03_Unit 3: Emotional Health

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Marking Period**
Length: **2 weeks (10 lessons)**
Status: **Published**

General Overview, Course Description or Course Philosophy

Health will provide students will the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the sixth grade curriculum the students will focus on "Personal Growth, Nutrition, and Development", "Emotional Health", and "Community Health Services and Support."

CONTENT AREA STANDARDS

HE.6-8.2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
HE.6-8.2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
HE.6-8.2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate

	effectively.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- mental/emotional health is the ability to handle the stresses and changes of everyday life in a reasonable way.
- self-concept is the way you view yourself overall.
- self-esteem is how you feel about yourself.
- resilience is the ability to recover from problems or loss.
- emotions are feelings that a person experiences (i.e. love, joy, fear)
- using technology heavily can negatively impact a person's sense of self and decrease their emotional health.
- mental and emotional disorders and/or illnesses can affect a person's thoughts, feelings and behavior.
- positive lifestyle factors can promote good mental health (i.e. sleeping at least eight hours of sleep, eating a well-balanced meal, getting physical activity)
- negative lifestyle factors like using tobacco, alcohol or other drugs an decrease one's mental health.
- stress is the body's response to real or imagined dangers or other life events.
- relaxation, physical activity, talking it out and keeping a positive outlook are all strategies to cope with stress.
- all stress management strategies may be beneficial to an individual's emotional health.
- depending on the stress and on one's personality may impact which stress management strategy works best for each individual.
- family, teachers, and other trusted adults can help during a stressful situations and/or help to find a health care professional that can help.
- negative physical symptoms, strong negative feelings, difficulty thinking clearly, and/or problematic behaviors that last more than two weeks are situations in which it is time to reach out to a trusted adult

Procedural Knowledge

Students will be able to:

Demonstrate an understanding of mental and emotional health and how to promote mental well-being in one's life.

- describe mental and emotional health.
- define self-concept, self-esteem, and resilience.
- describe emotions.
- evaluate the impact of technology on relationships and a person's sense of self
- analyze factors that support positive mental and emotional health
- define stress
- explain situations that may lead to poor mental and emotional health
- explain methods to manage stress
- compare and contrast various stress management strategies
- list individuals, agencies or places that may be of assistance during a stressful situation
- analyze situations to determine the individual or resource that may best help out with the stressful situation

EVIDENCE OF LEARNING

Formative Assessments

Questions that may be addressed but not limited to are:

What is emotional and mental health?

How can I achieve mental well-being in my life?

Other resources:

- observation
- one-on-one conferences
- questioning
- graphic organizers
- anecdotal notes
- self-assessments

- exit tickets

Summative Assessments

Questions that may be addressed but not limited to are:

What is emotional and mental health?

How can I achieve mental well-being in my life?

Other resources:

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Health Textbook - Bronson, Mary H. et al. *teen health.* Columbus: McGraw-Hill Education; 2014.

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - categorizing

Visual and Performing Arts - debate, presentations

Science - biology (genetics - mental/emotional health)

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.