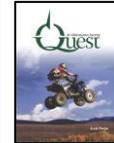




The Success Sequence Program & the Indiana Academic Standards

Grade 6 - Grade 12: Health & Wellness

Alignment Chart (Updated 2024)



GAME PLAN ASPIRE QUEST NAVIGATOR

INDIANA CODE: IC 20-30-5-13 Instruction on Human Sexuality or Sexually Transmitted Diseases

Sec. 13. Throughout instruction on human sexuality or sexually transmitted diseases, an accredited school shall:

1. Require a teacher to teach abstinence from sexual activity outside of marriage as the expected standard for all school age children;	✓	✓	✓	✓
2. Include in the instruction that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems.	✓	✓	✓	✓
3. Include in the instruction that the best way to avoid sexually transmitted diseases and other associated health problems is to establish a mutually faithful monogamous relationship in the context of marriage.	✓	✓	✓	✓

STANDARD #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HEALTHY BEHAVIORS

6-8.1.1: Analyze the relationship between healthy behaviors and personal health.	✓	✓	✓	✓
HS.1.1: Predict how behaviors can impact personal health.	✓	✓	✓	✓

DIMENSIONS OF HEALTH

6-8.1.2: Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	✓	✓	✓	✓
HS.1.2: Cite evidence that demonstrates the interrelationships of emotional, intellectual, physical, and social health across the lifespan.	✓	✓	✓	✓

PERSONAL HEALTH

6-8.1.3: Analyze how the environment impacts personal health.	NA	NA	NA	NA
HS.1.3: Analyze how the environment could impact overall health.	NA	NA	NA	NA

PREVENTING INJURY

6-8.1.4: Describe ways to reduce or prevent adolescent health problems and injuries.	NA	NA	NA	NA
HS.1.4: Propose ways to reduce or prevent injuries and health problems.	NA	NA	NA	NA

ASSESSING HEALTH CARE

6-8.1.5: Explain how appropriate health care can promote personal health.	NA	NA	NA	NA
HS.1.5: Analyze the relationship between access to health care and personal health.	NA	NA	NA	NA
FAMILY HISTORY & PERSONAL HEALTH				
6-8.1.6: Describe how family history can impact personal health.	NA	NA	NA	NA
HS.1.6: Analyze how genetics and family history can affect personal health.	NA	NA	NA	NA
PRACTICING HEALTHY BEHAVIORS				
6-8.1.7: Describe the benefits of and barriers to practicing a variety of healthy behaviors.	✓	✓	✓	✓
HS.1.7: Analyze the benefits of and barriers to practicing a variety of healthy behaviors.	✓	✓	✓	✓
UNHEALTHY BEHAVIOR OUTCOMES				
6-8.1.8: Examine the severity of injury and/or illness if engaging in unhealthy behaviors.	✓	✓	✓	✓
HS.1.8: Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.	✓	✓	✓	✓
STANDARD #2- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.				
FAMILY INFLUENCE ON HEALTH				
6-8.2.1: Examine how the family influences the health of adolescents.	✓	✓	✓	✓
HS.2.1: Analyze how the family influences the health or individuals across the lifespan.	✓	✓	✓	✓
SCHOOL & COMMUNITY IMPACT				
6-8.2.2: Analyze how the school and community can affect personal health practices and behaviors.	✓	✓	✓	✓
HS.2.2: Evaluate how the school and community can impact personal health practice and behaviors.	✓	✓	✓	✓
MEDIA INFLUENCE ON HEALTH BEHAVIORS				
6-8.2.3: Analyze how messages from the media and social media influence health behaviors.	✓	✓	✓	✓
HS.2.3: Evaluate the effect of media and social media on health behaviors.	✓	✓	✓	✓
PEER INFLUENCE ON HEALTH BEHAVIORS				
6-8.2.4: Describe how peers can influence healthy and unhealthy behaviors.	✓	✓	✓	✓

HS.2.4: Analyze how peers can influence healthy and unhealthy behaviors.	✓	✓	✓	✓
CULTURAL INFLUENCE ON HEALTH BEHAVIORS				
6-8.2.5: Describe the influence of culture on health beliefs, practices, and behaviors	✓	✓	✓	✓
HS.2.5: Analyze how culture influences health behaviors.	✓	✓	✓	✓
TECHNOLOGY INFLUENCE ON HEALTH BEHAVIORS				
6-8.2.6: Analyze the influence of technology on personal and family health.	✓	✓	✓	✓
HS.2.6: Evaluate the impact of technology on personal, family, and community health.	✓	✓	✓	✓
NORMS PERCEPTION INFLUENCE ON HEALTH BEHAVIORS				
6-8.2.7: Explain how the perceptions of norms influence healthy and unhealthy behaviors	✓	✓	✓	✓
HS.2.7: Analyze how the perceptions of norms influence health behaviors.	✓	✓	✓	✓
PERSONAL VALUES INFLUENCE ON HEALTH BEHAVIORS				
6-8.2.8: Explain the influence of personal values and beliefs on individual health practices and behaviors.	✓	✓	✓	✓
HS.2.8: Analyze the influence of personal values and beliefs on individual health practices and behaviors.	✓	✓	✓	✓
HEALTH RISK BEHAVIORS				
6-8.2.9: Describe how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.	✓	✓	✓	✓
HS.2.9: Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.	✓	✓	✓	✓
SCHOOL/PUBLIC HEALTH POLICY INFLUENCE ON HEALTH BEHAVIORS				
6-8.2.10: Explain how school and public health policies can influence health practices and behaviors.	NA	NA	NA	NA
HS.2.10: Analyze how public health policies and government regulations can influence health practices and behaviors.	NA	NA	NA	NA
STANDARD #3- Students will demonstrate the ability to access valid information, products and services to enhance health.				
HEALTH INFORMATION & SERVICES				
6-8.3.1: Investigate the validity of health information, products, and services.	NA	NA	NA	NA
HS.3.1: Evaluate the validity of health information, products and services.	NA	NA	NA	NA

ACCESSING HEALTH INFORMATION				
6-8.3.2: Access valid health information from home, school, and community	NA	NA	NA	NA
HS.3.2: Use resources from home, school, community, and reliable internet sources that provide valid health information for making personal health decisions.	NA	NA	NA	NA
PROFESSIONAL HEALTH SERVICES				
6-8.3.3: Describe situations that may require professional health services.	✓	✓	✓	✓
HS.3.3: Determine when professional health services may be required.	✓	✓	✓	✓
LOCATING RELIABLE HEALTH PRODUCTS/SERVICES				
6-8.3.4: Locate valid and reliable health products and services that enhance health.	NA	NA	NA	NA
HS.3.4: Access valid and reliable health products and services that enhance health.	NA	NA	NA	NA
STANDARD #4-Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk.				
VERBAL/NONVERBAL COMMUNICATION SKILLS				
6-8.4.1: Apply effective verbal and nonverbal communication skills to enhance health.	✓	✓	✓	✓
HS.4.1: Apply effective verbal (assertiveness) and nonverbal communication skills in real-life health situations.	✓	✓	✓	✓
LISTENING SKILLS				
6-8.4.2: Demonstrate active listening and response skills to enhance health.	✓	✓	✓	✓
HS.4.2: Employ active listening and response skills to enhance health.	✓	✓	✓	✓
EXPRESSING NEEDS, WANTS, AND FEELINGS				
6-8.4.3: Demonstrate healthy ways to express needs, wants, and feelings.	✓	✓	✓	✓
HS.4.3: Identify and apply healthy strategies to manage personal wellbeing.	✓	✓	✓	✓
COMMUNICATING CARE, CONSIDERATION, & RESPECT				
6-8.4.4: Practice ways to communicate care, consideration, and respect for self and others.	✓	✓	✓	✓
HS.4.4: Demonstrate ways to communicate care, consideration, and respect of self and others.	✓	✓	✓	✓
HEALTH RISK & REFUSAL SKILLS				

6-8.4.5: Demonstrate the ability to refuse or negotiate health risks in healthy ways.	✓	✓	✓	✓
HS.4.5: Demonstrate effective refusal skills in real-life health-related situations.	✓	✓	✓	✓
ASKING FOR ASSISTANCE				
6-8.4.6: Demonstrate how to ask for assistance to enhance the health of self and others.	✓	✓	✓	✓
HS.4.6: Demonstrate how to ask for and offer assistance to enhance the health of self and others.	✓	✓	✓	✓
MANAGING CONFLICT				
6-8.4.7: Implement healthy strategies to prevent and manage conflict.	✓	✓	✓	✓
HS.4.7: Implement and evaluate strategies to prevent and manage conflict.	✓	✓	✓	✓
OVERCOMING COMMUNICATION BARRIERS				
6-8.4.8: Formulate strategies for overcoming health-related communication barriers.	✓	✓	✓	✓
HS.4.8: Implement strategies for overcoming health-related communication barriers.	✓	✓	✓	✓
OVERCOMING COMMUNICATION BARRIERS				
6-8.4.9: Examine the impact of communication on relationships.	✓	✓	✓	✓
HS.4.9: Analyze how interpersonal communication impacts and is impacted by relationships.	✓	✓	✓	✓
STANDARD #5- Students will demonstrate the ability to use decision-making skills to enhance health				
PERSONAL HEALTH DECISIONS AND INFLUENCES				
6-8.5.1: Identify personal health decisions and differentiate between related internal and external influences.	✓	✓	✓	✓
HS.5.1: Identify personal health decisions and analyze related internal and external influences.	✓	✓	✓	✓
EVALUATING HEALTH INFORMATION				
6-8.5.2: Compile and assess available information to enhance health.	NA	NA	NA	NA
HS.5.2: Gather, synthesize, and evaluate available information to enhance health	NA	NA	NA	NA
MAKING HEALTH-RELATED DECISIONS				
6-8.5.3: Personalize health risk of decisions to self and others.	✓	✓	✓	✓
HS.5.3: Analyze health risk of decisions to self and others.	✓	✓	✓	✓
HEALTH DECISION CONNECTIONS				
6-8.5.4: Apply a decision making process to real-life health related situations.	✓	✓	✓	✓

HS.5.4: Apply a decision making process to real-life health related situations.	✓	✓	✓	✓
PERSONAL HEALTH RESPONSIBILITY				
6-8.5.5: Describe how personal health decisions may affect subsequent decisions.	✓	✓	✓	✓
HS.5.5: Describe how personal health decisions may affect subsequent decisions.	✓	✓	✓	✓
PERSONAL HEALTH DECISIONS				
6-8.5.2: Assume responsibility for personal health decisions.	✓	✓	✓	✓
HS.5.2: Assume responsibility for personal health decisions.	✓	✓	✓	✓
STANDARD #6- Students will demonstrate the ability to use goal-setting skills to enhance health				
SETTING HEALTH GOALS				
6-8.6.1: Assess the benefits of planning and setting health goals.	✓	✓	✓	✓
HS.6.1: Critically analyze and articulate the benefits of planning and setting personal health goals.	✓	✓	✓	✓
ACHIEVING HEALTH GOALS				
6-8.6.2: Develop a personal health goal and a plan to achieve it.	✓	✓	✓	✓
HS.6.2: Develop a personal health goal and a plan to achieve it.	✓	✓	✓	✓
BARRIERS TO HEALTH GOALS				
6-8.6.3: Examine possible barriers to achieving the personal health goal.	✓	✓	✓	✓
HS.6.3: Analyze and develop strategies to overcome barriers to achieving the personal health goal.	✓	✓	✓	✓
HEALTH GOAL ADAPTABILITY				
6-8.6.4: Implement the plan to achieve the personal health goal and overcome possible barriers.	✓	✓	✓	✓
HS.6.4: Implement and analyze the plan and adjust it, as needed, to achieve the personal health goal.	✓	✓	✓	✓
PERSONAL CHOICES & HEALTH GOALS				
6-8.6.5: Consider the impact of decisions on the personal health goal.	✓	✓	✓	✓
HS.6.5: Identify personal support systems and explain their importance in achieving the personal health goal.	✓	✓	✓	✓
HEALTH GOAL SUPPORT SYSTEMS				
6-8.6.6: Identify personal support systems and explain their importance in achieving the personal health goal.	✓	✓	✓	✓
HS.6.6: Assess, reflect on, and adjust the plan to reach and maintain the personal health goal.	✓	✓	✓	✓
HEALTH GOAL PROGRESS				

6-8.6.4: Assess, reflect on, and adjust the plan to reach and maintain the personal health goal.	✓	✓	✓	✓
STANDARD #7- Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.				
SAFETY KNOWLEDGE SKILLS				
6-8.7.1: Conduct a personal assessment of health and safety knowledge and skills.	NA	NA	NA	NA
HS.7.1: Conduct a personal assessment of health and safety knowledge and skills.	NA	NA	NA	NA
HEALTH & SAFETY STRENGTHS & NEEDS				
6-8.7.2/7.3: Describe the results of the personal assessment to identify personal health and safety strengths and needs.	NA	NA	NA	NA
HS.7.2/7.3: Analyze the results of the personal assessment to identify personal health and safety strengths and needs.	NA	NA	NA	NA
STANDARD #8- Students will demonstrate the ability to advocate for personal, family and community health				
SAFETY CONCERNS & ASSESSMENTS				
6-8.8.1: Conduct a personal, family, or community health or safety assessment and/or review data from an existing health assessment.	NA	NA	NA	NA
HS.8.1: Conduct a personal, family, or community health or safety assessment and/or review data from current similar health assessments.	NA	NA	NA	NA
STANDING FOR HEALTH/SAFETY ISSUES				
6-8.8.2: Analyze data to determine a priority health or safety issue on which to take a stand.	NA	NA	NA	NA
HS.8.2: Analyze data to determine a priority health or safety issue to be able to use and understand.	NA	NA	NA	NA
EVIDENCE FOR HEALTH/SAFETY ISSUES				
6-8.8.3: Research the health or safety issue.	NA	NA	NA	NA
HS.8.3: Identify and familiarize yourself with agencies, organizations, and others who advocate for and against the health issue.	NA	NA	NA	NA
ADVOCATING FOR HEALTH ISSUES				
6-8.8.4: Identify agencies, organizations, or others who advocate for the health issue.	NA	NA	NA	NA
HS.8.4: Take a clear stand or position on health-enhancing behaviors.	NA	NA	NA	NA
PERSONAL BELIEF FOR HEALTH/SAFETY ISSUES				
6-8.8.5: Demonstrate personal beliefs regarding the health or safety issue.	NA	NA	NA	NA

HS.8.5: Use communication techniques to educate the individual or group to support or act on the health safety issue.	NA	NA	NA	NA
COMMUNICATION HEALTH/SAFETY ISSUES				
6-8.8.6: Use communication techniques to persuade the individual or group to support or act on the health or safety issue.	NA	NA	NA	NA
HS.8.6: Identify and create messaging and marketing to a priority audience concerning the health and safety message.	NA	NA	NA	NA
COMMUNICATION HEALTH/SAFETY ISSUES				
6-8.8.7: Identify an audience and adapt the health or safety message and communication technique to the characteristics of the individual or group.	NA	NA	NA	NA
HS.8.7: Work collaboratively with individuals, agencies, and organizations to advocate for the health of self, families, and communities.	NA	NA	NA	NA
COMMUNICATION HEALTH/SAFETY ISSUES				
HS.8.8: Evaluate the effectiveness of the advocacy effort and revise and adjust, as needed.	NA	NA	NA	NA