

**COMMON CORE STANDARD: Reading**

**CCSS.ELA–Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

***LifeSkills Training Alignment***

The effectiveness of the Botvin *LifeSkills Training* Program in reducing and preventing drug use and violence is due in part to instructional activities and strategies that require the exploration of concepts, analysis of norms, and practice of skills in small and large, cooperative-learning groups. The student materials provide tutorials that require comprehension and interpretation of concepts through reading the written word. Activities require students to read and understand the specifics of the situation as well as the possible implications of the scenarios being presented and to use the information in developing effective, skill-based responses based on them.

	Level 1	
Unit	TM	SG
Self-Image and Self-Improvement	pp. 1.5 – 1.7	pp. 14 – 15
Making Decisions	pp. 2.2 – 2.6	pp. 17 – 20
Advertising	pp. 7.2 – 7.7	pp. 48 – 51
Violence and the Media	pp. 8.4 – 8.7	pp. 53 – 55
Communication Skills	pp. 11.4 – 11.6	pp. 67 – 68

**COMMON CORE STANDARD: Reading**

**CCSS.ELA–Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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	Level 1	
Unit	TM	SG
Making Decisions	pp. 2.4 – 2.7, 2.9	p. 19
Communication Skills		pp. 66, 68
Assertiveness	p. 14.11	pp. 80, 82 – 83

**COMMON CORE STANDARD: Reading**

**CCSS.ELA–Literacy.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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	Level 1	
Unit	TM	SG
Self-Image and Self-Improvement	p. 1.3	p. 12
Making Decisions	p. 2.4	p. 17
Advertising	pp. 7.3 – 7.4	pp. 48–51
Communication Skills	pp. 11.2 – 11.6	pp. 65, 67 – 68
Assertiveness	pp. 14.3, 14.5 – 14.10	pp. 79 – 82

**COMMON CORE STANDARD: Reading**

**CCSS.ELA–Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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All Units and Levels of the LST Middle School Companion Website ([www.lifeskillstraining.com/msweb](http://www.lifeskillstraining.com/msweb)) also support this standard.

	Level 1	
Unit	TM	SG
Smoking and Biofeedback	pp. 4.8 – 4.9	p. 33
Advertising	pp. 7.2 – 7.7	pp. 48 – 51
Violence and the Media	pp. 8.4 – 8.5	
Coping with Anxiety	pp. 9.5 – 9.7	

**COMMON CORE STANDARD: Reading**

**CCSS.ELA–Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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	Level 1	
Unit	TM	SG
Smoking: Myths and Realities	pp. 3.2 – 3.6	pp. 24 – 25
Smoking and Biofeedback	pp. 4.8 – 4.9	p. 33
Alcohol: Myths and Realities	pp. 5.2 – 5.4, 5.8	pp. 37, 39
Marijuana: Myths and Realities	pp. 6.3 – 6.7	p. 44
Violence and the Media	pp. 8.2 – 8.3	pp. 53 – 54

**COMMON CORE STANDARD: Writing**

**CCSS.ELA – Literacy.CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

***LifeSkills Training Alignment***

The Botvin *LifeSkills Training* Program encourages students to use the skills they have learned in the program to develop their own responses to situations they might have to deal with. This requires them to analyze the situation, consider how to use the skill, and then to effectively implement it. Using their own words, students write their own scripts to demonstrate their understanding of the processes they go through in order to respond to situations that they may find themselves in.

	Level 1
Unit	SG
Smoking: Myths and Realities	p. 27
Smoking and Biofeedback	p. 33
Alcohol: Myths and Realities	p. 40
Marijuana: Myths and Realities	p. 44
Violence and the Media	p. 55
Coping with Anxiety	p. 58
Communication Skills	pp. 66
Social Skills	pp. 75 – 76
Assertiveness	pp. 80, 82 – 83

**COMMON CORE STANDARD: Writing**

**CCSS.ELA – Literacy.CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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	Level 1
Unit	SG
Self-Image and Self-Improvement	pp. 14 – 15
Making Decisions	pp. 17, 19 – 20
Smoking: Myths and Realities	p. 27
Smoking and Biofeedback	pp. 29 – 33
Alcohol: Myths and Realities	pp. 37 – 40
Marijuana: Myths and Realities	pp. 43 – 44
Advertising	pp. 48 – 51
Communication Skills	pp. 67 – 68
Social Skills	pp. 71 – 75
Assertiveness	pp. 81 – 82

**COMMON CORE STANDARD: Speaking and Listening**

**CCSS.ELA – Literacy.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

***LifeSkills Training Alignment***

The effectiveness of the Botvin *LifeSkills Training* Program in reducing and preventing drug use and violence is based in part to instructional activities and strategies that feature peer-to-peer discussion. These interactions require the exploration of concepts, analysis of norms, and practice of skills in small and large, cooperative-learning groups. All of the lessons in the program employ group conversation and collaboration to achieve the social learning and normative objectives of the program.

	Level 1	
Unit	TM	SG
All LST units, with specific emphasis on:		
Advertising	pp. 1.1 – 1.10	pp. 46 – 51
Violence and the Media	pp. 8.1 – 8.10	pp. 52 – 55
Communication Skills	pp. 11.1 – 11.9	pp. 64 – 68
Social Skills	pp. 12.1 – 12.10, 13.1 – 13.8	pp. 70 – 76
Assertiveness	pp. 14.1 – 14.8	pp. 78 – 83
Resolving Conflicts	pp. 15.1 – 15.7	pp. 84 – 85



**COMMON CORE STANDARD: Speaking and Listening**

**CCSS.ELA – Literacy.CCRA.SL.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

***LifeSkills Training Alignment***

1. Drug resistance skills require the learner to research and authenticate facts about the physical and social/emotional effects of substance use in order to:
  - distinguish between myths and realities of substance use
  - regulate perceptions about the popularity of use
  - apply knowledge of facts to shape personal and interpersonal actions
2. Advertising and media resistance skills require the learner to:
  - identify the elements of an advertisement
  - evaluate the credibility of implied and explicit spoken and written messages
  - construct arguments to support or refute media messages
3. Social skills require the learner to:
  - advocate and defend pro-health actions to others
  - demonstrate empathy for the position of others

	Level 1	
Unit	TM	SG
Smoking: Myths and Realities	pp. 3.2 – 3.4, 3.7 – 3.8	pp. 24, 27
Smoking and Biofeedback	pp. 4.8 – 4.9	p. 33
Alcohol: Myths and Realities	pp. 5.4, 5.6 – 5.9	pp. 38 – 40
Marijuana: Myths and Realities	pp. 6.2 – 6.4, 6.7	pp. 43 – 44
Advertising	pp. 7.2 – 7.9	pp. 50 – 51
Violence and the Media	pp. 8.4 – 8.7	pp. 53 – 55
Communication Skills	pp. 11.5 – 11.6	pp. 66 – 68
Assertiveness	pp. 14.5 – 14.7	pp. 79 – 83
Resolving Conflicts	pp. 15.1 – 15.6	p. 85

**COMMON CORE STANDARD: Speaking and Listening**

**CCSS.ELA – Literacy.CCRA.SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

***LifeSkills Training Alignment***

LST social skills competencies require students to learn and apply progressively sophisticated verbal and nonverbal communication skills to achieve understanding in varied and diverse interpersonal settings.

	Level 1	
Unit	TM	SG
Communication Skills	pp. 11.4 – 11.6	pp. 66 – 68
Social Skills	pp. 12.4 – 12.8, 13.2 – 13.6	pp. 72, 75, 76
Assertiveness	pp. 14.5 – 14.11	pp. 79 – 83
Resolving Conflicts	pp. 15.3 – 15.5	p. 85

**COMMON CORE STANDARD: Language**

**CCSS.ELA – Language.CCRA.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

***LifeSkills Training Alignment***

LST social skills require students to choose appropriate language to understand meanings in context in varied speaking and listening tasks, and to comprehend verbal and nonverbal messaging in speaking and listening.

	Level 1	
Unit	TM	SG
Communication Skills	pp. 11.4 – 11.6	pp. 66 – 68
Social Skills	pp. 12.4 – 12.8, 13.2 – 13.6	pp. 72, 75, 76
Assertiveness	pp. 14.5 – 14.11	pp. 79 – 83
Resolving Conflicts	pp. 15.3 – 15.5	p. 85

**COMMON CORE STANDARD: Language**

**CCSS.ELA-Language.CCRA.SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

***LifeSkills Training Alignment***

LST social skills require students to choose appropriate and respectful language (both verbal and nonverbal) to communicate clear meanings in context in varied speaking and listening tasks.

	Level 1	
Unit	TM	SG
Communication Skills	pp. 11.4 – 11.6	pp. 66 – 68
Social Skills	pp. 12.4 – 12.8, 13.2 – 13.6	pp. 72, 75, 76
Assertiveness	pp. 14.5 – 14.11	pp. 79 – 83
Resolving Conflicts	pp. 15.3 – 15.5	pp. 85