

**LIFE SKILLS TRAINING - MIDDLE SCHOOL - LEVEL 2**

| Life Skills Units  | Health Benchmarks  | Science Benchmarks  | Language Arts Benchmarks |
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| <p><b>Unit One</b><br/> <b>Drug Abuse &amp; Violence: Causes &amp; Effects</b></p> | <p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Explain how health is influenced by the interaction of body systems. 1:2: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 how medical research influences health care and disease prevention. 1:3:a</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> |                          |

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| <b>Unit One: (Continued)</b>         | <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>   |                    |   |
| <b>Unit Two<br/>Making Decisions</b> | <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>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>Model an age-appropriate healthy lifestyle. 3:3:c</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>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> |

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| <p><b>Unit Three</b><br/><b>Media Influences</b></p> | <p>Examine practices which enhance personal, emotional, social, and physical well-being. 1:2:b</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>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p> <p>Investigate methods used to influence others in making healthy choices. 5:3:a</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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| <b><u>Unit Three: (Continued)</u></b>           |   |                           | Analyze and assess oral/visual information for usefulness. 3:3:a   |
| <b><u>Unit Four</u><br/>Coping With Anxiety</b> | <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> |                           |  |
| <b><u>Unit Five</u><br/>Coping With Anger</b>   | Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b  |                           |  |
| <b><u>Unit Six</u><br/>Communication Skills</b> | <p>Examine practices which enhance personal, emotional, social, and physical well-being. 1:2:b</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p>   |                           | <p>Determine specific cognitive and physical barriers to effective listening and viewing. 3:1:a</p> <p>Use various listening techniques in problem-solving and decision-making situations. 3:1:b</p> |

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| <p><b><u>Unit Six: (Continued)</u></b></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>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p>   |                    | <p>Determine the effect of non-verbal cues on interpersonal communication. 3:1:c</p> <p>Use various organizing strategies to recall oral/visual information. 3:3:c</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p> <p>Determine the relationship between non-verbal communication and audience engagement. 4:3:a</p> |
| <p><b><u>Unit Seven</u></b><br/><b>Social Skills</b></p> | <p>Examine practices which enhance personal, emotional, social, and physical well-being. 1:2:b</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p> |                    | <p>Determine specific cognitive and physical barriers to effective listening and viewing. 3:1:a</p>  |

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| <p><b><u>Unit Eight</u></b><br/> <b>Assertiveness</b></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>Model an age-appropriate healthy lifestyle. 3:3:c</p> <p>Demonstrate healthy ways to express needs, wants, and feelings. 4:2:a</p>   |                    | <p>Determine specific cognitive and physical barriers to effective listening and viewing. 3:1:a</p> |
| <p><b><u>Unit Nine</u></b><br/> <b>Resolving Conflicts</b></p>    | <p>Examine practices which enhance personal, emotional, social, and physical well-being. 1:2:b</p>   |                    |   |
| <p><b><u>Unit Ten</u></b><br/> <b>Resisting Peer Pressure</b></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>Model an age-appropriate healthy lifestyle. 3:3:c</p> <p>Investigate methods used to influence others in making healthy choices. 5:3:a</p> |                    |   |