

## 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

## SCIENCE AND ENGINEERING PRACTICES

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

— NEXT GENERATION SCIENCE STANDARDS

## 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 S—Science (S.K-2.LS.1). The second part of the code refers to the grade level (S.K-2.LS.1). The third part of the code refers to the particular science domain (S.K-2.LS.1), with LS standing for Life Sciences. The fourth part of the code refers to a particular skill within the science domain (S.K-2.LS.1). The coding system that follows each standard is the Next Generation Science Standards (NGSS) that aligns with the NAD standard. Where no NGSS is noted, there is no corresponding NGSS.

## PERFORMANCE-BASED STANDARDS

The science standards are performance-based outcomes (what students should be able to do) rather than content-based outcomes (what students should know). The content standards are implied within the context of the performance standards.

## CREDITS

The following resources were referenced in developing Science Standards for Seventh-day Adventist Schools: a sampling of state standards, NAD Curriculum Guide for Science, Next Generation Science Standards (NGSS), National Health Education Standards (NHES), and the Core of Adventist Education Curriculum.

## DEVELOPMENT COMMITTEE MEMBERS

Betty Bayer	Seventh-day Adventist Church in Canada Associate Director of Education
Carol Campbell	North American Division Director of Elementary Education
Lee Davidson	Andrews University Teacher Education Department Chair
Ileana Espinosa	Columbia Union Associate Director of Elementary Education
Jerrell Gilkeson	Atlantic Union Associate Director of Elementary Education
Randy Gilliam	Southwestern Union Director of Education
Martha Havens	Pacific Union Associate Director of Elementary Education
LouAnn Howard	Mid-America Union Associate Director of Elementary Education
Jim Martz	Lake Union Associate Director of Elementary Education
Patti Revolinski	North Pacific Union Associate Director of Elementary Education
Diane Ruff	Southern Union Associate Director of Elementary Education
Dan Wyrick	Nature by Design Director

# HEALTH SCIENCES

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION
<p><b>Essential Question:</b> Why does God want human beings to choose to have a healthy mind and body?</p>		<p><b>Big Idea:</b> God designed a plan for healthful living that leads to optimum spiritual, physical, mental, and emotional health.</p>	<p><b>Bold =</b> included content <i>Italic =</i> related content</p>
<b>K-2</b>	<b>Health Promotion and Disease Prevention</b>	S.K-2.HS.1 Read texts and use media to determine the dimensions of health (e.g., nutrition, exercise) and patterns of behavior (e.g., eating healthy foods, daily exercise) that impact personal health.	Level 1 – Ch. 4.3, Ch. 5.2, 5.3, Ch. 6.2, 6.3 Level 2 – Ch. 3.2, 3.4, Ch. 4.3, Ch. 5.1, 5.2
		S.K-2.HS.2 Demonstrate ways to prevent communicable diseases and reduce accidental injuries.	Level 1 – Ch. 6.3 Level 2 – Ch. 5.2, 5.3
		S.K-2.HS.3 Role play how to tell a trusted adult if threatened or harmed.	<i>Not specifically addressed</i>
	<b>Health Resources</b>	S.K-2.HS.4 Conduct an investigation to identify health professionals and other adults who can help to promote health.	Level 2 – 4.3, Ch. 5.3
	<b>Healthy Lifestyle Choices</b>	S.K-2.HS.5 Construct an argument that media influences personal decisions relating to healthy choices.	Level 1 – Ch. 5.2, 5.3, Ch. 6.2, 6.3 Level 2 – Ch. 3.3, Ch. 5.2
		S.K-2.HS.6 Use a model to differentiate between situations when a health-related decision can be made individually or when assistance is needed.	Level 1 – Ch. 4.3, Ch. 5.3, Ch. 6.3 Level 2 – Ch. 3.1, 3.3, 5.2, 5.3
		S.K-2.HS.7 Identify a short-term personal health goal and implement a plan to attain that goal.	Level 1 – Ch. 5.2, 5.3, Ch. 6.2, 6.3
		S.K-2.HS.8 Ask questions and obtain information about God's plan for healthy living.	Level 2 – Ch. 3.3, Ch. 4.3, Ch. 5.2
<b>3-5</b>	<b>Health Promotion and Disease Prevention</b>	S.3-5.HS.1 Make observations to construct an evidence-based link between healthy behaviors and personal health.	Level 3 – Ch. 4.1, 4.2, 5.3, Ch. 6.2, 6.3 Level 4 – Ch. 4.2, 4.3, Ch. 5.3 Level 5 – Ch. 7.1, 7.2, 7.3
		S.3-5.HS.2 Construct an argument that spiritual, emotional, intellectual, physical, and social health are interrelated and dependent on one another.	Level 4 – Ch. 4.2, 4.3, Ch. 5.2, Ch. 6.2, 6.3
		S.3-5.HS.3 Analyze patterns of accidental injuries in different locations; develop a specific action plan designed to reduce accidents; evaluate the success of the plan.	<i>Level 4 – Ch. 4.2</i>
		S.3-5.HS.4 Develop a model that demonstrates effective verbal and nonverbal communication skills to enhance health and reduce health risks.	Level 3 – Ch. 6.3 Level 4 – Ch. 5.3, Ch. 6.1, 6.3
		S.3-5.HS.5 Use scientific evidence to develop a family health plan designed to strengthen and enhance personal health.	Level 3 – Ch. 4.1, Ch. 5.3, Ch. 6.3 Level 4 – Ch. 4.2, Ch. 5.3 Level 5 – Ch. 7.1
	<b>Health Resources</b>	S.3-5.HS.6 Analyze and communicate the reliability of health information, products, and local services.	Level 3 – Ch. 5.3, Ch. 6.3 Level 5 – Ch. 7.3
	<b>Healthy Lifestyle Choices</b>	S.3-5.HS.7 Construct a model that illustrates the various influences that impact personal health.	Level 3 – Ch. 4.1, Ch. 5.3, Ch. 6.3 Level 4 – Ch. 4.2, 4.3, Ch. 5.3 Level 5 – Ch. 7.3
		S.3-5.HS.8 Conduct an investigation to evaluate the accuracy/influence of the media on health.	Level 5 – Ch. 7.2
		S.3-5.HS.9 Construct a model that demonstrates the ability to use decision-making skills to enhance health.	Level 4 – Ch. 5.3, Ch. 6.1, 6.2, 6.3
		S.3-5.HS.10 Select a personal health goal, evaluate health resources to develop and implement a plan aimed at achieving the goal, and monitor progress toward the goal.	Level 3 – Ch. 4.1, Ch. 5.1, 5.3, Ch. 6.2, 6.3 Level 4 – Ch. 4.2, Ch. 5.1, 5.3, Ch. 6.2
		S.3-5.HS.11 Gather, synthesize, and present information from the Bible about God's plan for healthy living.	Level 3 – Ch. 5.3, Ch. 6.3 Level 4 – Ch. 4.2, Ch. 5.3, Ch. 6.2
<b>6-8</b>	<b>Health Promotion and Disease Prevention</b>	S.6-8.HS.1 Collect data from family members to compile evidence that supports the claim that personal health is influenced by the environment and genetics.	Level 7 – Ch. 4.2 Level 8 – Ch. 5.2, 5.3, Ch. 6.3, 6.4
		S.6-8.HS.2 Construct a model that demonstrates the link between appropriate health care and personal health.	Level 6 – Ch. 6.1, 6.2 Level 8 – Ch. 6.3, 6.4, Ch. 7.1, 7.2, 7.3
		S.6-8.HS.3 Gather and synthesize information to identify barriers to obtaining appropriate health care and to practicing healthy behaviors, and suggest ways to overcome these barriers.	Level 8 – Ch. 5.1, Ch. 6.3, Ch. 7.3
		S.6-8.HS.4 Construct an evidenced-based argument that demonstrates the importance of assuming responsibility for personal health behaviors.	Level 6 – Ch. 6.2, 6.3 Level 7 – Ch. 5.3, Ch. 6.1, 6.2, 6.3 Level 8 – Ch. 5.5, Ch. 6.2, 6.3, 6.4, Ch. 7.1, 7.2, 7.3
		S.6-8.HS.5 Evaluate behaviors in relation to the degree to which they benefit or harm personal health and the health of others.	Level 6 – Ch. 6.2, 6.3 Level 7 – Ch. 5.2, 5.3, Ch. 6.3 Level 8 – Ch. 5.3, Ch. 6.1, 6.2, 6.3
		S.6-8.HS.6 Choose a health-enhancing practice and develop a presentation designed to persuade others to adopt a similar practice.	Level 6 – Ch. 5.1, 5.2, 5.3, 5.4, Ch. 6.2, 6.3 Level 7 – Ch. 5.2, 5.3, Ch. 6.2, 6.3, 6.4 Level 8 – Ch. 5.2, 5.3, Ch. 6.2, 6.3, 6.4, Ch. 7.1, 7.2, 7.3
	<b>Health Resources</b>	S.6-8.HS.7 Develop guidelines for evaluating health information, products, and services, and conduct an investigation designed to assess the validity of health-related resources.	Level 8 – Ch. 6.4, Ch. 7.2, 7.3
	<b>Healthy Lifestyle Choices</b>	S.6-8.HS.8 Construct an argument that supports the claim that modifying unhealthy behaviors can enhance personal health.	Level 6 – Ch. 4.4, 4.5, Ch. 5.3, 5.4, Ch. 6.2 Level 7 – Ch. 5.3, Ch. 6.3, 6.4 Level 8 – Ch. 5.3, Ch. 6.2, 6.3, 6.4, Ch. 7.1
		S.6-8.HS.9 Plan and conduct an investigation that provides evidence that peers and perceptions of norms influence the health of adolescents.	Level 6 – Ch. 6.2 Level 7 – Ch. 5.3, Ch. 6.3 Level 8 – Ch. 6.2, 6.3, 6.4, Ch. 7.1, 7.2
		S.6-8.HS.10 Construct a model that demonstrates how public health policies can influence health promotion and disease prevention.	Level 6 – Ch. 6.2, 6.3 Level 7 – Ch. 6.2, 6.3 Level 8 – Ch. 6.1, 6.2, 6.3, Ch. 7.2, 7.3
		S.6-8.HS.11 Analyze and interpret data that provides evidence to support the claim that traditional Adventist health practices promote optimal health.	Level 6 – Ch. 5.3, 5.4 Level 7 – Ch. 5.2, 5.3, Ch. 6.2, 6.4, Ch. 7.1 Level 8 – Ch. 5.2, 5.3, Ch. 6.2, 6.3