

## Nevada Academic Content Standards for Health

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Nevada State Board of Education/Nevada State Board for Career and Technical Education adopted the regulation language to NAC 389.2423 Second Grade Health Standards, NAC 389.281 Third Grade Health Standards, NAC 389.2944 Fifth Grade Health Standards, NAC 389.381 Eighth Grade Health Standards, and NAC 389.455 Twelfth Grade Health Standards.

### Content Standard 1.0: (CORE CONCEPTS)

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

<b>Standards</b>	<b>Grade Pre K -2</b> By the end of the grade band:	<b>Grade 3-5</b> By the end of the grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 6-8</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 9-12</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Strands</b>
Define overall wellness	1.2.1 Identify health behaviors that impact personal health.	1.5.1 Describe the relationship between health behaviors and personal health.	1.8.1 Analyze the relationship between health behaviors and personal health.	1.12.1 Evaluate the impact of family history, health choices, and stress on individual health.	Personal Health
	1.2.2 Identify basic anatomy (i.e. eyes, nose, ears, teeth etc.).	1.5.2 Explain the basic structure, function, and developmental processes of human body systems. **	1.8.2 Identify personal behaviors that affect the development and functioning of the body systems. **	1.12.2 Formulate a personal health strategy utilizing self-reflection to achieve overall wellness.	Growth and Development
	1.2.3 Identify and respect various physical, emotional, and intellectual differences.	1.5.3 Describe various physical, emotional, intellectual differences and how they affect a child's overall well-being.	1.8.3 Explain the interrelationships of emotional, intellectual, physical, and social health in adolescence. **		Growth and Development
	1.2.4 Describe how healthy eating and daily physical activity promote health and well-being.	1.5.4 Identify key nutrients, their functions, and the role they play to promote optimal health.	1.8.4 Describe how age, gender, physical activity, lifestyle, and heredity affect nutrient needs.	1.12.4 Apply knowledge of food and nutrient needs to personal eating decisions and meal planning.	Nutrition and Physical Activity

<b>Standards</b>	<b>Grade Pre K -2</b> By the end of the grade band:	<b>Grade 3-5</b> By the end of the grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 6-8</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 9-12</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Strands</b>
		1.5.5 Identify the health-related components of an active lifestyle.		1.12.5 Apply knowledge of physical activity and health to develop a daily activity plan.	<b>Nutrition and Physical Activity</b>
Define drug as any chemical that causes a metabolic and psychological changes in the body.	1.2.6 Identify helpful and harmful substances.	1.5.6 Explain how substances can affect the way people make decisions and perform tasks.	1.8.6 Analyze beneficial and harmful substance use.	1.12.6 Analyze the physiological, psychological, and social effects of substance use and abuse.	<b>Substance Use and Abuse</b>
Include information on potential: -hazards -poisons -injuries -violence Explain universal safety precautions.	1.2.7 Recognize ways to prevent common childhood injuries and hazardous situations.	1.5.7 Describe ways to prevent common childhood injuries.	1.8.7 Develop a personal safety plan to reduce or prevent injuries.	1.12.7 Examine ways to reduce or prevent injuries and violence.	<b>Injury/Violence Prevention and Safety</b>
	1.2.8 Identify school staff and community health helpers (i.e. law enforcement, emergency personnel).	1.5.8 Explain personal safety procedures when confronted with violence or other hazards.	1.8.8 Examine the likelihood of serious injury or illness if engaging in risky behaviors.	1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in risky behaviors.	<b>Injury/Violence Prevention and Safety</b>
	1.2.9 Recognize germs may cause illness/disease.	1.5.9 Differentiate between contagious and non-contagious illness/diseases.	1.8.9 Describe how behaviors, pathogens, genetic history, and other factors are related to illness/disease prevention.	1.12.9 Evaluate how research and medical advances influence the prevention and control of illness/disease.	<b>Prevention/Control of Disease</b>
	1.2.10 Recognize basic prevention strategies for common illness/disease.	1.5.10 Explain ways to prevent/control contagious and non-contagious illness/disease.	1.8.10 Discuss how personal health behaviors can impact risk for illness/disease.		<b>Prevention/Control of Disease</b>

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Include information on potential: -hazards -poisons -injuries -violence Explain universal safety precautions.	1.2.11 Identify elements of the environment that affect personal health (sun, air, water, soil, food, and pollutants).	1.5.11 Identify programs designed to promote community health (recycle, garbage, water).	1.8.11 Identify laws and regulations made to protect community health.	1.12.11 Analyze how the environment influences personal and community health.	Environmental/ Consumer Health
		1.5.12 Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness/disease, and premature death.	1.8.12 Apply personal actions that contribute to the enhancement of the environment.	1.12.12 Explain how an informed health consumer may prevent illness/disease (health services and product choices).	Environmental/ Consumer Health
	1.2.13 Recognize a person's right to feel comfortable and safe.	1.5.13 Explain a person's right to feel comfortable and safe (a) Recognize safe personal space of self and others. (b) Understand the importance of not violating people's safe personal space.			Personal Safety
	1.2.14 Define safe personal space of self and others.		1.8.14 Define personal boundaries and clear personal limits for self and others.	1.12.14 Develop personal boundaries and clear personal limits for self and others.	Personal Safety

\*ATOD = Alcohol Tobacco and other Drugs

\*\* Reference NRS 389.065 to include district - specific instructional policies exceptions

## Content Standard 2.0: (ANALYZE INFLUENCES)

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

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Various sources may include: family peer culture media technology	2.2.1 Identify various sources that influence personal health behaviors.	2.5.1 Identify how various sources affect thoughts, feelings and health behaviors.	2.8.1 Explain how various sources affect individual health practices and behaviors.	2.12.1 Analyze how various sources support and challenge health beliefs, practices, and behaviors.	<b>Personal Health</b>
			2.8.2 Explain how the perceptions of norms influence healthy and risky behaviors.	2.12.2 Analyze how personal perception of norms influence healthy and risky behaviors.	<b>Personal Health</b>
	2.2.3 Discuss nutrition and physical activity in diverse families.	2.5.3 Discuss nutrition and physical activity habits in diverse cultures.	2.8.3 Examine how various sources influence your personal food choices.	2.12.3 Evaluate various sources that affect your personal dietary choices and physical activity habits.	<b>Nutrition and Physical Activity</b>
Emphasize Peer Pressure	2.2.4 Discuss various sources that influence the use of helpful and harmful substances.	2.5.4 Describe how various sources influence individual practices and behaviors.	2.8.4 Examine how individual family, peers, and information influence the personal use, misuse, and abuse of substances.	2.12.4 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.	<b>Substance Use and Abuse</b>

<b>Standards</b>	<b>Grade Pre K -2</b> By the end of the grade band:	<b>Grade 3-5</b> By the end of the grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 6-8</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 9-12</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Strands</b>
Personal health skills for personal hygiene may include: - Dental Health - Hand Washing - Physical Activity - Sun Safety		2.5.5 Describe ways technology can influence health and disease (i.e., internet, video games, electronic toothbrush).	2.8.5 Explain how local school and public health policies can influence health promotion and disease prevention.	2.12.5 Analyze current events and their influence on health promotion and disease prevention.	<b>Prevention/Control of Disease</b>
		2.5.6 Analyze how stated and implied messages from media influence health behaviors.	2.8.6 Critique a variety of consumer influences that affect health decisions.	2.12.6 Evaluate the impact of media and technology on personal, family, and community health.	<b>Environmental/Consumer Health</b>

## Content Standard 3.0: (ACCESSING INFORMATION)

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

Standards	Grade Pre K -2 By the end of the grade band:	Grade 3-5 By the end of the grade band, students know and are able to do everything required in earlier grades and:	Grade 6-8 By the end of grade band, students know and are able to do everything required in earlier grades and:	Grade 9-12 By the end of grade band, students know and are able to do everything required in earlier grades and:	Strands
Emphasize the prevention, early detection, and treatment of health problems.	3.2.1 Identify trusted individuals who can help promote health.	3.5.1 Locate resources from home, school, and community that provide reliable health information.	3.8.1 Describe situations that may require professional health services.	3.12.1 Evaluate the validity of health, information, products, and health services.	Prevention/Control of Disease
	3.2.2 Identify health care workers.	3.5.2 Describe situations requiring professional health services.	3.8.2 Determine the accessibility of products and services that enhance health.	3.12.2 Use resources from home, school, and community that provide reliable health services and health product information.	Environmental/Consumer Health
	3.2.3 Identify safety practices when using electronic devices including computers and cell phones.	3.5.3 Recognize the importance of online privacy and identify that media and technology can be unsafe.	3.8.3 Practice ways to stay safe when using technology in order to protect oneself from dangerous situations.	3.12.3 Apply safe ways to use technology when interacting with others.	Personal Safety

## Content Standard 4.0: (INTERPERSONAL COMMUNICATION)

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

<b>Standards</b>	<b>Grade Pre K -2</b> By the end of the grade band:	<b>Grade 3-5</b> By the end of the grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 6-8</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 9-12</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Strands</b>
Communication Skills may include: -listening -verbal tone-non-verbal body language -negotiation strategies -refusal skills -techniques for avoiding violence	4.2.1 List healthy ways of communication/listening to express needs, wants, and feelings.	4.5.1 Model effective verbal and non-verbal communication skills. **	4.8.1 Practice refusal and negotiation skills that avoid or reduce health risks.	4.12.1 Apply refusal, negotiation and collaboration skills to enhance health.	<b>Personal Health</b>
		4.5.2 Discuss ways to communicate with others about stages of growth and development. **	4.8.2 Express ways to communicate with others about perceived body image.	4.12.2 Communicate acceptance of physical and developmental characteristics of self and others.	<b>Growth and Development</b>
		4.5.3 Demonstrate refusal and negotiation skills.	4.8.3 Practice appropriate methods of response to negative risk-taking situations including, alcohol, tobacco, and other drugs.		<b>Substance Use and Abuse</b>
		4.5.4 Recognize refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs.	4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.	4.12.4 Implement communication skills to enhance responsible decision-making about the use and abuse of substances.	<b>Substance Use and Abuse</b>

<b>Standards</b>	<b>Grade Pre K -2</b> By the end of the grade band:	<b>Grade 3-5</b> By the end of the grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 6-8</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 9-12</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Strands</b>
Include: -cultural competency -exploration -questioning techniques	4.2.5 Identify ways to respond/report when in an unwanted, threatening, or dangerous situation.	4.5.5 Demonstrate non-violent strategies to manage or resolve conflict.	4.8.5 Implement refusal and negotiation skills necessary to resolve conflict.	4.12.5 Apply strategies to prevent or resolve interpersonal conflicts without harming self or others.	<b>Injury/Violence Prevention and Safety</b>
	4.2.6 Identify potential dangers in digital environments and how to report potentially unsafe situations.	4.5.6 Describe unacceptable and unsafe behaviors in digital environments and how to report potentially unsafe situations.	4.8.6 Define the reporting process within the school setting and describe where and when to report unsafe situations.	4.12.6 Explain the reporting process within the school setting and describe where and when to report dangerous situations.	
	4.2.7 Identify ways to safely respond when someone is being bullied or made to feel unsafe.	4.5.7 Describe ways to safely respond when someone is being bullied or made to feel unsafe.			<b>Personal Safety</b>

\*\*Reference NRS.389.065 to include sexual responsibility content/communication



## Content Standard 5.0: (DECISION MAKING)

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

<b>Standards</b>	<b>Grade Pre K -2</b> By the end of the grade band:	<b>Grade 3-5</b> By the end of the grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 6-8</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 9-12</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Strands</b>
Sample Topics: Daily decision making skills for health -nutrition -sun safety -oral health -physical activity -hygiene habits	5.2.1 Discuss healthy options vs. unhealthy options.	5.5.1 Apply a healthy choice when making personal decisions.	5.8.1 Defend healthy alternatives over unhealthy alternatives when making a decision.	5.12.1 Formulate an effective plan for personal health enhancement.	<b>Personal Health</b>
	5.2.2 Identify resources/individuals that would aid in healthy decision-making.	5.5.2 Predict how decisions about substance use and abuse have consequences for self and others.	5.8.2 Compare the short and long-term impact of choices regarding substance use and abuse.	5.12.2 Evaluate the effectiveness of substance abuse decision making.	<b>Substance Use and Abuse</b>
	5.2.3 Identify situations when a health-related decision is needed.	5.5.3 Predict how decisions regarding health behaviors have consequences for self and others.	5.8.3 Compare the short and long-term impact of health decisions.	5.12.3 Determine the value of applying a thoughtful decision-making process in health-related situations.	<b>Prevention/Control of Disease</b>

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	5.2.4 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	5.5.4 Analyze when assistance is needed in making a health-related decision.	5.8.4 Apply a decision-making process to a significant health issue or problem.	5.12.4. Examine community barriers that can hinder healthy decision making.	Environmental/ Consumer Health
	5.2.5 Identify steps to take if separated or lost from a parent, guardian, or caregiver.	5.5.5 Explain the hazards and dangers of becoming separated or lost from a parent, guardian, or caregiver and apply decision making steps when found in this situation.	5.8.5 Apply a decision making process to a potential abusive situation in order to get help or leave an abusive situation.	5.12.5 Apply a decision making process to additional potential abusive situations in order to get help or leave an abusive situation.	Personal Safety
			5.8.6 Identify legal and social consequences of abusive behaviors.	5.12.6 Analyze legal and social consequences of abusive behaviors.	Personal Safety

## Content Standard 6.0: (GOAL SETTING)

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

<b>Standards</b>	<b>Grade Pre K -2</b> By the end of the grade band:	<b>Grade 3-5</b> By the end of the grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 6-8</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 9-12</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Strands</b>
<p>This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These topics should include:</p> <ul style="list-style-type: none"> <li>-nutrition</li> <li>-physical activity</li> <li>-oral health</li> <li>-personal hygiene</li> <li>-sun safety</li> <li>-other behaviors applicable to developmental stages</li> </ul>	6.2.1 Define a short-term and long-term personal health goal.	6.5.1 Set a personal health goal through tracking progress toward its achievement.	6.8.1 Apply time management strategies and skills needed to attain a personal long-term health goal.	6.12.1 Implement strategies to monitor progress towards achieving a personal health goal.	<b>Personal Health</b>
	6.2.2 Develop goals to practice daily health habits (i.e., personal hygiene, sun safety, nutrition and physical activity).	6.5.2 Implement goals to enhance daily health habits.	6.8.2 Analyze how personal health goals may need to be revised throughout your life.	6.12.2 Execute a plan that addresses strengths, needs, and risks to attain personal health goals.	<b>Prevention/ Control of Disease</b>
	6.2.3 Identify resources when assistance is needed to develop personal health goals (i.e. Recycling, water conservation, littering, food choice).	6.5.3 Compare available resources to assist in making personal health goals (i.e. oral health products, sun safety, food choices).	6.8.3 Analyze how personal goals impact the community and environment.	6.12.3 Create an action plan towards improving the community/ environment.	<b>Environmental/ Consumer Health</b>
	6.2.4 Identify goals for interpersonal safety when using media and technology.	6.5.4 Set goals for interpersonal safety when using media and technology.	6.8.4 Create and analyze goals for interpersonal safety when using media and technology.	6.12.4 Evaluate how interpersonal safety goals for media and technology will impact your physical, mental, social, and emotional health.	<b>Personal Safety</b>

## Content Standard 7.0: (SELF MANAGEMENT)

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

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Classroom topics should promote the students' acceptance of personal responsibility for health and encourage the practice of healthy behaviors.	7.2.1 Identify responsible personal health behaviors.	7.5.1 Demonstrate behaviors that avoid or reduce health risks.	7.8.1 Explain the importance of assuming responsibility for personal health behaviors.	7.12.1 Analyze a variety of behaviors that avoid or reduce health risks to self and others.	Personal Health
	7.2.2 Choose healthy foods that help you grow.	7.5.2 Demonstrate the ability to interpret nutrition information (i.e. food labels).	7.8.2 Create a wellness plan that meets dietary guidelines and incorporates moderate to vigorous physical activity.	7.12.2 Implement a wellness plan that meets dietary guidelines and incorporates moderate to vigorous physical activity.	Nutrition and Physical Activity
	7.2.3 Explore various movements that enhance an active, healthy lifestyle (Sedentary vs. active).	7.5.3 Engage in behaviors that promote physical activity.			Nutrition and Physical Activity
		7.5.4 Develop coping behaviors in response to various substance use situations (i.e. medications, alcohol, tobacco and other drugs).	7.8.4 Demonstrate methods of response to risk taking behaviors including alcohol, tobacco and other drugs.	7.12.4 Evaluate personal behaviors for substance use/abuse.	Substance Use and Abuse

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	7.2.5 Identify basic safety measures (i.e. sun safety, helmet use, pedestrian safety, seatbelts, gun safety, 911 procedures, fire safety, and universal safety precautions).	7.5.5 Describe basic first aid procedures and responses to common emergencies.	7.8.5 Understand basic safety, first aid, and life-saving techniques (i.e., routine use of recreational safety equipment and procedures).	7.12.5 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).	Injury/Violence Prevention and Safety
		7.5.6 Assess safe/unsafe situations and practices.	7.8.6 Evaluate personal risk taking behavior (i.e., self-harming behaviors, harmful fads).		Injury/Violence Prevention and Safety
		7.5.7 Demonstrate personal health care practices that prevent communicable and other chronic diseases.	7.8.7 Analyze risky behaviors that may lead to the spread of communicable disease (i.e., sexually transmitted infections (STIs), hepatitis, mononucleosis, TB, flu)**	7.12.7 Evaluate personal responsibility in promoting health and avoiding or reducing risky behaviors to self and others.	Prevention/Control of Disease

\*\*Reference NRS.389.065 district guidelines for sexual responsibility content/communication

## Content Standard 8.0: (ADVOCACY)

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

<b>Standards</b>	<b>Grade Pre K -2</b> By the end of the grade band:	<b>Grade 3-5</b> By the end of the grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 6-8</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Grade 9-12</b> By the end of grade band, students know and are able to do everything required in earlier grades and:	<b>Strands</b>
	8.2.1 Identify ways to promote personal and family health.	8.5.1 Describe ways to influence and support others to make positive health choices.	8.8.1 Demonstrate ways to influence and support others to make positive health choices.	8.12.1 Implement activities that influence and support others to make positive health choices.	<b>Personal Health</b>
	8.2.2 Identify consumer/ environmental health messages.	8.5.2 Compare consumer and environmental health messages.	8.8.2 Analyze how messages may influence community practices affecting the environment and consumer health.	8.12.2 Design a health-enhancing message that promotes community health.	<b>Environmental/ Consumer Health</b>
	8.2.3 Define bystander/up stander behavior.	8.5.3 Differentiate between bystander and up stander behavior.	8.8.3 Demonstrate how to be an up stander in an unsafe situation.	8.12.3 Recognize how up standers can help prevent violence by reporting unsafe situations.	<b>Personal Safety</b>