



## Connecting *Botvin LifeSkills® Training* to New Jersey Educational Standards (Grades 9-10)

**Why align the LST Program with New Jersey education standards?** Many school districts find that conducting a crosswalk of the goals and objectives of the lessons in the LST program with their educational standards has several benefits:

- Assists in identifying ways to incorporate the LST program into existing curriculum requirements.
- Increases fidelity-based implementation of the program, which increases effectiveness in outcomes to reduce and prevent health risk behavior in elementary, middle, and high school students.
- Encourages faculty and administrative adoption and support for inclusion of prevention education in the overall curriculum rather than viewing it as an add-on or supplemental curriculum that has to be fit into existing requirements.

Within this document, each Botvin LifeSkills® Training unit is aligned to the specific knowledge, skills, and behaviors that are required by the education standards for the state of New Jersey.

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## High School

<b><i>Botvin LifeSkills®</i></b> <b>Training Units</b> <b>for High School</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>New Jersey Comprehensive Health &amp; Physical Education Learning Standards (CHPE), Performance Expectations; Personal Growth and Development (PGD), Emotional Health (EH), Social and Sexual Health (SSH), Community Health Services and Support (CHSS), Movement Skills and Concepts (MSC), Physical Fitness (PF), Lifelong Fitness (LF), Nutrition (N), Personal Safety (PS), Health Conditions, Diseases and Medicines (HCDM), Alcohol, Tobacco and Other Drugs (ATD), Dependency, Substances Disorder, and Treatment (DSDT)</b>
<b>Unit 1: The Value of Good Health</b>	Introduce students to the LifeSkills Training program and explore why good health is important and how to protect it.	Students will better understand: <ol style="list-style-type: none"> <li>1. The various aspects of health.</li> <li>2. The meaning of prevention and how it relates to one’s actions, thoughts, and feelings.</li> <li>3. The topics covered in the LifeSkills Training program.</li> <li>4. The value of good health</li> </ol>	<p><b>CHPE 2.1.12.PGD.1:</b> Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p><b>CHPE 2.1.12.PGD.2:</b> Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</p> <p><b>CHPE 2.1.12.EH.1:</b> Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p>

		<ol style="list-style-type: none"> <li>5. The types of actions, thoughts, and feelings that protect or improve health, and those that jeopardize health.</li> <li>6. How people take care of themselves – or fail to.</li> <li>7. The steps involved in setting and achieving a goal.</li> </ol>	
<p><b>Unit 2: Decision-Making for Health</b></p>	<p>Students will learn a straightforward method for working through decisions and apply it.</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> <li>1. The kinds of decisions we make for ourselves.</li> <li>2. How our decisions reflect who we are – our personality, character, and values.</li> <li>3. How our decisions affect our health.</li> <li>4. How decision-making skills can help us change or improve a health behavior.</li> </ol>	<p><b>CHPE 2.1.12.EH.1:</b> Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p><b>CHPE 2.1.12. PP.6:</b> Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</p> <p><b>CHPE 2.3.12.PS.1:</b> Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</p> <p><b>CHPE 2.1.12.SSH.7:</b> Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</p> <p><b>CHPE 2.3.12.PS.4:</b> Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</p>

<p><b>Unit 3: Risk-Taking and Substance Abuse</b></p>	<p>Students will explore the dynamics of risk and techniques for assessing whether risk harms or enhances their health.</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> <li>1. How our values are influenced by our perception of risk.</li> <li>2. How a possible risk becomes a probable risk.</li> <li>3. The role substance use plays in risk-taking and its consequences.</li> <li>4. How decision-making skills and understanding the factors affecting risk-taking can help us decide whether to take a risk.</li> </ol>	<p><b>CHPE 2.3.12.PS.4:</b> Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</p> <p><b>CHPE 2.3.12.ATD.1:</b> Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.</p> <p><b>CHPE 2.3.12.ATD.2:</b> Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</p> <p><b>CHPE 2.3.12.ATD.3:</b> Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p> <p><b>CHPE 2.3.12. DSDT.2:</b> Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.</p> <p><b>CHPE 2.3.12.PS.4:</b> Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</p>
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<p><b>Unit 4: The Media and Health</b></p>	<p>Students will become more aware of how the media might be influencing their self-image, thoughts, and behaviors.</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> <li>1. Different forms of media.</li> <li>2. Why people use media, and why they prefer certain types.</li> <li>3. How media influences our beliefs about ourselves, our culture, and various health behaviors.</li> <li>4. The strategies we can use to analyze the media messages that we consume.</li> <li>5. What we can do to make sure that we use media in ways that protect our health.</li> </ol>	<p><b>CHPE 2.3.12.PS.2:</b> Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</p> <p><b>CHPE 2.3.12.PS.8:</b> Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</p> <p><b>CHPE 2.3.12.PS.9:</b> Evaluate strategies to use social media safely, legally, and respectfully.</p> <p><b>CHPE 2.1.12.SSH.1:</b> Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</p>
<p><b>Unit 5: Managing Stress, Anger, and Other Emotions</b></p>	<p>Students will learn about emotions, how people react to them, and how some emotions are impacted by others.</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> <li>1. How emotions such as stress and anger affect our other emotions.</li> <li>2. Some common trigger situations that can provoke strong emotions for us, as well as ones that are personally challenging.</li> <li>3. How emotions can influence our decisions</li> </ol>	<p><b>CHPE 2.1.12.EH.3:</b> Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</p> <p><b>CHPE 2.1.12. CHSS.9:</b> Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</p>

		<p>about how to respond to triggers.</p> <ol style="list-style-type: none"> <li>4. How tobacco, alcohol, and other drugs influence our emotional responses to triggers.</li> <li>5. Healthy techniques that help us manage powerful emotions so we can stay true to our values.</li> <li>6. The benefits of managing emotions (such as stress and anger) and expressing them in healthy ways.</li> </ol>	
<p><b>Unit 6: Family Communications</b></p>	<p>Students will learn about clear and consistent communication and family expectations for healthy and safe behavior.</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> <li>1. What young adults' needs are for independence and how family caregiving styles adapt to those needs.</li> <li>2. How and why misunderstandings about needs and expectations for safe and drug-free behavior typically develop.</li> <li>3. The expectations regarding substance use that young adults and their families should have for one another.</li> </ol>	<p><b>CHPE 2.1.12.EH.4:</b> Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</p>

		<ol style="list-style-type: none"> <li>4. Which communication skills can help families avoid misunderstandings about each other’s needs and expectations for safe and drug-free behavior.</li> <li>5. The difference between understandings and agreements and why it is important to know the difference.</li> </ol>	
<p><b>Unit 7: Healthy Relationships</b></p>	<p>Students will learn about the foundations and requirements of healthy relationships and developing positive healthy values.</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> <li>1. The kinds of traits that draw people to each other and help build healthy relationships.</li> <li>2. The ingredients that make up a healthy relationship.</li> <li>3. The role persuasion plays in personal and relationship health.</li> <li>4. How assertiveness can help us build healthy relationships.</li> </ol>	<p><b>CHPE 2.1.12.SSH.4:</b> Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</p> <p><b>CHPE 2.1.12.SSH.5:</b> Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</p> <p><b>CHPE 2.1.12.SSH.9:</b> Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</p>