

Unit 2: Mental & Emotional Health

Content Area: **Health**
Course(s): **Comprehensive Health**
Time Period: **1 marking period**
Length: **1 Weeks**
Status: **Published**

Unit Overview

Students will be familiarized with the signs of anxiety, depression, and suicide. Techniques for assisting at-risk teens will be discussed. Students will be able to identify resources for help for depression.

Transfer

Students will be able to independently use their learning to...

- make responsible decisions about their mind and bodies to eliminate the chance of health risks in their future.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand...

- different ways to handle conflict
- the relationship between depression and suicide is essential in preventing suicide.
- reliable personal and professional resources are available to assist in the treatment of depression.

Essential Questions

Students will keep considering...

- What is stress and how can an individual deal with stress?
- What are the warning signs of teen depression and suicide?
- What are the resources available to assist teens who are depressed or suicidal?

Application of Knowledge and Skill

Students will know...

Students will know...

- The stressors in teen life
- Coping skills for good mental health
- Depression and suicide warning signs
- Resources for assistance

Students will be skilled at...

Students will be skilled at...

- defining mental health

- demonstrating their knowledge of stress and the skills that are involved in the process of coping with stress
- identifying and classifying stressors and the necessary coping strategies
- explain the impact of dealing with chronic stress
- recognizing and identifying signs of depression and suicide

Academic Vocabulary

Conflict resolution

Stress

Stressor

Perception

Eustress

Distress

Homeostasis

Psychosomatic Response

Chronic Stress

Stress Management Skills

Anxiety

Depression

Suicide

Learning Goal 1

Understand the impact of various life situations on one's mental/emotional health and identify positive ways to cope with them.

- Understand the impact of various life situations on one's mental/emotional health and identify

positive ways to cope with them.

HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
HPE.2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.1.12.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.4.12.B.CS1	The decision to become sexually active affects one's physical, social, and emotional health.

Target 1

Identify positive ways to handle conflict with family, friends, and peers and predict the long term consequences of unresolved conflict.

- Identify positive ways to handle conflict with family, friends, and peers and predict the long term consequences of unresolved conflict.

Target 2

Describe how to manage emotions and express feelings in a healthy way and identify characteristics of people who have good emotional intelligence.

- Describe how to manage emotions and express feelings in a healthy way and identify characteristics of people who have good emotional intelligence.

Target 3

Differentiate between the types of stress, describe how perception influences stress and recognize sources of stress for teenagers.

- Differentiate between the types of stress, describe how perception influences stress and recognize sources of stress for teenagers.

Target 4

Understand how the body reacts to stress and describe strategies for reducing or avoiding stress. Describe the link between stress and illness.

- Understand how the body reacts to stress and describe strategies for reducing or avoiding stress. Describe the link between stress and illness.

Target 5

Identify various types of mental illnesses and disorders and identify the different factors and life experiences that may cause mental illnesses and disorders.

- Identify various types of mental illnesses and disorders and identify the different factors and life experiences that may cause mental illnesses and disorders.

Target 6

Identify risk factors associated with suicide, recognize signs that someone may be at risk of attempting suicide and describe suicide prevention strategies.

- Identify risk factors associated with suicide, recognize signs that someone may be at risk of attempting suicide and describe suicide prevention strategies.

Target 7

Describe how gender is identified and expressed.

HPE.2.1.12.E.CS2

Stress management skills impact an individual's ability to cope with different types of emotional situations.

Summative Assessment

- * Notebooks
- * Quizzes
- * Tests
- * Projects
- * Benchmark

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Formative Assessment and Performance Opportunities

- * Teacher observation
- * Class participation
- * Discussions
- * Homework
- * Notebook

Differentiation/Enrichment

- * Modifications as per IEP/ 504 plans
- * Google classroom resources (powerpoint, guided notes)
- * Small group activities
- * Reteaching opportunities in textbook
- * Directed reading
- * Inclusion strategies in textbook
- * Motivating activities in textbook

Unit Resources

Comprehehnsive Health, 2nd Edition by Goodheart-Wilcox Publishing

Powerpoints

Topic related videos

Related internet resources

Topic Related Worksheets

- Comprehensive Health, 2nd Edition by Goodheart-Wilcox Publishing
- Powerpoints
- Related internet resources
- Topic related videos
- Topic Related Worksheets