

Course: *Health IV*
Unit #: *1- Emotional and Mental Health*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- 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.
- 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.
- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
- 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).

- **Career Readiness, Life Literacies, and Key Skills NJSLs**

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- **Interdisciplinary Content Standards**
 - 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
 - 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
 - 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement)
 - 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
 - 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction

shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

Health Curriculum to include Instruction on Mental Health (NJSA 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1).

Grief Instruction (18A:35-1a-d)

The instruction shall include, at a minimum, information on: (1) the physical, emotional, and behavioral symptoms of grief; (2) coping mechanisms and techniques for handling grief and loss; and (3) resources available to students, including in-school support, mental health crisis support, and individual and group therapy.

Suicide Prevention (NJSA 18A:6-111) Requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public-school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to utilize strategies in order to live a healthy emotional and mental lifestyle.

As aligned with LRHSD Long Term Learning Goal(s):

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to

- foster positive social influence as an educated, contributing citizen.
- use problem solving skills to solve “real world” health and well-being situations.
- make responsible life decisions that contribute to their wellness.
- communicate effectively as part of a peer group.

- live a healthy lifestyle through physical activity.
- analyze and evaluate health and safety situations.
- self-assess their personal decisions to improve wellness.

Enduring Understandings

Students will understand that. . .

EU 1

- to achieve optimal health, one must have good mental/emotional, social, and physical health.

EU 2

- using stress management techniques will improve one's total health and prevent destructive decisions (self harm/suicide).

EU 3

- mental, emotional, and behavior disorders are commonly diagnosed in the community.

Essential Questions

EU 1

- How do the components of health affect our day to day life style?
- How can one practice healthy mental/emotional strategies?
- What does it mean to be mentally healthy?
- What are the physical, emotional, and behavioral symptoms of grief?

EU 2

- What healthy stress management techniques do you use on a daily basis and how do they affect your mental health?
- How can stress affect our emotional health and decision making?
- Can stress have both a positive and negative affect on your life?

EU 3

- Why is it important to discuss the different types of mental disorders?
- How can misdiagnosing of symptoms affect prompt necessary treatment for a mental disorder?
- Where are local resources for people to use who suffer from these disorders?

	<ul style="list-style-type: none"> • What local resources are available for mental health disorders/wellness?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • strategies and techniques to achieve optimal health. (2.1.12.PGD.1) • the components of wellness and how to relate to one's own health. (2.1.12.PGD.2) • ways emotional and mental wellness can affect optimal health. (2.1.12.PGD.1) • coping mechanisms and techniques for handling grief and loss. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • stress management techniques. (2.1.12.EH.3) • how stress affects overall health. (2.1.12.PGD.1) • the cause of stress. (2.1.12.EH.2) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • the different types of mental disorders. (2.1.12.EH.3) • common symptoms of mental disorders. (2.1.12.PGD.2) • local resources for people to use who suffer from these disorders. (2.1.12.PGD.2) 	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • create strategies and techniques to achieve optimal health. (2.1.12.PGD.1) • list the components of wellness and relate them to one's own health. (2.1.12.PGD.2) • develop healthy emotional and mental habits. (2.1.12.PGD.1) • Identify and list resources available to students, including in-school support, mental health crisis support, and individual and group therapy. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • apply stress management techniques to stressors. (2.1.12.EH.3) • describe how stress affects overall health. (2.1.12.PGD.1) • distinguish stressors and triggers to stress. (2.1.12.EH.2) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • list and discuss different types of mental disorders. (2.1.12.EH.3) • identify common symptoms of mental disorders. (2.1.12.PGD.2) • locate local resources for people to use who suffer from these disorders. (2.1.12.PGD.2)

Stage Two - Assessment

Recommended Performance Tasks:

Other Evidence:

- Formal tests/quizzes
- Current Event articles
- Guest speaker summaries
- Notebook/portfolio checks
- Project-based assessments
- Role playing
- Essays

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Students will reflect on personal stressors and discuss how they have handled them in past experiences. **(A EU1)**
- Students will use WebQuest to research different types of mental disorders. **(A, EU 3)**
- Teacher led discussion on the different types of stress and stressors. **(A, EU 2)**
- **Teacher led discussion on the six influences on health to determine how each can have a positive or negative effect on a person's overall well-being. (A,M, EU 1)**
- Students will research local resources in which they can receive stress management techniques in the local community. **(A, M EU 2)**
- Analyze the positive and negative health messages delivered through media and technology to see their impact on an individual. **(M, EU 1, EU 2)**
- **Debate mental disorders and the importance of making more people aware of the symptoms. (M, EU3)**
- **Design a stress management plan. (M,T, EU 2)**
- **Students will create a daily routine to achieve optimal health. (T, EU 1)**
- Create brochures about the different mental disorders. **(T, EU 3)**
- Student led discussion and examples of daily stressors that their generation faces. **(M, EU 1)**
- Create a poster of ways stress can have a positive or negative impact on their life. **(T, EU 2)**
- Create a slide presentation highlighting cultural differences and similarities on dealing with [grief and loss](#).
- Design a "bucket list" of lifetime goals the student would like to achieve in the course of their life.

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Emotional and Mental Health	25
2	Reproductive Health	17
3	Social and Sexual Health	25

Instructional Materials

Chromebooks
Projector
Projector Speaker
Journals/Notebooks
McGraw Hill "Glencoe Health" Textbooks
The goodheart-Willcox Company, Inc. "Comprehensive Health" Textbook
Teachers Toolbox School Health Education from SHAPE America

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.