



Adventist Education

A JOURNEY TO EXCELLENCE

Health Education

2010

**SECONDARY HEALTH STANDARDS
IN SEVENTH-DAY ADVENTIST SCHOOLS**

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

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 *Secondary Language Arts Standards for Seventh-day Adventist Schools*: a sampling of state standards (California, Florida, Texas), the American Association for Health Education Standards, NAD Curriculum Guide for Health, and Journey to Excellence.

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.

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

COURSE FOCUS [Apply the following for each content standard.]

HTH.1 Identify SDA Christian principles and values in correlation with health.

- HTH.1.1 Recognize God's power as Designer, Creator, Sustainer, and Redeemer.
- HTH.1.2 Acknowledge God as the Author of all health principles and the body as His temple.
- HTH.1.3 Develop stewardship and service attitudes towards health, life, and environment.
- HTH.1.4 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- HTH.1.5 Equip students with SDA Christian perspectives on health issues.

COURSE ABILITIES [Apply the following to each content standard.]

HTH.2 Develop abilities in health.

- HTH.2.1 Develop critical and creative thinking skills (analysis, evaluation, divergent questioning, modeling).
- HTH.2.2 Understand and utilize problem solving skills.
- HTH.2.3 Utilize the principles and methodologies of cooperative learning.

HTH.3 Be able to apply health knowledge and skills to a variety of purposes.

- HTH.3.1 Recognize health principles and laws as tools to improve everyday life.
- HTH.3.2 Read, write, and interpret health documents.
- HTH.3.3 Conduct research in the content area.

COURSE CONTENT: Health Literacy, Responsible Behavior, Promotion of Health Practices

HTH.4 Be able to understand principles of health.

- HTH.4.1 Recognize that a positive relationship with God is essential to wellness.
- HTH.4.2 Define and properly use terminology regarding health practices.
- HTH.4.3 Utilize a variety of technological resources to analyze and appraise health information.
- HTH.4.4 Identify and analyze positive and negative consequences of health choices.
- HTH.4.5 Comprehend SDA Christian principles of healthy living (nutrition, exercise, water, sunlight, temperance, air, rest, trust in God, service).

HTH.5 Be able to demonstrate responsible behavior.

- HTH.5.1 Understand proper safety and first aid procedures.
- HTH.5.2 Analyze the influence family, peers, culture, media, technology, and other factors have on health behaviors.
- HTH.5.3 Develop decision-making and goal-setting skills to enhance health.
- HTH.5.4 Demonstrate the ability to practice health-enhancing behaviors and avoid/reduce health risks.
- HTH.5.5 Implement SDA Christian principles in the pursuit of wellness (spiritual, mental, physical, social).

HTH.6 Be able to develop methods for the promotion of health.

- HTH.6.1 Utilize a variety of approaches to promote wellness (writing, speaking, demonstration, etc.).
- HTH.6.2 Demonstrate the ability to advocate for the reduction and avoidance of health risks among peers, family, and community in a global society.

DEVELOPMENT COMMITTEE MEMBERS

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