





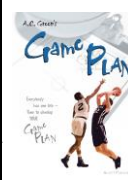





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|  Success Sequence | The Success Sequence Program & Idaho Content Standards: Health & Wellness Middle School & High School | |  |  |  |  |
| Grades 6-8 | | | GAME PLAN | QUEST | ASPIRE | NAVIGATOR |
| | Standard 1: Comprehend Core Concepts | | | | | |
| Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health. | | | | | | |
| Grades 6-8 Objective(s): By the end of Eighth Grade, the student will be able to: | | | | | | |
| 6-8.H.1.1.1 | Analyze the relationship between behaviors, body systems, and wellness. | ✓ | ✓ | ✓ | ✓ | |
| 6-8.H.1.1.2 | Describe the interrelationships of mental, emotional, physical, and social health in adolescence. | ✓ | ✓ | ✓ | ✓ | |
| 6-8.H.1.1.3 | Analyze how the environment, environmental exposure (e.g., secondhand smoke/vapors) and personal health are related. | NA | NA | NA | NA | |
| 6-8.H.1.1.4 | Describe how family history can affect personal health. | NA | ✓ | ✓ | ✓ | |
| 6-8.H.1.1.5 | Describe ways to reduce or prevent injuries and adolescent health problems. | ✓ | ✓ | ✓ | ✓ | |
| 6-8.H.1.1.6 | Explain how appropriate health care can promote wellness. | NA | NA | NA | NA | |
| 6-8.H.1.1.7 | Describe the benefits of and barriers to practicing healthy behaviors. | ✓ | ✓ | ✓ | ✓ | |
| 6-8.H.1.1.8 | Examine the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors. | ✓ | ✓ | ✓ | ✓ | |
| | Standard 2: Analyzing Influences | | | | | |
| Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior. | | | | | | |
| Grades 6-8 Objective(s): By the end of Eighth Grade, the student will be able to: | | | | | | |
| 6-8.H.2.1.1 | Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors (e.g., social norms). | ✓ | ✓ | ✓ | ✓ | |
| 6-8.H.2.1.2 | Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety and responsibility). | ✓ | ✓ | ✓ | ✓ | |

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| 6-8.H.2.1.3 | Explain the influence of personal values and beliefs on individual health practices and behaviors. | ✓ | ✓ | ✓ | ✓ |
| 6-8.H.2.1.4 | Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in). | ✓ | ✓ | ✓ | ✓ |
| 6-8.H.2.1.5 | Explain how school and public health policies can influence health promotion and disease prevention. | NA | NA | NA | NA |
| Standard 3: Accessing Information | | | | | |
| Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health. | | | | | |
| Grades 6-8 Objective(s): By the end of Eighth Grade, the student will be able to: | | | | | |
| 6-8.H.3.1.1 | Analyze the validity of healthy information, products, and services. | NA | ✓ | ✓ | ✓ |
| 6-8.H.3.1.2 | Access valid health information resources from home, school, and community. | NA | NA | NA | NA |
| 6-8.H.3.1.3 | Locate reliable and valid health products and services and determine accessibility. | NA | NA | NA | NA |
| 6-8.H.3.1.4 | Describe situations that may require professional health services. | NA | NA | NA | NA |
| Standard 4: Interpersonal Communication | | | | | |
| Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | | | | |
| Grades 6-8 Objective(s): By the end of Eighth Grade, the student will be able to: | | | | | |
| 6-8.H.4.1.1 | Apply effective verbal and nonverbal communication skills to enhance health. | ✓ | ✓ | ✓ | ✓ |
| 6-8.H.4.1.2 | Demonstrate refusal and negotiation skills that avoid or reduce health risks. | NA | ✓ | ✓ | ✓ |
| 6-8.H.4.1.3 | Demonstrate effective conflict management or resolution strategies. | NA | ✓ | ✓ | ✓ |
| 6-8.H.4.1.4 | Demonstrate how to request and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence and bullying). | ✓ | ✓ | ✓ | ✓ |
| Standard 5: Decision Making | | | | | |
| Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health. | | | | | |
| Grades 6-8 Objective(s): By the end of Eighth Grade, the student will be able to: | | | | | |
| 6-8.H.5.1.1 | Identify circumstances that can help or hinder healthy decision making. | ✓ | ✓ | ✓ | ✓ |

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| 6-8.H.5.1.2 | Determine when health-related situations require the application of a thoughtful and informed decision-making process (e.g., alcohol, tobacco and other drug use, the consequences of a criminal record, recreational safety, texting, social media and general online presence, physical activity, nutritional choices). | ✓ | ✓ | ✓ | ✓ |
| 6-8.H.5.1.3 | Distinguish when individual or collaborate decision-making is appropriate. | ✓ | ✓ | ✓ | ✓ |
| 6-8.H.5.1.4 | Distinguish between healthy and unhealthy alternatives to health-related issues or problems. | ✓ | ✓ | ✓ | ✓ |
| 6-8.H.5.1.5 | Predict the potential short-term and long-term impact of each alternative on self, others, and the environment. | ✓ | ✓ | ✓ | ✓ |
| 6-8.H.5.1.6 | Choose healthy alternatives over unhealthy alternatives when making a health-related decision. | ✓ | ✓ | ✓ | ✓ |
| 6-8.H.5.1.7 | Analyze the outcomes of a health-related decision. | ✓ | ✓ | ✓ | ✓ |
| Standard 6: Goal Setting | | | | | |
| Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health. | | | | | |
| Grades 6-8 Objective(s): By the end of Eighth Grade, the student will be able to: | | | | | |
| 6-8.H.6.1.1 | Assess personal health practices. | ✓ | ✓ | ✓ | ✓ |
| 6-8.H.6.1.2 | Develop a goal to adopt, maintain, or improve a personal health practice. | ✓ | ✓ | ✓ | ✓ |
| 6-8.H.6.1.3 | Apply effective strategies and skills needed to attain a personal health goal (e.g., S.M.A.R.T. goal setting strategy). | ✓ | ✓ | ✓ | ✓ |
| Standard 7: Practice Healthy Behavior | | | | | |
| Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | | | | |
| Grades 6-8 Objective(s): By the end of Eighth Grade, the student will be able to: | | | | | |
| 6-8.H.7.1.1 | Explain the importance of assuming responsibility for personal health behaviors. | ✓ | ✓ | ✓ | ✓ |
| 6-8.H.7.1.2 | Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. | ✓ | ✓ | ✓ | ✓ |
| 6-8.H.7.1.3 | Demonstrate behaviors that avoid or reduce health risks to self and others. | ✓ | ✓ | ✓ | ✓ |
| 6-8.H.7.1.4 | Explain the importance of personal hygiene, self-care, food behavior, and physical activity. | NA | NA | NA | NA |

| Standard 8: Advocacy | | | | |
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| Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health. | | | | |
| Grades 6-8 Objective(s): By the end of Eighth Grade, the student will be able to: | | | | |
| 6-8.H.8.1.1 | State a health-enhancing position on a topic and support it with accurate information. | ✓ | ✓ | ✓ |
| 6-8.H.8.1.2 | Demonstrate how to influence and support others to make positive health choices. | ✓ | ✓ | ✓ |
| 6-8.H.8.1.3 | Work cooperatively to advocate for the health of individuals, families, schools, and the community. | NA | NA | NA |
| 6-8.H.8.1.4 | Identify ways in which health messages and communication techniques can be altered for different audiences. | ✓ | ✓ | ✓ |

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|  Success Sequence | The Success Sequence Program & Idaho Content Standards: Health & Wellness Middle School & High School | |  |  |  |  |
| Grades 9-12 | | | | | | |
| | | | GAME PLAN | QUEST | ASPIRE | NAVIGATOR |
| Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health. | | | | | | |
| Grade 9-12 Objectives: By the end of Twelfth Grade, the student will be able to: | | | | | | |
| 9-12.H.1.1.1 | Predict how behaviors can affect wellness. | | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.1.1.2 | Describe the interrelationships of emotional, mental, physical, and social health. | | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.1.1.3 | Analyze how environment and wellness are interrelated (e.g., secondhand smoke/vapors from vaping). | | NA | NA | NA | NA |
| 9-12.H.1.1.4 | Analyze how genetics and family history can affect personal health. | | NA | NA | NA | NA |
| 9-12.H.1.1.5 | Propose ways to reduce health problems. | | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.1.1.6 | Analyze the relationship between access to health care and health status. | | NA | NA | NA | NA |

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| 9-12.H.1.1.7 | Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.1.1.8 | Analyze the potential severity of health problems that result from engaging in unhealthy behaviors. | ✓ | ✓ | ✓ | ✓ |
| Standard 2: Analyzing Influences | | | | | |
| Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior. | | | | | |
| Grade 9-12 Objectives: By the end of Twelfth Grade, the student will be able to: | | | | | |
| 9-12.H.2.1.1 | Analyze how the family and culture influence health beliefs and behaviors. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.2.1.2 | Analyze how peers influence health beliefs and behaviors (e.g., social norms). | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.2.1.3 | Evaluate how the school and community can affect personal health practice and behaviors. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.2.1.4 | Analyze how the media and technology influence health beliefs and behaviors (e.g., social media, internet safety, and responsibility). | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.2.1.5 | Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in). | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.2.1.6 | Analyze how public health policies and government regulations can influence health promotion and disease prevention. | NA | NA | NA | NA |
| Standard 3: Accessing Information | | | | | |
| Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health. | | | | | |
| Grade 9-12 Objectives : By the end of Twelfth Grade, the student will be able to: | | | | | |
| 9-12.H.3.1.1 | Evaluate the validity of health information, products, and services. | NA | ✓ | ✓ | ✓ |
| 9-12.H.3.1.2 | Determine the accessibility of health information, products, and services. | NA | NA | NA | NA |
| 9-12.H.3.1.3 | Access valid and reliable health information, products, and services. | NA | NA | NA | NA |
| 9-12.H.3.1.4 | Use resources from home, school, and community that provide valid health information. | NA | NA | NA | NA |
| 9-12.H.3.1.5 | Determine when professional health services may be required. | NA | NA | NA | NA |
| Standard 4: Interpersonal Communication | | | | | |
| Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | | | | |
| Grade 9-12 Objectives : By the end of Twelfth Grade, the student will be able to: | | | | | |

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| 9-12.H.4.1.1 | Use skills for communicating effectively with family, peers, and others to enhance health. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.4.1.2 | Demonstrate refusal, conflict resolution, and collaboration skills to enhance health and to avoid or reduce health risks. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.4.1.3 | Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.4.1.4 | Demonstrate how to ask for and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence, and bullying). | ✓ | ✓ | ✓ | ✓ |
| Standard 5: Decision Making | | | | | |
| Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health. | | | | | |
| Grade 9-12 Objectives : By the end of Twelfth Grade, the student will be able to: | | | | | |
| 9-12.H.5.1.1 | Examine barriers that can hinder healthy decision-making. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.5.1.2 | Determine the value of applying a thoughtful decision-making process in health-related situations (e.g., alcohol, tobacco and other drug use, the consequences of a criminal record, recreational safety, safe driving behaviors, testing, social media and general online presence, food behavior, and physical activity). | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.5.1.3 | Justify when individual or collaborative decision-making is appropriate. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.5.1.4 | Generate alternatives to health-related issues or problems. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.5.1.5 | Predict the potential short-term and long-term impact of each alternative on self, others, and the environment. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.5.1.6 | Defend the healthy choice when making decisions. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.5.1.7 | Evaluate the effectiveness of health-related decisions. | ✓ | ✓ | ✓ | ✓ |
| Standard 6: Goal Setting | | | | | |
| Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health. | | | | | |
| Grade 9-12 Objectives : By the end of Twelfth Grade, the student will be able to: | | | | | |
| 9-12.H.6.1.1 | Assess personal health practices and overall health status. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.6.1.2 | Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. | ✓ | ✓ | ✓ | ✓ |

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| 9-12.H.6.1.3 | Implement effective strategies and monitor progress in achieving a personal health goal (e.g., S.M.A.R.T. goal setting strategy). | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.6.1.4 | Formulate an effective long-term personal health plan. | ✓ | ✓ | ✓ | ✓ |
| Standard 7: Practice Healthy Behavior | | | | | |
| Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | | | | |
| Grade 9-12 Objectives : By the end of Twelfth Grade, the student will be able to: | | | | | |
| 9-12.H.7.1.1 | Analyze the role of individual responsibility in enhancing health. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.7.1.2 | Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.7.1.3 | Explain the importance of personal hygiene, self-care (e.g., self-exams), food behavior, and physical activity. | NA | NA | NA | NA |
| 9-12.H.7.1.4 | Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.7.1.5 | Instruction provided on hands-only CPR training including proper utilization of an AED. | NA | NA | NA | NA |
| Standard 8: Advocacy | | | | | |
| Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health. | | | | | |
| Grade 9-12 Objectives : By the end of Twelfth Grade, the student will be able to: | | | | | |
| 9-12.H.8.1.1 | Use accurate information to formulate a health-enhancing message. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.8.1.2 | Demonstrate how to influence and support others to make positive health choices. | ✓ | ✓ | ✓ | ✓ |
| 9-12.H.8.1.3 | Work cooperatively as an advocate for improving personal, family, and community health. | NA | NA | NA | NA |
| 9-12.H.8.1.4 | Adapt health messages and communication techniques to target a specific audience. | NA | NA | NA | NA |

