

### LIFE SKILLS TRAINING - MIDDLE SCHOOL - LEVEL 3

Life Skills Units	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p><b>Unit One</b> <b>Drug Abuse: Causes &amp; Effects</b></p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</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>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>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	
<p><b>Unit Two</b> <b>Making Decisions</b></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>Analyze various personal situations to determine when professional health services are necessary. 2:3:a</p>		

Life Skills Units	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<b><u>Unit Two: (Continued)</u></b>	Analyze personal practices which promote lifelong health and well-being. 3:1:c		
<b><u>Unit Three</u></b> <b>Media Influences</b>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</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>Analyze the media impact on personal and family health decisions and practices. 2:1:b</p> <p>Analyze personal practices which promote lifelong health and well-being. 3:1:c</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>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>

Life Skills Units	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p><b>Unit Four</b> <b>Coping With Anxiety</b></p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</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>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p>		
<p><b>Unit Five</b> <b>Coping With Anger</b></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>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p>		

Life Skills Units	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p><b>Unit Six</b> <b>Social Skills</b></p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</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>Analyze personal practices which promote lifelong health and well-being. 3:1: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>Determine specific cognitive and physical barriers to effective listening and viewing. 3:1:a</p>
<p><b>Unit Seven</b> <b>Assertiveness</b></p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c</p>		<p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Use various listening techniques in problem-solving and decision-making situations. 3:1:b</p>

Life Skills Units	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<b><u>Unit Seven: (Continued)</u></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 personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Demonstrate effective conflict resolution strategies. 4:3:b</p>		<p>Determine the effect of non-verbal cues on interpersonal communication. 3:1:c</p>
<b><u>Unit Eight</u></b> <b>Resolving Conflicts</b>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</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>Analyze personal practices which promote lifelong health and well-being. 3:1:c</p> <p>Demonstrate effective conflict resolution strategies. 4:3:b</p>		

Life Skills Units	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p><u>Unit Nine</u>  <b>Resisting Peer Pressure</b></p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p>		