards and performance indicators for courses in health offered in public schools:

- 1. Core Concepts: Comprehend concepts related to health promotion and disease prevention to enhance health.*
 - a. Personal Health*
 - 1. Analyze the relationship between health behaviors and personal health.*
 - b. Growth and Development*
 - 1. Identify personal behaviors that affect the development and functioning of the body systems.*
 - 2. Explain the interrelationships of emotional, intellectual, physical, and social health in adolescence.*
 - c. Nutrition and Physical Activity*
 - 1. Describe how age, gender, physical activity, lifestyle, and heredity affect nutrient needs.*
 - d. Substance Use and Abuse*
 - 1. Analyze beneficial and harmful substance use.*
 - e. Injury/Violence Prevention and Safety*
 - 1. Develop a personal safety plan to reduce or prevent injuries.*
 - 2. Examine the likelihood of serious injury or illness if engaging in risky behaviors.*
 - f. Prevention/Control of Disease*
 - 1. Describe how behaviors, pathogens, genetic history, and other factors are related to illness/disease prevention.*
 - 2. Discuss how personal health behaviors can impact risk for illness/disease.*
 - g. Environmental/Consumer Health*
 - 1. Identify laws and regulations made to protect community health.*
 - 2. Apply personal actions that contribute to the enhancement of the environment.*

2. *Analyze influences: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*
 - a. *Personal Health*
 1. *Explain how various sources affect individual health practices and behaviors.*
 2. *Explain how the perceptions of norms influence healthy and risky behaviors.*
 - b. *Nutrition and Physical Activity*
 1. *Examine how various sources influence your personal food choices.*
 - c. *Substance Use and Abuse*
 1. *Examine how individual family, peers, and information influence the personal use, misuse, and abuse of substances.*
 - d. *Prevention/Control of Disease*
 1. *Explain how local school and public health policies can influence health promotion and disease prevention.*
 - e. *Environmental/Consumer Health*
 1. *Critique a variety of consumer influences that affect health decisions.*
3. *Accessing Information: Demonstrate the ability to access reliable health information, products, and services to enhance health.*
 - a. *Prevention/Control of Disease*
 1. *Describe situations that may require professional health services.*
 - b. *Environmental/Consumer Health*
 1. *Determine the accessibility of products and services that enhance health.*
4. *Interpersonal Communication: Demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.*
 - a. *Personal Health*
 1. *Practice refusal and negotiation skills that avoid or reduce health risks.*
 - b. *Growth and Development*
 1. *Express ways to communicate with others about perceived body image.*
 - c. *Substance Use and Abuse*
 1. *Practice appropriate methods of response to negative risk-taking situations including, alcohol, tobacco, and other drugs.*
 2. *Demonstrate how to ask for assistance to enhance the health of self and others.*
 - d. *Injury/Violence Prevention and Safety*
 1. *Implement refusal and negotiation skills necessary to resolve conflict.*
5. *Decision Making: Demonstrate the ability to use decision-making skills to enhance health.*
 - a. *Personal Health*
 1. *Defend healthy alternatives over unhealthy alternatives when making a decision.*
 - b. *Substance Use and Abuse*
 1. *Compare the short and long-term impact of choices regarding substance use and abuse.*
 - c. *Prevention/Control of Disease*
 1. *Compare the short and long-term impact of health decisions.*
 - d. *Environmental/Consumer Health*
 1. *Apply a decision-making process to a significant health issue or problem.*
6. *Goal Setting: Demonstrate the ability to use goal-setting skills to enhance health.*

- a. *Personal Health*
 - 1. *Apply time management strategies and skills needed to attain a personal long-term health goal.*
- b. *Prevention/Control of Disease*
 - 1. *Analyze how personal health goals may need to be revised throughout your life.*
- c. *Environmental/Consumer Health*
 - 1. *Analyze how personal goals impact the community and environment.*
- 7. *Self Management: Demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.*
 - a. *Personal Health*
 - 1. *Explain the importance of assuming responsibility for personal health behaviors.*
 - b. *Nutrition and Physical Activity*
 - 1. *Create a wellness plan that meets dietary guidelines and incorporates moderate to vigorous physical activity.*
 - c. *Substance Use and Abuse*
 - 1. *Demonstrate methods of response to risk taking behaviors including alcohol, tobacco and other drugs.*
 - d. *Injury/Violence Prevention and Safety*
 - 1. *Understand basic safety, first aid, and life-saving techniques (i.e. routine use of recreational safety equipment and procedures.*
 - 2. *Evaluate personal risk taking behavior (i.e. self-harming behaviors, harmful fads).*
 - e. *Prevention/Control of Disease*
 - 1. *Analyze risky behaviors that may lead to the spread of communicable disease (i.e. sexually transmitted infections (STIs), hepatitis, mononucleosis, TB, flu)*
- 8. *Advocacy: Demonstrate the ability to support/promote family, personal, and community health.*
 - a. *Personal Health*
 - 1. *Implement activities that influence and support others to make positive health choices.*
 - b. *Environmental/Consumer Health*
 - 1. *Design a health-enhancing message that promotes community health.*

HIGH SCHOOL

Required Courses of Study

NAC 389.455 Health. (NRS 385.080, 385.110, 389.0185, 389.520) ~~[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.]~~

By the end of the 9-12 grade band pupils must meet the following content standards and performance indicators for courses in health offered in public schools:

- 1. Core Concepts: Comprehend concepts related to health promotion and disease prevention to enhance health.*
 - a. Personal Health*
 - 1. Evaluate the impact of family history, health choices, and stress on individual health.*
 - b. Growth and Development*
 - 1. Formulate a personal health strategy utilizing self-reflection to achieve overall wellness.*
 - c. Nutrition and Physical Activity*
 - 1. Apply knowledge of food and nutrient needs to personal eating decisions and meal planning.*
 - 2. Apply knowledge of physical activity and health to develop a daily activity plan.*
 - d. Substance Use and Abuse*
 - 1. Analyze the physiological, psychological, and social effects of substance use and abuse.*
 - e. Injury/Violence Prevention and Safety*
 - 1. Examine ways to reduce or prevent injuries and violence.*

2. *Analyze personal susceptibility to injury, illness, or death if engaging in risky behaviors.*
- f. *Prevention/Control of Disease*
 1. *Evaluate how research and medical advances influence the prevention and control of illness/disease.*
- g. *Environmental/Consumer Health*
 1. *Analyze how the environment influences personal and community health.*
 2. *Explain how an informed health consumer may prevent illness/disease (health services and product choices).*
2. *Analyze Influences: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*
 - a. *Personal health*
 1. *Analyze how various sources support and challenge health beliefs, practices, and behaviors.*
 2. *Analyze how personal perception of norms influence healthy and risky behaviors.*
 - b. *Nutrition and Physical Activity*
 1. *Evaluate various sources that affect your personal dietary choices and physical activity habits.*
 - c. *Substance Use and Abuse*
 1. *Conduct a self-evaluation of how various sources have influenced the development of personal values around substance use including prescription and over the counter medications.*
 - d. *Prevention/Control of Disease*
 1. *Analyze current events and their influence on health promotion and disease prevention.*
 - e. *Environmental/Consumer Health*
 1. *Evaluate the impact of media and technology on personal, family, and community health.*
3. *Accessing Information: Demonstrate the ability to access reliable health information, products, and services to enhance health.*
 - a. *Prevention/Control of Disease*
 1. *Evaluate the validity of health, information, products, and health services.*
 - b. *Environmental/Consumer Health*
 1. *Use resources from home, school, and community that provide reliable health services and health product information.*
4. *Interpersonal Communication: Demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.*
 - a. *Personal Health*
 1. *Apply refusal, negotiation and collaboration skills to enhance health.*
 - b. *Growth and Development*
 1. *Communicate acceptance of physical and developmental characteristics of self and others.*
 - c. *Substance Use and Abuse*
 1. *Implement communication skills to enhance responsible decision-making about the use and abuse of substances.*
 - d. *Injury/Violence Prevention and Safety*

1. *Apply strategies to prevent or resolve interpersonal conflicts without harming self or others*
5. *Decision Making: Demonstrate the ability to use decision-making skills to enhance health.*
 - a. *Personal Health*
 1. *Formulate an effective plan for personal health enhancement.*
 - b. *Substance Use and Abuse*
 1. *Evaluate the effectiveness of substance abuse decision making.*
 - c. *Prevention/Control of Disease*
 1. *Determine the value of applying a thoughtful decision-making process in health-related situations.*
 - d. *Environmental/Consumer Health*
 1. *Examine community barriers that can hinder healthy decision making.*
6. *Goal Setting: Demonstrate the ability to use goal-setting skills to enhance health.*
 - a. *Personal Health*
 1. *Implement strategies to monitor progress towards achieving a personal health goal.*
 - b. *Prevention/Control of Disease*
 1. *Execute a plan that addresses strengths, needs, and risks to attain personal health goals.*
 - c. *Environmental/Consumer Health*
 1. *Create an action plan towards improving the community/environment.*
7. *Self Management: Demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.*
 - a. *Personal Health*
 1. *Analyze a variety of behaviors that avoid or reduce health risks to self and others.*
 - b. *Nutrition and Physical Activity*
 1. *Implement a wellness plan that meets dietary guidelines and incorporates moderate to vigorous physical activity.*
 - c. *Substance Use and Abuse*
 1. *Evaluate personal behaviors for substance use/abuse.*
 - d. *Injury/Violence Prevention and Safety*
 1. *Demonstrate a variety of practices and behaviors that will avoid injury and reduce risks of injury to self and others. (i.e. Impaired driving, seatbelt usage, fighting, self-harming behaviors.)*
 - e. *Prevention/Control of Disease*
 1. *Evaluate personal responsibility in promoting health and avoiding or reducing risky behaviors to self and others.*
8. *Advocacy: Students will demonstrate the ability to support/promote family, personal, and community health.*
 - a. *Personal Health*
 1. *Implement activities that influence and support others to make positive health choices.*
 - b. *Environmental/Consumer Health*
 1. *Design a health-enhancing message that promotes community health.*

NOTICE OF ADOPTION OF TEMPORARY REGULATION
LCB File No. T005-09

The State Board of Education adopted temporary regulations assigned LCB File No. T005-09 which pertain to chapter 389 of the Nevada Administrative Code.

INFORMATIONAL STATEMENT

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.

Notice of Workshop to Solicit Comments on Proposed Regulations was sent to approximately 200 individuals and educational organizations. A workshop was held on December 5, 2008. There was no public comment.

The Notice of Intent to Act Upon a Regulation for public hearing and adoption of the amendments to NAC 389.2423 – Second Grade Health Standards, New Section for Third to Fifth Grade Health Standards; Delete NAC 389.281 – Third Grade Health Standards and NAC 389.2944 – Fifth Grade Health Standards; NAC 389.381 – Eighth Grade Health Standards; and NAC 389.455 – Twelfth Grade Health. Public hearing was conducted on December 6, 2008 to provide the opportunity for comments by affected parties and the public. There was public comment. The State Board of Education adopted the proposed amendments to the regulations.

2. The Number of Persons Who:

- a) Attended Each Hearing: First Workshop: 19; First Hearing: 21; Second Hearing: N/A
- b) Testified at Each Hearing: First Workshop: 0; First Hearing: 1; Second Hearing: N/A
- c) Submitted Written Statements: First Workshop: 0; First Hearing: 0; Second Hearing: N/A

A copy of any written comments may be obtained by contacting Doris Arnold, Executive Assistant, Nevada Department of Education, 775-687-9217, or by writing to the Nevada Department of Education, 700 East Fifth Street, Carson City, Nevada 89701-5096.

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

Comments were solicited through the workshop notice of November 3, 2008; and a public hearing notice of November 3, 2008. At the December 5, 2008 Workshop to Solicit Comments, there was no public comment to the proposed amendments to the regulation language. At the December 6, 2008 public hearing there was public comments to the proposed amendments to the regulation language.

Summary of Comments:

Workshop comments:

There were no comments.

Public Hearing comments:

- (a) Kathleen Dickerson, a member of the Health Standards Writing Team, praised the work of the Health Staff of the Nevada Department of Education in the development of these Standards.

A copy of the summary and/or minutes of the public hearing may be obtained by contacting Doris Arnold, Executive Assistant, Nevada Department of Education, 775-687-9217, or by writing to the Nevada 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 Nevada State Board of Education adopted the proposed amendments to the regulation language at the public hearing held December 6, 2008. The reason for adopting the amendments to this regulation was to revise the Health Standards for grades Pre-Kindergarten through twelfth grade to align with the National Health Standards.

5. The estimated economic effect of the adopted regulation on the business that 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 Department of Education or school districts. School Districts would need to provide curriculum development and professional development for health teachers. There is no economic effect on the public or the business it regulates and the changes are beneficial for students.

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 governmental 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 governmental agency regulations will be overlapped or duplicated by the above noted regulation. 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 for a new fee or increase an existing fee.