

# Unit 2 Mental and Emotional Health

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Marking Period**  
Length: **8 Blocks**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

The Kinnelon School District Grade 11 Health Education Curriculum was designed with the goal of helping students to attain Health Literacy as they move forward through the complexities of the 21st century. “Healthy students are learners who are knowledgeable, productive, emotionally healthy, motivated, socially engaged and ready for the world beyond their own borders. As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness” (NJSLs; CHPE; ASCD 2004).

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

### Enduring Understandings

#### **Disciplinary Concepts and Core Ideas for Emotional Health (2020 NJSLs - Comprehensive HPE Introduction).**

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

- Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.
- Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Objective 1. For students to brainstorm reasons why mental health issues can become critical for many during their

Junior year, and to research and discuss methods of support and assistance that are available to all students within the Kinnelon community.

Objective 2. For students to research and discuss a variety of self-management skills that can aid in coping

with

different types of mental, emotional and academic stressors.

Objective 3. For students to research and discuss the impact that regular, sustained cardiovascular exercise has on emotional and mental health as well as improved academic performance.

Objective 4. For students to understand that self-esteem can greatly affect mental health and is directly related to one's overall sense of wellness.

Objective 5. For students to understand that nutrition and hydration can have a consequential impact on mental clarity, emotional health and academic success.

Objective 6. For students to understand that during stressful life events self-medicating, by using illicit substances, is

harmful and can have a lasting impact on mental and emotional, as well as physical health.

Objective 7. For students to understand that stress, both positive and negative, is a normal part of life and that developing healthy strategies to manage stress will have enduring and lifelong implications.

## **CONTENT AREA STANDARDS**

---

HE.9-12.2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
HE.9-12.2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
HE.9-12.2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
HE.9-12.2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
HE.9-12.2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
HE.9-12.2.3.12.HCDM.6	Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).  Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.  Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Mental health conditions affect individuals, family members, and communities.

The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

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

---

### **STUDENT LEARNING TARGETS**

---

#### **Declarative Knowledge**

---

Students will understand:

- Mental illnesses can be caused by a spectrum of factors
- Emotional health encompasses, views, feelings, and expressions about oneself and includes a person's mental, psychological and social well-being.
- Emotionally healthy people consciously develop positive coping mechanisms.
- Self-esteem has a direct impact on emotional well-being and daily functional ability.
- There are both positive and negative strategies and choices one can use when dealing with stressors.

#### **Procedural Knowledge**

---

Students will be able to:

- Research, define and discuss factors that can contribute to mental illness
- Research, define, discuss and make a personal plan identifying positive coping methods and strategies to work through life challenges.
- Identify practices and strategies that lead to a healthy life style, attend to one's mental health, and foster a healthy social and emotional life.

### **EVIDENCE OF LEARNING**

---

#### **Formative Assessments**

---

## **Summative Assessments**

---

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

## **INTERDISCIPLINARY CONNECTIONS**

---

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.