Nevada Health

High School

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

Personal, Community, and Environmental Health Strand

1 Evaluate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health. 1.PCE.HS.1

2 Evaluate the impact of communicable and noncommunicable diseases. 1.PCE.HS.2

3 Analyze the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health. 1.PCE.HS.3

4 Evaluate how an individual's family structure impacts other families and the community. 1.PCE.HS.4

5 Evaluate the impact genetics, family history, health behaviors, and stress have on individual health. 1.PCE.HS.5

6a Explain how to register as an organ and tissue donor. 1.PCE.HS.6A

6b Summarize individual and societal benefits of organ and tissue donation. 1.PCE.HS.6B

6c Analyze factual information about organ tissue and donation. 1.PCE.HS.6C

Mental and Emotional Health Strand

1 Investigate the relationship between mental health and physical health. 1.ME.HS.1

2 Analyze ways to decrease the risk of selfinjurious or suicidal behaviors. 1.ME.HS.2

Nutrition and Physical Activity Strand

1 Investigate how personal healthy eating patterns, in accordance to the current federal Dietary Guidelines for Americans, lead to health promotion and disease prevention. 1.NP.HS.1

2 Analyze the mental, social and physical benefits of daily moderate to vigorous physical activity. 1.NP.HS.2

3 Evaluate the importance of annual physical health examinations and responding appropriately to unusual aches and pains. 1.NP.HS.3

Substance Use and Abuse Strand

1 Analyze the effects of longterm use and abuse of overthe-counter and prescription medications. 1.SUA.HS.1

2 Analyze the effects of longterm use and abuse of alcohol, tobacco, marijuana, and other drugs as they relate to health and disease prevention. 1.SUA.HS.2

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Safety Practices, Injury Prevention, and CPR/AED Strand

1 Critique how health risk behaviors influence safety and injury prevention practices. 1.SIC.HS.1

2a Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation (CPR) according to the guidelines of the American Heart Association. 1.SIC.HS.2A

2b Explain the purpose, operation and safe use of an automated external defibrillator (AED). 1.SIC.HS.2B

Personal Safety Strand

1 Develop personal boundaries and clear limits for self and recognize the importance of not violating the personal boundaries of others. 1.PS.HS.1

2 Analyze the impact related to various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences. 1.PS.HS.2

3 Diagram the reporting process and include where, when, and whom to report unsafe situations. 1.PS.HS.3

5 Discuss laws regarding human trafficking 1.PS.HS.5

6 Evaluate the potentially positive and negative roles of technology and social media in relationships. 1.PS.HS.6

Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility Strand

1 Analyze the role hormones play within the structures and functions of the human reproductive systems. 1.HRS.HS.1

2 Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood. 1.HRS.HS.2

3 Analyze the scientific process of human reproduction. 1.HRS.HS.3

4a Explain the impact a pregnancy has on the body. 1.HRS.HS.4A

4b Compare and contrast the advantages and disadvantages of various methods of contraception, including abstinence and condoms. 1.HRS.HS.4B

4c Examine prenatal practices that can contribute to or compromise a healthy pregnancy. 1.HRS.HS.4C

4d Compare and contrast the laws relating to pregnancy, abortion, adoption, and parenting. 1.HRS.HS.4D

5a Describe signs and symptoms, treatments, and modes of transmission of related communicable diseases (STDs/STIs), including HIV/AIDS. 1.HRS.HS.5A

5b Describe current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs). 1.HRS.HS.5B

5c laws related to sexual health care services, including related communicable diseases (STD/STIs) and HIV/AIDS testing and treatment. 1.HRS.HS.5C

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5d Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of related communicable diseases (STDs/STIs), including HIV/AIDS. 1.HRS.HS.5D

6 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships. 1.HRS.HS.6

7a Analyze factors that can affect the ability to give or recognize consent to sexual activity. 1.HRS.HS.7A

7b Analyze laws relating to the sexual conduct of minors, including consent, and criminal sexual conduct. 1.HRS.HS.7B

Analyze Influences: Students will analyze the influences of family, peers, culture, media, technology, and other factors have on health behaviors.

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Analyze how the perceptions of current social expectations influence healthy and unhealthy behaviors. 2.AF.HS.1

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

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Evaluate the validity of health information, products and services. 3.AI.HS.1

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Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to en' av ris

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

Utilize skills for communicating effectively with family, peers, and others to enhance health. 4.IC.HS.1	**1** **Utilize skills for communicating effectively with family, peers, and others to enhance health.** 4.IC.HS.1
Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.IC.HS.	**2** **Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.** 4.IC.HS.
Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.	**Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.**
Compare the potential shortterm and longterm impact of healthy and unhealthy decisions on self and others. 5.DM.HS.1	**1** **Compare the potential shortterm and longterm impact of healthy and unhealthy decisions on self and others.** 5.DM.HS.1
Evaluate the effectiveness of health-related decisions. 5.DM.HS.2	**2** **Evaluate the effectiveness of health-related decisions.** 5.DM.HS.2
Defend the healthy choice when making a decision. 5.DM.HS.3	**3** **Defend the healthy choice when making a decision.** 5.DM.HS.3
Goal Setting: Students will demonstrate the ability to use goal-setting skills to enhance health.	**Goal Setting: Students will demonstrate the ability to use goal-setting skills to enhance health.**
Implement strategies and monitor progress in achieving a health go	**1** **Implement strategies and monitor progress in achieving a health goal.** 6.GS.HS.1

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Formulate an effective longterm health plan. 6.GS.HS.2	**2 Formulate an effective longterm health plan.** 6.GS.HS.2
Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.	**Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.**
Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 7.SM.HS.1	**1 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.** 7.SM.HS.1
Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. 7.SM.HS.2	**2 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.** 7.SM.HS.2
Analyze the role of individual responsibility in enhancing health. 7.SM.HS.3	**3 Analyze the role of individual responsibility in enhancing health.** 7.SM.HS.3
Advocacy Students will demonstrate the ability to support/promote personal, family, and community health.	**Advocacy Students will demonstrate the ability to support/promote personal, family, and community health.**
Demonstrate advocacy for improving personal, family, and community health. 8.AV.HS.1	**1 Demonstrate advocacy for improving personal, family, and community health.** 8.AV.HS.1