

LIFE SKILLS TRAINING - ELEMENTARY - LEVEL2

Life Skills Units	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<p>Unit One Self-Esteem</p>	<p>Describe how social, emotional, and physical health are interrelated. 1:2:b</p> <p>Describe ways to communicate care, consideration, and respect for self and others. 4:1:a</p> <p>Define age-appropriate health-related vocabulary. 4:2:c</p>		
<p>Unit Two Decision-Making</p>	<p>Describe the basic structure and functions of the human body systems. 1:2:a</p> <p>Explore how personal choices can affect one's health. 3:3:a</p> <p>Determine the role of personal responsibility in health-related decision making. 3:3:b</p> <p>Demonstrate age-appropriate behaviors reflective of a healthy lifestyle. 3:3:c</p> <p>Describe behaviors which create bridges and barriers to effective communication. 4:2:b</p>		<p>Gather and sort specific information/sources to make informed decisions. 1:4:c</p>
<p>Unit Three Smoking Information</p>	<p>Determine how appropriate and inappropriate health practices affect self and family. 1:1:c</p>	<p>Describe how scientific investigations create new knowledge. 1:1:a</p>	

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<u>Unit Three: (Continued)</u>	<p>Describe the basic structure and functions of the human body systems. 1:2:a</p> <p>Describe health practices related to the prevention of disease. 1:3:c</p> <p>Examine information to determine causes of major health issues. 5:1:b</p> <p>Explore ways to advocate good health in families, schools, and communities. 5:3:b</p>	<p>Explain how science is both a body of knowledge and an investigation. 1:1:c</p> <p>Engage in various systematic scientific investigations. 1:2:a</p> <p>Identify relationships between structures and functions within an organism. 3:1:a</p> <p>Identify relationships and interactions of living things. 3:3:b</p>	
<u>Unit Four</u> Advertising	<p>Examine the media's impact on personal health decisions and practices. 2:1:b</p>		<p>Describe the influence of non-verbal cues on communication. 3:1:c</p> <p>Describe ways to assess the validity and accuracy of oral and visual information. 3:2:b</p> <p>Examine oral/visual information for usefulness. 3:3:a</p>
<u>Unit Five</u> Dealing With Stress	<p>Describe behaviors which create bridges and barriers to effective communication. 4:2:b</p>		
<u>Unit Six</u> Communication Skills	<p>Explain various communication techniques used when interacting with family, peers, and community. 4:1:b</p>		<p>Describe mental and physical barriers to effective listening and viewing, e.g., personal interest, extraneous sounds. 3:1:a</p>

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<u>Unit Six: (Continued)</u>	<p>Develop effective interpersonal communication skills. 4:1:c</p> <p>Describe healthy ways to express needs, wants, and feelings. 4:2:a</p> <p>Describe behaviors which create bridges and barriers to effective communication. 4:2:b</p> <p>Define age-appropriate health-related vocabulary. 4:2:c</p>		<p>Describe various listening techniques, which can be used in problem-solving and decision-making situations. 3:1:b</p> <p>Describe the basic and/or hidden meaning of various oral and visual messages, e.g., advertisements, electronic media. 3:2:a</p> <p>Describe ways to assess the validity and accuracy of oral and visual information. 3:2:b</p>
<u>Unit Seven</u> Social Skills	<p>Describe situations when professional services are needed for personal health. 2:3:a</p> <p>Explore ways to contact or obtain health services. 2:3:b</p> <p>Describe how social pressure can influence risk-taking behaviors.3:1:b</p>		
<u>Unit Eight</u> Assertivenss	<p>Describe how social pressure can influence risk-taking behaviors.3:1:b</p> <p>Explain various communication techniques used when interacting with family, peers, and community. 4:1:b</p> <p>Differentiate between negative and positive behaviors in conflict situations. 4:3:a</p>		