


Unit 1 GD 6 PROMOTING GOOD MENTAL HEALTH AND RESPONSIBLE DECISION MAKING

Number of Lessons/Hours 10 Dates September 8 –September 21

Unit Overview

SCOS Goals/Objectives	SCOS Objective Elements	Unit Outcomes/ Performance Assessments
<p>1.01, 1.02, 1.03, 1.04, 3.01, 3.02, 3.03, 3.04, 3.07, 3.09,</p>	<p>Identify the interrelationship of the various Components of Health (physical, mental, social, spiritual, cultural, intellectual).</p> <p>Identify the various peer and social influences on behaviors.</p> <p>Summarize expected behaviors for children, teens, and adults at home, in various community settings, at work settings, and at school.</p> <p>Identify the components of good mental health (feel good about self, good about self with others, successfully adjust to change) and strategies to achieve and maintain good mental health (cope with stressors, express emotions appropriately, set realistic goals, develop a realistic self concept, establish healthy social supports).</p> <p>Apply the <i>Decision Making, Self-Management, Goal Setting, Analyzing Influences, and Interpersonal Communication Essential Health</i> to health promoting practices scenarios.</p> 	<p>In pairs, students progress through the various Components of Health stations to summarize examples of each.</p> <p>Students think-pair-share ways the components interact to impact overall wellness.</p> <p>Students journal the various health promoting and health compromising influences on health outcomes and wellness as specifically related to good mental health.</p> <p>Students engage in guided and independent practice scenarios of the Essential Health Skills to explore ways to choose responsible health promoting decisions regarding school policies, class rules, and other established social rules.</p>
<p>Concept/Theme Focus</p> <p>Good Mental Health, Responsible Health Promoting Decision Making, Appropriate Classroom and School Behavior</p>	<p>Essential Questions</p> <p>What is the impact of health promoting and health compromising decisions to personal and social health?</p> <p>How is daily responsible decision making a component of good mental health and how does good mental health relate to the other aspects of health?</p> <p>What are the various peer and social influences on responsible health promoting decision-making?</p> <p>Why is it important to the self, wellness, longevity, and quality of life to choose responsible health promoting decisions?</p>	<p>Students engage in guided and independent practice scenarios of the Essential Health Skills to explore ways to develop and maintain good mental health.</p> <p>Students journal why adopting health promoting behaviors, avoiding negative influences, and maintaining health and wellness are personally valuable to themselves.</p> <p>In pairs, students will jigsaw age appropriate good mental health strategies that will counter negative influences to lead to health promoting behaviors and outcomes.</p>

Unit 1 GD 6 PROMOTING GOOD MENTAL HEALTH AND RESPONSIBLE DECISION MAKING

Number of Lessons/Hours 10 Dates September 8 –September 21

Revised Bloom’s Taxonomy: Remember (R) Understand (U) Apply (AP) Analyze (A) Evaluate (E) Create (C)

Unit Sequence				
Activity	Student Grouping	Instructional Strategy	Rev. Bloom’s: R, U, AP, AN, E, C	Ongoing/Formative Assessment
Introduce Unit- Establish Stations- Discuss	Small Groups	Think Pair Share	R, U,	Chart/Discussion
Discuss and respond to illustration	Whole Class	Think Pair Share	R, U, AP, AN	Oral Responses
Analytical Journaling	Whole Class	Writing in the Content Area	R, U, AP, A, E, C	Written Responses/ Discussion
Guided Practice Scenario	Small Groups	Collaborative Work	R, U, AP	Observational Notes
Independent Practice Scenario	Small Groups	Collaborative Work	R, U, AP, A, E	Observational Notes
Analytical Journaling	Individual	Individual Work Writing	R, U, AP, A, E, C	Written Response,
Face-to-Face Interaction	Pairs	Jigsaw in Pairs	R, U, AP, A, E, C	Exit Ticket
<p>Rubrics Needed: Components of Health, Health Continuum w/ Influences, Components of Good Mental Health, Strategies to Achieve Good Mental Health, Essential Health Skills, Steps of Guided and Independent Practice for Each Health Skill, Practice Scenarios, Writing Assessment Rubric</p>				