



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

**Why align the LST Program with North Carolina 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 **North Carolina**.

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## High School

<b>Botvin LifeSkills® Training Units for High School</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>North Carolina Learning Standard(s)</b>
<p><b>Unit 1: The Value of Good Health</b></p>	<p>Introduce students to the LifeSkills Training program and explore why good health is important and how to protect it.</p>	<p>Students will better understand:</p> <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> <li>5. The types of actions, thoughts, and feelings that protect or improve health, and those that jeopardize health.</li> </ol>	<p><b>9.PCH.1.7</b> Differentiate between the lifelong effects of positive and negative health behaviors.  <b>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.  <b>9.ATOD.2.2</b> Use strategies for avoiding binge drinking.  <b>9.NPA.4.3</b> Implement a personal plan to improve current habits to achieve balanced nutrition and fitness.  <b>PE.9.MC.2.1</b> Create plans for establishing and maintaining lifelong health-enhancing behaviors based on concepts of health, fitness, and nutrition.</p>

		<ol style="list-style-type: none"> <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>	
<b>Unit 2: Decision-Making for Health</b>	Students will learn a straightforward method for working through decisions and apply it.	<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>9.PCH.1.7</b> Differentiate between the lifelong effects of positive and negative health behaviors.</p> <p><b>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p><b>9.ATOD.1.3</b> Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.</p> <p><b>9.ATOD.1.5</b> Predict the effects of substance abuse on other people as well as society as a whole.</p> <p><b>9.ATOD.2.1</b> Identify ways to avoid riding in a car or engaging in other risky behaviors with someone who is under the influence of alcohol or other drugs.</p> <p><b>9.ATOD.2.2</b> Use strategies for avoiding binge drinking.</p> <p><b>PE.9.MC.2.1</b> Create plans for establishing and maintaining lifelong health-enhancing behaviors based on concepts of health, fitness, and nutrition.</p>
<b>Unit 3: Risk-Taking and Substance Abuse</b>	Students will explore the dynamics of risk and techniques for assessing whether risk harms or enhances their health.	<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 probably risk.</li> </ol>	<p><b>9.PCH.1.7</b> Differentiate between the lifelong effects of positive and negative health behaviors.</p> <p><b>9.PCH.2.2</b> Monitor the effects of media and popular culture on normative beliefs that contradict scientific research on health.</p> <p><b>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p>

		<ol style="list-style-type: none"> <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>9.ATOD.1.3</b> Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.</p> <p><b>9.ATOD.1.5</b> Predict the effects of substance abuse on other people as well as society as a whole.</p> <p><b>9.ATOD.2.1</b> Identify ways to avoid riding in a car or engaging in other risky behaviors with someone who is under the influence of alcohol or other drugs.</p> <p><b>9.ATOD.2.2</b> Use strategies for avoiding binge drinking.</p>
<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>9.PCH.1.7</b> Differentiate between the lifelong effects of positive and negative health behaviors.</p> <p><b>9.PCH.2.2</b> Monitor the effects of media and popular culture on normative beliefs that contradict scientific research on health.</p> <p><b>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p><b>9.ATOD.1.3</b> Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.</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 about how to respond to triggers.</li> <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>9.MEH.1.1</b> Identify the body’s physical and psychological responses to stressful situations and positive coping mechanisms.  <b>9MEH.1.2</b> Plan effective methods to deal with anxiety.  <b>9.MEH.2.1</b> Identify causes and symptoms of depression and mental disorders.  <b>9.MEH.2.2</b> Design useful help-seeking strategies for depression and mental disorders.  <b>9.PCH.1.7</b> Differentiate between the lifelong effects of positive and negative health behaviors.</p>
<p><b>Unit 6: Family Communications</b></p>	<p>Students will learn about clear and consistent communication and family expectations for</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> <li>1. What young adults’ needs are for independence and</li> </ol>	<p><b>9.ICR.1.1</b> Illustrate the ability to respond to others with empathy.  <b>9.ICR.1.2</b> Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.</p>

	<p>healthy and safe behavior.</p>	<p>how family caregiving styles adapt to those needs.</p> <ol style="list-style-type: none"> <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> <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>9.ICR.1.3</b> Illustrate strategies for resolving interpersonal conflict without harming self or others.</p> <p><b>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p><b>PE.9.PR.4.1</b> Implement leadership skills to promote responsibility in self and others.</p> <p><b>PE.9.PR.4.2</b> Select the most appropriate ways of responding and mediate to settle conflicts.</p>
<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> </ol>	<p><b>9.ICR.1.1</b> Illustrate the ability to respond to others with empathy.</p> <p><b>9.ICR.1.2</b> Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.</p> <p><b>9.ICR.1.3</b> Illustrate strategies for resolving interpersonal conflict without harming self or others.</p> <p><b>9.ICR.1.4</b> Summarize principles of healthy dating.</p>

		<ol style="list-style-type: none"> <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>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p><b>PE.9.PR.4.1</b> Implement leadership skills to promote responsibility in self and others.</p> <p><b>PE.9.PR.4.2</b> Select the most appropriate ways of responding and mediate to settle conflicts.</p>
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