

Health And P.E.

2019

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

OFFICE OF EDUCATION

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.

t - A t t r t r :

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.

HEALTH CONCEPTS

- .1 t t pr pt r t t t pr t pr t t t.
- .1.1 (2.12.8)
- .1.2 (1.12.6)
- .1.3 (1.12.1)
- .1.4 (1.12.5)
- .1.5 (1.12.7)
- .1.6 (1.12.4)

HEALTH ENVIRONMENT

- .2 t t t p r t r t t r t r t r.
- HTH.2.1 (2.12.1) (2.12.2) (2.12.3) (2.12.4) (5.12.1)
- .2.2 (2.12.1) (2.12.2) (2.12.3)
- .2.3 (2.12.7)
- .2.4 (1.12.8)
- .2.5 (1.12.8)
- .2.6 (1.12.8)

Physical 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.

t - A t t r t r :

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 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

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.

PHYSICAL EDUCATION

- | | |
|--------------|------------|
| 1. , | 6.B, , , |
| 2. | 7.B, , |
| 3.B, | 8.A, , , , |
| 4.A, | 9.A,B, |
| 5.A,B, , , , | 10.B, , , |

MOVEMENT COMPETENCY

- .1 p trt trt pt rt tr tp tr t t r t
- t p r .
- p .1.1 → ... (•1. 1. 1)
- p .1.2 → ... (•1. 2. 1)
- p .1.3 → ... (•2. 3. 1)
- p .1.4 → ... (•1. 2. 1)
- p .1.5 → ... (•2. 3. 1)
- p .1.6 → ... (•1. 3. 1-2)

KNOWLEDGE APPLICATION

- .2 p trt pp pt, pr p , trt t t r t t t
- p r r .
- p .2.1 → ... (•2. 4. 1)
- p .2.2 → ... (•2. 2. 1)
- p .2.3 → ... (•2. 5. 1)
- p .2.4 → ... (•2. 1. 1)
- p .2.5 → ... (•2. 3. 1)

FITNESS KNOWLEDGE AND SKILLS

- .3 p trt trt t t- p t t t .
- p .3.1 → ... (•3. 9. 1)
- p .3.2 → ... (•3. 9. 1)
- p .3.3 → ... (•3. 3. 1)
- p .3.4 → ... (•3. 14. 1)
- p .3.5 → ... (•3. 1. 1)
- p .3.6 → ... (•3. 2. 1)
- p .3.7 → ... (•3. 4. 1)
- p .3.8 → ... (•3. 5. 1)
- p .3.9 → ... (•3. 7. 1)
- p .3.10 → ... (•3. 8. 1)
- p .3.11 → ... (•3. 13. 1)
- p .3.12 → ... (•3. 10. 1)
- p .3.13 → ... (•3. 12. 1) (•5. 2. 2)
- p .3.14 → ... (•3. 6. 1)

PERSONAL AND SOCIAL SKILLS

- .4 p trt tr p pr rt tr pt t r
- p .4.1 → ... (•4. 5. 1)
- p .4.2 → ... (•4. 5. 1)
- p .4.3 → ... (•4. 2. 1)
- p .4.4 → ... (•4. 1. 1)
- p .4.5 → ... (•4. 3. 1)
- p .4.6 → ... (•4. 3. 1)
- p .4.7 → ... (•4. 4. 1)

VALUES PHYSICAL ACTIVITY

- .5 p trt r t p t t r t, t, , - pr / r
- p .5.1 → ... (•3. 1. 1)
- p .5.2 → ... (•5. 4. 1)
- p .5.3 → ... (•5. 3. 1)
- p .5.4 → ... (•5. 1. 1)
- p .5.5 → ... (•5. 2. 2)

DEVELOPMENT COMMITTEE MEMBERS

