

Life Skills Training Level 1 - Middle School

Life Skills Objectives	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p><u>Unit One</u> Self Image & Self Improvement</p>	<p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p>		
<p><u>Unit Two</u> Making Decisions</p>	<p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Describe how personal choices can impact (<i>sic</i>) long-range health. 3:3:a</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Investigate methods used to influence others in making healthy choices. 5:3:a</p>		<p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p>
<p><u>Unit Three</u> Smoking: Myths & Realities</p>	<p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Examine practices which enhance personal, emotional, social, and physical well-being. 1:2:b</p>	<p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p> <p>Explain how environmental factors affect all living things. 3:3:c</p>	

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<p><u>Unit Three: (Continued)</u></p>	<p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p> <p>Analyze health care requirements and policies which affect safety and well-being. 1:3:b</p> <p>Examine health practices which may cause and/or spread/prevent diseases. 1:3:c</p> <p>Distinguish short- and long-term consequences of risky and harmful behaviors (<i>sic</i>). 3:1:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Describe how personal choices can impact (<i>sic</i>) long-range health. 3:3:a</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p>	<p>Analyze the impact of scientific discoveries in historical, social, economic and ethical perspectives. 5:1:b</p> <p>Determine the roles and responsibilities of scientific research in relation to environmental concerns. 5:1:c</p> <p>Describe the impact of human activity on the environment. 5:2:b</p>	
<p><u>Unit Four</u> Smoking & Biofeedback</p>	<p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p>	

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<u>Unit Four: (Continued)</u>	<p>Examine practices which enhance personal, emotional, social, and physical well-being. 1:2:b</p> <p>Examine health practices which may cause and/or spread/prevent diseases. 1:3:c</p> <p>Distinguish short- and long-term consequences of risky and harmful behaviors (<i>sic</i>). 3:1:a</p>	<p>Conduct systematic scientific investigations that can be replicated.1:2:a</p> <p>Describe the benefits and potential of scientific investigations.1:2:b</p>	
<u>Unit Five</u> Alcohol: Myths & Realities	<p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Examine practices which enhance personal, emotional, social, and physical well-being. 1:2:b</p> <p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p> <p>Examine health practices which may cause and/or spread/prevent diseases.1:3:c</p> <p>Distinguish short- and long-term consequences of risky and harmful behaviors (<i>sic</i>). 3:1:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p>	<p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p> <p>Analyze the impact of scientific discoveries in historical, social, economic and ethical perspectives. 5:1:b</p>	

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<p><u>Unit Five: (Continued)</u></p>	<p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Describe how personal choices can impact (<i>sic</i>) long-range health. 3:3:a</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p>		
<p><u>Unit Six</u> Marijuana: Myths & Realities</p>	<p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Examine practices which enhance personal, emotional, social, and physical well-being. 1:2:b</p> <p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p> <p>Examine health practices which may cause and/or spread/prevent diseases. 1:3:c</p> <p>Distinguish short- and long-term consequences of risky and harmful behaviors (<i>sic</i>). 3:1:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Describe how personal choices can impact (<i>sic</i>) long-range health. 3:3:a</p>	<p>Explain the relationship for classification of an organism. 3:1:b</p> <p>Analyze the impact of scientific discoveries in historical, social, economic and ethical perspectives. 5:1:b</p>	

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<u>Unit Six (Continued)</u>	Demonstrate individual responsibility in health-related decisions/choices. 3:3:b		
<u>Unit Seven</u> Advertising	<p>Analyze the media impact on personal and family health decisions and practices. 2:1:b</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p>		<p>Select and use suitable information sources for a variety of purposes, e.g., Internet, CD-ROM, print and video materials, library. 1:4:a</p> <p>Analyze the validity and/or appropriateness of various technical and practical materials. 1:4:b</p> <p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, Television. 3:2:a</p> <p>Determine methods of assessing the validity and accuracy of various types of oral and visual information. 3:2:b</p> <p>Determine how presentation design can affect the interpretation of oral/visual information, e.g., layout, color, sequence, sound effects. 3:2:c</p>

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<u>Unit Seven: (Continued)</u>			Analyze and assess oral/visual information for usefulness. 3:3:a
<u>Unit Eight</u> Violence & The Media	<p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p> <p>Analyze the media impact on personal and family health decisions and practices. 2:1:b</p> <p>Analyze the impact of technology on personal and family health decisions and practices. 2:1:c</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p>		<p>Select and use suitable information sources for a variety of purposes, e.g., Internet, CD-ROM, print and video materials, library. 1:4:a</p> <p>Analyze the validity and/or appropriateness of various technical and practical materials. 1:4:b</p> <p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, Television. 3:2:a</p> <p>Determine methods of assessing the validity and accuracy of various types of oral and visual information. 3:2:b</p> <p>Determine how presentation design can affect the interpretation of oral/visual information, e.g., layout, color, sequence, sound effects. 3:2:c</p>

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<p><u>Unit Nine</u> Coping With Anxiety</p>	<p>Examine practices which enhance personal, emotional, social, and physical well-being. 1:2:b</p> <p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p>		
<p><u>Unit Ten</u> Coping With Anger</p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Examine practices which enhance personal, emotional, social, and physical well-being. 1:2:b</p> <p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p>		
<p><u>Unit Eleven</u> Communication Skills</p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p>		<p>Determine specific cognitive and physical barriers to effective listening and viewing. 3:1:a</p>

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<p><u>Unit Eleven: (Continued)</u></p>	<p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Choose appropriate communication techniques when interacting with family, peers, and community. 4:1:b</p> <p>Model effective interpersonal communication skills. 4:1:c</p> <p>Demonstrate healthy ways to express needs, wants, and feelings. 4:2:a</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p>		<p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p>
<p><u>Unit Twelve</u> Social Skills (A)</p>	<p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Choose appropriate communication techniques when interacting with family, peers, and community. 4:1:b</p> <p>Model effective interpersonal communication skills. 4:1:c</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p>		

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<p><u>Unit Thirteen</u> Social Skills (B)</p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (<i>sic</i>) behaviors. 1:1:b</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Choose appropriate communication techniques when interacting with family, peers, and community. 4:1:b</p> <p>Model effective interpersonal communication skills. 4:1:c</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p>		
<p><u>Unit Fourteen</u> Assertiveness</p>	<p>Model an age-appropriate healthy lifestyle. 3:3:c</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Choose appropriate communication techniques when interacting with family, peers, and community. 4:1:b</p>		<p>Use various listening techniques in problem-solving and decision-making situations. 3:1:b</p> <p>Determine the effect of non-verbal cues on interpersonal communication. 3:1:c</p>

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<p><u>Unit Fourteen: (Cont.)</u></p>	<p>Model effective interpersonal communication skills. 4:1:c</p> <p>Demonstrate healthy ways to express needs, wants, and feelings. 4:2:a</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p> <p>Analyze the positive and negative aspects of conflict in everyday situations 4:3:a</p> <p>Demonstrate communication skills used to avoid potentially harmful situations 4:3:c</p> <p>Investigate methods used to influence others in making healthy choices 5:3:a</p>		
<p><u>Unit Fifteen</u> Resolving Conflicts</p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Model an age-appropriate healthy lifestyle. 3:3:c</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Choose appropriate communication techniques when interacting with family, peers, and community. 4:1:b</p> <p>Model effective interpersonal communication skills. 4:1:c</p>		

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Unit 15: (Continued)	<p>Demonstrate healthy ways to express needs, wants, and feelings. 4:2:a</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p> <p>Analyze the positive and negative aspects of conflict in everyday situations. 4:3:a</p> <p>Demonstrate effective conflict resolution strategies. 4:3:b</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p>		