

Content Title: HEALTH

**Content Standard 1.0:** Students will comprehend concepts related to health promotion/disease prevention (Core Concepts).

| STRAND                                | Grade 2  | Grade 3  | Grade 5  | Grade 8   | Grade 12  |
|---------------------------------------|--|--|--|---|---|
|                                       | By the end of Grade 2, students know and are able to do everything required in previous grades and:                                    | By the end of Grade 3, students know and are able to do everything required in previous grades and:              | By the end of Grade 5, students know and are able to do everything required in previous grades and:                                  | By the end of Grade 8, students know and are able to do everything required in previous grades and: | By the end of Grade 12, students know and are able to do everything required in previous grades and:              |
| Personal Health and Fitness           | 1.2.1 Identify personal health practices that promote physical, mental and social health (sleep, diet, fitness, and personal hygiene). | 1.3.1 Identify indicators of mental, emotional, social, and physical health during childhood.                    | 1.5.1 Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death. | 1.8.1 Explain the impact of personal health behaviors on the functioning of body systems.           | 1.12.1 Assess the impact of personal history, health care choices, and the aging process on individual health.    |
| Growth and Development                | 1.2.2 Identify basic anatomy (i.e. eyes, nose, ears, etc.).  | 1.3.2 Describe the basic structure and function of human body systems.**   | 1.5.2 Name and explain the stages of growth and development.   | 1.8.2 Describe how growth and development relate to personal health decisions.                      | 1.12.2 Examine the health implications of the aging process.  |
| Nutrition                             | 1.2.3 Describe how healthy eating promotes growth and well-being.  | 1.3.3 Identify essential components of a balanced diet and recognize their importance to growth and good health. | 1.5.3 Identify the key nutrients and the relationship of a balanced diet and these nutrients to health.                              | 1.8.3 Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs.    | 1.12.3 Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning. |
| Substance use and abuse               | 1.2.4 Identify and differentiate between helpful and harmful drugs*.   | 1.3.4 Explain how drugs can affect the way people make decisions and perform tasks.                              | 1.5.4 Describe how family, peers and information influence the use, misuse, and abuse of drugs.                                      | 1.8.4 Analyze the physiological and psychological effects of drug usage.                            | 1.12.4 Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.                          |
| Injury/Violence Prevention and Safety | 1.2.5 Identify hazardous conditions related to personal health and safety.   | 1.3.5 Explain how childhood injuries can be prevented or treated.  | 1.5.5 Explain procedures for personal safety when confronted with violence or other hazards.   | 1.8.5 Demonstrate knowledge and strategies for personal safety.                                     | 1.12.5 Identify hazardous conditions and develop appropriate intervention strategies.                             |
| Disease Prevention                    | 1.2.6 Recognize basic prevention strategies for common illnesses.  | 1.3.6 Differentiate between communicable and noncommunicable diseases**.   | 1.5.6 Describe how behaviors, pathogens, genetic history, and other factors are related to disease prevention.                       | 1.8.6 Describe ways to reduce risk factors and increase resiliency related to adolescent health.    | 1.12.6 Analyze how research and medical advances influence the prevention and control of disease.                 |
| Community / Consumer Health           | 1.2.7 Demonstrate the ability to locate school and community health helpers.   | 1.3.7 Explain how appropriate health care can prevent premature death and disability.                            | 1.5.7 Identify programs designed to promote community health.  | 1.8.7 Identify laws and regulations made to protect the health of the community.                    | 1.12.7 Describe ways an individual can effectively enhance personal health and contribute to the solution of      |

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|                      | By the end of Grade 2, students know and are able to do everything required in previous grades and:              | By the end of Grade 3, students know and are able to do everything required in previous grades and: | By the end of Grade 5, students know and are able to do everything required in previous grades and:   | By the end of Grade 8, students know and are able to do everything required in previous grades and: | By the end of Grade 12, students know and are able to do everything required in previous grades and: |
|                      |  |   |   |   | community-wide health problems.  |
| Environmental Health | 1.2.8 Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants). | 1.3.8 Describe how physical, social, and emotional environments influence personal health.          | 1.5.8 Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death. | 1.8.8 Identify personal actions that contribute to the deterioration of the environment.            | 1.12.8 Analyze how the environment influences the health of the community.                           |

\*ATOD = Alcohol Tobacco and other Drugs

\*\* Reference NRS 389.065 for exceptions

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**Content Standard 2.0:** Students will demonstrate the ability to access valid health information and health-promoting products and services (Accessing Information).

| STRAND                     | Grade 2   | Grade 3   | Grade 5   | Grade 8   | Grade 12   |
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|                            | By the end of Grade 2, students know and are able to do everything required in previous grades and: | By the end of Grade 3, students know and are able to do everything required in previous grades and: | By the end of Grade 5, students know and are able to do everything required in previous grades and: | By the end of Grade 8, students know and are able to do everything required in previous grades and: | By the end of Grade 12, students know and are able to do everything required in previous grades and: |
| Disease Prevention         |   | 2.3.1 Examine the consequences of positive and negative health behaviors.                           | 2.5.1 Identify community sources that provide preventive health care.                               | 2.8.1 Differentiate health concerns as personal responsibility or professional responsibility.      | 2.12.1 Analyze health promotion and disease prevention efforts.                                      |
| Community/ Consumer Health | 2.2.2 Identify positive and negative behaviors with need for health care.                           | 2.3.2 Identify health care workers.   | 2.5.2 Describe situations requiring professional health services.                                   | 2.8.2 Identify characteristics of scientifically valid health information.                          | 2.12.2 Critique sources of health information for accuracy.  |

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**Content Standard 3.0:** Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks (Self-management).

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|--------------------------------------|---|--|---|---|---|
| Personal health and fitness          | 3.2.1 Identify characteristics of bullies and victims.  | 3.3.1 Describe where to go and what to do in an unsafe situation.  | 3.5.1A List consequences of harassment, fighting and intimidation.<br>3.5.1B Demonstrate anger management techniques. | 3.8.1A Apply conflict resolution techniques including peer mediation within the school environment.<br>3.8.1B Analyze the school environment for personal safety and security.                | 3.12.1 Create a school-wide plan providing for individual security and safety utilizing school and community resources.               |
| Substance use and abuse              | 3.2.2 Identify basic refusal skills.  | 3.3.2 Practice refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs.   | 3.5.2 Demonstrate refusal skills and ways to seek assistance.   | 3.8.2 Use appropriate methods of response to negative risk-taking behaviors including suicide, alcohol, tobacco, and other drugs.   | 3.12.2 Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs. |
| Injury, Violence Prevention & Safety | 3.2.3 Demonstrate basic injury prevention and management strategies for personal health.            | 3.3.3A Identify hazards found in the home, school, and community and intervention strategies.<br>3.3.3B Demonstrate safe behavior when encountering potentially dangerous objects / weapons. | 3.5.3 Distinguish between safe and risky/harmful behaviors.   | 3.8.3A Describe and follow rules prohibiting possession of weapons at school and in the community.<br>3.8.3B Demonstrate compliance with school safety procedures including emergency drills. | 3.12.3 Apply injury prevention and management strategies to improve and maintain personal, family, and community health.              |
| Disease Prevention                   | 3.2.4 Identify stress.  | 3.3.4 Identify basic skills for managing stress.   | 3.5.4 Demonstrate strategies to manage stress.  | 3.8.4 Evaluate the role others play in stress.  | 3.12.4 Compare and contrast stress management techniques.   |
| Community / Consumer Health          |   | 3.3.5 Demonstrate basic first aid procedures and responses to common emergencies in the home, school, and community.   | 3.5.5 Perform basic safety, first aid, and life-saving techniques.  | 3.8.5 Perform advanced first aid procedures.  |   |

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**Content Standard 4.0:** Students will analyze the influence of culture, media, technology, and other factors on health (Analyze influence).

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|-----------------------------|---|---|--|---|--|
| Personal Health and Fitness | 4.2.1 Identify foods of various cultures.   | 4.3.1 Discuss nutrition and exercise habits in different cultures.                                  | 4.5.1 Compare and contrast factors responsible for differences in health behavior and health services in different cultures. | 4.8.1 Analyze how different cultures enrich and challenge health practices.                         | 4.12.1 Evaluate cultural similarities and differences and effects on health.                         |
| Disease Prevention          |   |   | 4.5.2 Describe ways technology can influence health and chronic disease.   | 4.8.2 Evaluate the impact of technology on health and disease prevention.                           | 4.12.2 Explore how technology is used to enhance health.   |
| Community / Consumer Health | 4.2.3 Identify health advertising in a variety of forms.  | 4.3.3 Explain how media influences decisions on health products and services.                       | 4.5.3 Analyze how stated and implied messages from media influence health behaviors.   | 4.8.3 Critique a variety of consumer influences that affect health decisions.                       | 4.12.3 Assess the impact of promotion and distribution of products and services on consumer health.  |

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**Content Standard 5.0:** Students will demonstrate the ability to use interpersonal communication skills to enhance health (Interpersonal Communication).

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|--------------------------------------|---|---|---|--|--|
| Personal Health and Fitness          | 5.2.1 Name basic verbal and non-verbal communication techniques.                                    | 5.3.1A Discuss the need for acceptable social skills with others.<br>5.3.1B Discuss acceptable social skills with others. |   | 5.8.1 Role play decision-making and problem-solving skills, which enhance interpersonal relationships.       | 5.12.1 Utilize skills for communicating effectively.   |
| Injury, Violence Prevention & Safety | 5.2.2 Describe ways to communicate care, consideration, and respect for self and others.            | 5.3.2 Identify behaviors exhibited in conflict situations and strategies for mediation.                                   | 5.5.2 Refine skills and strategies for solving interpersonal conflicts without harming self and others. | 5.8.2 Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills. | 5.12.2 Analyze a school plan for conflict management.  |

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**Content Standard 6.0:** Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health (Decision Making & Goal Setting).

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|-----------------------------|---|---|---|---|---|
| Personal Health and fitness | 6.2.1 Identify a decision-making process model.   | 6.3.1A Apply a decision-making process to resolve class identified health issues and problems.<br>6.3.1B Set an individual health goal and record progress. | 6.5.1A Demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences.<br>6.5.1B Set an individual health goal and identify the steps necessary to achieve it. | 6.8.1A Apply a decision-making process to a significant health issue or problem.<br>6.8.1B Develop a personal health plan that addresses personal strengths, needs, and health risks. | 6.12.1 Formulate an effective plan for lifelong health enhancement.   |
| Disease Prevention          |   | 6.3.2 Explain the consequences of individual health care decisions.   | 6.5.2 Predict how decisions regarding health behaviors have consequences for self and others.   | 6.8.2 Compare and contrast the short and long-term impact of health decisions on the individual and society.  | 6.12.2 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults. |
| Community / Consumer Health |   | 6.3.3 Identify the importance of asking for assistance in making health-related decisions and setting health goals.   | 6.5.3 Explain when to ask for assistance in making health-related decisions and setting health goals.   | 6.8.3 Determine contacts for assistance with health issues.   | 6.12.3. Utilize the decision-making process to address complex community health issues.   |

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**Content Standard 7.0:** Students will demonstrate the ability to advocate for personal and community health (Advocacy).

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|----------------------------------|---|---|---|---|--|
| Community/<br>Consumer<br>Health | 7.2.1 Identify positive health choices.   | 7.3.1A Demonstrate the ability to work cooperatively and productively with others.<br>7.3.1B Examine how individuals accept responsibility for taking care of the school. | 7.5.1A Demonstrate the ability to work independently when promoting health for self and others.<br>7.5.1B Encourage others to make healthy choices. | 7.8.1 Identify and research a community health issue and develop a plan of action.                  | 7.12.1A Identify the methods for being a responsible voice for self and others when promoting health practices in the community.<br>7.12.1B Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience. |

Approved 3/8/00