



Connecting *Botvin LifeSkills® Training* to South Carolina Educational Standards (Grades 11-12)

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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Transitions

<i>Botvin LifeSkills®</i> Training Units for Transitions	Unit Goal	Unit Objectives	South Carolina Learning Standard(s)
<p>Unit 1: Goal Setting for Success</p>	<p>Introduce students to the concept of goal setting.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Become familiar with the topics covered in the LifeSkills Training Transitions program. 2. Identify how goal-setting can assist in navigating transitions and planning for the future. 3. Identify the steps involved in goal-setting. 4. Practice goal-setting. 5. Identify strategies that are helpful in overcoming challenges to achieving goals. 	<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.</p>

			<p>G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.</p> <p>M-HS.6.1 Review resiliency and develop a personal plan to increase or maintain one’s personal resiliency.</p> <p>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.</p> <p>M-HS.7.1 Implement a plan to increase personal resiliency.</p> <p>M-HS.7.2 Demonstrate strategies to develop and maintain a positive self-image.</p>
<p>Unit 2: Effective Communication</p>	<p>Students will learn how to communicate effectively in a variety of settings and relationships.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the similarities and differences between formal and informal communication. 2. Identify types of relationships that occur in personal and work-related settings. 3. Identify effective communication skills and how they can help people present themselves positively to others. 4. Learn and apply effective communication skills to speaking and writing. 	<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>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 3: Managing Stress</p>	<p>Students will learn how to manage stress in healthy ways.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Examine resilience and self-assess various traits associated with it. 2. Explore the challenges and opportunities that may accompany the common transitions of young adulthood. 3. Learn and apply stress management techniques that can help cultivate resilience. 4. Understand how the use of substances can undermine 	<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>

		resilience.	<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>
Unit 4: Decision-making and Risk	Students will learn how to evaluate the beneficial and harmful consequences of risks, as well as the value of what is at risk.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Examine attitudes and beliefs about risk. 2. Explore possible consequences involved when taking risks. 3. Learn a step-by-step decision-making method. 4. Practice a step-by-step decision-making method. 5. Identify the effects of substance use on risks and decision-making. 	<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>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>M-HS.4.3 Discuss scenarios that demonstrate resiliency.</p>

			P-HS.5.2 Justify when individual or collaborative decision-making is appropriate.
Unit 5: Managing Time and Money	Students will learn about managing time and money to support their priorities.	Students will: <ol style="list-style-type: none"> 1. Explore the relationship between priorities and managing time and money. 2. Examine the elements involved in prioritizing and budgeting. 3. Learn and practice steps for managing schedules and money to support priorities. 4. Identify possible obstacles to the successful management of time and money, and learn strategies that help overcome them. 	<p>P-HS.1.4 Explain ways that the environment and personal health are interrelated.</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>M-HS.4.3 Discuss scenarios that demonstrate resiliency.</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.6.1 Predict ways that short and long-term goals can be affected by ATOD use.</p> <p>G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.</p> <p>M-HS.6.1 Review resiliency and develop a personal plan to increase or maintain one’s personal resiliency.</p> <p>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.</p> <p>M-HS.7.1 Implement a plan to increase personal resiliency.</p> <p>M-HS.7.2 Demonstrate strategies to develop and maintain a positive self-image.</p>

<p>Unit 6: Building Relationships</p>	<p>Students will understand what skills can help them build healthy and productive relationships.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the appropriate behaviors associated with different types of relationships. 2. Analyze the similarities and differences between formal and informal relationships. 3. Examine the elements involved in collaborating, negotiating, and compromising. 4. Explore how collaborating, negotiating, and compromising are related to building and maintaining relationships. 	<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>G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.</p> <p>M-HS.2.2 Analyze how resiliency impacts depression, anxiety, suicidal behavior, and crises.</p> <p>M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.</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>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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