

## ADVENTIST EDUCATION STANDARDS

Standards, what learners should know (content) and be able to do (skills), serve as the framework for curriculum development. Standards in NAD Seventh-day Adventist schools reflect the Adventist worldview across the K-12 curricula as well as the integration of national and provincial/state standards. The Adventist worldview accepts the Bible as the standard by which everything else is measured. Four key concepts emerge from a biblical worldview that can be used as a lens for curriculum development, as well as informing the essential questions and big ideas of any content area: Creation (What is God's intention?), Fall (How has God's purpose been distorted?), Redemption (How does God help us to respond?), and Re-creation (How can we be restored in the image of God?).

— THE CORE OF ADVENTIST EDUCATION CURRICULUM

## PHYSICAL EDUCATION DOMAINS

1. **MOTOR SKILLS** - Demonstrates competency in a variety of motor skills and movement patterns.
2. **PERFORMANCE APPLICATION** - Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. **PHYSICAL FITNESS** - Demonstrates the knowledge and skills needed to achieve a health-enhancing level of physical activity and fitness.
4. **RESPONSIBLE BEHAVIOR** - Exhibits responsible personal and social behavior that respects self and others as children of God.
5. **VALUES HEALTH** - Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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## STANDARDS CODING

The standards have been coded so that educators can easily refer to them in their curriculum, instruction, and assessment practices. The coding system that precedes each standard begins with the content area abbreviation in letters; all are identified with PE-Physical Education (**PE.K.MS.1**). The second part of the code refers to the grade level (**PE.K.MS.1**). The third part of the code refers to the particular physical education domain (**PE.K.MS.1**), with MS standing for Motor Skills. The fourth part of the code refers to a particular skill within the physical education domain (**PE.K.MS.1**). The coding system that follows each standard is the National Standards & Grade-Level Outcomes for K-12 Physical Education that aligns with the NAD standard. Where no code exists, there is no corresponding national standard. Words which are italicized within the standard document are defined in the glossary located on the NAD website. Embedded in the electronic version is a feature which allows for the definition to appear when hovering over the italicized word.

## ADDITIONAL PHYSICAL EDUCATION RESOURCES

Resources can be accessed on the NAD website — Standards, Class Structure and Lesson Plans, Recommended Physical Education Curriculum, Critical Elements, Resources and Equipment, Glossary, Frequently Asked Questions.

## CREDITS

The following resources were referenced in developing *Physical Education Standards for Seventh-day Adventist Schools*: a sampling of state standards, the National Standards & Grade-Level Outcomes for K-12 Physical Education created by SHAPE (Society of Health and Physical Education) America, the NAD Curriculum Guide & Resource Manuals for Physical Education Grades K-12, and The Core of Adventist Education Curriculum.

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## DEVELOPMENT COMMITTEE MEMBERS

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# VALUES HEALTH

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<b>Essential Question:</b> Why is it important to value physical activity in our lives?		<b>Big Idea:</b> We value physical activity because God’s ideal for quality living includes a healthy lifestyle.
<b>K</b>	<b>Health</b>	<b>PE.K.VH.1</b> Demonstrates God’s ideal for healthful living practices (e.g., balanced diet, regular exercise, drinking water). <b>PE.K.VH.2</b> Recognizes that physical activity is important for good health. (S5.E1.K) <b>PE.K.VH.3</b> Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.K.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.K.VH.5</b> Tries new movement activities. <b>PE.K.VH.6</b> Acknowledges that some physical activities are challenging. (S5.E2.K)
	<b>Self-expression and Enjoyment</b>	<b>PE.K.VH.7</b> Identifies physical activities that are enjoyable. (S5.E3.Ka) <b>PE.K.VH.8</b> Discusses the enjoyment of playing with friends. (S5.E3.Kb)
<b>1</b>	<b>Health</b>	<b>PE.1.VH.1</b> Recognizes that God’s ideal for quality living includes a healthy lifestyle. <b>PE.1.VH.2</b> Identifies physical activity as a component of good health. (S5.E1.1) <b>PE.1.VH.3</b> Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.1.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.1.VH.5</b> Tries new physical activities. <b>PE.1.VH.6</b> Recognizes that challenge in physical activities can lead to success. (S5.E2.1)
	<b>Self-expression and Enjoyment</b>	<b>PE.1.VH.7</b> Describes positive feelings that result from participating in physical activities. (S5.E3.1a) <b>PE.1.VH.8</b> Discusses personal reasons (e.g., the “why”) for enjoying physical activities. (S5.E3.1b) <b>PE.1.VH.9</b> Identifies the positive social interactions that come when engaged with others in physical activity.
<b>2</b>	<b>Health</b>	<b>PE.2.VH.1</b> Recognizes that God’s ideal for quality living includes a healthy lifestyle. <b>PE.2.VH.2</b> Recognizes the value of good health. (Refer to S3.E6.2) <b>PE.2.VH.3</b> Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.2.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.2.VH.5</b> Tries new physical activities. <b>PE.2.VH.6</b> Compares physical activities that bring confidence and challenge. (S5.E2.2)
	<b>Self-expression and Enjoyment</b>	<b>PE.2.VH.7</b> Identifies physical activities that provide self-expression (e.g., gymnastics routines, participates in game activities). (S5.E3.2) <b>PE.2.VH.8</b> Identifies the positive social interactions that come when engaged with others in physical activity.
<b>3</b>	<b>Health</b>	<b>PE.3.VH.1</b> Identifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.3.VH.2</b> Discusses the relationship between physical activity and good health. (S5.E1.3) <b>PE.3.VH.3</b> Recognizes the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.3.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.3.VH.5</b> Participates in learning new physical activities. <b>PE.3.VH.6</b> Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)
	<b>Self-expression and Enjoyment</b>	<b>PE.3.VH.7</b> Reflects on the reasons for enjoying selected physical activities. (S5.E3.3) <b>PE.3.VH.8</b> Describes the positive social interactions that come when engaged with others in physical activity or as a spectator. (S5.E4.3) <b>PE.3.VH.9</b> Recognizes that idealized images of the human body and performance, as presented by the media, may not be appropriate to imitate.
<b>4</b>	<b>Health</b>	<b>PE.4.VH.1</b> Identifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.4.VH.2</b> Examines the health benefits of participating in physical activity. (S5.E1.4) <b>PE.4.VH.3</b> Recognizes the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.4.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.4.VH.5</b> Participates in learning new physical activities. <b>PE.4.VH.6</b> Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
	<b>Self-expression and Enjoyment</b>	<b>PE.4.VH.7</b> Ranks the enjoyment of participating in different physical activities. (S5.E3.4) <b>PE.4.VH.8</b> Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities or as a spectator. (S5.E4.4) <b>PE.4.VH.9</b> Recognizes that idealized images of the human body and performance, as presented by the media, may not be appropriate to imitate.
<b>5</b>	<b>Health</b>	<b>PE.5.VH.1</b> Identifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.5.VH.2</b> Compares the health benefits of participating in selected physical activities. (S5.E1.5) <b>PE.5.VH.3</b> Applies the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.5.VH.4</b> Analyzes the impact that physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.5.VH.5</b> Seeks personally challenging activities. <b>PE.5.VH.6</b> Expresses (e.g., written essay, visual art) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
	<b>Self-expression and Enjoyment</b>	<b>PE.5.VH.7</b> Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5) <b>PE.5.VH.8</b> Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5) <b>PE.5.VH.9</b> Describes the importance of being a positive spectator. <b>PE.5.VH.10</b> Using a Christian perspective, distinguishes between the idealized images of the human body and performance, as presented by the media, to determine their appropriateness as a role model.
<b>6</b>	<b>Health</b>	<b>PE.6.VH.1</b> Verifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.6.VH.2</b> Describes how being physically active leads to a healthy body. (S5.M1.6) <b>PE.6.VH.3</b> Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6) <b>PE.6.VH.4</b> Applies the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.6.VH.5</b> Analyzes the impact that physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.6.VH.6</b> Seeks personally challenging activities. <b>PE.6.VH.7</b> Recognizes individual challenges and copes in a positive way (e.g., extending effort, asking for help/feedback, modifying the tasks). (S5.M3.6)
	<b>Self-expression and Enjoyment</b>	<b>PE.6.VH.8</b> Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6) <b>PE.6.VH.9</b> Identifies how self-expression and physical activity are related. (S5.M5.6) <b>PE.6.VH.10</b> Demonstrates respect for self and others in activities, games, and as a spectator, by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6) <b>PE.6.VH.11</b> Using a Christian perspective, distinguishes between the idealized images of the human body and performance, as presented by the media, to determine their appropriateness as a role model.
<b>7</b>	<b>Health</b>	<b>PE.7.VH.1</b> Verifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.7.VH.2</b> Identifies different types of physical activities and describes how each exerts a positive impact on health. (S5.M1.7) <b>PE.7.VH.3</b> Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7) <b>PE.7.VH.4</b> Provides evidence and applies the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.7.VH.5</b> Synthesizes physical health’s impact on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.7.VH.6</b> Participates in learning new personally challenging activities. <b>PE.7.VH.7</b> Generates positive strategies (e.g., offering suggestions or assistance, leading or following others, and providing possible solutions) when faced with a group challenge. (S5.M3.7)
	<b>Self-expression and Enjoyment</b>	<b>PE.7.VH.8</b> Identifies why self-selected physical activities create enjoyment. (S5.M4.7) <b>PE.7.VH.9</b> Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7) <b>PE.7.VH.10</b> Demonstrates the importance of social interaction by encouraging others, avoiding trash talk, and providing support to classmates. (S5.M6.7) <b>PE.7.VH.11</b> Critiques, from a Christian perspective, the idealized images of the human body and performance, as presented by the media.
<b>8</b>	<b>Health</b>	<b>PE.8.VH.1</b> Verifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.8.VH.2</b> Identifies the components of <i>health-related fitness</i> and explains the relationship to overall physical and mental health. (S5.M1.8) <b>PE.8.VH.3</b> Analyzes the empowering benefits of being physically active. (S5.M2.8) <b>PE.8.VH.4</b> Provides evidence and applies the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.8.VH.5</b> Synthesizes physical health’s impact on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.8.VH.6</b> Participates in learning new personally challenging activities. <b>PE.8.VH.7</b> Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)
	<b>Self-expression and Enjoyment</b>	<b>PE.8.VH.8</b> Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8) <b>PE.8.VH.9</b> Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8) <b>PE.8.VH.10</b> Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8) <b>PE.8.VH.11</b> Demonstrates respect for others as a spectator or participant in games and activities. <b>PE.8.VH.12</b> Critiques, from a Christian perspective, the idealized images of the human body and performance, as presented by the media.