



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

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**.

Table of Contents

LEVEL ONE	4
Unit 1: Self-Image and Self-Improvement	4
Unit 2 Making Decisions	5
Unit 3: Smoking: Myths and Realities	5
Unit 4: Smoking and Biofeedback	6
Unit 5: Alcohol: Myths and Realities	7
Unit 6: Marijuana: Myths and Realities	8
Unit 7: Advertising	9
Unit 8: Violence and the Media	10
Unit 9: Coping with Anxiety	11
Unit 10: Coping with Anger	11
Unit 11: Communication Skills	12
Unit 12: Social Skills (A)	13
Unit 13: Social Skills (B)	14
Unit 14: Assertiveness	15
Unit 15: Resolving Conflicts	16
Level Two	17
Unit 1: Drug Abuse and Violence: Causes and Effects	17
Unit 2: Making Decisions	18

Unit 3: Media Influences	19
Unit 4: Coping with Anxiety	20
Unit 5: Coping with Anger	20
Unit 6: Communication Skills	21
Unit 7: Social Skills	22
Unit 8: Assertiveness	23
Unit 9: Resolving Conflicts	24
Unit 10: Resisting Peer Pressure	25
Level Three	27
Unit 1: Drug Abuse: Causes and Effects	27
Unit 2: Making Decisions	28
Unit 3: Media Influences	29
Unit 4: Coping with Anxiety	30
Unit 5: Coping with Anger	31
Unit 6: Social Skills	32
Unit 7: Assertiveness	33
Unit 8: Resolving Conflicts	35
Unit 9: Resisting Peer Pressure	36

LEVEL ONE

<i>Botvin LifeSkills® Training Units for Grades 6/7</i>	Unit Goal	Unit Objectives	South Carolina Learning Standard(s)
<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. 3. Identify ways to increase self-image. 4. Identify something that makes them proud. 	<p>6th Grade M-6.1.1 Discuss the importance of a positive self-concept. M-6.1.2 Define the term resiliency. M-6.2.2 Examine the interrelationship among mental, emotional, social, and physical health in adolescence. D-6.6.1 State a specific, measurable, attainable, realistic, and timely (SMART) goal to avoid ATOD use. M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health. P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7th Grade P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors. N-7.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to achieve a balanced nutrition plan. N-7.6.2 Create a SMART goal to increase physical activity by monitoring the progress of that goal and making the necessary adjustments to reach it.</p>

			<p>P-7.6.1 Explain ways that health goals can vary with changing abilities, priorities, and responsibilities.</p> <p>P-7.6.2 Develop a SMART goal to adopt, maintain, or improve a personal health practice (e.g., avoid ATOD; promote safety; brush and floss teeth).</p>
<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>6th Grade</p> <p>M-6.1.4 Review decision making models.</p> <p>D-6.4.2 Determine how to lessen the likelihood of being involved in risk behaviors.</p> <p>M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health.</p> <p>M-6.7.3 Analyze the ways in which friends, family, media, society, and culture can influence relationships.</p> <p>P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7th Grade</p> <p>P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.</p> <p>D-7.5.1 Apply a decision-making process to issues dealing with ATOD.</p> <p>D-7.5.2 Explain ways a person’s decisions about ATOD affect relationships with family members and peers.</p> <p>G-7.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors.</p> <p>P-7.6.2 Develop a SMART goal to adopt, maintain, or improve a personal health practice (e.g., avoid ATOD; promote safety; brush and floss teeth).</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</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify that the majority of teenagers and adults are not cigarette smokers. 	<p>6th Grade</p> <p>D-6.1.1 Identify reasons why individuals use and abuse alcohol, tobacco, and other drugs (ATOD).</p> <p>D-6.1.2 Describe short and long-term effects and consequences of ATOD use, including secondhand smoke.</p>

	understand the rights of nonsmokers.	<ol style="list-style-type: none"> 2. Discuss reasons young people have for smoking or not smoking. 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>D-6.2.1 Analyze the influence of family and peers on a person's ATOD use.</p> <p>D-6.7.1 Demonstrate ways to avoid potentially harmful situations involving ATOD use.</p> <p>D-6.7.2 Demonstrate ways ATOD contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected.</p> <p>P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>D-6.8.1 Describe ways to advocate to others the benefits of not using ATOD.</p> <p>P-6.8.1 State a health-enhancing position on a health-related topic and support it with accurate information.</p> <p>7th Grade</p> <p>D-7.1.1 Compare and contrast drug misuse, drug abuse, and drug dependence.</p> <p>D-7.1.2 Describe risks associated with alcohol, tobacco, and other drugs (ATOD)-use, abuse, and addiction.</p> <p>D-7.1.4 Discuss the impact of ATOD use and abuse on individuals, peers, and family members.</p> <p>D-7.2.1 Analyze the influence of culture and the media on ATOD use and nonuse.</p> <p>P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.</p> <p>D-7.3.1 Access valid resources for ATOD related problems.</p> <p>P-7.6.2 Develop a SMART goal to adopt, maintain, or improve a personal health practice (e.g., avoid ATOD; promote safety; brush and floss teeth).</p> <p>D-7.8.1 Demonstrate ways to advocate remaining drug-free.</p>
Unit 4: Smoking and Biofeedback	Students will explore the immediate effects of tobacco on the body.	Students will:	<p>6th Grade</p> <p>D-6.1.1 Identify reasons why individuals use and abuse alcohol, tobacco, and other drugs (ATOD).</p> <p>D-6.1.2 Describe short and long-term effects and consequences of ATOD use, including secondhand smoke.</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 rates before and after smoking a cigarette. 6. Discuss the reasons for the difference in hand steadiness before and after smoking a cigarette. 	<p>D-6.2.1 Analyze the influence of family and peers on a person’s ATOD use.</p> <p>D-6.7.1 Demonstrate ways to avoid potentially harmful situations involving ATOD use.</p> <p>D-6.7.2 Demonstrate ways ATOD contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected.</p> <p>P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>D-6.8.1 Describe ways to advocate to others the benefits of not using ATOD.</p> <p>P-6.8.1 State a health-enhancing position on a health-related topic and support it with accurate information.</p> <p>7th Grade</p> <p>D-7.1.1 Compare and contrast drug misuse, drug abuse, and drug dependence.</p> <p>D-7.1.2 Describe risks associated with alcohol, tobacco, and other drugs (ATOD)-use, abuse, and addiction.</p> <p>D-7.1.4 Discuss the impact of ATOD use and abuse on individuals, peers, and family members.</p> <p>D-7.2.1 Analyze the influence of culture and the media on ATOD use and nonuse.</p> <p>P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.</p> <p>D-7.3.1 Access valid resources for ATOD related problems.</p> <p>P-7.6.2 Develop a SMART goal to adopt, maintain, or improve a personal health practice (e.g., avoid ATOD; promote safety; brush and floss teeth).</p> <p>D-7.8.1 Demonstrate ways to advocate remaining drug-free.</p>
<p>Unit 5: Alcohol: Myths and Realities</p>	<p>Students will understand what alcohol does to the body and explore why</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Recognize that alcohol is a drug which slows down 	<p>6th Grade</p> <p>D-6.1.1 Identify reasons why individuals use and abuse alcohol, tobacco, and other drugs (ATOD).</p> <p>D-6.1.2 Describe short and long-term effects and consequences of ATOD use, including secondhand smoke.</p>

	<p>many people don't drink.</p>	<p>the functioning of the brain and nervous system.</p> <ol style="list-style-type: none"> 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>D-6.2.1 Analyze the influence of family and peers on a person's ATOD use.</p> <p>D-6.7.1 Demonstrate ways to avoid potentially harmful situations involving ATOD use.</p> <p>D-6.7.2 Demonstrate ways ATOD contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected.</p> <p>P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>D-6.8.1 Describe ways to advocate to others the benefits of not using ATOD.</p> <p>P-6.8.1 State a health-enhancing position on a health-related topic and support it with accurate information.</p> <p>7th Grade</p> <p>D-7.1.1 Compare and contrast drug misuse, drug abuse, and drug dependence.</p> <p>D-7.1.2 Describe risks associated with alcohol, tobacco, and other drugs (ATOD)-use, abuse, and addiction.</p> <p>D-7.1.4 Discuss the impact of ATOD use and abuse on individuals, peers, and family members.</p> <p>D-7.2.1 Analyze the influence of culture and the media on ATOD use and nonuse.</p> <p>P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.</p> <p>D-7.3.1 Access valid resources for ATOD related problems.</p> <p>P-7.6.2 Develop a SMART goal to adopt, maintain, or improve a personal health practice (e.g., avoid ATOD; promote safety; brush and floss teeth).</p> <p>D-7.8.1 Demonstrate ways to advocate remaining drug-free.</p>
<p>Unit 6: Marijuana: Myths and Realities</p>	<p>Students will learn about the immediate and long-term effects of marijuana on</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe what marijuana is. 	<p>6th Grade</p> <p>D-6.1.1 Identify reasons why individuals use and abuse alcohol, tobacco, and other drugs (ATOD).</p> <p>D-6.1.2 Describe short and long-term effects and consequences of ATOD use, including secondhand smoke.</p>

	behavior and the body.	<ol style="list-style-type: none"> 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>D-6.2.1 Analyze the influence of family and peers on a person’s ATOD use.</p> <p>D-6.7.1 Demonstrate ways to avoid potentially harmful situations involving ATOD use.</p> <p>D-6.7.2 Demonstrate ways ATOD contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected.</p> <p>P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>D-6.8.1 Describe ways to advocate to others the benefits of not using ATOD.</p> <p>P-6.8.1 State a health-enhancing position on a health-related topic and support it with accurate information.</p> <p>7th Grade</p> <p>D-7.1.1 Compare and contrast drug misuse, drug abuse, and drug dependence.</p> <p>D-7.1.2 Describe risks associated with alcohol, tobacco, and other drugs (ATOD)-use, abuse, and addiction.</p> <p>D-7.1.4 Discuss the impact of ATOD use and abuse on individuals, peers, and family members.</p> <p>D-7.2.1 Analyze the influence of culture and the media on ATOD use and nonuse.</p> <p>P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.</p> <p>D-7.3.1 Access valid resources for ATOD related problems.</p> <p>P-7.6.2 Develop a SMART goal to adopt, maintain, or improve a personal health practice (e.g., avoid ATOD; promote safety; brush and floss teeth).</p> <p>D-7.8.1 Demonstrate ways to advocate remaining drug-free.</p>
<p>Unit 7: Advertising</p>	Students will understand how ads are created and designed to target particular groups of	Students will: <ol style="list-style-type: none"> 1. Discuss the purpose of advertising. 	<p>6th Grade</p> <p>P-6.2.1 Compare ways that peers and the media influence healthy and unhealthy behaviors.</p> <p>P-6.3.1 Discuss how to determine whether health information, products, and services are valid.</p>

	<p>consumers and how to analyze advertisements so resist their allure.</p>	<ol style="list-style-type: none"> 2. Identify common advertising techniques. 3. Identify and analyze cigarette and alcohol advertisements. 4. Discuss alternative ways of responding to cigarette and alcohol ads. 	<p>M-6.7.3 Analyze the ways in which friends, family, media, society, and culture can influence relationships.</p> <p>7th Grade D-7.2.1 Analyze the influence of culture and the media on ATOD use and nonuse. P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors. D-7.3.1 Access valid resources for ATOD related problems. I-7.5.1 Develop a plan for the safe use of technology, including social media and texting.</p>
<p>Unit 8: Violence and the Media</p>	<p>Students will learn how to identify and resist distorted violent images as presented by the media.</p>	<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>6th Grade P-6.2.1 Compare ways that peers and the media influence healthy and unhealthy behaviors. P-6.3.1 Discuss how to determine whether health information, products, and services are valid. M-6.7.3 Analyze the ways in which friends, family, media, society, and culture can influence relationships.</p> <p>7th Grade M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors. M-7.4.1 Explain how talking about feelings and emotions promotes mental health. M-7.7.1 Discuss coping strategies for managing stress, anger, and other feelings, including depression, and thoughts of self-harm or suicide.</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>6th Grade</p> <p>M-5.6.1 Develop a plan to reduce and manage stress. M-6.4.1 Discuss healthy ways to express feelings and relieve stress. G-6.7.1 Identify coping strategies to address the physical, emotional, and social changes that occur during adolescence. M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health. P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7th Grade</p> <p>M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. M-7.4.1 Explain how talking about feelings and emotions promotes mental health. M-7.7.1 Discuss coping strategies for managing stress, anger, and other feelings, including depression, and thoughts of self-harm or suicide.</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. 4. Discuss common situations that provoke anger. 	<p>6th Grade</p> <p>M-5.6.1 Develop a plan to reduce and manage stress. M-6.4.1 Discuss healthy ways to express feelings and relieve stress. G-6.7.1 Identify coping strategies to address the physical, emotional, and social changes that occur during adolescence. M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health.</p>

		<ol style="list-style-type: none"> 5. Discuss reasons for keeping anger under control. 6. Discuss ways to control anger. 7. Practice techniques for controlling anger. 	<p>P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7th Grade M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. M-7.4.1 Explain how talking about feelings and emotions promotes mental health. M-7.7.1 Discuss coping strategies for managing stress, anger, and other feelings, including depression, and thoughts of self-harm or suicide.</p>
<p>Unit 11: Communication Skills</p>	<p>Students will learn how to use verbal and nonverbal communication skills to avoid misunderstandings.</p>	<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>6th Grade G-6.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships. M-6.4.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. G-6.5.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence. M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health. P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7th Grade M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors.</p>

			<p>M-7.4.2 Describe ways to treat self and others with dignity and respect.</p> <p>M-7.4.4 Demonstrate communication skills that foster healthy relationships.</p>
<p>Unit 12: Social Skills (A)</p>	<p>Students will learn how to use communication skills to develop social skills.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Recognize that many people feel shy or uncomfortable in social situations. 2. Discuss how shyness can be overcome. 3. Practice making social contacts. 4. Practice giving and receiving compliments. 5. Practice initiating, sustaining, and ending conversations. 	<p>6th Grade</p> <p>M-6.4.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>G-6.5.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence.</p> <p>I-6.7.1 Demonstrate behaviors and strategies to manage anger and conflict in healthy ways.</p> <p>M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health.</p> <p>M-6.7.2 Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7th Grade</p> <p>M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.</p> <p>G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors.</p> <p>M-7.4.2 Describe ways to treat self and others with dignity and respect.</p> <p>M-7.4.4 Demonstrate communication skills that foster healthy relationships.</p>

			M-7.7.2 Analyze the similarities and differences between friendships and romantic relationships.
Unit 13: Social Skills (B)	Students will learn and practice how to arrange social activities to increase their confidence.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss what qualities attract individuals to each other. 2. Discuss the significance of physical and nonphysical qualities that attract us to other people. 3. Apply general social skills to interactions with someone you like. 4. Identify new and different social activities. 5. Discuss ways to approach others with ideas of social activities. 6. Discuss ways of responding when invited to a social activity. 	<p>6th Grade</p> <p>M-6.4.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>G-6.5.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence.</p> <p>M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health.</p> <p>M-6.7.2 Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7th Grade</p> <p>M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.</p> <p>G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors.</p> <p>M-7.4.2 Describe ways to treat self and others with dignity and respect.</p> <p>M-7.4.4 Demonstrate communication skills that foster healthy relationships.</p> <p>M-7.7.2 Analyze the similarities and differences between friendships and romantic relationships.</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>6th Grade D-6.4.1 Utilize refusal skills to avoid ATOD use and to reduce risk behaviors. M-6.4.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. G-6.5.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence. M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health. P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors. I-6.8.2 List ways to intervene in situations where unsafe behaviors are taking place.</p> <p>7th Grade M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors. G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors. I-7.4.1 Analyze effective conflict management or resolution strategies. M-7.4.2 Describe ways to treat self and others with dignity and respect. M-7.4.4 Demonstrate communication skills that foster healthy relationships. M-7.8.1 Demonstrate ways to advocate for safe environments that encourage respectful treatment of self and others.</p>
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<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> <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>6th Grade M-6.4.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. G-6.5.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence. I-6.7.1 Demonstrate behaviors and strategies to manage anger and conflict in healthy ways. M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health. M-6.7.2 Compare and contrast the characteristics of healthy and unhealthy relationships. P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7th Grade M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors. G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors. I-7.4.1 Analyze effective conflict management or resolution strategies. M-7.4.2 Describe ways to treat self and others with dignity and respect. M-7.4.4 Demonstrate communication skills that foster healthy relationships.</p>
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Level Two

Botvin LifeSkills® Training Units for Grades 7/8	Unit Goal	Unit Objectives	South Carolina Learning Standard(s)
Unit 1: Drug Abuse and Violence: Causes and Effects	Students will review the causes of drug abuse, as well as factors that can lead to it.	Students will: <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. 5. Describe the addictive process. 6. Recognize the best way of preventing drug abuse is to never start. 	7th Grade D-7.1.1 Compare and contrast drug misuse, drug abuse, and drug dependence. D-7.1.2 Describe risks associated with alcohol, tobacco, and other drugs (ATOD)-use, abuse, and addiction. D-7.1.4 Discuss the impact of ATOD use and abuse on individuals, peers, and family members. D-7.2.1 Analyze the influence of culture and the media on ATOD use and nonuse. P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors. D-7.3.1 Access valid resources for ATOD related problems. D-7.8.1 Demonstrate ways to advocate remaining drug-free. M-7.4.1 Explain how talking about feelings and emotions promotes mental health. M-7.7.1 Discuss coping strategies for managing stress, anger, and other feelings, including depression, and thoughts of self-harm or suicide. 8th Grade D-8.1.1 Discuss the reasons that individuals use and abuse alcohol, tobacco, and other drugs (ATOD).

			<p>D-8.1.2 Examine the short and long-term effects and consequences of ATOD use, including the impact on society.</p> <p>D-8.1.3 Explain ways to access laws relating to ATOD use, possession, and sales.</p> <p>D-8.2.1 Discuss the influence of family, peers, culture, and the media on an individual’s opioid use, abuse and dependence.</p> <p>D-8.2.2 Evaluate the influence of family, peers, culture, and the media on an individual’s ATOD use.</p> <p>G-8.2.1 Explain ways that culture and the media influence families and relationships.</p> <p>P-8.2.1 Discuss the ways that social norms influence healthy and unhealthy decisions and behaviors.</p> <p>D-8.5.1 Examine ways that a person’s decisions about ATOD affect his or her family and peers, as well as society.</p> <p>D-8.5.2 Explain when and how to ask for assistance in dealing with ATOD abuse with family members.</p> <p>D-8.8.1 Advocate for positive alternatives to ATOD use.</p>
<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. 	<p>7th Grade</p> <p>P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.</p> <p>D-7.5.1 Apply a decision-making process to issues dealing with ATOD.</p> <p>D-7.5.2 Explain ways a person’s decisions about ATOD affect relationships with family members and peers.</p> <p>G-7.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors.</p> <p>P-7.6.2 Develop a SMART goal to adopt, maintain, or improve a personal health practice (e.g., avoid ATOD; promote safety; brush and floss teeth).</p> <p>8th Grade</p> <p>P-8.2.1 Discuss the ways that social norms influence healthy and unhealthy decisions and behaviors.</p>

		<ol style="list-style-type: none"> 4. Identify common external influences on decision-making. 5. Practice making decisions using the suggested formula. 	<p>G-8.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors, including the use of the internet.</p> <p>I-8.5.1 Apply a decision-making process to deal with situations involving personal safety and risk when using technology, including the internet, social media, texting, and sexting.</p> <p>M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health.</p> <p>M-8.7.3 Discuss coping strategies to increase resiliency.</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. 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>7th Grade</p> <p>D-7.2.1 Analyze the influence of culture and the media on ATOD use and nonuse.</p> <p>P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.</p> <p>D-7.3.1 Access valid resources for ATOD related problems.</p> <p>I-7.5.1 Develop a plan for the safe use of technology, including social media and texting.</p> <p>8th Grade</p> <p>D-8.2.1 Discuss the influence of family, peers, culture, and the media on an individual’s opioid use, abuse and dependence.</p> <p>D-8.2.2 Evaluate the influence of family, peers, culture, and the media on an individual’s ATOD use.</p> <p>G-8.2.1 Explain ways that culture and the media influence families and relationships.</p> <p>M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.</p> <p>P-8.2.1 Discuss the ways that social norms influence healthy and unhealthy decisions and behaviors.</p> <p>I-8.5.1 Apply a decision-making process to deal with situations involving personal safety and risk when using</p>

			technology, including the internet, social media, texting, and sexting.
Unit 4: Coping with Anxiety	Students will review and learn new techniques for managing anxiety with additional skill practice.	<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>7th Grade</p> <p>M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>M-7.4.1 Explain how talking about feelings and emotions promotes mental health.</p> <p>M-7.7.1 Discuss coping strategies for managing stress, anger, and other feelings, including depression, and thoughts of self-harm or suicide.</p> <p>8th Grade</p> <p>M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.</p> <p>M-8.6.1 Implement a stress-management plan.</p> <p>M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health.</p> <p>M-8.7.3 Discuss coping strategies to increase resiliency.</p>
Unit 5: Coping with Anger	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>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. 	<p>7th Grade</p> <p>M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>M-7.4.1 Explain how talking about feelings and emotions promotes mental health.</p> <p>M-7.7.1 Discuss coping strategies for managing stress, anger, and other feelings, including depression, and thoughts of self-harm or suicide.</p>

		<ol style="list-style-type: none"> 5. Discuss reasons for keeping anger under control. 6. Review techniques for controlling anger. 7. Practice techniques for controlling anger. 	<p>8th Grade M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents. M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health. M-8.7.3 Discuss coping strategies to increase resiliency.</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. 4. Describe verbal and nonverbal cues that indicate when someone is actively listening. 5. Practice paraphrasing as a means of providing 	<p>7th Grade M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors. M-7.4.2 Describe ways to treat self and others with dignity and respect. M-7.4.4 Demonstrate communication skills that foster healthy relationships.</p> <p>8th Grade M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships. G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors. M-8.4.1 Demonstrate communication skills that foster healthy relationships. M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health.</p>

		feedback and clearing up ambiguities.	M-8.7.3 Discuss coping strategies to increase resiliency.
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>7th Grade</p> <p>M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.</p> <p>G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors.</p> <p>M-7.4.2 Describe ways to treat self and others with dignity and respect.</p> <p>M-7.4.4 Demonstrate communication skills that foster healthy relationships.</p> <p>M-7.7.2 Analyze the similarities and differences between friendships and romantic relationships.</p> <p>8th Grade</p> <p>M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.</p> <p>G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.</p> <p>G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors.</p> <p>M-8.4.1 Demonstrate communication skills that foster healthy relationships.</p> <p>M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health.</p>

			M-8.7.3 Discuss coping strategies to increase resiliency.
<p>Unit 8: Assertiveness</p>	<p>Students will review and reinforce techniques that help them be more assertive.</p>	<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. 3. Identify and practice verbal skills. 4. Identify and practice nonverbal skills. 	<p>7th Grade M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors. G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors. I-7.4.1 Analyze effective conflict management or resolution strategies. M-7.4.2 Describe ways to treat self and others with dignity and respect. M-7.4.4 Demonstrate communication skills that foster healthy relationships. M-7.8.1 Demonstrate ways to advocate for safe environments that encourage respectful treatment of self and others.</p> <p>8th Grade M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships. G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors. M-8.4.1 Demonstrate communication skills that foster healthy relationships. M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health. M-8.7.3 Discuss coping strategies to increase resiliency.</p>

<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>7th Grade M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors. G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors. I-7.4.1 Analyze effective conflict management or resolution strategies. M-7.4.2 Describe ways to treat self and others with dignity and respect. M-7.4.4 Demonstrate communication skills that foster healthy relationships.</p> <p>8th Grade M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships. G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors. M-8.4.1 Demonstrate communication skills that foster healthy relationships. I-8.7.1 Demonstrate behaviors and strategies to manage conflict in healthy ways. I-8.7.2 Plan protective strategies to reduce the risk of violence in the home, school, and community. M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health. M-8.7.3 Discuss coping strategies to increase resiliency.</p>
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<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> <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>7th Grade M-7.1.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. P-7.2.1 Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors. G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors. M-7.4.4 Demonstrate communication skills that foster healthy relationships.</p> <p>8th Grade M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. D-8.2.1 Discuss the influence of family, peers, culture, and the media on an individual’s opioid use, abuse and dependence. D-8.2.2 Evaluate the influence of family, peers, culture, and the media on an individual’s ATOD use. G-8.2.1 Explain ways that culture and the media influence families and relationships. M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents. P-8.2.1 Discuss the ways that social norms influence healthy and unhealthy decisions and behaviors. G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships. G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors. I-8.4.1 Apply refusal and negotiation skills to reduce the risk of injury and promote personal safety.</p>
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			M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health. M-8.7.3 Discuss coping strategies to increase resiliency.
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Level Three

Botvin LifeSkills® Training Units for Grades 8/9	Unit Goal	Unit Objectives	South Carolina Learning Standard(s)
Unit 1: Drug Abuse: Causes and Effects	Students will understand in depth the risks and consequences of drug use.	Students will: <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 how people can lower their risk. 	8th Grade D-8.1.1 Discuss the reasons that individuals use and abuse alcohol, tobacco, and other drugs (ATOD). D-8.1.2 Examine the short and long-term effects and consequences of ATOD use, including the impact on society. D-8.1.3 Explain ways to access laws relating to ATOD use, possession, and sales. D-8.2.1 Discuss the influence of family, peers, culture, and the media on an individual’s opioid use, abuse and dependence. D-8.2.2 Evaluate the influence of family, peers, culture, and the media on an individual’s ATOD use. G-8.2.1 Explain ways that culture and the media influence families and relationships. P-8.2.1 Discuss the ways that social norms influence healthy and unhealthy decisions and behaviors. D-8.5.1 Examine ways that a person’s decisions about ATOD affect his or her family and peers, as well as society. D-8.5.2 Explain when and how to ask for assistance in dealing with ATOD abuse with family members. D-8.8.1 Advocate for positive alternatives to ATOD use.

			<p>9th Grade</p> <p>D-HS.1.1 Discuss the benefits of avoiding alcohol, tobacco, and other drugs (ATOD).</p> <p>D-HS.1.2 Examine the impact of ATOD use and abuse on the individual, his or her family, and society as a whole.</p> <p>D-HS.1.3 Describe the cycle of ATOD addiction as it relates to individuals and families.</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>D-HS.2.2 Evaluate personal, family, economic, legal, and societal issues that influence ATOD use, including motor vehicle accidents.</p> <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>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).</p> <p>D-HS.8.1 Encourage positive alternatives to ATOD use.</p>
<p>Unit 2: Making Decisions</p>	<p>Students will continue to practice the 3 Cs of effective decision-making.</p>	<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 	<p>8th Grade</p> <p>P-8.2.1 Discuss the ways that social norms influence healthy and unhealthy decisions and behaviors.</p> <p>G-8.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors, including the use of the internet.</p> <p>I-8.5.1 Apply a decision-making process to deal with situations involving personal safety and risk when using technology, including the internet, social media, texting, and sexting.</p>

		<p>situations through in-class practice.</p>	<p>M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health. M-8.7.3 Discuss coping strategies to increase resiliency.</p> <p>9th Grade 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: Media Influences</p>	<p>Students will examine the power of media and how it can affect their behaviors.</p>	<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. 	<p>8th Grade D-8.2.1 Discuss the influence of family, peers, culture, and the media on an individual’s opioid use, abuse and dependence. D-8.2.2 Evaluate the influence of family, peers, culture, and the media on an individual’s ATOD use. G-8.2.1 Explain ways that culture and the media influence families and relationships. M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents. P-8.2.1 Discuss the ways that social norms influence healthy and unhealthy decisions and behaviors.</p>

		<ol style="list-style-type: none"> 3. Formulate alternative responses to pro-drug media influences. 4. Use critical thinking skills to resist pro-drug media influences. 	<p>I-8.5.1 Apply a decision-making process to deal with situations involving personal safety and risk when using technology, including the internet, social media, texting, and sexting.</p> <p>9th Grade 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.2.3 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. P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors. D-HS.3.1 Access valid information and resources to assist in dealing with ATOD issues for self and others.</p>
<p>Unit 4: Coping with Anxiety</p>	<p>Students will review techniques to reduce anxiety and identify them as biofeedback or cognitive techniques.</p>	<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. 	<p>8th Grade M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents. M-8.6.1 Implement a stress-management plan. M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health. M-8.7.3 Discuss coping strategies to increase resiliency.</p> <p>9th Grade M-HS.1.2 Identify resiliency, including stress-reduction skills and positive coping strategies.</p>

		<p>3. Review and practice cognitive self-control skills for dealing with anxiety.</p>	<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. M-HS.2.2 Analyze how resiliency impacts depression, anxiety, suicidal behavior, and crises. N-HS.2.1 Analyze ways that emotions and feelings influence food choices, eating behaviors, and physical activities of individuals. M-HS.3.1 Access valid mental, emotional, and social health information and services 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. M-HS.5.1 Recognize the warning signs of anxiety, depression, and suicidal behavior. HS.N.3.8: Identify stress-management strategies to reduce stress. HS.I.3.8: Assess personal stress-management and demonstrate strategies to reduce stress. Example: mental imagery, relaxation techniques, deep breathing. HS.A.3.8: Apply stress-management strategies to reduce stress.</p>
<p>Unit 5: Coping with Anger</p>	<p>Students will review anger-management techniques and practice learning to reframe a situation.</p>	<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>8th Grade M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents. M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health. M-8.7.3 Discuss coping strategies to increase resiliency.</p> <p>9th Grade</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>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> <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: 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. 	<p>8th Grade</p> <p>M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.</p> <p>G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.</p>

		<ol style="list-style-type: none"> 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>G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors.</p> <p>M-8.4.1 Demonstrate communication skills that foster healthy relationships.</p> <p>M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health.</p> <p>M-8.7.3 Discuss coping strategies to increase resiliency.</p> <p>9th Grade</p> <p>P-HS.1.4 Explain ways that the environment and personal health are interrelated.</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>M-HS.4.1 Articulate ways to communicate care, consideration, and respect 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> <p>D-HS.7.1 Practice strategies for dealing with family, peer, and cultural pressure regarding ATOD (e.g., opioid, prescription drugs, heroin).</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>
<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 	<p>8th Grade</p> <p>M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p>

		<p>assertive responses.</p> <ol style="list-style-type: none"> 2. Identify and use verbal assertive skills. 3. Identify and use nonverbal assertive skills. 	<p>G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.</p> <p>G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors.</p> <p>M-8.4.1 Demonstrate communication skills that foster healthy relationships.</p> <p>M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health.</p> <p>M-8.7.3 Discuss coping strategies to increase resiliency.</p> <p>9th Grade</p> <p>P-HS.1.1 Differentiate between health promotion and risk 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>M-HS.4.1 Articulate ways to communicate care, consideration, and respect 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> <p>D-HS.7.1 Practice strategies for dealing with family, peer, and cultural pressure regarding ATOD (e.g., opioid, prescription drugs, heroin).</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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<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>8th Grade M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships. G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors. M-8.4.1 Demonstrate communication skills that foster healthy relationships. I-8.7.1 Demonstrate behaviors and strategies to manage conflict in healthy ways. I-8.7.2 Plan protective strategies to reduce the risk of violence in the home, school, and community. M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health. M-8.7.3 Discuss coping strategies to increase resiliency.</p> <p>9th Grade P-HS.1.1 Differentiate between health promotion and risk behaviors. 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. 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). 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).</p>
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<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 pressure to engage in substance use. 2. Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs. 	<p>8th Grade</p> <p>M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>D-8.2.1 Discuss the influence of family, peers, culture, and the media on an individual’s opioid use, abuse and dependence.</p> <p>D-8.2.2 Evaluate the influence of family, peers, culture, and the media on an individual’s ATOD use.</p> <p>G-8.2.1 Explain ways that culture and the media influence families and relationships.</p> <p>M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.</p> <p>P-8.2.1 Discuss the ways that social norms influence healthy and unhealthy decisions and behaviors.</p> <p>G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.</p> <p>G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors.</p> <p>I-8.4.1 Apply refusal and negotiation skills to reduce the risk of injury and promote personal safety.</p> <p>M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health.</p> <p>M-8.7.3 Discuss coping strategies to increase resiliency.</p> <p>9th Grade</p> <p>D-HS.1.1 Discuss the benefits of avoiding alcohol, tobacco, and other drugs (ATOD).</p> <p>D-HS.1.2 Examine the impact of ATOD use and abuse on the individual, his or her family, and society as a whole.</p>

			<p>D-HS.1.3 Describe the cycle of ATOD addiction as it relates to individuals and families.</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>D-HS.2.2 Evaluate personal, family, economic, legal, and societal issues that influence ATOD use, including motor vehicle accidents.</p> <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>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).</p> <p>D-HS.8.1 Encourage positive alternatives to ATOD use.</p>
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