

Botvin LifeSkills Training Middle School Program

Health and Physical Education Standards— Grade 6

Health Education Core Idea: Wellness (W)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
1. Dimensions of Health	H1.W1.6 Describe interrelationships of dimensions of health.	*** Not taught directly with the curriculum but can be easily be tied in, with relationships, self-esteem and substance use.
2. Disease Prevention	H2.W2.6 Determine how heredity factors and health behaviors impact health.	*** Not taught directly with the curriculum but can be easily be tied in with talking about alcohol and making and building relationships (Social Skills B).
3. Analyzing Influences	H2.W3.6 Explain factors that influence health decisions and behaviors.	LST 1— Self-Image and Self-Improvement; 1.3–1.5 LST 1—Making Decisions; 2.1–2.8 LST 1— Advertising; 7.3–7.7 LST 2— Resisting Peer Pressure; 10.2–10.9
5. Communication	H4.W5.6 Explain effective communication skills.	LST 1— Communication Skills; 11.1–11.9 LST 1— Assertiveness; 14.1–14.12 LST 1—Resolving Conflicts; 15.1–15.5 LST 2— Communication Skills; 6.2–6.11 LST 2— Assertiveness; 8.2–8.13 LST 3— Social Skills; 6.1–6.8 LST 3— Resolving Conflicts; 8.1–8.7
6. Decision-Making	H5.W6.6 Identify circumstances that help or hinder making healthy decisions related to personal health.	LST 1— Resolving Conflicts; 15.1–15.5 LST 1—Assertiveness; 14.1–14.12 LST 1— Making Decisions; 2.7 LST 1— Self-Image and Self-Improvement; 1.3–1.5 LST 2— Assertiveness; 8.2–8.13 LST 2—Resisting Peer Pressure; 10.2–10.9 LST 3— Resolving Conflicts; 8.1–8.7 LST 3—Resisting Peer Pressure- 9.1–9.5

LST 1 = LifeSkills Training Level 1 (Green Book)

LST 2 = LifeSkills Training Level 2 (Purple Book)

LST 3 = LifeSkills Training Level 3 (Orange Book)

***Page number listed next to each level book

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
7. Goal-Setting	H6.W7.6 Describe how goals can enhance health.	LST 1—Self-Image and Self- Improvement; 1.6–1.8

LST 1 = LifeSkills Training Level 1 (Green Book)
 LST 2 = LifeSkills Training Level 2 (Purple Book)
 LST 3 = LifeSkills Training Level 3 (Orange Book)
 ***Page number listed next to each level book

Health and Physical Education Standards— Grade 7

Health Education Core Idea: Wellness (W)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
1. Dimensions of Health	H1.W1.7 Assess personal health behaviors in relation to dimensions of health	*** Not taught directly with the curriculum but can be easily be tied in, with relationships, self-esteem and substance use.
2. Disease Prevention	H7.W2.7b Explain benefits and consequences of various health behaviors.	LST 1— Smoking: Myths and Realities; 3.3–3.6 LST 1— Smoking and Biofeedback; 4.1–4.11 LST 1—Alcohol: Myths and Realities; 5.1–5.14 LST 1— Marijuana: Myths and Realities; 6.1–6.8
3. Analyzing Influences	H2.W3.7 Describe how peers, culture, and family influence health decisions and behaviors.	LST 1— Self-Image and Self-Improvement; 1.3–1.5 LST 1— Making Decisions; 2.1–2.8 LST 1— Advertising; 7.3–7.7 LST 2— Making Decisions; 2.6–2.7 LST 2— Resisting Peer Pressure; 10.2–10.9 LST 3— Drug Abuse, Causes and Effects; 1.3–1.4 LST 3— Making Decisions; 2.2–2.4 LST 3— - Media Influences; 3.1–3.7
5. Communication	H4.W5.7 Use communication skills effectively with family, peers, and others.	LST 1— Communication Skills; 11.1–11.9 LST 1— Assertiveness; 14.1–14.12 LST 1— Resolving Conflicts; 15.1–15.5 LST 2— Communication Skills; 6.2–6.11 LST 2— Assertiveness; 8.2–8.11 LST 2— Resolving Conflicts; 9.2–9.8 LST 2— Resisting Peer Pressure; 10.2–10.9 LST 3— Resolving Conflicts; 8.1–8.7 LST 3— Resisting Peer Pressure; 9.1–9.5
6. Decision-Making	H5.W6.7 Determine healthy alternatives for making a personal health decision.	LST 1— Social Skills (B); 13.1–13.6 LST 1— Assertiveness; 14.9–14.13 LST 2— Assertiveness; 8.4–8.13 LST 2— Resolving Conflicts; 9.2–9.8 LST 2— Resisting Peer Pressure; 10.2–10.9 LST 3— Resolving Conflicts; 8.1–8.7

LST 1 = LifeSkills Training Level 1 (Green Book)

LST 2 = LifeSkills Training Level 2 (Purple Book)

LST 3 = LifeSkills Training Level 3 (Orange Book)

***Page number listed next to each level book

7. Goal-Setting	H6.W7.7 Describe components of goalsetting to enhance health.	LST 1— Self-Image and Self-Improvement; 1.6–1.8
------------------------	--	---

LST 1 = LifeSkills Training Level 1 (Green Book)
LST 2 = LifeSkills Training Level 2 (Purple Book)
LST 3 = LifeSkills Training Level 3 (Orange Book)
***Page number listed next to each level book

Health and Physical Education Standards— Grade 8

Health Education Core Idea: Wellness (W)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
1. Dimensions of Health	H1.W1.8 Analyze interrelationships of personal dimensions of health.	*** Not taught directly with the curriculum but can be easily be tied in, with relationships, self-esteem and substance use.
3. Analyzing Influences	H2.W3.8 Describe how values, media, and technology influence health decisions and behaviors.	LST 1— Self-Image and Self-Improvement; 1.3–1.5 LST 1—Making Decisions; 2.1–2.8 LST 1— Advertising; 7.3–7.7
5. Communication	H4.W5.8 Demonstrate communication skills to enhance health and avoid or reduce health risks.	LST 1— Communication Skills; pages 11.1–11.9 LST 1— Assertiveness; pages 14.1–14.12 LST 1— Resolving Conflicts; 15.1–15.5 LST 2— Communication Skills; 6.2–6.11 LST 2— Resisting Peer Pressure; 10.2–10.9 LST 3— Resolving Conflicts; 8.1–8.7 LST 3— Resisting Peer Pressure; 9.1–9.5
6. Decision-Making	H5.W6.8 Demonstrate a decision- making model to make a personal health-enhancing choice.	LST 1— Making Decisions; 2.1–2.8 LST 2— Making Decisions; 2.1–2.12 LST 3— Making Decisions; 2.2–2.4
7. Goal-Setting	H6.W7.8 Describe various short- and long-term goals that can be used to enhance health.	LST 1— Self-Image and Self-Improvement; 1.6–1.8

LST 1 = LifeSkills Training Level 1 (Green Book)

LST 2 = LifeSkills Training Level 2 (Purple Book)

LST 3 = LifeSkills Training Level 3 (Orange Book)

***Page number listed next to each level book

Health and Physical Education Standards— Grade 6

Health Education Core Idea: Safety (Sa)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
3. Violence Prevention	H1.Sa3.6a Describe situations that could lead to violence	LST 1— Coping with Anger; 10.2–10.7 LST 2— Drug Abuse and Violence; 1.12–1.14
	H4.Sa3.6 Demonstrate ways to resolve conflict to prevent, reduce, and avoid violence.	LST 1— Coping with Anger; 10.1–10.7 LST 1— Coping with Anxiety; 9.5–9.8 LST 1— Communication Skills; 11.4–11.6 LST 1— Resolving Conflicts; 15.3–15.4 LST 3— Resolving Conflicts; 8.1–8.7
	H1.Sa3.6b Identify potential dangers of sharing personal information through electronic media.	LST 1—Violence and the Media; 8.2; not taught directly but can be touched upon in this section.

Health and Physical Education Standards— Grade 7

Health Education Core Idea: Safety (Sa)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
1. Injury Prevention	H7.Sa1.7 Explain importance of being responsible for promoting safety and avoiding or reducing injury	LST 1— Alcohol: Myths and Realities; 5.2–5.3 LST 1— Marijuana: Myths and Realities; 6.5
3. Violence Prevention	H4.Sa3.7 Demonstrate communication skills to prevent, reduce,	LST 1— Coping with Anger; 10.1–10.7 LST 1— Coping with Anxiety; 9.5–9.8 LST 1— Communication Skills; 11.4–11.6 LST 1— Resolving Conflicts; 15.3–15.4 LST 3— Resolving Conflicts; 8.1–8.7

LST 1 = LifeSkills Training Level 1 (Green Book)

LST 2 = LifeSkills Training Level 2 (Purple Book)

LST 3 = LifeSkills Training Level 3 (Orange Book)

***Page number listed next to each level book

	and avoid violent situations.	
	Understand potential dangers of sharing personal information through electronic media.	LST 1—Violence and the Media; 8.2; not taught directly but can be touched upon in this section.

Health and Physical Education Standards— Grade 8

Health Education Core Idea: Safety (Sa)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
3. Violence Prevention	H1.Sa3.8a Analyze causes and effects of violence on individuals, families, and communities.	LST 2— Drug Abuse and Violence; 1.12–1.14
	Differentiate between passive, aggressive and assertive communication.	LST 1— Assertiveness; 14.1–14.5 LST 2— Assertiveness; 8.2–8.3
	H1.Sa3.8b Explain how bystanders can help prevent, reduce and avoid violence.	LST 2— Resolving Conflicts; 9.2–9.8

LST 1 = LifeSkills Training Level 1 (Green Book)

LST 2 = LifeSkills Training Level 2 (Purple Book)

LST 3 = LifeSkills Training Level 3 (Orange Book)

***Page number listed next to each level book

Health and Physical Education Standards— Grade 6

Health Education Core Idea: Sexual Health (Se)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
5. Healthy Relationships	H1.Se5.6a Identify ways to communicate effectively in a variety of relationships.	LST 1—Communication Skills; 11.1–11.9 LST 1— Assertiveness; pages 14.1–14.12 LST 1— Resolving Conflicts; 15.1–15.5 LST 1— Social Skills (A) 12.1–12.8 LST 1— Social Skills (B) 13.1–13.7 LST 2— Communication Skills; 6.2–6.11 LST 2— Assertiveness; 8.2–8.11 LST 2— Resolving Conflicts; 9.2–9.8 LST 2—Resisting Peer Pressure; 10.2–10.9 LST 3— Assertiveness; 7.2–7.8 LST 3—Resolving Conflicts; 8.1–8.7

Health and Physical Education Standards— Grade 7

Health Education Core Idea: Sexual Health (Se)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
5. Healthy Relationships	H4.Se5.7a Demonstrate communication skills that foster healthy relationships.	LST 1— Communication Skills; pages 11.1–11.9 LST 1— Assertiveness; pages 14.1–14.12 LST 1— Resolving Conflicts; 15.1–15.5 LST 2— Communication Skills; 6.2–6.11 LST 2— Assertiveness; 8.2–8.10 LST 2— Resolving Conflicts; 9.2–9.8 LST 3— Social Skills; 6.1–6.8 LST 3—Assertiveness; 7.2–7.8 LST 3— Resolving Conflicts; 8.1–8.7

LST 1 = LifeSkills Training Level 1 (Green Book)

LST 2 = LifeSkills Training Level 2 (Purple Book)

LST 3 = LifeSkills Training Level 3 (Orange Book)

***Page number listed next to each level book

LifeSkills Curriculum for Grade 8

Health Education Core Idea: Sexual Health (Se)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
5. Healthy Relationships	H6.Se5.8 Develop a plan to communicate and maintain personal boundaries and values.	LST 1— Assertiveness; 14.1–14.12 LST 1— Resolving Conflicts; 15.1–15.6 LST 2— Assertiveness; 8.2–8.10 LST 2— Resolving Conflicts; 9.2–9.8 LST 3— Social Skills 6.1–6.8 LST 3— Assertiveness; 7.2–7.8 LST 3— Resolving Conflicts; 8.1–8.7

LifeSkills Curriculum for Grade 6

Health Education Core Idea: Social Emotional Health (So)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
1. Self-Esteem	H1.So1.6a Describe factors that can influence self-esteem.	LST 1— Self-Image and Self Improvement; 1.3–1.4
	H1.So1.6b Understand how to improve one's self-esteem.	LST 1— Self-Image and Self Improvement; 1.5–1.8
4. Expressing Emotions	H1.So4.6a Explain importance of understanding other perspectives when resolving interpersonal conflicts.	LST 1— Resolving Conflicts; 15.1–15.5 LST 2— Resolving Conflicts; 9.2–9.8 LST 2— Resisting Peer Pressure; 10.3–10.5 LST 3— Resolving Conflicts; 8.1–8.7 LST 3— Resisting Peer Pressure; 9.1–9.5
6. Emotional, Mental and Behavioral Health	H1.So6.6a Identify signs and symptoms of depression and anxiety.	LST 1— Coping with Anxiety; 9.1–9.8 LST 2— Coping with Anxiety; 4.2–4.4

LST 1 = LifeSkills Training Level 1 (Green Book)

LST 2 = LifeSkills Training Level 2 (Purple Book)

LST 3 = LifeSkills Training Level 3 (Orange Book)

***Page number listed next to each level book

LifeSkills Curriculum for Grade 7

Health Education Core Idea: Social Emotional Health (So)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
1. Self-Esteem	H1.So1.7 Explain how self-esteem influences personal health choices.	LST 1—Self-Image and Self Improvement; 1.3–1.4

Health and Physical Education Standards— Grade 6

Health Education Core Idea: Substance Use and Abuse (Su)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
1. Use and Abuse	H1.Su1.6a Explain differences between appropriate use, misuse, abuse of substances.	LST 2— Drug Abuse and Violence; 1.1–1.9 LST 3— Drug Abuse: Causes and Effects; 1.3–1.9
2. Effects	H1.Su2.6 Understand short- and long- term effects of substance abuse on physical and mental health.	LST 1—Smoking: Myths and Realities; 3.5 LST 1—Smoking and Biofeedback; 4.1–4.9 LST 1—Alcohol: Myths and Realities; 5.1–5.3 LST 1—Marijuana: Myths and Realities; 6.5–6.6
3. Prevention	H1.Su3.6 Identify how to use refusal skills to avoid substance use.	LST 1—Assertiveness; 14.1–14.11 LST 2—Assertiveness; 8.2–8.11
	H7.Su3.6 Identify scenarios in which substances may be present and determine strategies to avoid	LST 3—Resisting Peer Pressure; 9.1–9.5
	H8.Su3.6 Promote benefits of abstaining from or	LST 1—Smoking: Myths and Realities; 3.5 LST 1—Smoking and Biofeedback; 4.1–4.9 LST 1—Alcohol: Myths and Realities; 5.1–5.3

LST 1 = LifeSkills Training Level 1 (Green Book)

LST 2 = LifeSkills Training Level 2 (Purple Book)

LST 3 = LifeSkills Training Level 3 (Orange Book)

***Page number listed next to each level book

	discontinuing substance use.	LST 1—Marijuana: Myths and Realities; 6.5–6.6
5. Legal Consequences	H1.Su5.6 Identify legal and illegal substances.	LST 1—Alcohol Myths and Realities; 5.6 LST 1—Marijuana: Myths and Realities; 6.7*** teach what the WA State Law; https://lcb.wa.gov/mj-education/know-the-law

Health and Physical Education Standards—Grade 7

Health Education Core Idea: Substance Use and Abuse (Su)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
1. Use and Abuse	H1.Su1.7 Distinguish between substance use, misuse, abuse, dependency, and addiction	LST 2— Drug Abuse and Violence; 1.1–1.9 LST 3— Drug Abuse; Causes and Effect; 1.2–1.9
	H2.Su1.7 Describe how peers and media influence substance use and abuse.	LST 1— Advertising; 7.1–7.4 LST 2— Media Influences; 3.1–3.8 LST 2— Resisting Peer Pressure; 10.2–10.10 LST 3— Media Influences; 3.1–3.7
2. Effects	H1.Su2.7 Explain short- and long-term effects of substance abuse on dimensions of health.	LST 1— Smoking: Myths and Realities; 3.5 LST 1—Smoking and Biofeedback; 4.1–4.9 LST 1—Alcohol: Myths and Realities; 5.1–5.3 LST 1— Marijuana: Myths and Realities; 6.5–6.6 LST 2— Drug Abuse and Violence; 1.3–1.13
3. Prevention	H7.Su3.7a Demonstrate use of refusal skills to avoid substance use.	LST 1— Assertiveness; 14.1–14.11 LST 2— Resisting Peer Pressure; 10.5–10.9 LST 3— Resisting Peer Pressure; 9.1–9.5

LST 1 = LifeSkills Training Level 1 (Green Book)

LST 2 = LifeSkills Training Level 2 (Purple Book)

LST 3 = LifeSkills Training Level 3 (Orange Book)

***Page number listed next to each level book

Health and Physical Education Standards—Grade 8

Health Education Core Idea: Substance Use and Abuse (Su)

Alignment Map

	Health Education Standards	Alignment to LifeSkills Middle School Curriculum
1. Use and Abuse	H2.Su1.8 Analyze factors that influence substance use and abuse.	LST 2— Drug Abuse and Violence; 1.3–1.9
	H3.Su1.8 Compare and contrast sources of information on substance use.	LST 2— Media Influences; 3.1–3.8
2. Effects	H1.Su2.8 Describe how substance abuse affects dimensions of health.	***Not addressed specifically, but can easily be tied in.
3. Prevention	H7.Su3.8a Apply refusal skills to avoid substance use.	LST 1— Assertiveness; 14.1–14.11 LST 2— Assertiveness; 8.2–8.11

LST 1 = LifeSkills Training Level 1 (Green Book)

LST 2 = LifeSkills Training Level 2 (Purple Book)

LST 3 = LifeSkills Training Level 3 (Orange Book)

***Page number listed next to each level book