

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 3 | |
|--------------------------------|---------------|-------------|
| Unit | TM | SG |
| Drug Abuse: Causes and Effects | pp. 1.6 – 1.8 | pp. 11 – 12 |
| Media Influences | pp. 3.4 – 3.6 | pp. 20 –21 |
| Social Skills | pp. 6.3 – 6.8 | pp. 33 – 35 |
| Resolving Conflicts | pp. 8.2 – 8.6 | pp. 47 – 49 |

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.

LifeSkills Training Alignment

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| | Level 3 | |
|---------------------|---------------|----------------------|
| Unit | TM | SG |
| Making Decisions | | p. 16 |
| Coping with Anger | | p. 31 |
| Social Skills | pp. 6.7 – 6.8 | p. 35 |
| Assertiveness | p. 7.10 | pp. 40 – 41, 44 – 45 |
| Resolving Conflicts | | pp. 48 – 49 |

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 3 | |
|-------------------|---------------|-------------|
| Unit | TM | SG |
| Making Decisions | pp. 2.2 – 2.3 | p. 15 |
| Coping with Anger | pp. 5.4 – 5.5 | pp. 30 – 31 |

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.

LifeSkills Training Alignment

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| | Level 3 | |
|--------------------------------|---------------|------|
| Unit | TM | SG |
| Drug Abuse: Causes and Effects | pp. 1.4 – 1.6 | p. 9 |

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 3 |
|--------------------------------|----------------------|
| Unit | SG |
| Drug Abuse: Causes and Effects | pp. 10 – 12 |
| Coping with Anxiety | p. 27 |
| Coping with Anger | p. 31 |
| Assertiveness | pp. 40 – 41, 44 – 45 |
| Resolving Conflicts | pp. 48 – 49 |
| Resisting Peer Pressure | pp. 52, 54 |

COMMON CORE STANDARD: Writing

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

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 3 |
|--------------------------------|-------------|
| Unit | SG |
| Drug Abuse: Causes and Effects | pp. 10 – 12 |
| Making Decisions | pp. 15 – 16 |
| Media Influences | pp. 19, 21 |
| Coping with Anxiety | pp. 24 – 27 |
| Coping with Anger | pp. 30 – 31 |
| Resolving Conflicts | pp. 48 – 49 |
| Resisting Peer Pressure | pp. 51 – 54 |

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 founded 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 3 | |
|---|----------------|-------------|
| Unit | TM | SG |
| All LST units, with specific emphasis on: | | |
| Media Influences | pp. 3.1 – 3 | pp. 18 – 21 |
| Social Skills | pp. 6.1 – 6.12 | pp. 32 – 36 |
| Assertiveness | pp. 7.1 – 7.11 | pp. 38 – 45 |
| Resolving Conflicts | pp. 8.1 – 8.7 | pp. 46 – 49 |
| Resisting Peer Pressure | pp. 9.1 – 9.7 | pp. 50 – 54 |

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

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| Social Skills | pp. 6.7 – 6.8 | p. 35 |
| Assertiveness | pp. 7.3 – 7.7 | pp. 40 – 45 |
| Resolving Conflicts | pp. 8.4 – 8.5 | pp. 48 – 49 |
| Resisting Peer Pressure | pp. 9.2 – 9.4 | pp. 52 – 54 |

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 non-verbal communication skills to achieve understanding in varied and diverse interpersonal settings.

| | Level 3 | |
|-------------------------|---------------|----------------------|
| Unit | TM | SG |
| Social Skills | pp. 6.3 – 6.8 | pp. 33, 35 |
| Assertiveness | pp. 7.3 – 7.6 | pp. 40 – 41, 44 – 45 |
| Resolving Conflicts | pp. 8.4 – 8.5 | pp. 48 – 49 |
| Resisting Peer Pressure | pp. 9.2 – 9.4 | pp. 51 – 52 |

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.

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| Unit | TM | SG |
| Social Skills | pp. 6.3 – 6.8 | pp. 33, 35 |
| Assertiveness | pp. 7.3 – 7.6 | pp. 40 – 41, 44 – 45 |
| Resolving Conflicts | pp. 8.4 – 8.5 | pp. 48 – 49 |
| Resisting Peer Pressure | pp. 9.2 – 9.4 | pp. 51 – 52 |

COMMON CORE STANDARD: Language

CCSS.ELA-Language.CCRA.L.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 to communicate clear meanings in context in varied speaking and listening tasks.

| | Level 3 | |
|-------------------------|---------------|----------------------|
| Unit | TM | SG |
| Social Skills | pp. 6.3 – 6.8 | pp. 33, 35 |
| Assertiveness | pp. 7.3 – 7.6 | pp. 40 – 41, 44 – 45 |
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| Resisting Peer Pressure | pp. 9.2 – 9.4 | pp. 51 - 52 |