

Mind & Body Wellness (SEM) Curriculum updated Summer 2026

Mind & Body Wellness (SEM)

Black Horse Pike Regional School District Physical Education Curriculum

COURSE SYLLABUS

Overall Course Description:

Mind & Body Wellness is a semester elective designed to improve students' mental health, emotional intelligence, and stress management. Students will learn practical strategies including mindfulness, journaling, and physical wellness activities to support their well-being and resilience. The class emphasizes suicide prevention, stigma reduction, and mental health awareness, preparing students to maintain their own health and to support others in need.

Students will be exposed to exploring and practicing strategies to respond to stressors in daily life. They will develop a personal health care plan that supports mental, social, and emotional well-being. Students will develop an action plan to assist individuals with sadness, anxiety, stress, trauma, or depression. Students will analyze health services that address suicide prevention. Students will discuss the emotional and social impact of mental health illness on families and communities.

Units	Timeframe	Focus Standards:	
<u>Unit 1:</u> Wellness, Emotional intelligence & Mental Health Disorders	Approximately 9 weeks	Community Health Services & Support: 2.1.12.CHSS.1. 2.1.12.CHSS.2 2.1.12.CHSS.5 2.1.12.CHSS.6 2.1.12.CHSS.7 2.1.12.CHSS.9 Emotional Health: 2.1.12.EH.1 2.1.12.EH.3 2.1.12.EH.4 Lifelong Fitness: 2.2.12.LF.4 2.2.12.LF.5	English Language Arts: SL.PI.11–12.4 W.RW.11–12.7 21st Century Skills, Technology, Career Education: 9.3.12.ED.1 9.4.12.CI.3 9.2.5.CAP.3 9.2.5.CAP.4

		Nutrition: 2.2.12.N.3 Personal Growth & Development: 2.1.12.PGD.1 2.1.12.PGD.2 Physical Fitness: 2.2.12.PF.1 2.2.12.PF.2 Health Conditions, Diseases and Medicines: 2.3.12.HCDM.6 Personal Safety: 2.3.12.PS.8	
<u>Unit 2:</u> Digital Wellness, Mental Health Campaign Physical and Mental Health Connections	Approximately 9 weeks	Community Health Services & Support: 2.1.12.CHSS.1 2.1.12.CHSS.5 2.1.12.CHSS.6 2.1.12.CHSS.7 2.1.12.CHSS.9 Emotional Health: 2.1.12.EH.1 2.1.12.EH.3 2.1.12.EH.4 Lifelong Fitness: 2.2.12.LF.2 2.2.12.LF.4 2.2.12.LF.5	English Language Arts: SL.PI.11–12.4 21st Century Skills, Technology, Career Education: 9.3.12.ED.1 9.4.12.CI.3 9.2.5.CAP.3 9.2.5.CAP.4

		Nutrition: 2.2.12.N.2 2.2.12.N.3 Personal Growth & Development: 2.1.12.PGD.1 2.1.12.PGD.2 Physical Fitness: 2.2.12.PF.1 2.2.12.PF.2 Health Conditions, Diseases and Medicines: 2.3.12.HCDM.6 Personal Safety: 2.3.12.PS.8	
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Grading Scale: Tests/Quizzes 20% Projects 20% Mindful Practices Participation 20% Classwork Assignments/Participation 40%
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Unit 1:	
Timeframe	9 weeks
Unit 1 Overview	<p>This unit introduces students to the foundations of mental health and explores common mental health conditions that affect adolescents and adults. Students will examine how mental health exists on a continuum, learn about factors that influence well-being, develop healthy coping strategies, and gain an introductory understanding of several mental health conditions. The unit emphasizes empathy, stigma reduction, help-seeking behaviors, and the importance of professional support and treatment.</p> <p>Assessment will engage students in their written and verbal knowledge of the basics in mind and body wellness. These assessments will be used to make sure the students are able to properly participate in discussion and activities using positive language in all interactions. Students will also be assessed while having the freedom to choose topics they are interested in to learn at a deeper level.</p>
Essential Questions	<ul style="list-style-type: none"> • What is mental health and how does it affect daily life? • How do biological, psychological, and social factors influence mental well-being? • How can we recognize and manage stress in healthy ways? • How do our emotions affect our choices and relationships? • What are common mental health conditions and how can they impact individuals? • How can people promote positive mental health and resilience? • How can we support ourselves and others while respecting boundaries and encouraging professional help? • How can empathy strengthen our connections with others?
Assessment	<p>MAJOR ASSESSMENTS:</p> <ul style="list-style-type: none"> • Mental Health Research Project <ul style="list-style-type: none"> ◦ Students will research a Mental Health Disorder of their choosing and create an informational presentation. Students will be graded with the following rubric. ◦ Mental Health Project Grading Rubric • Community Based Project <ul style="list-style-type: none"> ◦ Students will create a school-wide initiative campaign to provide actionable coping techniques for a specific mental health challenge that may affect high school students. 2.1.12.CHSS.2, 2.1.12.EH.4, 2.1.12.PGD.1 • Personalized Mental Wellness Plan <p>Students will develop a personalized mental wellness plan based on individual needs and goals. Students will maintain a “toolbox” in which they will write down their results from the different coping techniques practiced throughout the class. The toolbox will then be summarized quarterly to create a lifelong tool. 2.1.12.CHSS.1, 2.1.12.EH.1, 2.1.12.EH.3</p> <p>MINOR ASSESSMENTS:</p> <ul style="list-style-type: none"> • Written Assessments

	<ul style="list-style-type: none"> ○ <i>Written exams on the classroom material (i.e. vocabulary, wellness principles, mental health disorders and challenges, etc.). Exams will consist of multiple choice, short answer, and essay questions where students will need to explain their thought process on the concepts of mind and body wellness. 2.1.12.EH.1, 2.1.12.EH.2, 2.3.12.HCDM.6</i> <p>PREPARATION/PROGRESS/PARTICIPATION:</p> <ul style="list-style-type: none"> ● <i>Mental Wellness Exercises Assessment</i> <ul style="list-style-type: none"> ○ <i>Students will be assessed on their ability to actively participate in various mind and body wellness exercises that aim to reduce stress and improve overall health. 2.1.12.EH.3, 2.1.12.EH.4</i>
<p>Learning Targets/Goals/Outcomes</p>	<ul style="list-style-type: none"> ● <i>Students will understand the connection between mental, emotional, and physical health. During the course, students will be able to define mental health and explain its role in overall wellness.</i> <ul style="list-style-type: none"> ○ 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. ○ 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. ● <i>Students will spend time in the classroom learning common sources of stress and anxiety. Students will understand that the benefits of a Mind and Body Wellness class are lifelong benefits that need to be practiced on a regular basis as they age. Students will be able to practice techniques that reduce stress and improve emotional balance. Students will also be encouraged to bring this information and knowledge to those around them to create an environment and community of lifelong mental health enthusiasts.</i> <ul style="list-style-type: none"> ○ 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit. ○ 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). ○ 2.1.12.CHSS.6: Evaluate the validity of health information, resources, and services in school, home, and in the community. ○ 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). ○ 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. ○ 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). ● <i>A positive classroom culture will be created through the bond of working through a mind and body wellness program, allowing the students to be honest about their mental health journeys and reduce stigma surrounding mental illness through education, empathy, and respectful communication. Students will be able to identify when and how to seek professional help or community mental health resources.</i> <ul style="list-style-type: none"> ○ 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimensions of health).

	<ul style="list-style-type: none"> ○ 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. ○ 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, teamwork, building trust, experiencing something new) ● <i>Students will be able to explain the impact of sleep, nutrition, exercise, and social support on overall wellness, specifically mental health.</i> <ul style="list-style-type: none"> ○ 2.1.12.PGD.1: <i>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.</i> ○ 2.2.12.N.3: <i>Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.</i> ● <i>Students will identify common mental health disorders and stress-related conditions as well as recognize signs, symptoms, and risk factors associated with mental health challenges.</i> <ul style="list-style-type: none"> ○ 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. ○ 2.3.12.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). ○ 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). 		
Vocabulary	Tier 2 Discipline-specific vocabulary used throughout the unit: <i>Mindfulness</i> <i>Awareness</i> <i>Focus</i> <i>Relaxation</i> <i>Reflection</i> <i>Resilience</i> <i>Self-esteem</i> <i>Confidence</i> <i>Motivation</i> <i>Emotional regulation</i> <i>Gratitude</i> <i>Compassion</i> <i>Optimism</i> <i>Balance</i> <i>Wellness</i> <i>Stress management</i>	Tier 3 Content-specific vocabulary students may learn throughout the unit: <i>Meditation</i> <i>Visualization</i> <i>Progressive muscle relaxation</i> <i>Mindful movement</i> <i>Grounding</i> <i>Body Scan</i> <i>Anxiety</i> <i>Stress Disorder</i> <i>Self-awareness</i> <i>Centering</i> <i>Mental illness</i> <i>Mental disorder</i> <i>Risk factors</i> <i>Protective factors</i> <i>Depression</i> <i>Trauma related disorders</i>	As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.

Tier 1 Strategies to benefit all learners	<ol style="list-style-type: none"> 1. Clear, direct teaching of skills and concepts. 2. Using "think-aloud" techniques to show thought processes during instruction. 3. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 4. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 5. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 6. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 7. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 8. Providing timely and constructive feedback on student work. 9. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 10. Using graphic organizers to help students plan and structure their projects 11. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 12. Using word walls, flashcards, and vocabulary games to reinforce new words. 13. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 14. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 15. Building a classroom culture that encourages risk-taking, collaboration, and respect. 16. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 17. Incorporating digital literacy skills into the curriculum. 18. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.
Instructional Strategies & Resources	<p>Unit Resources include:</p> <ul style="list-style-type: none"> - Collaboration with Mental Health Counselor, Student Assistance Coordinator and Transitional Coach - Articles and Video resources including but not limited to: <ul style="list-style-type: none"> - https://www.nimh.nih.gov/ - https://www.2ndfloor.org/ - https://www.centerffs.org/our-services/community-connections/nj4s-student-support-services - https://www.who.int/news-room/fact-sheets/detail/mental-disorders - https://www.youtube.com/ - https://www.mindful.org/ <p>Lesson Specific Activities and Assignments</p> <ul style="list-style-type: none"> - Students will maintain a "toolbox" throughout the semester tracking strategies to maintain one's mental health. The toolbox will keep a list of the exercises that the student has participated in during class and the success of each strategy. <p>2.1.12.CHSS.1, 2.1.12.EH.1, 2.1.12.EH.3</p>

	<ul style="list-style-type: none"> - My Mental Health Toolbox - Students will maintain a mental health journal where they can journal about any topics affecting their mental health, create gratitude lists, or journal to a prompt. The journal will run the entire duration of the class. 2.1.12.CHSS.1, 2.1.12.EH.1 <ul style="list-style-type: none"> - Mindfulness: Gratitude List/ Journal Project - Students will contribute to class discussions and think-pair-shares to generate ideas and topics to initiate positive change in mind and body wellness. 2.1.12.EH.4, 2.3.12.HCDM.6 - Students will be actively engaged in lectures and discussion to analyze the importance of taking care of one's mental health. 2.1.12.CHSS.1, 2.1.12.EH.1 - Students will be monitored by the teacher during all mental health strategies, and the teacher will provide appropriate feedback to ensure that all students are maximizing their potential while maintaining a safe and inviting classroom environment. 2.1.12.EH.1, 2.1.12.PGD.1, 2.1.12.CHSS.9 -
Standards	<p>Community Health Services & Support:</p> <ul style="list-style-type: none"> ● 2.1.12.CHSS.1 – Analyze opportunities at home, in school, and in the community to support mental health. ● 2.1.12.CHSS.5 – Analyze health products and services including suicide prevention and life skills training. ● 2.1.12.CHSS.6 - Evaluate the validity of health information, resources, services, in school, home and in the community. ● 2.1.12.CHSS.7 - Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). ● 2.1.12.CHSS.9 – Develop an action plan to assist individuals with sadness, anxiety, stress, trauma, or depression. <p>Emotional Health:</p> <ul style="list-style-type: none"> ● 2.1.12.EH.1 - Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. ● 2.1.12.EH.3 – Describe strategies to appropriately respond to stressors in a variety of situations. ● 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). <p>Lifelong Fitness:</p> <ul style="list-style-type: none"> ● 2.2.12.LF.2 - Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. ● 2.2.12.LF.4 - Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. ● 2.2.12.LF.5 - Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

	<p>Nutrition:</p> <ul style="list-style-type: none"> • 2.2.12.N.2 - Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3 - Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. <p>Personal Growth & Development</p> <ul style="list-style-type: none"> • 2.1.12.PGD.1 - Develop a health care plan that supports mental, social, and emotional well-being. • 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. <p>Physical Fitness:</p> <ul style="list-style-type: none"> • 2.2.12.PF.1 - Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2 - Respect and appreciate all levels of ability and encourage with care during all physical activities. <p>Health Conditions, Diseases and Medicines:</p> <ul style="list-style-type: none"> • 2.3.12.HCDM.6 - Discuss the emotional and social impact of mental health illness on families and communities. <p>Personal Safety:</p> <ul style="list-style-type: none"> • 2.3.12.PS.8 - Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
<p>Interdisciplinary Connections & Standards</p>	<p>English Language Arts:</p> <ul style="list-style-type: none"> • SL.PI.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. <ul style="list-style-type: none"> ◦ When discussing and creating our mental health plans, students will need to be able to explain their reasoning behind their selections by providing supporting details about various strategies. • W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. <p>Students will maintain a mental health journal where they can journal about any topics affecting their mental health, create gratitude lists, or journal to a prompt.</p> <p>21st Century Skills, Technology, Career Education:</p> <ul style="list-style-type: none"> • 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

	<ul style="list-style-type: none"> ○ Students will create a mental health advocacy project that identifies a mental health challenge in their school (e.g., exam stress or digital burnout) and create a school-wide initiative campaign to provide actionable coping techniques. ● 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition <ul style="list-style-type: none"> ○ As students progress through the semester, they will track their mental health progression in a toolbox and will look at ways that they can improve themselves and their overall health to increase the likelihood that they maintain a healthy and safe lifestyle from now through adulthood. ● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations <ul style="list-style-type: none"> ○ Throughout the course, the students will gain an understanding of basic mental health issues. They will begin to learn how this knowledge can be used in the future to gain a certification as a mental health advocate, psychologist, psychiatrist, counselor, etc ● 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements <ul style="list-style-type: none"> ○ Throughout the course, the students will gain an understanding of basic mental health issues. They will begin to learn how this knowledge can be used in the future to gain a certification as a mental health advocate, psychologist, psychiatrist, counselor, etc
Accommodations & Modifications	<p>Instructional Activities:</p> <ol style="list-style-type: none"> 1. Build background knowledge and comfortability of content and vocabulary before participating into the mental wellness exercises. 2. Provide oral and written instructions. 3. Incorporate multimedia/audio visual representation (YouTube, how-to videos, etc.) to build understanding. 4. Provide guided notes and/or copies of notes. 5. Provide guiding questions to complete during and/or after class lectures or discussions to ensure the understanding of main ideas 6. Repeat and clarify directions when needed <p>Gifted and Talented:</p> <ol style="list-style-type: none"> 1. Allow students more input and ownership of their activities and topics of discussions. 2. Allow students time to meet with school-based health counselors for those who need more individualized attention. 3. Provide supplementary or lengthier texts with higher-level questions 4. Provide enrichment activities 5. Use inquiry-based practices and allow student opportunities to conduct additional research 6. Provide assessment or assignment choices that require more detail and deeper understanding 7. Provide assessment choices that require more detail and deeper understanding

Assessments:

1. Provide study guides and support outside of class time to review before assessments (after school or common time).
2. Include word banks.
3. Bold, highlight, or underline instructions.
4. Review, repeat, and clarify directions.
5. Chunk sections of assessment and/or reduce the quantity of sections.
6. Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
7. Allow use of notes on assessments.
8. Allow for partial credit.
9. Allow for extra time when needed. Offer options for completion during common time or after school.
10. Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.

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Unit 2:

Timeframe	9 weeks
Unit 2 Overview	<p>This unit is designed to explore and apply practical wellness strategies that support physical, mental, emotional, and social well-being. Through self-reflection, goal setting, skill-building activities, and real-life applications, students develop healthy habits that can enhance their overall quality of life. Students will learn how wellness practices influence daily functioning and create a personalized wellness plan that promotes balance and resilience.</p> <p>Students will have agency to create wellness programs that will coincide with their understanding of mind and body wellness ideas. They will create personal goals to coincide with this knowledge, which will help them build healthy strategies to maintain mental health over a lifetime.</p> <p>Students will be assessed by engaging them in their written and verbal knowledge of mental health strategies. They will also be assessed on how they take that knowledge and create their own plans that will benefit their short-term and long-term goals for a healthy lifestyle. These assessments will be used to make sure students leave the class with an understanding of what it takes to improve and maintain overall mind and body wellness.</p>
Essential Questions	<ul style="list-style-type: none">• How can wellness practices contribute to a fulfilling life?• How can individuals develop and use different mental health strategies to support their well-being throughout life?• How do lifestyle choices impact physical and mental performance?• How can we create healthy digital habits?• In what ways can mindfulness improve overall well-being?• How can paying attention to my body help me make healthier choices?• What wellness practices are most effective for different individuals?• How can I create sustainable routines that support my mental and physical health?• How can nutrition impact energy, mood, and overall health?• How can exercise help manage stress and improve emotional well-being?• How can individuals develop healthy sleep habits that support lifelong wellness?
Assessment	<p>MAJOR ASSESSMENTS:</p> <ul style="list-style-type: none">• Personalized Mental Wellness Plan<ul style="list-style-type: none">◦ Students will develop a personalized mental wellness plan based on individual needs and goals. Students will maintain a “toolbox” in which they will write down their results from the different coping techniques practiced throughout the class. The toolbox will then be summarized quarterly to create a lifelong tool. 2.1.12.CHSS.1, 2.1.12.EH.1, 2.1.12.EH.3• Community Based Project<ul style="list-style-type: none">◦ Students will create a school-wide initiative campaign to provide actionable coping techniques for a specific mental

	<p>health challenge that may affect high school students. 2.1.12.CHSS.2, 2.1.12.EH.4, 2.1.12.PGD.1</p> <ul style="list-style-type: none"> ● Written Assessments <ul style="list-style-type: none"> ○ Written exams on the classroom material (i.e. vocabulary, wellness principles, mental health disorders and challenges, etc.). Exams will consist of multiple choice, short answer, and essay questions where students will need to explain their thought process on the concepts of mind and body wellness. 2.1.12.EH.1, 2.1.12.EH.2, 2.3.12.HCDM.6 <p>MINOR ASSESSMENTS:</p> <ul style="list-style-type: none"> ● Written Assessments <ul style="list-style-type: none"> ○ Written exams on the classroom material (i.e. vocabulary, wellness principles, mental health disorders and challenges, etc.). Exams will consist of multiple choice, short answer, and essay questions where students will need to explain their thought process on the concepts of mind and body wellness. 2.1.12.EH.1, 2.1.12.EH.2, 2.3.12.HCDM.6 <p>PREPARATION/PROGRESS/PARTICIPATION:</p> <ul style="list-style-type: none"> ● Mental Wellness Exercises Assessment <ul style="list-style-type: none"> ○ Students will be assessed on their ability to actively participate in various mind and body wellness exercises that aim to reduce stress and improve overall health. 2.1.12.EH.3, 2.1.12.EH.4
<p>Learning Targets</p>	<ul style="list-style-type: none"> ● Students will understand the positive health benefits to their physical, mental, and emotional state that is a result of taking part in a mind and body wellness program. Students will examine the short-term benefits of improving one's mental health as well as the long-term benefits of including mental wellness exercises on a daily basis. <ul style="list-style-type: none"> ○ 2.2.1.12.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. ○ 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, and emotional fitness through one's lifetime. ● Students will create personal goals based on their current fitness level/sport and perform strength and conditioning routines to achieve those goals during the course of the semester. During the course of the class, students will be paired up and/or placed in groups for workouts where cooperation, teamwork, and encouragement will be needed to complete the workout and achieve the desired result. Through this, students will gain an appreciation for the efforts of others and build camaraderie amongst classmates. <ul style="list-style-type: none"> ○ 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. ○ 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. ○ 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. ● A positive classroom culture will be created through the bond of working towards mental health goals, allowing the students

	<p>to be honest about their journeys and establish them as lifelong advocates of mental health.</p> <ul style="list-style-type: none"> ○ 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. ○ 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, teamwork, building trust, experiencing something new) <ul style="list-style-type: none"> ● Students will be able to explain the correlation between sleep, nutrition, communication, and physical activity in terms of achieving their personal wellness goals in relation to mental health. <ul style="list-style-type: none"> ○ 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. ○ 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). ○ 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. 		
Vocabulary	Tier 2 Discipline-specific vocabulary used throughout the unit: Mindfulness Awareness Focus Relaxation Reflection Resilience Self-esteem Confidence Motivation Emotional regulation Gratitude Compassion Optimism Balance Wellness Stress management Coping skills Mental health Self-care	Tier 3 Content-specific vocabulary students may learn throughout the unit: Meditation Visualization Progressive muscle relaxation Mindful movement Grounding Body Scan Anxiety Stress Disorder Self-awareness Centering Mental illness Mental disorder Risk factors Protective factors Depression Trauma related disorders	As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.
Tier 1 Strategies to benefit all learners	<ol style="list-style-type: none"> 1. Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading 		

	<p>abilities.</p> <ol style="list-style-type: none"> 4. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 5. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 6. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 7. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 8. Providing timely and constructive feedback on student work. 9. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 10. Using graphic organizers to help students plan and structure their assignments. 11. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 12. Using word walls, flashcards, and vocabulary games to reinforce new words. 13. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 14. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 15. Building a classroom culture that encourages risk-taking, collaboration, and respect. 16. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 17. Incorporating digital literacy skills into the curriculum. 18. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.
Resources	<p>Unit Resources include:</p> <ul style="list-style-type: none"> - Collaboration with Mental Health Counselor, Student Assistance Coordinator and Transitional Coach - Articles and Videos on websites: <ul style="list-style-type: none"> - https://www.nimh.nih.gov/ - https://www.2ndfloor.org/ - https://www.centerffs.org/our-services/community-connections/nj4s-student-support-services - https://www.who.int/news-room/fact-sheets/detail/mental-disorders - https://www.youtube.com/ - https://www.mindful.org/ <p>Lesson Specific Activities and Assignments</p> <ul style="list-style-type: none"> - Students will maintain a “toolbox” throughout the semester tracking strategies to maintain one’s mental health. The toolbox will keep a list of the exercises that the student has participated in during class and the success of each strategy. 2.1.12.CHSS.1, 2.1.12.EH.1, 2.1.12.EH.3 - Students will maintain a mental health journal where they can journal about any topics affecting their mental health, create gratitude lists, or journal to a prompt. The journal will run the entire duration of the class. 2.1.12.CHSS.1, 2.1.12.EH.1

	<ul style="list-style-type: none"> - Mindfulness: Gratitude List/Journal Project - Students will contribute to class discussions and think-pair-shares to generate ideas and topics to initiate positive change in mind and body wellness. 2.1.12.EH.4, 2.3.12.HCDM.6 - Students will be actively engaged in lectures and discussion to analyze the importance of taking care of one's mental health. 2.1.12.CHSS.1, 2.1.12.EH.1 - Students will be monitored by the teacher during all mental health strategies, and the teacher will provide appropriate feedback to ensure that all students are maximizing their potential while maintaining a safe and inviting classroom environment. 2.1.12.EH.1, 2.1.12.PGD.1, 2.1.12.CHSS.9
Standards	<p>Community Health Services & Support:</p> <ul style="list-style-type: none"> • 2.1.12.CHSS.1 – Analyze opportunities at home, in school, and in the community to support mental health. • 2.1.12.CHSS.5 – Analyze health products and services including suicide prevention and life skills training. • 2.1.12.CHSS.6 – Evaluate the validity of health information, resources, services, in school, home and in the community. • 2.1.12.CHSS.7 – Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). • 2.1.12.CHSS.9 – Develop an action plan to assist individuals with sadness, anxiety, stress, trauma, or depression. <p>Emotional Health:</p> <ul style="list-style-type: none"> • 2.1.12.EH.1 – Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. • 2.1.12.EH.3 – Describe strategies to appropriately respond to stressors in a variety of situations. • 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). <p>Lifelong Fitness:</p> <ul style="list-style-type: none"> • 2.2.12.LF.2 – Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.4 – Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5 – Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). <p>Nutrition:</p> <ul style="list-style-type: none"> • 2.2.12.N.2 – Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3 – Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

	<p>Personal Growth & Development</p> <ul style="list-style-type: none"> • 2.1.12.PGD.1 – Develop a health care plan that supports mental, social, and emotional well-being. • 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. <p>Physical Fitness:</p> <ul style="list-style-type: none"> • 2.2.12.PF.1 – Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one’s lifetime. • 2.2.12.PF.2 – Respect and appreciate all levels of ability and encourage with care during all physical activities. <p>Health Conditions, Diseases and Medicines:</p> <ul style="list-style-type: none"> • 2.3.12.HCDM.6 – Discuss the emotional and social impact of mental health illness on families and communities. <p>Personal Safety:</p> <ul style="list-style-type: none"> • 2.3.12.PS.8 – Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
<p>Interdisciplinary Connections & Standards</p>	<p>English:</p> <ul style="list-style-type: none"> • SL.PI.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. <ul style="list-style-type: none"> ◦ When discussing and creating our mental health plans, students will need to be able to explain their reasoning behind their selections by providing supporting details about various strategies. <p>21st Century Skills, Technology, Career Education:</p> <ul style="list-style-type: none"> • 9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning. <ul style="list-style-type: none"> ◦ Students will create a mental health advocacy project that identifies a mental health challenge in their school (e.g., exam stress or digital burnout) and create a school-wide initiative campaign to provide actionable coping techniques. • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition <ul style="list-style-type: none"> ◦ As students progress through the semester, they will be tracking their mental health progress in a toolbox and will be looking at ways that they can improve themselves and their overall health to increase the likelihood that they maintain a healthy and safe lifestyle from now through adulthood. • 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements <ul style="list-style-type: none"> ◦ Throughout the course, the students will gain an understanding of basic mental health issues. They will begin to

	learn how this knowledge can be used in the future to gain a certification as a mental health advocate, psychologist, psychiatrist, counselor, etc
Accommodations & Modifications	<p>Instructional Activities:</p> <ol style="list-style-type: none"> 1. Build background knowledge and comfortability of content and vocabulary before participating in the mental wellness exercises. 2. Provide oral and written instructions. 3. Incorporate multimedia/audio visual representation (YouTube, how-to videos, etc.) to build understanding. 4. Provide guided notes and/or copies of notes. 5. Provide guiding questions to complete during and/or after class lectures or discussions to ensure the understanding of main ideas 6. Repeat and clarify directions when needed <p>Gifted and Talented:</p> <ol style="list-style-type: none"> 1. Allow students more input and ownership of their workouts and activities 2. Allow students time to help others in the class who could benefit from peer mentoring <p>Assessments:</p> <ol style="list-style-type: none"> 1. Provide study guides and support outside of class time to review before assessments (after school or common time). 2. Include word banks. 3. Bold, highlight, or underline instructions. 4. Review, repeat, and clarify directions. 5. Chunk sections of assessment and/or reduce the quantity of sections. 6. Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment. 7. Allow use of notes on assessments. 8. Allow for partial credit. 9. Allow for extra time when needed. Offer options for completion during common time or after school. 10. Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop. <p style="text-align: right;"> General Education, IEP, 504, Multilingual Learners, Students at-risk, Gifted and Talented </p>