# Unit 1: Mental, Emotional, Family, and Social Health

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 1**
Length: **9 Weeks**
Status: **Published**

## Unit Overview

In the Mental, Emotional, Family, and Social Health unit, students will learn about the three parts of health, how choosing healthful behaviors protects your health, how choosing risk behaviors can harm your health, and ten life skills that can help you take responsibility for your health. Students will also learn ways to make a healthful relationship, ways to show respect for other people, and ways to communicate in a healthful manner.

## Standards

| | |
|---|---|
| HPE.2.1.4.A.1 | Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. |
| HPE.2.1.4.A.2 | Determine the relationship of personal health practices and behaviors on an individual's body systems. |
| HPE.2.1.4.E.4 | Summarize the causes of stress and explain way s to deal with stressful situations. |
| HPE.2.1.4.E.CS2 | Stress management skills impact an individual's ability to cope with different types of emotional situations. |
| HPE.2.2.4.A.2 | Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. |

## Essential Questions

- How does practicing life skills show self-respect?
- How can you stay in a good mood?
- How can you describe a healthful attitude?
- What are traits to look for in a friend?

## Application of Knowledge and Skills...

## Students will know that...

- Health is the condition of your body, mind, and relationships.

- Healthful behaviors are actions that can improve or protect your health.
- Risk behaviors are actions that can harm your health.

## Students will be skilled at...

- describe ten life skills that can help you take responsibility for your health.
- describe the three parts of health.
- explain how choosing healthful behaviors protects your health.
- identify what makes one special.
- understand how choosing risk behaviors can harm your health.

## Assessments

- Summative: Benchmark Assessment (2.1.2.A.1, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3)
- Diagnostic: Other oral assessments Pre-evalution of student understanding about mental, emotional, family, and social health. (2.1.2.A.1, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3)
- Formative: Other written assessments Write a Letter: Your family has moved to a new city. You left your best friend behind. Write a letter to your friend telling how you feel. Include in your letter ways the two of you can stay in touch. (2.1.2.A.1, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3)

## Activities

Write a Letter: Your family has moved to a new city. You left your best friend behind. Write a letter to your friend telling how you feel. Include in your letter ways the two of you can stay in touch.

Make a Family Timeline: Bring in family photos to show how your family has changed. For each photo, write a caption telling about the picture.

Write a Skit: Work with a partner and write a skit about family guidelines. For each rule you include, determine what might happen if it is broken. Perform the skit for your class.

Adopt a Senior Citizen: Plan a class project to adopt a group of senior citizens. Make cookies or write notes and send them to the group.

Make a Health Behavior Contract: Make a health behavior contract to help you set and meet goals.

Make a Responsible Decisions Foldable: 1. Identify your choices. 2. Evaluate each choice. 3. Identify the

responsible decision. 4. Evaluate your decision.

Make a Resolve Conflicts Foldable: 1. Stay calm. 2. Talk about the conflict. 3. List possible ways to settle the conflict. 4. Agree on a way to settle the conflict.

## Activities to Differentiate Instruction

**General Modification for All Students May Include:**

- Follow the differentiation pattern of:
    - Identification of Objectives
    - Pre-Assessment of student understanding
    - Differentiated Activity
    - Whole-Group Discussion
    - Post-Assessment
    - Flexible Grouping strategies:
        - Readiness Groups – "readiness" refers to a student's grasp of a particular concept or task
        - Student Choice Groups
        - Interest Groups
        - Learning Profile Groups
        - When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include, "facilitator", "materials coordinator", "time keeper", and "task master".
        - Provide student choice for assignments and activities that may appeal to their interests or particular abilities
        - Provide visual and auditory learning supports

**Content Specific Modifications for Special Education Students May Include:**

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments

**Differentiation for ELL's May Include:**

- General modifications may include:
    - Integrate activities into thematic units
    - Trigger student's prior knowledge and experience, which may be different from other students in the class
    - Scaffold complex texts
    - Collaboration with ELL teacher

- Content specific vocabulary important for ELL students to understand include: stress, health, risk behaviors, life skills

**Differentiation to Extend Learning for Gifted Students May Include:**

- Work with a peer to create write out situations that are relevant to third grade students that other students can respond to and formulate decision plans.

When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.

- Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.
- Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
- Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

## Integrated/Cross-Disciplinary Instruction

- Draw a picture of yourself doing something you enjoy.
- Write a rap song that describes how to show respect for others.
- Make a good character hangtag.
- Choose a culture you want to learn about and find out how the people show respect.

## Resources

Health & Wellness Macmillian/McGraw-Hill 2008

www.mmhhealth.com

## 21st Century Skills

| | |
|---|---|
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between |

| | |
|---|---|
| | abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |