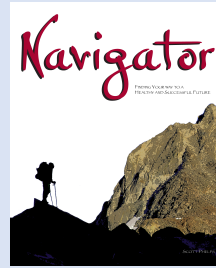
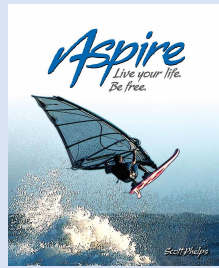
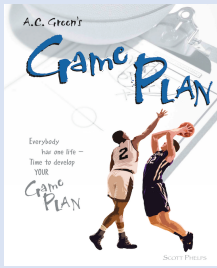


# Wisconsin Success Sequence Alignment: (6th-8th Grade)



**Game Plan (6th-9th)**

**Quest (7th-10th)**

**Aspire (8th-11th)**

**Navigator (9th-12th)**

**Standard #1** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**A** Identify the components of health promotion and disease prevention.

**1:3:A1** Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; ~~safety and related behaviors~~

**1:3:A2** Describe the negative consequences of engaging in unhealthy behaviors.

**1:3:A3** Describe how family history can affect personal health.

**1:3:A4** Describe how physical and social environments can affect personal health.

**B** Analyze the benefits of and barriers to practicing healthy behaviors.

**1:3:B1** Analyze the relationships between healthy behaviors and personal health.

**1:3:B2** Examine healthy behaviors and consequences related to a health issue.

**1:3:B3** Predict the outcomes of a variety of unhealthy behaviors.

**Standard #2** Students will analyze the influences of family, peers, culture, media, technology and other factors on health behaviors.

**A** Examine impact of influences.

**2:3:A1** Examine how external and internal factors can influence health behaviors.

**2:3:A2** Provide examples of how factors can interact to influence health behaviors.

**2:3:A3** Examine how one's family, culture, and peers influence one's own personal health behaviors.

**2:3:A4** Examine how media and technology influence one's own personal health behaviors.

**2:3:A5** Examine how one's values and beliefs influence one's own personal health behaviors.

**Standard #3** Students will demonstrate the ability to access valid information and products and services to enhance health.

**A** Identify criteria for choosing accurate sources of information.

**3:3:A1** Describe situations that require accurate health information.

**3:3:A2** Locate sources of valid health information from home, school, and community.

	✓	✓	✓	✓
	✓	✓	✓	✓
	NA	NA	NA	NA
	✓	✓	✓	✓
	✓	✓	✓	✓
	✓	✓	✓	✓
	✓	✓	✓	✓

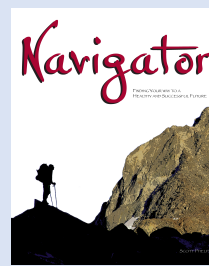
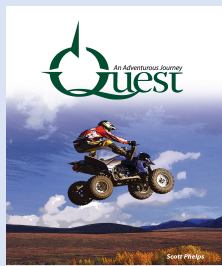
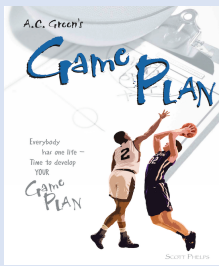
	✓	✓	✓	✓
	✓	✓	✓	✓
	✓	✓	✓	✓
	✓	✓	✓	✓
	✓	✓	✓	✓

	✓	✓	✓	✓
	NA	NA	NA	NA

	<b>3:3:A3</b>	Describe criteria for evaluating resources.	NA	NA	NA	NA
	<b>B</b>	<b>Apply models to analyze sources of information for validity and reliability.</b>				
	<b>3:3:B1</b>	Analyze the validity of information about health issues, products, and services.	✓	✓	✓	✓
<b>Standard #4</b>	<b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>					
	<b>A</b>	<b>Examine and demonstrate communication skills that enhance health and avoid health risks.</b>				
	<b>4:3:A1</b>	Examine appropriate communication strategies.	✓	✓	✓	✓
	<b>4:3:A2</b>	Examine the outcomes of using effective and ineffective strategies of communication.	✓	✓	✓	✓
	<b>B</b>	<b>Apply appropriate communication skills in various health- related settings.</b>				
	<b>4:3:B1</b>	Demonstrate refusal and limit setting skills that avoid health risks.	✓	✓	✓	✓
	<b>4:3:B2</b>	Demonstrate effective conflict resolution skills.	✓	✓	✓	✓
	<b>4:3:B3</b>	Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others.	NA	NA	NA	NA
<b>Standard #5</b>	<b>Students will demonstrate the ability to use decision - making skills to enhance health.</b>					
	<b>A</b>	<b>Identify situations where effective decision-making skills are implemented.</b>				
	<b>5:3:A1</b>	Determine when individual or collaborative decision making is appropriate.	✓	✓	✓	✓
	<b>B</b>	<b>Assess the impact of a decision-making process on health- related situations.</b>				
	<b>5:3:B1</b>	Demonstrate decision making in a health-related situation.	✓	✓	✓	✓
	<b>5:3:B2</b>	Predict the impact of each decision on self and others.	✓	✓	✓	✓
	<b>5:3:B3</b>	Analyze the outcome of a health-related decision.	✓	✓	✓	✓
<b>Standard #6</b>	<b>Students will demonstrate the ability to use goal - setting skills to enhance health.</b>					
	<b>A</b>	<b>Identify additional steps to setting and achieving realistic health goals.</b>				
	<b>6:3:A1</b>	Establish a baseline of personal health behaviors and health status.	✓	✓	✓	✓
	<b>6:3:A2</b>	Identify strategies and behaviors needed to maintain or improve health status.	✓	✓	✓	✓
	<b>6:3:A3</b>	Identify strategies that might be utilized to overcome barriers or setbacks.	✓	✓	✓	✓
	<b>B</b>	<b>Apply goal-setting skills to various health-related situations.</b>				
	<b>6:3:B1</b>	Examine how personal health goals can be impacted by various abilities, priorities, and responsibilities that may change throughout the lifespan.	✓	✓	✓	✓
	<b>6:3:B2</b>	Develop goals to maintain or improve personal health status.	✓	✓	✓	✓
	<b>6:3:B3</b>	Assess the effectiveness of strategies to reach personal health goals.	✓	✓	✓	✓

<b>Standard #7</b>	<b>Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.</b>					
	<b>A</b>	<b>Explain the importance of self-responsibility for personal health behaviors.</b>				
	<b>7:3:A1</b>	Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.	✓	✓	✓	✓
	<b>B</b>	<b>Demonstrate the role of self-responsibility in enhancing health.</b>				
	<b>7:3:B1</b>	Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and	✓	✓	✓	✓
	<b>7:3:B2</b>	Demonstrate behaviors that avoid or reduce health risks to self and others.	✓	✓	✓	✓
<b>Standard #8</b>	<b>Students will demonstrate the ability to advocate for personal, family and community health.</b>					
	<b>A</b>	<b>Develop an advocacy plan to promote health.</b>				
	<b>8:3:A1</b>	Develop an age-appropriate definition of advocacy.	✓	✓	✓	✓
	<b>8:3:A2</b>	Plan ways to advocate for healthy individuals, families, and schools.	NA	NA	NA	NA
	<b>8:3:A3</b>	Incorporate accurate information as it relates to a health-enhancing position to advocate for self and others.	✓	✓	✓	✓
	<b>8:3:A4</b>	Discuss the barriers that could be involved in an advocacy effort.	✓	✓	✓	✓
	<b>B</b>	<b>Implement an advocacy plan pertaining to a health issue.</b>				
	<b>8:3:B1</b>	Predict how an advocacy plan will influence and support the health status of others.	NA	NA	NA	NA
	<b>8:3:B2</b>	Apply a plan to advocate for a health issue for people that experience health disparities.	NA	NA	NA	NA
	<b>8:3:B3</b>	Defend a position relating to a health issue.	✓	✓	✓	✓
	<b>8:3:B4</b>	Describe ways to adapt health messages for different audiences.	NA	NA	NA	NA

# Wisconsin Success Sequence Alignment: (9th-12th Grade)



Game Plan (6th-9th)

Quest (7th-10th)

Aspire (8th-11th)

Navigator (9th-12th)

Standard #1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.					
	<b>A</b>	<b>Analyze the impact of determinants of health.</b>				
	<b>1:4:A1</b>	Analyze how genetics and family history can affect personal health.	NA	NA	NA	NA
	<b>1:4:A2</b>	Examine the interrelationships of various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).	✓	✓	✓	✓
	<b>1:4:A3</b>	Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).	✓	✓	✓	✓
	<b>1:4:A4</b>	Predict how personal behaviors and access to appropriate health care can affect health.	NA	NA	NA	NA
	<b>1:4:A5</b>	Analyze how environment and personal health are interrelated.	NA	NA	NA	NA
	<b>B</b>	<b>Explore factors that impact health status.</b>				
	<b>1:4:B1</b>	Investigate the relationship between access to health care and health status.	NA	NA	NA	NA
	<b>1:4:B2</b>	Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors.	✓	✓	✓	✓
	<b>1:4:B3</b>	Examine susceptibility to and severity of injury and illness if engaging in unhealthy behaviors.	✓	✓	✓	✓
Standard #2	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.					
	<b>A</b>	<b>Analyze the impact of external and internal influences on the health behavior of individuals and populations.</b>				
	<b>2:4:A1</b>	Analyze how external influences, individually and in combination with others, can influence individuals' health behaviors and that of certain populations.	✓	✓	✓	✓
	<b>2:4:A2</b>	Analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors and that of certain populations.	✓	✓	✓	✓
	<b>2:4:A3</b>	Examine how social policies can influence health behaviors.	NA	NA	NA	NA
	<b>2:4:A4</b>	Estimate the impact of internal and external influences on one's own personal health behavior.	✓	✓	✓	✓
	<b>2:4:A5</b>	Predict how various external and internal influences will interact and impact the health behavior of populations.	NA	NA	NA	NA
Standard #3	Students will demonstrate the ability to access valid information and products and services to enhance health.					

	<b>A</b>	<b>Continue to apply criteria for choosing accurate sources of information.</b>				
	<b>3:4:A1</b>	Determine the availability of information, products, and services that enhance health.	NA	NA	NA	NA
	<b>3:4:A2</b>	Access health information, products, and services that improve health outcomes.	NA	NA	NA	NA
	<b>3:4:A3</b>	Determine when professional health services may be needed and how to access them.	NA	NA	NA	NA
	<b>B</b>	<b>Analyze sources of information for validity and reliability.</b>				
	<b>3:4:B1</b>	Evaluate the validity of sources of health information using key criteria.	NA	NA	NA	NA
<b>Standard #4</b>	<b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>					
	<b>A</b>	<b>Continue to analyze communication skills in various health-related settings.</b>				
	<b>4:4:A1</b>	Analyze communication strategies for effective interaction among family, peers, and others to enhance health.	✓	✓	✓	✓
	<b>4:4:A2</b>	Reflect on the impact of communication on enhancing health.	✓	✓	✓	✓
	<b>4:4:A3</b>	Demonstrate how to ask for and offer assistance to enhance the health of self and others.	NA	NA	NA	NA
	<b>B</b>	<b>Demonstrate communication skills in health-related situations.</b>				
	<b>4:4:B1</b>	Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	✓	✓	✓	✓
	<b>4:4:B2</b>	Demonstrate strategies to prevent interpersonal conflicts.	✓	✓	✓	✓
	<b>4:4:B3</b>	Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others.	✓	✓	✓	✓
<b>Standard #5</b>	<b>Students will demonstrate the ability to use decision - making skills to enhance health.</b>					
	<b>A</b>	<b>Evaluate the impact of a decision-making process on health- related situations.</b>				
	<b>5:4:A1</b>	Identify situations in which using a thoughtful decision-making process would be health-enhancing.	✓	✓	✓	✓
	<b>5:4:A2</b>	Justify when individual or collaborative decision making is appropriate.	NA	NA	NA	NA
	<b>B</b>	<b>Apply effective decision-making skills to enhance health.</b>				
	<b>5:4:B1</b>	Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.	✓	✓	✓	✓
	<b>5:4:B2</b>	Generate alternatives for health-related issues or problems.	✓	✓	✓	✓
	<b>5:4:B3</b>	Examine barriers that can hinder healthy decision making.	✓	✓	✓	✓
	<b>5:4:B4</b>	Media safety (social media, cyber, TV, music, advertising, etc.)	✓	✓	✓	✓
	<b>5:4:B5</b>	Causes of conflict and non-violent conflict resolutions	✓	✓	✓	✓
	<b>5:4:B6</b>	Consequences of violence (school policies, laws, etc.)	NA	NA	NA	NA
<b>Standard #6</b>	<b>Students will demonstrate the ability to use goal - setting skills to enhance health.</b>					
	<b>A</b>	<b>Analyze issues that impact setting a goal.</b>				

	<b>6:4:A1</b>	Assess personal health practices and their impact on overall health status.	✓	✓	✓	✓
	<b>6:4:A2</b>	Evaluate potential barriers or setbacks that may impede one's ability to reach his/her health goal.	✓	✓	✓	✓
	<b>6:4:A3</b>	Identify strategies that might be utilized to overcome barriers or setbacks.	✓	✓	✓	✓
	<b>B</b>	<b>Apply goal-setting skills to various health-related situations.</b>				
	<b>6:4:B1</b>	Formulate an effective long-term personal health goal.	✓	✓	✓	✓
	<b>6:4:B2</b>	Develop a plan to reach a personal health goal that addresses strengths, needs, and risks.	✓	✓	✓	✓
	<b>6:4:B3</b>	Implement a plan and monitor progress in achieving a personal health goal.	✓	✓	✓	✓
<b>Standard #7</b>	<b>Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.</b>					
	<b>A</b>	<b>Examine health-enhancing behaviors.</b>				
	<b>7:4:A1</b>	Determine behaviors that will protect and promote health in high risk situations. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in various forms of physical activity appropriate to current and future life stages; making complex food choices in various food environments to support healthy eating; applying social behaviors to prevent or reduce violence in settings relevant to one's culture; practicing safety-related behaviors in high risk situations; and appropriately accessing health care services for routine preventive care and	✓	✓	✓	✓
	<b>7:4:A2</b>	Analyze the roles of individual responsibility and the health care system in enhancing health.	✓	✓	✓	✓
	<b>B</b>	<b>Demonstrate a variety of health-enhancing behaviors.</b>				
	<b>7:4:B1</b>	Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others. These include, but are not limited to: personal behaviors such as regular and health-enhancing physical activity, healthy eating, and accessing appropriate preventive health care services.	✓	✓	✓	✓
	<b>7:4:B2</b>	Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. These include, but are not limited to: various complex safety-related behaviors, appropriately accessing mental and physical health care services, and carefully following medical advice and instructions.	✓	✓	✓	✓
<b>Standard #8</b>	<b>Students will demonstrate the ability to advocate for personal, family and community health.</b>					
	<b>A</b>	<b>Develop strategies to advocate for a health issue.</b>				
	<b>8:4:A1</b>	Apply societal norms to formulate a health-enhancing message.	✓	✓	✓	✓
	<b>8:4:A2</b>	Adapt health-enhancing messages and persuasive communication techniques to a specific target audience.	✓	✓	✓	✓
	<b>8:4:A3</b>	Apply accurate information to support a health-enhancing message.	✓	✓	✓	✓
	<b>8:4:A4</b>	Develop strategies to overcome barriers or resistance to desired health action or behavior.	✓	✓	✓	✓
	<b>B</b>	<b>Implement an advocacy plan pertaining to a health issue.</b>				
	<b>8:4:B1</b>	Develop a plan to advocate for a personal, family, or community health issue.	✓	✓	✓	✓
	<b>8:4:B2</b>	Implement an advocacy plan for a health issue.	✓	✓	✓	✓
	<b>8:4:B3</b>	Demonstrate conviction in encouraging others to make positive health choices.	✓	✓	✓	✓