



**Adventist Education**

A JOURNEY TO EXCELLENCE

# Health And P.E.

2019

**SECONDARY HEALTH AND P.E. STANDARDS  
IN SEVENTH-DAY ADVENTIST SCHOOLS**

OFFICE OF EDUCATION | North American Division Seventh-day Adventist Church

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# Health Education Standards

## OUR GOAL

The goal of Seventh-day Adventist education is about more than quality teachers providing innovative instruction. Adventist education aims to provide student learning infused with Christian faith and an Adventist worldview. To achieve this goal Seventh-day Adventist standards for grades 9-12 subjects have been carefully developed to embody Seventh-day Adventist beliefs and to prepare students for life-long learning, equipping them for earthly service and heavenly citizenship. An education of this kind imparts strong academic knowledge and a clear picture of Christ and His love for mankind.

These standards focus on what students should know, understand and be able to do. They will be a useful tool for teachers in developing lessons and ensure a thorough preparation for college or university when fully implemented across the curriculum.

### Seventh-day Adventist Secondary Standards:

1. Provide clear expectations for student learning and accountability.
2. Provide an essential user-friendly tool for developing instruction.
3. Transform textbooks from curriculum guide to a resource for instruction.
4. Provide for a complete and uniform Adventist secondary curriculum.
5. Have been developed exclusively by Seventh-day Adventist educators.
6. Have been aligned with the goals of Journey to Excellence
7. Have been developed using national and state standards, Adventist curriculum guides, and standards compendiums from McRel and Ten Sigma.

## RATIONALE

*Secondary Health Education Standards for Seventh-day Adventist Schools* seeks to ensure that the beliefs and values of our Adventist Christian faith are integrated into the curriculum. Health courses in Adventist schools should be unique, helping students learn to reflect God's image while developing proficiency in different aspects of health education—cognitive health literacy, and promoting responsible choices for healthy living. This kind of education imparts more than academic knowledge, it promotes life-long learning about wellness, and provides a portal through which students see a clear picture of Christ, His love for them, and His plan for optimum living. It fosters the balanced development of the whole person to prepare them for earthly service and heavenly citizenship.

These carefully developed health education standards are a practical tool to assist teachers in focusing their instruction so that all students embrace the biblical-based understanding of the body and soul as one—the temple of God, explore the connection between physical activity and optimum health, and apply the biblical principles of healthy living in personal choices that will ensure a lifetime of wellness. The intent of these standards is to focus on the essence of what students should learn and retain.

## CREDITS

The following resources were referenced in developing *Health Education Standards for Seventh-day Adventist Schools*: 2010 NAD Health Education Standards and the National Health Education Standards

## STANDARDS CODING

The standards and essential learnings have been coded so that educators can easily refer to them in their curriculum, instruction, assessment, and professional development activities. The coding system begins with the course abbreviation in letters, all are identified with HTH—Health. The first numeral refers to the standard (HTH.1.2) and the second numeral refers to the subcategory (HTH.1.2) under the standard. The numbers in parentheses following each health standard cross-reference National Health Education Standards performance indicators.

## JOURNEY TO EXCELLENCE

When the standards on the next page have been met the instruction in this course will have also met some of the Goals and Essential Core Elements for the curriculum in Seventh-day Adventist schools listed in Journey to Excellence. The number (1.A) refers to the Goal and the letter (1.A) refers to the Essential Core Element that is met.

## HEALTH

1.A,B,E,F	6.A,B,C,D,E,F
2.C,F	7.A,B,C,D,E
3.A,C,D,E	8.A,C,E,F
4.A,B,E	9.A
5.A,B,C,D,E,F	10.B,D

## HEALTH CONCEPTS

- HTH.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.**
- HTH.1.1 Recognize that a positive relationship with God is essential to wellness. (2.12.8)
  - HTH.1.2 Understand the relationship between access to health care and health status. (1.12.6)
  - HTH.1.3 Recognize health principles and laws as tools to improve everyday life.(1.12.1)
  - HTH.1.4 Understand proper safety and first aid procedures. (1.12.5)
  - HTH.1.5 Apply SDA Christian principles on health issues (Choice, Rest, Environment, Activity, Trust, Interpersonal Relationships, Outlook, Nutrition). (1.12.7)
  - HTH.1.6 Analyze how genetics and family history can impact personal health. (1.12.4)

## HEALTH ENVIRONMENT

- HTH.2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**
- HTH.2.1 Acknowledge God as the Author of all health principles and the body as His temple.
  - HTH.2.2 Recognize the influence family, peers, school, community, and culture have on health behaviors. (2.12.1) (2.12.2) (2.12.3) (2.12.4) (5.12.1)
  - HTH.2.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
  - HTH.2.4 Compare and contrast how the perceptions of norms influence healthy and unhealthy behaviors. (2.12.7)
  - HTH.2.5 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.(1.12.8)
  - HTH.2.6 Evaluate how various media forms and technology affect environment. (2.12.5) (2.12.6)

## HEALTH ENVIRONMENT

- HTH.3 Students will demonstrate the ability to access valid information, products, and services to enhance health.**
- HTH.3.1 Read, write, and interpret health documents.
  - HTH.3.2 Conduct research in the content area.
  - HTH.3.3 Utilize a variety of technological resources to evaluate health information. (2.12.10) (3.12.2)
  - HTH.3.4 Use appropriate terminology regarding health practices.
  - HTH.3.5 Evaluate the validity of health information, products, and services. (3.12.1)
  - HTH.3.6 Determine when professional health services may be required. (3.13.4) (4.12.4)

## INTERPERSONAL SKILLS

- HTH.4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**
- HTH.4.1 Utilize the principles and methodologies of cooperative learning. (5.12.3)
  - HTH.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. (4.12.2)
  - HTH.4.3 Practice appropriate communication and conflict resolution skills. (4.12.1) (4.12.3)

## DECISION-MAKING SKILLS

- HTH.5 Students will demonstrate the ability to use decision-making skills to enhance health.**
- HTH.5.1 Identify positive and negative consequences of health choices. (5.12.2)
  - HTH.5.2 Predict the potential short-term and long-term consequences of choices on self and others. (5.12.5)
  - HTH.5.3 Develop critical and creative thinking skills (analysis, evaluation, divergent questioning, modeling). (5.12.4) (5.12.7)
  - HTH.5.4 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. (2.12.9)

## GOAL SETTING SKILLS

- HTH.6 Students will demonstrate the ability to use goal-setting skills to enhance health.**
- HTH.6.1 Assess personal health practices and overall health status. (6.12.1)
  - HTH.6.2 Develop goal-setting skills to enhance health. (6.12.2) (6.12.4)
  - HTH.6.3 Implement strategies and monitor progress in achieving a personal health goal. (6.12.3)

## HEALTH-ENHANCING BEHAVIORS

- HTH.7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**
- HTH.7.1 Demonstrate the ability to practice health-enhancing behaviors to avoid/reduce health risks. (5.12.6) (7.12.1) (7.12.3) (7.12.4)
  - HTH.7.2 Implement SDA Christian principles in the pursuit of wellness (spiritual, mental, physical, social). (1.12.2)

## ADVOCACY

- HTH.8 Students will demonstrate the ability to advocate for personal, family, and community health.**
- HTH.8.1 Develop stewardship and service attitudes towards health, life, and environment. (1.12.3) (8.12.3)
  - HTH.8.2 Utilize a variety of approaches to promote wellness (writing, speaking, modeling, etc.). (8.12.1) (8.12.4)
  - HTH.8.3 Demonstrate the ability to advocate for the reduction and avoidance of health risks among peers, family, and community in a global society. (8.12.2)

# Physical Education Standards

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## RATIONALE

*Secondary Physical Education Standards for Seventh-day Adventist Schools* seeks to ensure that the beliefs and values of our Adventist Christian faith are integrated into the curriculum. Physical education courses from this type of curriculum should help students learn to reflect God's image while developing proficiency in the areas of physical education—movement competency, knowledge application, fitness knowledge and skills, personal and social skills, and values physical activity. This kind of education promotes wellness and provides a portal through which students see a clear picture of Christ and His plan for optimum living. It fosters the balanced development of the whole person to prepare them for service.

These carefully developed physical education standards are a practical tool to assist teachers in focusing their instruction so that all students embrace the biblical-based understanding of the body and soul as one—the temple of God, explore the connection between physical activity and optimum mental health that leads to analysis and application of lifetime habits of fitness, well-being, and moral power of choice. The intent of these standards is to focus on the essence of what students should learn and retain.

## CREDITS

The following resources were referenced in developing *Secondary Physical Education Standards for Seventh-day Adventist Schools*: NAD Secondary Physical Education Standards (2010); The National Standards for K–12 Physical Education, and High School-Level Outcomes (SHAPE America).

## STANDARDS CODING

The standards and essential learnings have been coded so that educators can easily refer to them in their curriculum, instruction, assessment, and professional development activities. The coding system begins with the course abbreviation in letters, all are identified with PE—Physical Education. The first numeral refers to the standard (PE.1.2) and the second numeral refers to the outcomes (PE.1.2) under the standard. The numbers in parentheses following each outcome cross-reference SHAPE America's outcomes for high school physical education.

## JOURNEY TO EXCELLENCE

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## PHYSICAL EDUCATION

1. D, E	6. B, D, E, F
2. F	7. B, C, E
3. B, D	8. A, C, E, F, G
4. A, E	9. A, B, C
5. A, B, C, D, E, F	10. B, C, E, F

## MOVEMENT COMPETENCY

- PE.1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns that God has created us to experience.**
- PE.1.1 Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. (S1.H1.L1)
  - PE.1.2 Uses music to enhance rhythmic movement and coordination. (S1.H2.L1)
  - PE.1.3 Exhibits personal improvement and understanding of movement skills. (S2.H3.L1)
  - PE.1.4 Develops proper motor skills and movement patterns to perform a variety of physical activities. (S1.H2.L1)
  - PE.1.5 Utilizes effective practice methods to improve performance. (S2.H3.L1)
  - PE.1.6 Demonstrates competency in a variety of health-related fitness activities (S1.H3.L1-2)

## KNOWLEDGE APPLICATION

- PE.2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**
- PE.2.1 Identifies examples of cultural and technical forms of movement. (S2.H4.L1)
  - PE.2.2 Uses movement concepts and principles (force, motion, rotation) to analyze and improve performance of self and/or others in selected skills. (S2.H2.L1)
  - PE.2.3 Uses strategies and tactics effectively during game play. (S2.H5.L1)
  - PE.2.4 Applies appropriate terminology to fitness concepts and lifetime activities. (S2.H1.L1)
  - PE.2.5 Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

## FITNESS KNOWLEDGE AND SKILLS

- PE.3 The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**
- PE.3.1 Recognizes the body as God's temple.
  - PE.3.2 Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (strength, endurance, range of motion). (S3.H9.L1)
  - PE.3.3 Identifies issues associated with exercising in heat, humidity and cold. (S3.H3.L1)
  - PE.3.4 Identifies stress-management strategies to reduce stress (mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation). (S3.H14.L1)
  - PE.3.5 Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)
  - PE.3.6 Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.H2.L1)
  - PE.3.7 Evaluates activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. (S3.H4.L1)
  - PE.3.8 Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)
  - PE.3.9 Demonstrates appropriate technique on resistance-training machines and free weights. (S3.H7.L1)
  - PE.3.10 Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)
  - PE.3.11 Applies Adventist principles of nutrition to fitness activities and lifestyle practices. (S3.H13.L1)
  - PE.3.12 Utilizes various tools, technologies, and methods to assess and track personal fitness levels. (S3.H10.L1)
  - PE.3.13 Develops and implements a personal fitness program. (S3.H12.L1) (S5.H2.L2)
  - PE.3.14 Improves personal health through daily physical activity outside of school. (S3.H6.L1)

## PERSONAL AND SOCIAL SKILLS

- PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others**
- PE.4.1 Understands the relationship between physical fitness and communication with God.
  - PE.4.2 Applies effective safety practices and procedures in physical activity. (S4.H5.L1)
  - PE.4.3 Utilizes positive social skills in teamwork and collaboration. (S4.H2.L1)
  - PE.4.4 Employs effective self-management skills to analyze barriers and modify physical activity patterns. (S4.H1.L1)
  - PE.4.5 Demonstrates understanding and respect for differences among individuals during physical activity. (S4.H3.L1)
  - PE.4.6 Displays positive sportsmanship in competition. (S4.H3.L1)
  - PE.4.7 Solves problems and thinks critically in physical activity in a Christ-like manner. (S4.H4.L1)

## VALUES PHYSICAL ACTIVITY

- PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**
- PE.5.1 Identifies the impact that physical activity has on self-image and learning. (S3.H1.L1)
  - PE.5.2 Identifies the opportunity for social support in self-selected physical activities. (S5.H4.L1)
  - PE.5.3 Acknowledges the benefits of physical activity (enjoyment, social interaction, self-expression, etc.). (S5.H3.L1)
  - PE.5.4 Understands the importance of the restoration of God's image by balancing the physical, mental, social, and spiritual aspects of life. (S5.H1.L1)
  - PE.5.5 Develops a positive work ethic through practice, perseverance, and setting/attaining personal goals. (S5.H2.L2)

## DEVELOPMENT COMMITTEE MEMBERS

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