

WAUCONDA SCHOOL DISTRICT 118

UNIT PLANNING ORGANIZER

Subject: 6th Grade Health

Unit: 3 Mental Emotional Health

Pacing: 10 days

STAGE 1 – DESIRED RESULTS

Essential Questions:

- What is mental health?
- What is emotional health?
- What is personality?
- What does self-esteem mean?
- How can we be more aware of our feelings?
- How can we set goals when dealing with setbacks?
- How can we express anger in healthy ways?

Big Ideas:

- Mental health
- emotional health
- Self-esteem
- Coping methods
- Personality
- Goal Setting
- Communication Skills
- “I Messages”
- Positive Self Talk

CCSS (Priority Standards):

Total of 8 National Health Education Standards

NHES: 1.12.4, 2.12.6, 3.12.2, 1.12.6, 2.12.3, 2.12.4, 3.12.3, 3.12.4, 4.12.4, 7.12.1, 1.12.6, 1.12.7, 2.12.8, 3.12.4

STAGE 2 – EVIDENCE

Concepts (What students need to know)	Performance Tasks (What students will be able to do)	21st Century Skills
• Mental health • Emotional health • Self Esteem • Coping methods • Goal Setting • Communication Skills	The Learner Will: 1. Describe traits that are used to define personality 2. Identify factors that determine how personality develops 3. describe what happens to personality over a lifetime 4. Compare the effects of high and low self-esteem on health 5. Identify ways to achieve and maintain high self-esteem 6. Implement a plan to evaluate and improve personal strategies for expressing anger 7. Practice “I-Messages” when expressing emotions. 8. Identify primary emotions and learned emotions 9. Explain the importance of recognizing your emotions 10. Distinguish helpful from harmful coping strategies 11. Develop a plan for dealing with setbacks. 12. Identify self-talk strategies 13. Identify goal setting strategies	• Teens Talk Videos • Video discussion guides • Video comprehension questions • Internet use • Research and • Search engines • Websites • Online journals and article reflections

STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

Suggested Resources/Materials/Informational Texts

Suggested Research-based Effective Instructional Strategies

Identifying Similarities and Differences - The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows.

Summarizing and Note Taking - These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

Cues, Questions, and Advance Organizers Cues - Questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience

Cooperative Learning - Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.

Reinforcing Effort and Providing Recognition - Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Taken from: *Marzano's Nine Instructional Strategies for Effective Teaching and Learning*

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications
Essential Vocabulary: • mental health • emotional health • self-esteem • personality • emotion • learned emotion • coping strategy • Communication Skills • “I-Messages” • Goal Setting • Positive Self-Talk Worth-Knowing Vocabulary:	• Practice and enrichment worksheets • small group • Think pair shares • guided notes and activities • alternative assessments • adapted work and workload • read alouds • writing reflections

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