



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

Why align the LST Program with South 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 **South Carolina**

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High School

Botvin LifeSkills® Training Units for High School	Unit Goal	Unit Objectives	South Carolina Learning Standard(s)
<p>Unit 1: The Value of Good Health</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"> 1. The various aspects of health. 2. The meaning of prevention and how it relates to one’s actions, thoughts, and feelings. 3. The topics covered in the LifeSkills Training program. 4. The value of good health 5. The types of actions, thoughts, and feelings that protect or improve health, and those that jeopardize health. 6. How people take care of themselves – or fail to. 	<p>P-HS.1.1 Differentiate between health promotion and risk behaviors. P-HS.1.2 Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors. P-HS.1.4 Explain ways that the environment and personal health are interrelated. P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors. P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors. M-HS.4.3 Discuss scenarios that demonstrate resiliency. P-HS.4.1 Consider ways to seek assistance for enhancing personal health and offering assistance to enhance the health of others. D-HS.6.1 Predict ways that short and long-term goals can be affected by ATOD use. G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive</p>

		<p>7. The steps involved in setting and achieving a goal.</p>	<p>health, including self-exams, and annual appointments with health providers. M-HS.6.1 Review resiliency and develop a personal plan to increase or maintain one’s personal resiliency. P-HS.6.1 Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors. M-HS.7.1 Implement a plan to increase personal resiliency. M-HS.7.2 Demonstrate strategies to develop and maintain a positive self-image.</p>
<p>Unit 2: Decision-Making for Health</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"> 1. The kinds of decisions we make for ourselves. 2. How our decisions reflect who we are – our personality, character, and values. 3. How our decisions affect our health. 4. How decision-making skills can help us change or improve a health behavior. 	<p>P-HS.1.1 Differentiate between health promotion and risk behaviors. P-HS.1.2 Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors. P-HS.1.4 Explain ways that the environment and personal health are interrelated. D-HS.2.2 Evaluate personal, family, economic, legal, and societal issues that influence ATOD use, including motor vehicle accidents. D-HS.2.3 Examine ways that media messages and marketing techniques influence the use of ATOD, including e-cigarettes. P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors. P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors. M-HS.4.3 Discuss scenarios that demonstrate resiliency. P-HS.5.2 Justify when individual or collaborative decision-making is appropriate.</p>

<p>Unit 3: Risk-Taking and Substance Abuse</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"> 1. How our values are influenced by our perception of risk. 2. How a possible risk becomes a probable risk. 3. The role substance use plays in risk-taking and its consequences. 4. How decision-making skills and understanding the factors affecting risk-taking can help us decide whether to take a risk. 	<p>D-HS.1.1 Discuss the benefits of avoiding alcohol, tobacco, and other drugs (ATOD). D-HS.1.2 Examine the impact of ATOD use and abuse on the individual, his or her family, and society as a whole. D-HS.1.3 Describe the cycle of ATOD addiction as it relates to individuals and families. P-HS.1.1 Differentiate between health promotion and risk behaviors. P-HS.1.2 Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors. P-HS.1.4 Explain ways that the environment and personal health are interrelated. D-HS.2.2 Evaluate personal, family, economic, legal, and societal issues that influence ATOD use, including motor vehicle accidents. D-HS.2.3 Examine ways that media messages and marketing techniques influence the use of ATOD, including e-cigarettes. I-HS.2.2 Analyze the influence of peers and the media on the way an individual operates a motor vehicle and observes safety precautions, including distracted driving. D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin). D-HS.8.1 Encourage positive alternatives to ATOD use.</p>
<p>Unit 4: The Media and Health</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"> 1. Different forms of media. 2. Why people use media, and why they prefer certain types. 	<p>P-HS.1.1 Differentiate between health promotion and risk behaviors. P-HS.1.2 Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors. P-HS.1.4 Explain ways that the environment and personal health are interrelated.</p>

		<ol style="list-style-type: none"> 3. How media influences our beliefs about ourselves, our culture, and various health behaviors. 4. The strategies we can use to analyze the media messages that we consume. 5. What we can do to make sure that we use media in ways that protect our health. 	<p>D-HS.2.3 Examine ways that media messages and marketing techniques influence the use of ATOD, including e-cigarettes.</p> <p>I-HS.2.2 Analyze the influence of peers and the media on the way an individual operates a motor vehicle and observes safety precautions, including distracted driving.</p> <p>P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.</p> <p>D-HS.3.1 Access valid information and resources to assist in dealing with ATOD issues for self and others.</p>
<p>Unit 5: Managing Stress, Anger, and Other Emotions</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"> 1. How emotions such as stress and anger affect our other emotions. 2. Some common trigger situations that can provoke strong emotions for us, as well as ones that are personally challenging. 3. How emotions can influence our decisions about how to respond to triggers. 4. How tobacco, alcohol, and other drugs influence our emotional responses to triggers. 	<p>M-HS.1.2 Identify resiliency, including stress-reduction skills and positive coping strategies.</p> <p>P-HS.1.1 Differentiate between health promotion and risk behaviors.</p> <p>P-HS.1.2 Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.</p> <p>P-HS.1.4 Explain ways that the environment and personal health are interrelated.</p> <p>M-HS.2.2 Analyze how resiliency impacts depression, anxiety, suicidal behavior, and crises.</p> <p>N-HS.2.1 Analyze ways that emotions and feelings influence food choices, eating behaviors, and physical activities of individuals.</p> <p>M-HS.3.1 Access valid mental, emotional, and social health information and services for self and others.</p> <p>P-HS.4.1 Consider ways to seek assistance for enhancing personal health and offering assistance to enhance the health of others.</p>

		<ol style="list-style-type: none"> 5. Healthy techniques that help us manage powerful emotions so we can stay true to our values. 6. The benefits of managing emotions (such as stress and anger) and expressing them in healthy ways. 	<p>M-HS.5.1 Recognize the warning signs of anxiety, depression, and suicidal behavior.</p> <p>HS.N.3.8: Identify stress-management strategies to reduce stress.</p> <p>HS.I.3.8: Assess personal stress-management and demonstrate strategies to reduce stress. Example: mental imagery, relaxation techniques, deep breathing.</p> <p>HS.A.3.8: Apply stress-management strategies to reduce stress.</p>
<p>Unit 6: Family Communications</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"> 1. What young adults' needs are for independence and how family caregiving styles adapt to those needs. 2. How and why misunderstandings about needs and expectations for safe and drug-free behavior typically develop. 3. The expectations regarding substance use that young adults and their families should have for one another. 4. Which communication skills can help families avoid misunderstandings about each other's needs and expectations for safe and drug-free behavior. 	<p>P-HS.1.1 Differentiate between health promotion and risk behaviors.</p> <p>P-HS.1.2 Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.</p> <p>P-HS.1.4 Explain ways that the environment and personal health are interrelated.</p> <p>M-HS.2.1 Categorize ways that family, peers, culture, and the media influence the mental, emotional, and social health of individuals (e.g., anxiety, depression, and suicidal behavior).</p> <p>P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.</p> <p>P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.</p> <p>G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.</p> <p>I-HS.4.1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).</p>

		<p>5. The difference between understandings and agreements and why it is important to know the difference.</p>	<p>M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others P-HS.4.1 Consider ways to seek assistance for enhancing personal health and offering assistance to enhance the health of others. D-HS.7.1 Practice strategies for dealing with family, peer, and cultural pressure regarding ATOD (e.g., opioid, prescription drugs, heroin). M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships). M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.</p>
<p>Unit 7: Healthy Relationships</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"> 1. The kinds of traits that draw people to each other and help build healthy relationships. 2. The ingredients that make up a healthy relationship. 3. The role persuasion plays in personal and relationship health. 4. How assertiveness can help us build healthy relationships. 	<p>P-HS.1.1 Differentiate between health promotion and risk behaviors. P-HS.1.2 Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors. P-HS.1.4 Explain ways that the environment and personal health are interrelated. G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships. M-HS.2.2 Analyze how resiliency impacts depression, anxiety, suicidal behavior, and crises. M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences. G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship. G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.</p>

			<p>I-HS.4 1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).</p> <p>M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others</p> <p>M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).</p> <p>M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.</p>
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