



Connecting *Botvin LifeSkills® Training* to Nevada Educational Standards (Grades 6-8)

Why align the LST Program with Nevada 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 Nevada.

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LEVEL ONE

<p><i>Botvin LifeSkills®</i> Training Units for Grades 6/7</p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>Nevada Academic Content Standards for Health</p> <ul style="list-style-type: none"> ● Personal, Community, and Environmental Health (PCE) ● Mental and Emotional Health (ME) ● Nutrition and Physical Activity (NP) ● Substance Use and Abuse (SUA) ● Safety Practices, Injury Prevention, and CPR/AED (SIC) ● Personal Safety (PS) ● Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility (HRS) <p>Nevada Academic Content Standards for Physical Education (PE)</p>
<p>Unit 1: Self-Image and Self-Improvement</p>	<p>To teach students about developing a strong and healthy self-image and its effect on how we act and feel.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define self-image. 2. Discuss how self-image is formed. 	<p>6.GS.MS.1 Apply strategies and skills needed to attain a health goal.</p> <p>6.GS.MS.2 Describe how health goals can vary with changing abilities, priorities, and responsibilities.</p>

		<ol style="list-style-type: none"> 3. Identify ways to increase self-image. 4. Identify something that makes them proud. 	
<p>Unit 2 Making Decisions</p>	<p>To introduce to students a more complex decision-making process and provide practice in independent decision-making.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate how decisions are influenced by group pressure. 2. Discuss reasons why people are influenced by group members. 3. Identify everyday decisions. 4. Describe how important decisions are made. 5. Identify a process for making decisions. 	<p>5.DM.MS.1 Predict the potential short-term impact of healthy and unhealthy decisions on self and others.</p> <p>5.DM.MS.2 Analyze the outcomes of a health-related decision.</p> <p>5.DM.MS.3 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>8.AV.MS.1 Demonstrate how to influence and support others to make positive health choices.</p>
<p>Unit 3: Smoking: Myths and Realities</p>	<p>Students will be able to dispel myths surrounding tobacco use using statistics and help students understand the rights of nonsmokers.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify that the majority of teenagers and adults are not cigarette smokers. 2. Discuss reasons young people have for 	<p>1.SUA. MS.2 Assess how alcohol, tobacco, marijuana, and other drugs impact health and disease prevention.</p> <p>2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.</p>

		<p>smoking or not smoking.</p> <ol style="list-style-type: none"> 3. Discuss realities of what cigarettes can and cannot do. 4. Discuss the immediate and long-term effects of cigarette smoking. 5. Describe the process of becoming a smoker. 6. Identify that smoking is becoming less socially acceptable. 7. Discuss nonsmokers' rights. 	
<p>Unit 4: Smoking and Biofeedback</p>	<p>Students will explore the immediate effects of tobacco on the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe the effects of elevated heart rates on the body. 2. Identify situations that can change heart rates. 3. Discuss the purpose and procedure of the pulse meter. 4. Discuss the purpose and procedure of the tremor test. 5. Discuss the reasons for the difference in pulse 	<p>1.SUA. MS.2 Assess how alcohol, tobacco, marijuana, and other drugs impact health and disease prevention.</p>

		<p>rates before and after smoking a cigarette.</p> <p>6. Discuss the reasons for the difference in hand steadiness before and after smoking a cigarette.</p>	
<p>Unit 5: Alcohol: Myths and Realities</p>	<p>Students will understand what alcohol does to the body and explore why many people don't drink.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system. 2. Recognize that although many people drink, most adults drink only occasionally and in moderation. 3. Discuss reasons why people do or do not drink. 4. Identify the realities of what alcohol can and cannot do. 	<p>1.SUA. MS.2 Assess how alcohol, tobacco, marijuana, and other drugs impact health and disease prevention.</p> <p>2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.</p>

<p>Unit 6: Marijuana: Myths and Realities</p>	<p>Students will learn about the immediate and long-term effects of marijuana on behavior and the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe what marijuana is. 2. Identify that the vast majority of teenagers and adults do not smoke marijuana. 3. Discuss the reasons some teenagers use marijuana. 4. Discuss the realities of what marijuana can and cannot do. 5. Discuss the immediate and long-term effects of marijuana on the body. 6. Discuss the legal status of marijuana. 	<p>1.SUA. MS.2 Assess how alcohol, tobacco, marijuana, and other drugs impact health and disease prevention.</p> <p>2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.</p>
<p>Unit 7: Advertising</p>	<p>Students will understand how ads are created and designed to target particular groups of consumers and how to analyze advertisements so resist their allure.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss the purpose of advertising. 2. Identify common advertising techniques. 3. Identify and analyze cigarette and alcohol advertisements. 	<p>1.PS. MS.6 Compare the advantages and disadvantages of communicating using technology and social media.</p> <p>3.AI.MS.1 Analyze the validity of health information, products and services.</p>

		4. Discuss alternative ways of responding to cigarette and alcohol ads.	
Unit 8: Violence and the Media	Students will learn how to identify and resist distorted violent images as presented by the media.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define media. 2. Identify that the media influence behavior. 3. Identify that violent behavior is not as common as many people think. 4. Identify that the media distort our ideas about violence. 5. Identify that the media create attractive images as models for violent behavior. 6. Identify the reasons for media violence. 7. Discuss violent imagery in video games and music. 8. Discuss the harmful effects of media violence. 	<p>2.AI.8.5: Analyze how media, social media, and technology (e.g., television, movies, video games, advertisements) influence health behaviors.</p> <p>2.AI.8.6: Explain how perceptions of norms and expectations influence healthy and unhealthy behaviors.</p> <p>2.AI.8.8: Analyze the influence of personal values and beliefs on health practices and behaviors.</p> <p>1.IP.8.3: Analyze the relationship between the use of alcohol and other drugs and other health risks (including violence).</p> <p>1.IP.8.1: Analyze situations that may lead to violence and the risk of injury.</p> <p>5.DM.8.1: Identify circumstances that can help or hinder healthy decision making.</p>

		9. Discuss ways to resist media influence.	
Unit 9: Coping with Anxiety	Help students learn to recognize symptoms of anxiety and then give them the tools to effectively cope with it.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define anxiety. 2. Identify physical symptoms of nervousness. 3. Discuss common situations which produce nervousness. 4. Discuss alternative ways of dealing with anxiety-inducing situations. 5. Demonstrate the techniques for coping with anxiety (relaxation exercise, mental rehearsal, deep breathing). 	<p>1.PCE. MS.1 Investigate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.</p> <p>7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self or others.</p> <p>7.SM.MS 2 Demonstrate behaviors that avoid or reduce health risks to self or others.</p>
Unit 10: Coping with Anger	Students will learn about the physical effects of anger, and practice techniques for controlling this often-volatile emotion.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Experience anger. 2. Define anger. 3. Identify physical symptoms of anger. 	<p>1.PCE. MS.1 Investigate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.</p> <p>7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self or others.</p> <p>7.SM.MS 2 Demonstrate behaviors that avoid or reduce</p>

		<ol style="list-style-type: none"> 4. Discuss common situations that provoke anger. 5. Discuss reasons for keeping anger under control. 6. Discuss ways to control anger. 7. Practice techniques for controlling anger. 	health risks to self or others.
Unit 11: Communication Skills	Students will learn how to use verbal and nonverbal communication skills to avoid misunderstandings.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define communication. 2. Discuss verbal and nonverbal communication. 3. Define misunderstanding. 4. Discuss how misunderstandings develop. 5. Discuss how misunderstandings can be avoided. 	<p>4.IC.8.1: Apply effective verbal and non-verbal communication skills to enhance health.</p> <p>4.IC.8.4: Ask for and offer assistance to enhance the health of self and others.</p> <p>1.ME.8.2: Describe the interrelationship of emotional, intellectual, physical, and social health.</p> <p>1.ME.8.4: Describe how social environments affect health and well-being.</p> <p>7.SM.8.1: Demonstrate the importance of assuming responsibility for personal health behaviors.</p>
Unit 12: Social Skills (A)	Students will learn how to use communication skills to develop social skills.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Recognize that many people feel shy or 	<p>4.IC.8.4: Ask for and offer assistance to enhance the health of self and others.</p> <p>1.ME.8.2: Describe the interrelationship of emotional, intellectual, physical, and social health.</p>

		<p>uncomfortable in social situations.</p> <ol style="list-style-type: none"> Discuss how shyness can be overcome. Practice making social contacts. Practice giving and receiving compliments. Practice initiating, sustaining, and ending conversations. 	<p>7.SM.8.1: Assume responsibility for personal health behaviors.</p> <p>1.ME.8.4: Describe how social environments affect health and well-being.</p> <p>7.SM.8.1: Demonstrate the importance of assuming responsibility for personal health behaviors.</p> <p>4.IC.8.4: Offer assistance to enhance health of others (emotional support).</p>
<p>Unit 13: Social Skills (B)</p>	<p>Students will learn and practice how to arrange social activities to increase their confidence.</p>	<p>Students will:</p> <ol style="list-style-type: none"> Discuss what qualities attract individuals to each other. Discuss the significance of physical and nonphysical qualities that attract us to other people. Apply general social skills to interactions with someone you like. Identify new and different social activities. Discuss ways to approach others with 	<p>1.ME.8.3: Explain interrelationships of emotional and social health.</p> <p>1.ME.8.3: Explain interrelationships of emotional/physical health.</p> <p>4.IC.8.1: Apply effective verbal and non-verbal communication skills</p> <p>5.DM.8.2: Collaborative decision making (planning what to do).</p> <p>4.IC.8.1: Apply verbal communication skills (initiating).</p> <p>4.IC.8.2: Demonstrate negotiation skills (accepting or politely declining).</p>

		<p>ideas of social activities.</p> <p>6. Discuss ways of responding when invited to a social activity.</p>	
<p>Unit 14: Assertiveness</p>	<p>Students will learn different ways people exert pressure and identify and practice both verbal and nonverbal techniques for saying “no”.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify common situations in which people often fail to be assertive. 2. Identify persuasive tactics. 3. Identify and practice verbal assertive skills. 4. Identify and practice nonverbal assertive skills. 5. Discuss alternative ways for dealing with situations in which teens are pressured to smoke, drink, or use marijuana. 	<p>1.PS. MS.1 Define personal boundaries and clear limits for self and recognize personal boundaries of others.</p> <p>4.IC.MS.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p>7.SM.MS 2 Demonstrate behaviors that avoid or reduce health risks to self or others.</p>
<p>Unit 15: Resolving Conflicts</p>	<p>Students will learn how to use the skills from LST to resolve conflicts.</p>	<p>Students will:</p>	<p>4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.IC.MS.2 Demonstrate refusal and negotiation skills to</p>

		<ol style="list-style-type: none"> 1. Identify negotiation as the preferred method of resolving conflicts. 2. Review techniques for controlling anger, assertiveness, communication skills, and decision-making skills and apply them to conflict situations. 3. Recognize that negotiation and problem-solving skills can resolve conflicts. 4. Demonstrate success in resolving conflicts. 	<p>avoid or reduce health risks.</p> <p>7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self or others.</p>
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Level Two

<p>Botvin LifeSkills® Training Units for Grades 7/8</p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>Nevada Academic Content Standards for Health</p> <ul style="list-style-type: none"> ● Personal, Community, and Environmental Health (PCE) ● Mental and Emotional Health (ME) ● Nutrition and Physical Activity (NP) ● Substance Use and Abuse (SUA) ● Safety Practices, Injury Prevention, and CPR/AED (SIC) ● Personal Safety (PS) ● Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility (HRS) <p>Nevada Academic Content Standards for Physical Education (PE)</p>
<p>Unit 1: Drug Abuse and Violence: Causes and Effects</p>	<p>Students will review the causes of drug abuse, as well as factors that can lead to it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define drug abuse. 2. Identify the causes of drug use. 3. Identify the social factors promoting drug use. 4. Identify the social realities of drug use. 	<p>1.SUA. MS.2 Assess how alcohol, tobacco, marijuana, and other drugs impact health and disease prevention.</p> <p>2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.</p>

		<ol style="list-style-type: none"> 5. Describe the addictive process. 6. Recognize the best way of preventing drug abuse is to never start. 	
<p>Unit 2: Making Decisions</p>	<p>Students will review the 3 Cs model of decision-making and analyze challenging situations to practice.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review the suggested formula for making decisions. 2. Recognize that different people make different decisions in the same situation. 3. Analyze decisions or problems to be solved using the decision-making formula. 4. Identify common external influences on decision-making. 5. Practice making decisions using the suggested formula. 	<p>5.DM.MS.1 Predict the potential short-term impact of healthy and unhealthy decisions on self and others.</p> <p>5.DM.MS.2 Analyze the outcomes of a health-related decision.</p> <p>5.DM.MS.3 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>8.AV.MS.1 Demonstrate how to influence and support others to make positive health choices.</p>
<p>Unit 3: Media Influences</p>	<p>Students will review common advertising techniques and learn new techniques for resisting ads.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review common advertising techniques. 	<p>1.PS. MS.6 Compare the advantages and disadvantages of communicating using technology and social media.</p> <p>3.AI.MS.1 Analyze the validity of health information, products and services.</p>

		<ol style="list-style-type: none"> 2. Review methods used by advertisers to influence consumer choices. 3. Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages. 4. Recognize automatic responses to advertisements. 5. Discuss alternative ways of responding to ads in order to resist ad pressures. 	
<p>Unit 4: Coping with Anxiety</p>	<p>Students will review and learn new techniques for managing anxiety with additional skill practice.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss common situations that produce nervousness. 2. Discuss the value of preparation as a method of reducing performance anxiety. 3. Practice anxiety-reduction techniques. 4. Recognize the value of positive thinking. 	<p>1.PCE. MS.1 Investigate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.</p> <p>7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self or others.</p> <p>7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self or others.</p>

<p>Unit 5: Coping with Anger</p>	<p>Students will learn more complex techniques for managing anger, be introduced to the concept of a continuum of anger, and determine when an angry response is appropriate.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define anger. 2. Identify levels of anger. 3. Review the physical symptoms of anger. 4. Discuss common situations that produce anger. 5. Discuss reasons for keeping anger under control. 6. Review techniques for controlling anger. 7. Practice techniques for controlling anger. 	<p>1.PCE. MS.1 Investigate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.</p> <p>7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self or others.</p> <p>7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self or others.</p>
<p>Unit 6: Communication Skills</p>	<p>Students will focus on developing listening skills that demonstrate their ability to accurately hear the message being sent.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Practice giving messages that are clear and specific. 2. Understand the importance of consistency between verbal and nonverbal channels of communication. 3. Demonstrate poor vs good listening behavior. 	<p>1.PS. MS.6 Compare the advantages and disadvantages of communicating using technology and social media.</p> <p>4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.IC.8.2: Demonstrate negotiation skills</p>

		<ol style="list-style-type: none"> 4. Describe verbal and nonverbal cues that indicate when someone is actively listening. 5. Practice paraphrasing as a means of providing feedback and clearing up ambiguities. 	
Unit 7: Social Skills	Students will review a variety of techniques to help them overcome shyness and learn how to initiate social contacts.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Recognize that many people feel shy. 2. Identify techniques for overcoming shyness. 3. Initiate, sustain, and end a conversation. 4. Use basic social skills. 	<p>1.ME.8.3: Explain the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>4.IC.8.1: Apply effective verbal and non-verbal communication skills to enhance health.</p> <p>4.IC.8.5: Demonstrate how to effectively communicate support for others.</p> <p>4.IC.8.2: Demonstrate negotiation skills</p>
Unit 8: Assertiveness	Students will review and reinforce techniques that help them be more assertive.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define and discuss the differences between assertiveness, passivity, and aggressiveness. 2. Identify common situations in which people often fail to be assertive. 	<p>1.PS. MS.1 Define personal boundaries and clear limits for self and recognize personal boundaries of others.</p> <p>4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.IC.MS.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p>7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self or others.</p>

		<ol style="list-style-type: none"> 3. Identify and practice verbal skills. 4. Identify and practice nonverbal skills. 	
<p>Unit 9: Resolving Conflicts</p>	<p>Students will review the techniques to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review five ways to resolve conflicts. 2. Identify basic steps of conflict resolution. 3. Apply anxiety-reducing and anger-controlling techniques to conflict resolution. 4. Apply decision-making techniques to conflict resolution. 5. Apply communication techniques to conflict resolution. 6. Apply assertive techniques to conflict resolution. 7. Practice resolving conflicts. 	<p>4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.IC.MS.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p>5.DM.MS.1 Predict the potential short-term impact of healthy and unhealthy decisions on self and others.</p> <p>5.DM.MS.2 Analyze the outcomes of a health-related decision.</p> <p>5.DM.MS.3 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self or others.</p>
<p>Unit 10: Resisting Peer Pressure</p>	<p>Students will build on their assertiveness skills and apply them to higher-risk situations.</p>	<p>Students will:</p>	<p>1.PS. MS.2 Investigate the impact of various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences.</p> <p>4.IC.MS.2 Demonstrate refusal and negotiation skills to</p>

		<ol style="list-style-type: none"> 1. Identify and discuss persuasive tactics to convince people to use drugs. 2. Identify situations where students feel pressured to smoke, drink, and use drugs. 3. Identify and discuss “lines” people use to convince others to smoke, drink, or use drugs. 4. Identify and practice techniques for dealing with direct pressure to engage in smoking, drinking, and drug use. 5. Identify situations involving peer pressure to use drugs that warrant an assertive response. 	<p>avoid or reduce health risks.</p> <p>7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self or others.</p>
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Level Three

<p>Botvin LifeSkills® Training Units for Grades 8/9</p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>Nevada Academic Content Standards for Health</p> <ul style="list-style-type: none"> ● Personal, Community, and Environmental Health (PCE) ● Mental and Emotional Health (ME) ● Nutrition and Physical Activity (NP) ● Substance Use and Abuse (SUA) ● Safety Practices, Injury Prevention, and CPR/AED (SIC) ● Personal Safety (PS) ● Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility (HRS) <p>Nevada Academic Content Standards for Physical Education (PE)</p>
<p>Unit 1: Drug Abuse: Causes and Effects</p>	<p>Students will understand in depth the risks and consequences of drug use.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the causes of drug use. 2. Identify the major social factors promoting drug use. 3. Identify risk factors for drug abuse and 	<p>1.SUA. MS.2 Assess how alcohol, tobacco, marijuana, and other drugs impact health and disease prevention.</p> <p>2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.</p>

		how people can lower their risk.	
Unit 2: Making Decisions	Students will continue to practice the 3 Cs of effective decision-making.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review the 3 Cs method for making decisions. 2. Apply the decision-making method to a variety of situations through in-class practice. 	<p>5.DM.MS.1 Predict the potential short-term impact of healthy and unhealthy decisions on self and others.</p> <p>5.DM.MS.2 Analyze the outcomes of a health-related decision.</p> <p>5.DM.MS.3 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>8.AV.MS.1 Demonstrate how to influence and support others to make positive health choices.</p>
Unit 3: Media Influences	Students will examine the power of media and how it can affect their behaviors.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the sources of media influence. 2. Discuss the impact the media have on attitudes and behavior. 3. Formulate alternative responses to pro-drug media influences. 4. Use critical thinking skills to 	<p>1.PS. MS.6 Compare the advantages and disadvantages of communicating using technology and social media.</p> <p>3.AI.MS.1 Analyze the validity of health information, products and services.</p>

		resist pro-drug media influences.	
Unit 4: Coping with Anxiety	Students will review techniques to reduce anxiety and identify them as biofeedback or cognitive techniques.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify techniques for coping with anxiety. 2. Review and practice the anxiety-reduction skills of deep breathing and progressive muscle relaxation. 3. Review and practice cognitive self-control skills for dealing with anxiety. 	<p>1.PCE. MS.1 Investigate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.</p> <p>7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self or others.</p> <p>7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self or others.</p>
Unit 5: Coping with Anger	Students will review anger-management techniques and practice learning to reframe a situation.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss the physical symptoms of anger. 2. Discuss common situations that produce anger. 	<p>1.PCE. MS.1 Investigate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.</p> <p>7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self or others.</p> <p>7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self or others.</p>

		<ol style="list-style-type: none"> 3. Discuss reasons for keeping anger under control. 4. Review techniques for controlling anger. 5. Practice techniques for controlling anger. 	
<p>Unit 6: Social Skills</p>	<p>Students will review social skills previously learned.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and use common greetings and brief exchanges. 2. Identify and use skills for starting, continuing, and ending conversations. 3. Discuss situations which require deeper conversations. 4. Identify techniques for deep conversations. 	<p>1.ME.8.3: Explain the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>4.IC.8.1: Apply effective verbal and non-verbal communication skills to enhance health.</p> <p>4.IC.8.5: Demonstrate how to effectively communicate support for others.</p> <p>4.IC.8.2: Demonstrate negotiation skills</p>

<p>Unit 7: Assertiveness</p>	<p>Students will learn how to use assertiveness techniques in everyday situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify situations that warrant assertive responses. 2. Identify and use verbal assertive skills. 3. Identify and use nonverbal assertive skills. 	<p>1.PS. MS.1 Define personal boundaries and clear limits for self and recognize personal boundaries of others.</p> <p>4.IC.MS.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self or others.</p>
<p>Unit 8: Resolving Conflicts</p>	<p>Students will review and reinforce the skills they have learned to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define conflict resolution. 2. Identify styles of resolving conflicts. 3. Identify the basic steps of conflict resolution. 4. Practice suggesting compromises. 5. Practice resolving conflicts. 	<p>1.PCE. MS.3 Connect the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health.</p> <p>7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self or others.</p>
<p>Unit 9: Resisting Peer Pressure</p>	<p>Students will review refusal techniques and practice them in peer pressure situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify situations involving peer 	<p>1.PS. MS.2 Investigate the impact of various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences.</p>

		<p>pressure to engage in substance use.</p> <p>2. Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs.</p>	<p>7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self or others.</p>
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