**Common Core Brand Unit Plan**

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| **Developed By: Olivia Petersen****Name of Collaborative:** **Curriculum Area: Health****Unit Title: Achieving Mental and Emotional Health, Managing Stress, Mental and Emotional Problems (Ch. 3-5)** **Time Frame: 1.5 weeks** |
| **Desired Results** |
| **Content Standards** |
| HPS1: **P.S.1 Students will comprehend concepts related to health promotion and disease prevention****Element:** H.S.1.aPredict how health behaviors can affect health status.**HPS1: P.S.3 Students will demonstrate the ability to access valid health-enhancing behaviors and avoid or reduce health risks** |
| **Content:** *Students will know…* | **Skills :** *Students will be able to…* |
| Developing your self-esteem, developing personal identity and character, express emotions in healthful ways, understanding/managing stress, coping with loss, dealing with anxiety, mental disorders, suicide prevention, getting help | Evaluate self-esteem, Understand personal identity, Express emotions in healthy ways, Understand and Manage stress effectively, Cope with loss, Deal with Anxiety/Depression, Know how to get help, Understand suicide prevention, Make responsible decisions |
| **Essential Vocabulary: mental/emotional health, resilient, self-esteem, competence, hierarchy of needs, self-actualization, personal identity, role model, personality, character, integrity, constructive criticism, emotions, hormones, hostility, empathy, defense mechanisms, perception, stressor, psychosomatic response, chronic stress, relaxation response, stages of grief, closure, coping mourning, traumatic event, anxiety, depression, apathy, mental disorder, conduct disorder, alienation, suicide, psychotherapy, behavior therapy, cognitive therapy, family therapy, group therapy, drug therapy** |
| **Essential or Guiding Questions:** *\*Why is it important to know how mental and emotional health helps you function effectively each day?**\*Explain how a person can improve their self-esteem and your overall mental and emotional health.**\*What are some healthy ways you can reach your highest potential?**\*Why is it important to know how to identify who you are?**\*How can you recognize and acknowledge your emotions and how can that lead to good mental/emotional health?**\*Explain the importance of knowing how to evaluate your own stress**\*Identify 3 ways on how to deal with stress.**\*What are the stages of grief?**\*Explain how someone can cope with anxiety and depression.**\*List 4 types of mental/emotional disorders**\*What are some warning signs/myths of suicide?* |
| **Assessment Evidence** |
| **Common Pre-Test** | Evaluating Self-Esteem |
| **Formative Assessments** | Coat of Arms, Mosaics, Computer Lab Assignment on Hospice, Review Defense Mechanisms with BINGO, Anxiety/Mental Disorders Assignment in Computer Lab |
| **Common Mid-Unit Assessment** | Ch. 3-5 Section Quizzes |
| **Common “Almost There” Assessment** | Ch. 3-5 Study Cornell Notes  |
| **Remediation Plan (What will you do between the Almost There and the**  | Based on quiz outcome, students will be allowed to collaborate to correct responses. Re-test if needed |
| **Common Summative Assessment** | Ch. 3- 5 Tests |

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| **Common Core Elements** |
| **Reading Element****(Literary and Informational Text)** | The students will compare and contrast Maslow’s Hierarchy of Needs, Understand different types of EmotionsHow to deal with Stress/Coping with lossDifferent types of mental/emotional disorders |
| **Writing Element** | Suicide Prevention |
| **Speaking Element****(Discussion/Debate****Presentations)** | Discussions of topics of the unit itself. |
| **Listening/Viewing Elements** | \*Maslow’s Hierarchy of Needs Power Point\*Text Information of Mental/Emotional Disorders |
| **Performance-Based Tasks** | Peer evaluation Participation in discussion based questioningAnalysis of video |

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| **Learning Plan** |
| **Pacing Guide****(weekly or daily)** | Lesson 1-4 Ch. 3 (2 -3 days)Lesson 1-3 Ch. 4 (2-3 days)Lesson 1-4 Ch. 5 (2-3 days)Evaluation: 1 day for Ch. 3-5 Test |
| **Learning Activities/Engagement** | 1. Peer collaboration: for writing assignments
2. Graphic organizers: GIST
3. Evaluating information: Maslow’s Hierarchy of Needs, Mosaics
4. Developing broader awareness: videos/ articles
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| **Differentiation****(Please address how you will differentiate to meet remedial, on-level and gifted students)** | Graphic organizers/ peer tutoring/ small group/ modified assessments/ extra time. |
| **Materials/Resources** | Text book/ Power Point/ LCD projector/ Intranet/ Computers/colored pencils, drawing paper, graphic organizer templates |