

03_Unit 3: Emotional Health

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Full Year**
Length: **On-going**
Status: **Published**

General Overview, Course Description or Course Philosophy

Health 4

Health will provide students with 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 fourth grade curriculum the students will focus on "Health Conditions, Diseases, and Medicine", "Emotional Health", "Personal Safety", and "Alcohol, Tobacco and Other Drugs".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit Summary:

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.

Essential Question(s):

- How does my mental health impact my overall well-being?

Enduring Understanding(s):

- Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

- Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

CONTENT AREA STANDARDS

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| HE.3-5.2.1.5.EH.1 | Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. |
| HE.3-5.2.1.5.EH.2 | Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. |
| HE.3-5.2.1.5.EH.3 | Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). |
| HE.3-5.2.1.5.EH.4 | Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. |

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

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| LA.RF.4.3 | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |
| LA.RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. |
| LA.RF.4.4.A | Read grade-level text with purpose and understanding. |
| LA.RF.4.4.B | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. |
| LA.RI.4.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. |
| WRK.K-12.P.1 | Act as a responsible and contributing community members and employee. |
| WRK.K-12.P.4 | Demonstrate creativity and innovation. |
| WRK.K-12.P.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| WRK.K-12.P.9 | Work productively in teams while using cultural/global competence. |
| TECH.K-12.P.1 | Act as a responsible and contributing community members and employee. |
| TECH.K-12.P.4 | Demonstrate creativity and innovation. |
| TECH.K-12.P.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |

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).
- Emotions may impact your overall well-being.
- Stress is the body's response to real or imagined dangers or other life events.
- 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)
- 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.
- One's feelings and thoughts lead to healthy and unhealthy behaviors (e.g. studying, going to school, spending time with friends).

Procedural Knowledge

Students will be able to:

- Describe mental and emotional health.
- Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- Define self-concept, self-esteem, and resilience.
- Describe emotions.
- Define stress
- Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness)
- Identify factors that support positive mental and emotional health.
- Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- Explain situations that may lead to poor mental and emotional health.
- Explain methods to manage stress.

- Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

EVIDENCE OF LEARNING

Formative Assessments

For this unit, formative assessments can/will include:

- observation
- one-on-one
- questioning
- graphic organizers/worksheet
- anecdotal notes

Summative Assessments

For this unit, summative assessments can/will include:

- graphic organizers/worksheet
- homework
- tests/quizzes
- culminating alternative activity

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

<https://fit.sanfordhealth.org/>

<https://www.aafp.org/home.html>

<https://www.cdc.gov/>

<https://kidshealth.org/>

Number the Stars, by: Lois Lowry

Tiger Rising, by: Kate DiCamillo

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, reading and comprehension

Technology/Multi-Media - Audio/visual media analysis

Visual and Performing Arts - debate

Social Studies - Civics, Community

Science - Environment and Life

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.