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| **El Paso ISD Health Grade Level: H.S.**  | **Unit 3: Mental and Emotional Health** | **9/24/12 – 10/5/2012** |
|  | **Chapter 7: Achieving Good Mental Health****Chapter 8: Managing Stress and Anxiety****Chapter 9: Mental and Emotional Problems** |
| **Academic Vocabulary:** ***Positive Mental Health: hierarchy of needs, mental/emotional health, self actualization, personality, modeling, personal identity, developmental***  ***assets, constructive criticism, emotions, hormone, empathy, hostility, defense mechanism, suppression*** ***Stress Management: stress, perception, stressor, psychosomatic response, chronic stress, stress-management skills, relaxation response, anxiety,***  ***depression, resiliency, protective factors*** ***Mental and Emotional Problems: mental disorder, anxiety disorder, post-traumatic stress disorder, mood disorder, conduct disorder, alienation,***  ***suicide, cluster suicides, psychotherapy, behavior therapy, cognitive therapy, group therapy, biomedical therapy, coping, grief response,***  ***mourning***  |
| **Guiding Questions****Chapter 7**1. List four environmental influences that can affect the development of someone’s personality?
2. Identify the eight categories of developmental assets.
3. What does it mean to develop a sense of purpose?
4. List seven basic emotions.
5. Identify two strategies for dealing with guilt.

**Chapter 8**1. What occurs to the body during the alarm stage of stress response?
2. How does planning help you manage stress?
3. What is the effect of prolonged stress on the immune system?
4. What are three strategies for coping with mild depression?
5. What are symptoms of depression?

**Chapter 9**1. Name two eating disorders.
2. What should you do if you recognize the warning signs of suicide in yourself or others?
3. List three actions a person can take if he or she is with someone who appears to be suicidal.
4. List three examples of a loss.
5. How can you help someone who is in mourning?
 | **Enduring Understandings****Chapter 7**1. Environmental influences:

\*family\*friends\*home\*neighborhood\*school1. Developmental Assets:

\*support\*empowerment\*boundaries and expectations\*constructive use of time\*commitment to learning\*positive values\*social competencies\*positive identity1. Establishing goals and working to achieve them
2. Basic emotions:

\*happiness\*sadness\*love\*empathy\*fear\*guilt\*anger1. Guilt strategies:

\*Admitting you made a mistake\*Discuss the situation with family or friends that can help**Chapter 8**1. \*hypothalamus receives signals from other parts of the brain

\*hypothalamus releases a hormone that acts on the pituitary gland\*gland secretes a hormone to stimulate the adrenal glands, which in turn secrete  adrenaline\*adrenaline causes increased amounts of blood, oxygen, and sources of energy  flow to the brain, heart, and muscles1. Gives you more control over what is happening to you; feeling a sense of control minimizes feelings of stress.
2. \*compromises the immune system; body cannot fight disease well.

\*person will be more prone to colds, flu, severe infections, and even cancers.1. Strategies for mild depression:

\*write about your feelings in a journal\*engage in creative activities or physical activity\*talk to your family and friends\*eat healthfully and get enough sleep1. Symptoms of depression:

\*irritable or restless mood\*withdrawal from friends and activities\*change in appetite, weight, or sleep patterns\*difficulty thinking or concentrating\*feelings of guilt, worthlessness, or hopelessness **Chapter 9**1. Eating disorders:

\*anorexia nervosa\*bulimia nervosa1. Seek immediate help from a trusted adult
2. Actions if one appears to be suicidal:

\*initiate a meaningful conversation\*show support and ask questions\*try to persuade the person to seek immediate help1. Examples of a loss:

\*loss of friend\*death of a pet, friend, or family member\*loss of a position or desired outcome; such as a scholarship or team\*breaking up with a boyfriend or girlfriend1. Showing empathy or just listening
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|  | **TAUGHT** | **TESTED** |
| **TEKS****115.32****Chapter 7**2A. Analyze the relationship between health promotion and disease prevention.7H. Analyze the importance and benefits of abstinence as it relates to emotional health and prevention of pregnancy and sexually transmitted diseases.13A. Demonstrate communication skills in building and maintaining healthy relationships.14A. Demonstrate strategies for communicating needs, wants, and emotions.**Chapter 8**1H. Examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression.**Chapter 9**1D. Describe the causes, symptoms, and treatment of eating disorders.1E. Examine issues related to death and grieving.1G. Analyze strategies to prevent suicides.15A. Apply communication skills that demonstrate consideration and respect for self, family, and others.15B. Demonstrate empathy towards others. | **Glencoe Health I Course** **Chapters 7-9****Individual Activities*** Interactive Notebooks –*Using a spiral notebook, students write the vocabulary words on the left page. Draw a picture of the word with an explanation of what they think the word means. On the right side, students write the textbook definition.*
* Foldables**-** *See beginning of Chapter for foldable activity ideas.*
* Word Wall- *Have vocabulary words on wall for student reference.*
* Private Health Journals- *Students are able to write down their personal thoughts and feelings about a certain topic being discussed.*
* Quick Starts**-** *See beginning of each section for ideas.*

**Cooperative Learning Activities*** *Have students get into groups and discuss the benefits of giving and receiving constructive criticism. Have group members plan and present a fictitious skit where teens use constructive criticism to help one another. (Ch. 7)*
* *Students will draw flow charts, graphs, patterns, or pictures to depict influences on personality. Present to class when completed. (Ch. 7)*
* *Class will generate a list of common stressors and record them all on the board. Divide class into two teams and have them debate whether each word listed is a positive or negative stressor. Present persuasive arguments as support. (Ch. 8)*
* *Have students draw a picture, create a design, or make a collage to express their own experiences with stress. Students may use various colors or patterns to create a certain mood or feeling. (Ch.8)*
* *Divide class into four groups and assign each group an anxiety disorder to discuss. Each group will present their information to the rest of the class. (Ch. 9)*
* *Each group will have a stage of loss to discuss. Identify behaviors they might see if someone was in this stage and how a friend can support them. (Ch. 9)*

**Technology Activities** * *Go to health.glencoe.com, to view various discussions and updates to learn more about health topics.*
* *Using online or library resources research and learn about personality with twins. Discuss if personalities are changed when raised in different homes. What do the effects of heredity and environment have on personality? (Ch. 7)*
* *Have students research more on defense mechanisms. Students will share their findings with the class. (Ch. 7)*
* *Have students work together to plan a survey and gather information about headaches among teens at school, when they usually get them, and how often. Then draw, label, and graph findings. (Ch. 8)*
* *Have students find articles that identify natural disasters and tragedies. Summarize the article and answer the following questions; how does resiliency help people directly affected by these events? Why do people who are indirectly affected by these disasters need coping skills? (Ch. 8)*
* *Research lives and work of individuals who had both a mental disorder and the experience of a notable achievement. (Ex: John Nash, who won a Nobel Prize in spite of his schizophrenia). Present findings to class as power point. (Ch. 9)*
* *Ask student to research how suicide has been regarded in various cultures or various periods in history. Research attitudes toward and practices of suicides during that time. (Ch. 9)*
 | **Assessment(s)****Chapter 7****Assessments**Lesson 1 Review p.177Lesson 2 Review p.183Lesson 3 Review p. 187Lesson 4 Review p. 191Chapter 7 Review p.194-195Chapter 7 Test**Chapter 8****Assessments**Lesson 1 Review p. 204Lesson 2 Review p. 209Lesson 3 Review p. 213Lesson 4 Review p. 217Chapter 8 Review p. 220-221Chapter 8 Test**Chapter 9****Assessments**Lesson 1 Review p. 229Lesson 2 Review p.233Lesson 3 Review p. 237Lesson 4 Review p. 241Chapter 9 Review p. 244-245Chapter 9 Test |
| **English Language Proficiency Standards*****“In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffold) commensurate with the student’s level of English language proficiency.”*** **Chapter 74.4 English Language Proficiency Standards** | **Refer to *English Language Proficiency Standards (ELPS) Implementation Guide*** |