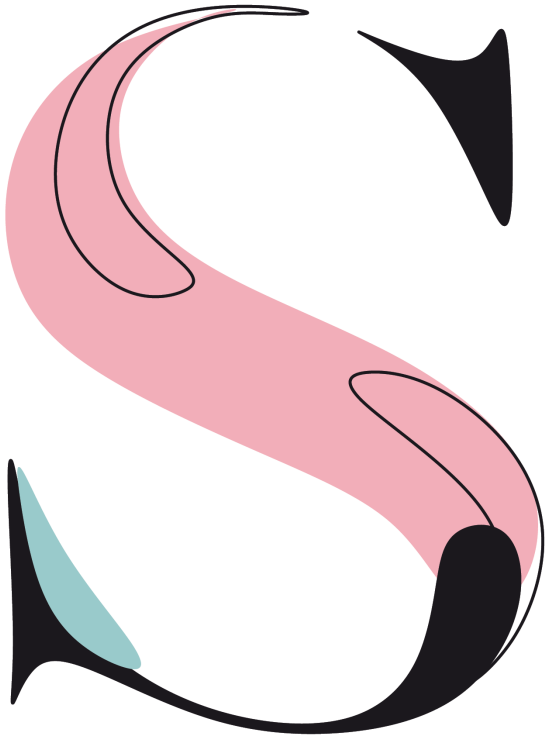
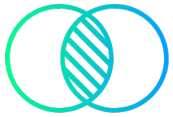


STANDARDS

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **the** Nevada Academic Content Standards for High School Health (2020)

Nevada Academic Content Standards for Health (2020): https://doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Nevada_Academic_Standards/Health_and_PE/2020NVACSHealth.pdf

Nevada Academic Content Standards for Health — High School (2020)::

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Content Standard 2: Students will analyze the influences of family, peers, culture, media, technology, and other factors have on health behaviors.

Content Standard 3: Students will demonstrate the ability to access reliable health information, products, and services to enhance health.

Content Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.

Content Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Content Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Content Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

Content Standard 8: Students will demonstrate the ability to support/promote personal, family, and community health.

Nevada Content Standard 1 (Core Concepts) Strands::

Personal, Community, and Environmental Health; Mental and Emotional Health; Nutrition and Physical Activity; Substance Use and Abuse; Safety Practices, Injury Prevention, and CPR/AED; Personal Safety; Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility

The 2020 Nevada Academic Content Standards (NVACS) for Health were adopted by the Nevada State Board of Education in October 2020 (reprinted November 2021), with full district implementation required beginning 2022-2023. The high school band comprises 50 performance indicators across 8 Content Standards. There is no 1.PS.HS.4 in the adopted document (the Personal Safety strand numbering skips from 3 to 5).

Content Standard 1: Core Concepts — Personal, Community, and Environmental Health Strand		
Healthy Practices & Behaviors	**1.PCE.HS.1:** Evaluate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.	**Begin a Term:** Day 1 (Core Scholar), Day 2 (Reflective Identity). **Mental Health:** Day 1-2 (5 Dimensions), Day 9-10 (Wellness Plan). **Body Systems:** Day 1 (Internal Balance). **End a Term:** Day 1 (Homeostasis).
Communicable & Non-Communicable Disease	**1.PCE.HS.2:** Evaluate the impact of communicable and non-communicable diseases.	**Diseases:** Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention). **Body Systems:** Day 2 (Immune/Vaccine stats). **End a Term:** Day 1 (MC Questions 11-12).
Similarities & Differences	**1.PCE.HS.3:** Analyze the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health.	**Empathy:** Day 2 (Venn Diagram), Day 3 (Stereotypes). **Diversity:** Day 1 (Identity), Day 2 (Belonging), Day 3 (Representation).
Family Structure & Community	**1.PCE.HS.4:** Evaluate how an individual's family structure impacts other families and the community.	**Begin a Term:** Day 2 (Vortex of Impact). **Alcohol:** Day 4 (Family addiction roles). **End a Term:** Day 2 (Generational cycles, Waves of impact).
Genetics, Family History & Stress	**1.PCE.HS.5:** Evaluate the impact genetics, family history, health behaviors, and stress have on individual health.	**Begin a Term:** Day 1 (Personal Timeline/Future Letter). **Stress:** Day 5-6 (Risk/Protective Factors). **Diseases:** Day 4 (Risk assessment), Day 5 (Family History).
Organ & Tissue Donor Registration	**1.PCE.HS.6a:** Explain how to register as an organ and tissue donor.	Review Required
Benefits of Organ & Tissue Donation	**1.PCE.HS.6b:** Summarize individual and societal benefits of organ and tissue donation.	Review Required

Organ & Tissue Donation Facts	**1.PCE.HS.6c:** Analyze factual information about organ tissue and donation.	Review Required

Content Standard 1: Core Concepts — Mental and Emotional Health Strand		
Mental & Physical Health	**1.ME.HS.1:** Investigate the relationship between mental health and physical health.	**Mental Health:** Day 1-2 (5 Dimensions, Biopsychosocial). **Body Systems:** Day 1 (Gut-brain disruption). **Diseases:** Day 5 (Physiological impact).
Reducing Self-Injury & Suicide Risk	**1.ME.HS.2:** Analyze ways to decrease the risk of self-injurious or suicidal behaviors.	**Mental Health:** Day 5-6 (Crisis plan, Listening/Thanking them). **Stress:** Day 5-6 (Safety Plan, Warning sign response), Day 7-8 (Help prompts). **First Aid:** Day 4 (ALGEE model).

Content Standard 1: Core Concepts — Nutrition and Physical Activity Strand		
Healthy Eating Patterns	**1.NP.HS.1:** Investigate how personal healthy eating patterns, in accordance to the current federal Dietary Guidelines for Americans, lead to health promotion and disease prevention.	**Nutrition:** Day 1-2 (Macro/Micro functions), Day 5-6 (Recommended serving sizes analysis), Day 7-8 (Blood sugar/Heart health), Day 9-10 (SMART Power Plate meal/Plan design).
Benefits of Physical Activity	**1.NP.HS.2:** Analyze the mental, social and physical benefits of daily moderate to vigorous physical activity.	**Nutrition:** Day 7-8 (Blood sugar/Heart health, Energy check), Day 10 (Food log/MyFitnessPal expenditure tracking). **Body Systems:** Day 2 (Lifestyle efficiency).
Annual Physical Exams	**1.NP.HS.3:** Evaluate the importance of annual physical health examinations and responding appropriately to unusual aches and pains.	**Body Systems:** Day 3 (Reproductive wellness plan). **Sex Education:** Day 5-6 (Self-exam guides/Cancer prevention). **Diseases:** Day 4 (Risk assessment).

Content Standard 1: Core Concepts — Substance Use and Abuse Strand		
OTC & Prescription Medications	**1.SUA.HS.1:** Analyze the effects of long-term use and abuse of over-the-counter and prescription medications.	**Dangerous Decisions:** Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence). **Drugs:** Day 1 (Stimulants/Opioids), Day 2 (Tolerance), Day 3 (Memory/Breathing impact).
Alcohol, Tobacco, Marijuana & Other Drugs	**1.SUA.HS.2:** Analyze the effects of long-term use and abuse of alcohol, tobacco, marijuana, and other drugs as they relate to health and disease prevention.	**Dangerous Decisions:** Day 2 (Alcohol, Nicotine, Cannabis, Opioids, Tolerance/Dependence). **Alcohol:** Day 3 (AUD chronic nature). **Drugs:** Day 2 (Tolerance). **Tobacco:** Day 1 (Prefrontal cortex effects). **End a Term:** Day 1 (MC 1-3).

Content Standard 1: Core Concepts — Safety Practices, Injury Prevention, and CPR/AED Strand		
Risk Behaviors & Injury Prevention	**1.SIC.HS.1:** Critique how health risk behaviors influence safety and injury prevention practices.	**Dangerous Decisions:** Day 1 (Risky Choices, Risky driving), Day 2 (Water safety/blackouts), Day 3 (Distracted driving CDC data). **First Aid:** Day 1 (Willingness to act). **End a Term:** Day 1 (Scene Safety Scenario).
Hands-Only CPR	**1.SIC.HS.2a:** Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation (CPR) according to the guidelines of the American Heart Association.	**First Aid:** Day 2 (Hands-only CPR/AED sequence, ABCDE).
AED Use	**1.SIC.HS.2b:** Explain the purpose, operation and safe use of an automated external defibrillator (AED).	**First Aid:** Day 2 (Hands-only CPR/AED sequence, AED Locator).

Content Standard 1: Core Concepts — Personal Safety Strand		
Personal Boundaries	**1.PS.HS.1:** Develop personal boundaries and clear limits for self and recognize the importance of not violating the personal boundaries of others.	**Begin a Term:** Day 2 (Practicing consent). **Empathy:** Day 4 (Boundaries, Saying No). **Self-Esteem:** Day 3 (Boundary practice), Day 5 (Boundary setting). **Sex Education:** Day 1-2 (Boundaries).
Abusive & Coercive Behaviors	**1.PS.HS.2:** Analyze the impact related to various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences.	**Mental Health:** Day 7-8 (Jealousy/Control). **Sex Education:** Day 3-4 (Coercion distinction, Gaslighting vs respect). **Violence:** Day 5 (Challenging victim-blaming).
Reporting Unsafe Situations	**1.PS.HS.3:** Diagram the reporting process and include where, when, and whom to report unsafe situations.	**Begin a Term:** Day 2 (School counselors/nurses). **Violence:** Day 5 (Bystander/Confidential reporting, Crisis lines). **First Aid:** Day 1 (911 Script).
Human Trafficking Laws	**1.PS.HS.5:** Discuss laws regarding human trafficking.	Review Required
Technology & Social Media in Relationships	**1.PS.HS.6:** Evaluate the potentially positive and negative roles of technology and social media in relationships.	**Mental Health:** Day 7-8 (Digital Balance, Digital influence, Online validation influence). **Conflict:** Day 2 (Digital norms). **Dangerous Decisions:** Day 3 (Sexting/Digital footprint leaks).

Content Standard 1: Core Concepts — Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility Strand		
Hormones & Reproductive Systems	**1.HRS.HS.1:** Analyze the role hormones play within the structures and functions of the human reproductive systems.	**Body Systems:** Day 3 (Testosterone/Estrogen, Hormonal shifts). **Sex Education:** Day 5-6 (Structures/Functions).

Brain Development in Adolescence	**1.HRS.HS.2:** Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.	**Body Systems:** Day 3 (Hormonal shifts). **Sex Education:** Day 5-6 (Development/Lifespan literacy, Physical/Social shifts).
Process of Human Reproduction	**1.HRS.HS.3:** Analyze the scientific process of human reproduction.	**Body Systems:** Day 3 (Sperm/Egg production). **Sex Education:** Day 5-6 (Structures/Functions), Day 7-8 (Fertilization).
Impact of Pregnancy on the Body	**1.HRS.HS.4a:** Explain the impact a pregnancy has on the body.	**Body Systems:** Day 3 (Reproductive wellness plan). **Sex Education:** Day 7-8 (Fertilization, Parenting/Financial effects).
Contraception Methods	**1.HRS.HS.4b:** Compare and contrast the advantages and disadvantages of various methods of contraception, including abstinence and condoms.	**Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP, Condom Demo/Steps), Day 9-10 (Abstinence proactive choice).
Prenatal Practices	**1.HRS.HS.4c:** Examine prenatal practices that can contribute to or compromise a healthy pregnancy.	Review Required
Laws: Pregnancy, Abortion, Adoption, Parenting	**1.HRS.HS.4d:** Compare and contrast the laws relating to pregnancy, abortion, adoption, and parenting.	Review Required
STDs/STIs & HIV/AIDS Basics	**1.HRS.HS.5a:** Describe signs and symptoms, treatments, and modes of transmission of related communicable diseases (STDs/STIs), including HIV/AIDS.	**Diseases:** Day 4 (STI Stigma challenge). **Sex Education:** Day 7-8 (STI transmission).
STI/HIV Prevention & Vaccines	**1.HRS.HS.5b:** Describe current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs).	**Body Systems:** Day 2 (Immune/Vaccine stats). **Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP).
Sexual Health Care Laws	**1.HRS.HS.5c:** Describe the laws related to sexual health care services, including related communicable diseases (STD/STIs) and HIV/AIDS testing and treatment.	**Sex Education:** Day 7-8 (Confidential testing advocacy), Day 9-10 (Confidentiality/Minor access laws).

Effectiveness of Safer Sex Methods	**1.HRS.HS.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.	**Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP, Condom Demo/Steps), Day 9-10 (Abstinence proactive choice).
Healthy & Unhealthy Relationships	**1.HRS.HS.6:** Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.	**Mental Health:** Day 7-8 (Jealousy/Control). **Sex Education:** Day 3-4 (Trust/Equality/Boundaries, Gaslighting vs respect).
Factors Affecting Consent	**1.HRS.HS.7a:** Analyze factors that can affect the ability to give or recognize consent to sexual activity.	**Begin a Term:** Day 2 (Practicing consent). **Mental Health:** Day 7-8 (Digital influence). **Sex Education:** Day 3-4 (Coercion distinction).
Laws on Sexual Conduct of Minors	**1.HRS.HS.7b:** Analyze laws relating to the sexual conduct of minors, including consent, and criminal sexual conduct.	**Dangerous Decisions:** Day 3 (Sexting laws). **Sex Education:** Day 9-10 (Confidentiality/Minor access laws).

Content Standard 2: Analyze Influences		
Social Expectations & Behavior	**2.AF.HS.1:** Analyze how the perceptions of current social expectations influence healthy and unhealthy behaviors.	**Self-Esteem:** Day 1 (Media/Family), Day 4 (Instagram/TikTok). **Mental Health:** Day 1-2 (Social Media Trap), Day 7-8 (Digital validation). **Stress:** Day 1-2 (Racism/Sexism). **Diversity:** Day 2 (Implicit bias). **Dangerous Decisions:** Day 1 (Peer Pressure). **Nutrition:** Day 1-2 (Diet Culture), Day 5-6 (Healthwashing).

Content Standard 3: Access Information		
Validity of Health Information	**3.AI.HS.1:** Evaluate the validity of health information, products and services.	**Mental Health:** Day 5-6 (Numbing myths). **Diseases:** Day 4 (Media Literacy). **Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). **First Aid:** Day 3 (Kit research). **Tobacco:** Day 1 (Vape ad decoding).

Content Standard 4: Interpersonal Communication		
Effective Communication	**4.IC.HS.1:** Utilize skills for communicating effectively with family, peers, and others to enhance health.	**Empathy:** Day 1 (Empathetic writing), Day 2 (Active Listening, Emotional vocabulary). **Self-Esteem:** Day 5 (Self-advocacy). **Mental Health:** Day 1-2 (Judgment-free listening), Day 5-6 (Assertiveness). **Stress:** Day 7-8 (Parent-Teen Communicator). **Conflict:** Day 2 (Clarifying needs).
Refusal, Negotiation & Collaboration	**4.IC.HS.2:** Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	**Empathy:** Day 4 (Saying No). **Conflict:** Day 1 (Negotiation, Assertiveness/I-statements), Day 2 (Accountability/Repair). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 4 (Refusal/Advocacy), Day 5 (NVC - Nonviolent Communication).

Content Standard 5: Decision Making		
Short- & Long-Term Impact of Decisions	**5.DM.HS.1:** Compare the potential short-term and long-term impact of healthy and unhealthy decisions on self and others.	**Begin a Term:** Day 2 (Vortex of Impact). **Stress:** Day 1-2 (Pressure outcomes). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE, Risky choice impact), Day 2 (Substance quiz), Day 3 (Pre-decision challenge). **End a Term:** Day 1 (Scenario 9/26).

Effectiveness of Health Decisions	**5.DM.HS.2:** Evaluate the effectiveness of health-related decisions.	**Self-Esteem:** Day 4 (Authenticity shift). **Mental Health:** Day 3-4 (Adaptive coping). **Stress:** Day 3-4 (Help-seeking). **Sex Education:** Day 7-8 (Decision Scenario), Day 9-10 (Values check).
Defending the Healthy Choice	**5.DM.HS.3:** Defend the healthy choice when making a decision.	**Diversity:** Day 3 (Dismissive decisions). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). **Nutrition:** Day 3-4 (Intentional choice). **Sex Education:** Day 9-10 (Values check).

Content Standard 6: Goal Setting		
Achieving a Health Goal	**6.GS.HS.1:** Implement strategies and monitor progress in achieving a health goal.	**Begin a Term:** Day 1 (Health Mission Statement). **Self-Esteem:** Day 4 (Self-acceptance plan), Day 5 (Small steps). **Mental Health:** Day 5-6 (Support goal), Day 9-10 (Personal Mental Health Plan). **Stress:** Day 1-2 (Reduction strategy), Day 9-10 (Toolkit implementation). **Nutrition:** Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan).
Long-Term Health Plan	**6.GS.HS.2:** Formulate an effective long-term health plan.	**Begin a Term:** Day 1 (Future letter 1/5/10yr, Personal Timeline/Future Letter). **Mental Health:** Day 9-10 (Wellness Plan). **Nutrition:** Day 9-10 (SMART Power Plate meal/Plan design). **Alcohol:** Day 4 (Future you letter). **End a Term:** Day 1 (Long-term goal mapping, Live it Forward challenge).

Content Standard 7: Self-Management		
Healthy Practices & Behaviors	**7.SM.HS.1:** Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	**Self-Esteem:** Day 1 (Gratitude Rock), Day 2 (Nature Walk). **Mental Health:** Day 1-2 (Stress-Relief Jar, Mindful breathing), Day 3-4 (Mental Health Toolbox). **Stress:** Day 1-2 (5-4-3-2-1), Day 9-10 (Toolkit). **Nutrition:** Day 3-4 (Mindful eating).
Avoiding & Reducing Health Risks	**7.SM.HS.2:** Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.	**Dangerous Decisions:** Day 1 (Risk Management Plan), Day 3 (Refusal/Negotiation skills). **First Aid:** Day 2 (Hands-only CPR/AED sequence). **Alcohol:** Day 1-4 (Overdose/Poisoning response). **Drugs:** Day 3 (Narcan administration). **Sex Education:** Day 7-8 (Condom Demo/Steps).
Individual Responsibility	**7.SM.HS.3:** Analyze the role of individual responsibility in enhancing health.	**Begin a Term:** Day 1 (Health Mission Statement). **Self-Esteem:** Day 5 (Self-advocacy). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Sex Education:** Day 9-10 (Ownership/Rights). **End a Term:** Day 1 (Live it Forward challenge).

Content Standard 8: Advocacy		
Advocacy for Health	**8.AV.HS.1:** Demonstrate advocacy for improving personal, family, and community health.	**Empathy:** Day 3 (Emotional energy advocacy), Day 5 (Kindness project). **Mental Health:** Day 1-2 (Breaking Stigma PSA), Day 9-10 (Positive culture advocacy). **Diversity:** Day 2 (Advocating for Equity). **Nutrition:** Day 9-10 (School Lunch Advocacy). **Alcohol:** Day 4 (Safe community advocacy). **Tobacco:** Day 2 (Tobacco-free advocacy).