

ALTERNATIVE DIPLOMA HEALTH EDUCATION GUIDANCE

Guidance for Nevada's teachers and high schools regarding the implementation of the Health Education credit requirements for the Alternative Diploma for students with significant cognitive disabilities



Introduction

This guidance document is designed to assist Nevada's schools and teachers in the implementation of the credit requirements necessary for a student to attain an Alternative Diploma. The Nevada Revised Statute (NRS) requires students pursuing the Alternative Diploma to attain a minimum number of high school credits (Table 1), including a half credit in Health Education. Currently, Nevada does not have approved NVACS Connectors in the Health Education subject area. This document provides suggested modified standards that align to the current Nevada Health Standards, which can be used to inform the content of a Health class for students with significant cognitive disabilities (SCD). This guidance aligns with changes to the NVACS Health standards that go into effect during the 2021-2022 school year.

Table 1.

Credit Minimums for Graduating Cohorts 2022 and After

Required Course	Minimum Number of Units
Social Studies	2.0
Arts and Humanities, Junior Reserve Officers' Training Corps (Level III or Level IV) or Career and Technical Education	1.0
College and Career Ready Flex Credit (see notes below for details)	2.0
English Language Arts	4.0
Health Education	0.5
Mathematics	3.0
Physical Education	2.0
Computer Education and Technology	0.5
Science	2.0
Electives	6.0
TOTAL	23 Units

Note. The course of study in college and career ready flex credit must include:

1. Level II or Level III course of study in a program area prescribed pursuant to NAC 389.803 (*Career and Technical Education courses that are Level II and Level III fulfill this requirement*);
2. Fourth year of mathematics;
3. Third year of social studies; **or**
4. Third year of science.

Grade Level

1. Content Standard Area

Modified Content Standard - *Rewritten Nevada Health Education Standard designed to provide increased access to students with significant cognitive disabilities*

Recommended Minimum Access Point – Suggests a minimum point of access for students pursuing attainment of the modified Health Standards

Definitions of Terms – Defines terms within the Recommended Minimum Access Points for clarification and to ensure broad consideration of student's ability to access the modified Health Standards

Strands and Suggested Modified Strand Standards:

Health Standard Strand

Identifier: Identifies subsequent information as modified standards

Modified Standard Number – Identifies the number for the Health NVACS from which the health modified standards are derived

Modified Standard(s)

The Nevada Department of Education's Office of Special Education recognizes that students with significant cognitive disabilities (SCD) represent a broad diversity of abilities and support needs. To assist IEP teams in decision making and planning for the Alternative Diploma, we have developed the aforementioned Recommended Minimum Access Points as guidance. These recommended access points for students with SCD are intended to promote the broadest level of student access while also ensuring a high level of rigor in student programming.

High School

1. Core Concepts

Students will identify and apply concepts related to health promotion and disease prevention to enhance health

Recommended Minimum Access Point - Student can *access and use** information for *personal health promotion**

access and use* - A student's ability to access and use health-related curriculum materials should be considered within the broadest range of possible option, including: adaptations, modifications, and alternative versions of presentation and response.

information for personal health promotion* - There are a variety of ways in which personal health can be promoted through health-related information, both on a localized personal level via information on healthy daily routines and practices, as well as on a more expansive level via information on broader personal health related concepts such as stress reduction, substance use, etc. To increase student access to the curriculum, the scope and format of information on personal health promotion should be given broad consideration to allow students varied points of access to lessons.

Personal, Community, and Environmental Health

Standards

1.PCE.HS.1

Compare and contrast healthy practices and behaviors that maintain or improve personal, community, and environmental health

1.PCE.HS.2

Compare and contrast different communicable and non-communicable diseases

1.PCE.HS.3

Demonstrate respect for the similarities and differences of self and others as it relates to personal, community, and environmental health (without discrimination or segregation on the ground of race, color, religion, national origin, sex, gender identity or expression, **per NRS 651.070**)

1.PCE.HS.4

Identify ways an individual's family structure can impact other families and the community

1.PCE.HS.5

Identify ways genetics, family history, health behaviors, and stress impact an individual's health

1.PCE.HS.6b

Compare individual and societal benefits of organ and tissue donation

Mental and Emotional Health

Standards

1.ME.HS.1

Identify the relationship between mental and physical health (**Per NRS 389.520**)

1.ME.HS.2

Identify ways to decrease the risk of self-injurious or suicidal behaviors (**Per NRS 389.021**)

Nutrition and Physical Activity

Standards

1.NP.HS.1

Identify reasons healthy eating patterns, in accordance to the current federal Dietary Guidelines for Americans, lead to health promotion and disease prevention

1.NP.HS.2

Compare the mental, social, and physical benefits of physical activity (**Per NRS 389.520**)

1.NP.HS.3

Identify the importance of annual physical examinations and responding appropriately to unusual aches and pains (**Per NRS 389.018**)

Substance Use and Abuse

Standards

1.SUA.HS.1

Identify impacts of long-term use and abuse of over-the-counter and prescription medications

1.SUA.HS.2

Identify impacts of long-term use and abuse of alcohol, tobacco, marijuana, and other drugs on health and disease prevention

Safety Practices, Injury Prevention, and CPR/AED

Standards

1.SIC.HS.1

Identify ways health risk behaviors influence injury prevention practices

1.SIC.HS.2a

Sequence representations of the steps required for correct administration of CPR in accordance with the American Heart Association guidelines **(Per NRS 389.021)**

1.SIC.HS.2b

Sequence representations of the steps required for correct operation and safe use of an AED **(Per NRS 389.021)**

Personal Safety

Standards

1.PS.HS.1

Identify personal boundaries and clear limits for self and others

1.PS.HS.2

Compare and contrast mental, physical, social, economic, and legal consequences of abusive and coercive behaviors

1.PS.HS.3

Use an accessible graphic organizer to diagram the reporting process and include where, when, and whom to report unsafe situations

1.PS.HS.5

Identify how laws related to human trafficking

1.PS.HS.6

Identify positive and negative consequences that technology can have on relationships

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

Standards

1.HRS.HS.1

Identify ways hormones impact the structures and functions of the human reproductive system

1.HRS.HS.2

Identify how brain development impacts cognitive, social, and emotional changes during adolescence and early adulthood

1.HRS.HS.3

Describe the scientific stages of human reproduction

1.HRS.HS.4a

Identify ways a pregnancy impacts the human body

1.HRS.HS.4b

Compare and contrast protective and preventative strategies that limit the potential of contracting an STD or becoming pregnant

1.HRS.HS.4c

Identify prenatal practices that can positively or negatively impact the health of a pregnancy

1.HRS.HS.4d

Identify how laws impact pregnancy, abortion, adoption and parenting

1.HRS.HS.5a

Compare and contrast signs, symptoms, treatments, and modes of transmission of related communicable diseases (STDs/STIs), including HIV/AIDS

1.HRS.HS.5b

Compare and contrast approaches that can prevent the acquisition of HIV/AIDS and related communicable diseases (STDs/STIs)

1.HRS.HS.5c

Identify laws related to sexual healthcare services, including laws affecting related communicable diseases (STDs/STIs) including HIV/AIDS

1.HRS.HS.5d

Compare and contrast 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.6

Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships

1.HRS.HS.7a

Identify factors/circumstances that impact the ability to give or recognize consent to sexual activity

1.HRS.HS.7b

Identify laws that relate to the sexual conduct of minors, including consent and criminal sexual conduct, and their potential consequences

2. Analyze Influences

Students will identify how the influence of family, peers, culture, media, technology, and other factors affect health behaviors

Recommended Minimum Access Point - Student can *appropriately respond to** information on external health influences*

appropriately respond to* - As students increase their knowledge of health influences and associated health behaviors, they will become more capable of responding to these influences appropriately. Student's ability to respond to a health influence should consider their receptive and expressive communication capabilities and needs.

information on external health influences* - Information on external health influences should consider various sources of influence and multiple modalities of presentation to increase student access to the curriculum.

Standards

2.AF.HS.1

Compare and contrast how social expectations influence healthy and unhealthy behaviors

3. Access Information

Students will identify reliable health information, products, and services to enhance health, and model appropriate use of these resources

Recommended Minimum Access Point - Student can *discriminate* health promoting resources** from those that do not promote/enhance health

discriminate* - Key to discriminating between two choices is the receptive recognition of the choice difference, and the ability to express a selection. Teachers and staff should ensure that the representations of choices are at the student's level of understanding and that the student can expressively provide acknowledgement of his or her choice. Teachers and staff should consider: adaptations, modifications, and alternative versions of presentation and response.

health promoting resources* - Health promoting resources may be physically accessible resources, representations of resources, community-based resources, etc. Health promoting resources should be varied and consider multiple modalities of presentation to increase student access to the curriculum.

Standards

3.AI.HS.1

Identify features of health information, products, and services that can help a consumer determine their validity

4. Interpersonal Communication

Students will use self-determination and communication skills to enhance health and to avoid or reduce health risks

Recommended Minimum Access Point - Student can *expressively communicate* to attain positive health outcomes**

expressively communicate* - Student modes of expression should be given the widest possible consideration and may include behavioral responses such as gesturing, use of assistive technologies, use of visual supports, etc. Expressive communication modalities should reflect the ability level and needs of the student.

to attain positive health outcomes* - Attainment of positive health outcomes may include requesting access to health promoting items, processes, or routines to meet immediate health needs, or may be more complex expressions of health positive

concepts. Activities and lessons should provide broad latitude in the way positive health outcomes are attained to promote increased student access to the curriculum.

Standards

4.IC.HS.1

Use expressive and receptive communication skills to interact with family, peers and others to enhance health

4.IC.HS.2

Demonstrate negotiation strategies to avoid or reduce health risks

5. Decision Making

Students will identify and apply health related decision-making to enhance personal health

Recommended Minimum Access Point - *Student can access* health related decision-making opportunities**

access* - A student's ability to access curriculum materials should be considered within the broadest range of possible options, including: adaptations, modifications, and alternative versions of presentation and response.

health related decision-making opportunities* - Lessons should consider a broad range of health-related choices, and how choices are represented, to expand student access to decision-making opportunities.

Standards

5.DM.HS.1

Identify potential short-term and long-term impacts of healthy and unhealthy decisions on one's self and others

5.DM.HS.2

Determine the effectiveness of health-related decisions

5.DM.HS.3

Identify reasons for making healthy choices

6. Goal Setting

Students will identify and apply health planning skills/strategies to meet established health goals

Recommended Minimum Access Point - *Student can use personal attributes* to attain targeted health outcomes**

personal attributes* - All students have strengths, preferences, and interests that can be accessed to promote educational opportunity. Teachers and staff should consider how a student's personal attributes can be identified, understood by the student, and utilized to help the student achieve improved health outcomes.

attain targeted health outcomes* - Targeted health outcomes may be related to personal health routines and needs, or to broader health goals. To increase student

access to the curriculum, how students pursue health-related outcomes should consider: adaptations, modifications, and alternative versions of presentation and response.

Standards

6.GS.HS.1

Implement strategies and monitor progress toward achieving a health goal

6.GS.HS.2

Develop a long-term health plan

7. Self-Management

Students will identify and model health-enhancing behaviors that avoid or reduce health risks

Recommended Minimum Access Point - *Student can access* opportunities to improve/maintain personal health**

access* - A student's ability to access curriculum materials should be considered within the broadest range of possible options, including: adaptations, modifications, and alternative versions of presentation and response.

opportunities to improve/maintain personal health* - Teachers and staff should consider a broad range of opportunities for students to improve/maintain personal health based on the students' abilities and needs and how these opportunities can be facilitated to provide meaningful learning experiences.

Standards

7.SM.HS.1

Demonstrate a variety of age-appropriate behaviors that will maintain or improve the health of one's self and others

7.SM.HS.2

Demonstrate a variety of age-appropriate behaviors that avoid or reduce health risks to one's self and others

7.SM.HS.3

Identify personal roles and responsibilities of individuals in enhancing health

8. Advocacy

Students will identify and model ways to support/promote personal, family, and community health

Recommended Minimum Access Point - *Student can access* opportunities to promote health of self and others**

access* - A student's ability to access curriculum materials should be considered within the broadest range of possible options, including: adaptations, modifications, and alternative versions of presentation and response.

opportunities to promote health of self and others* - Opportunities to promote the health of self and others may involve advocating for/choosing healthy personal options, peer-to-peer interactions, student and family interactions, etc. Teachers and staff should

consider how interactions can be facilitated to allow students access to opportunities to promote the health of self and others.

Standards

8.AV.HS.1

Demonstrate advocacy for improving personal, family, and community health

The modified standards included in this document inform the content for the Health Education credit required for students to attain the Alternative Diploma (Figure 1). Delivery of the content required to meet the Health Education credit may occur in the general education setting with modified content, or it may occur in a segregated special education setting, depending on the least restrictive environment (LRE) determinations made by the IEP team.

Figure 1.

Example Four Year Course of Study Based on 2022 Requirements

Period	Freshman Year	Sophomore Year	Junior Year	Senior Year
1 st Period	ELA I (1 Credit)	ELA II (1 Credit)	ELA III (1 Credit)	ELA IV (1 Credit)
2 nd Period	Algebra I (1 Credit)	Geometry (1 Credit)	Mathematics for Everyday Living (1 Credit)	
3 rd Period	Biology (1 Credit)	Physical Science (1 Credit)	Elective Credit (1 Credit)	
4 th Period	Economics (.5 Credit) American Government (.5 Credit)	American History (1 Credit)	Elective Credit (1 Credit)	
5 th Period	Health Education (.5 Credit)	Physical Education (1 Credit)	Physical Education (1 Credit)	
	Computer Science and Applications (.5 Credit)			
6 th Period	Culinary I (1 Credit)	Culinary II (1 Credit) *Flex Credit	Culinary III (1 Credit) * Flex Credit	
7 th Period	Elective Credit (1 Credit)	Elective Credit (1 Credit)	Elective Credit (1 Credit)	Elective Credit (1 Credit)