



Health Education

2019

**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 *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)

DEVELOPMENT COMMITTEE MEMBERS

Keith Waters	North Pacific Union Conference
Alex Adams	Madison Academy
Matthew Lee	PUC Preparatory School
Tamara Ritterskamp	Forest Lake Academy
Robert Thomas	La Sierra University
Douglas Zimmerman	Escondido Adventist Academy

