



Manhattan Center for Science and Math High School

Health Education Department Curriculum

Emotional & Mental Health/Violence & Injury Prevention

<http://mcsportal.net>

Marking Period 1

Topic and Essential Question:

Chapter 7 – (1) your mental and emotional health (2) Developing a positive identity (3) Understanding emotions (4) Managing emotions

Chapter 9 – (1) Mental disorders (2) Suicide Prevention (3) Getting Help (4) Understanding Death and Grief

Chapter 13 – (1) Personal Safety (2) Keeping Schools Safe (3) Protecting Yourself from Violence (4) Preventing and Overcoming Abuse

Unit/Topics

Unit 1 – Achieving good mental health (Chapter 7) Violence Prevention (Chapter 13) Suicide Prevention (Chapter 9)

SWBAT/Objectives

Chapter 7 – Achieving good mental health (7 Days)

- (1) Students will be able to identify the characteristics of good mental and emotional health
- (2) Students will be able to develop ways to meet their needs in healthful ways
- (3) Students will be able to associate abstinence with emotional health
- (4) Students will be able to compare the relationship between mental health and disease prevention
- (5) Students will be able to construct strategies for developing a healthy identity
- (6) Students will be able to examine the changes that occur during adolescence
- (7) Students will be able to demonstrate strategies for communicating emotions and needs in healthful ways

Chapter 13 & 9 – Violence and Suicide Prevention (9 Days)

- (1) Students will be able to identify behaviors and strategies that enhance personal safety
- (2) Students will be able to examine ways to avoid and reduce threatening situations
- (3) Students will be able to discover strategies for safety at home and in the community
- (4) Students will be able to describe factors that play a role in school violence
- (5) Students will be able to show influences on violence, such as the media and alcohol and other drugs
- (6) Students will be able to develop strategies for avoiding gangs and weapons
- (7) Students will be able to develop healthy strategies that help prevent physical, sexual, and emotional abuse
- (8) Students will be able to list the warning signs of suicide
- (9) Students will be able to determine the strategies to prevent suicides and strategies for coping with depression

Vocabulary/Key Terms

Chapter 7 – Mental/Emotional Health, Hierarchy of Needs, Self-actualization, Personality, Modeling, Personal Identity, Developmental Assets, Constructive Criticism, Emotions, Hormones, Empathy, Hostility, Defense Mechanism, Suppression

Chapter 13 – Body Language, Self-defense, Assertive, Violence, Bullying, Sexual Harassment, Gang, Peer Medication, Assailant, Prejudice, Assault, Random Violence, Homicide, Sexual Violence, Sexual Assault, Rape, Abuse, Physical Abuse, Verbal Abuse, Stalking, Date Rape

Chapter 9 – Alienation, Suicide, Cluster Suicides

Assessments:

Quiz 1: Identify how positive identity and high self-esteem can help you with goal setting, developing relationships and contributing to your community.

Quiz 2: What do you consider to be major safety issues in your school and community? What are some ways to reduce injuries related to this safety concern? Who are some people with whom you can talk to promote awareness of this issue? What are some strategies you can use to educate teens about this issue?

Test: Students will write a one page story about friends who suspect that his/her friend is suffering from depression and is contemplating suicide. In their story, identify ways in which the teen expresses his/her concern and offers help.

Common Core Standards:

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skill to establish and maintain personal health, maintain physical fitness, and participate in physical activity.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create & maintain a safe and healthy environment

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources

Differentiated Instruction:

- Flexible groupings
- Cooperative learning
- Visual learning on white board
- Students have the option to view additional videos
- Complete handouts from student activity workbook

ELLs:

- Students with ELLs will be allowed extra time for works and assessments

SWDs:

- Complete poster on bullying and its effects
- Provide handouts with scrambled terms
- Assign chapter summary to give less proficient readers access to content

High-Achievers:

- Ask students to take leadership roles when working in groups
- Have gifted students assist those who aren't as gifted

Resources/Books

- Glencoe Health McGraw hill
- ETR Associates Health Smart K-12 Programs
- Glencoe health guided reading activities
- [HTTP://chhs.jhonson.k12.nc](http://chhs.jhonson.k12.nc)