

Wellness II

Unit 1 Mental/Emotional Health and Stress Management

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days with research project and student presentations	Health concepts are essential for wellness and a health-enhancing lifestyle.	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>Mental and emotional health is the ability to handle the stresses and changes of everyday life in a reasonable way.</p> <p>Personality is the combination of feelings, likes, dislikes, attitudes, abilities, and habits.</p> <p>You can build strong mental and emotional health in many ways.</p> <p>Resilience is the ability to recover from problems or loss.</p>	<p>Students will be able to identify the signs of mental and emotional health.</p> <p>Students will be able to explain the three most important influences on your personality.</p> <p>Students will be able to describe resilience and how it affects mental and emotional health.</p> <p>Students will be able to demonstrate communication skills by showing empathy to others through active listening.</p>	Glencoe Teen Health Course 2 Chapter 5 Lesson 1	<p>Mental and emotional health</p> <p>Personality</p> <p>Empathy</p> <p>Resilience</p>	10.1.9.A

	Health concepts are essential for wellness and a health-enhancing lifestyle.	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>Your self-concept is the way you view yourself overall. Your self-esteem is influenced by family, friends, the media, and your own attitudes and choices.</p> <p>Being optimistic means having a positive attitude about the future. There are many benefits to having high-self-esteem.</p>	<p>Students will be able to explain what self-concept and self-esteem are.</p> <p>Students will be able to describe the benefits of high self-esteem.</p> <p>Students will be able to identify ways of improving self-esteem.</p>	Glencoe Teen Health Course 2 Chapter 5 Lesson 2	<p>Self-Concept</p> <p>Self-Esteem</p> <p>Optimistic</p> <p>Confidence</p>	10.1.9.A
	Health concepts are essential for wellness and a health-enhancing lifestyle.	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>Managing your emotions in healthy ways is important to good mental/emotional health.</p> <p>Emotions are feelings like happiness, sadness, anger, joy, grief and fear.</p> <p>Mood swings are frequent changes in emotional state. Physical activity is</p>	<p>Students will be able to recognize different types of emotions.</p> <p>Students will be able to describe how to handle difficult emotions.</p>	Glencoe Teen Health Course 2 Chapter 5 Lesson 3	<p>Emotions</p> <p>Mood Swings</p>	10.1.9.A

			one of many ways to deal with your emotions.				
	Health concepts are essential for wellness and a health-enhancing lifestyle.	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>Stress is the body's response to real or imagined dangers and other life events.</p> <p>Positive stress is stress that can help you reach your goals.</p> <p>During a stressful situation, adrenaline provides an energy burst.</p> <p>There are many ways to manage stress.</p>	<p>Students will be able to recognize sources of stress.</p> <p>Students will be able to describe the body's reaction to stress.</p> <p>Students will be able to list effective strategies to avoid and manage stress.</p>	Glencoe Teen Health Course 2 Chapter 5 Lesson 4	<p>Stress</p> <p>Positive Stress</p> <p>Distress</p> <p>Stressors</p> <p>Fight-or-flight response</p> <p>Adrenaline</p> <p>Fatigue</p>	10.1.9.A 10.1.9.D
	Health concepts are essential for wellness and a health-enhancing lifestyle.	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>Mental and emotional disorders are illnesses that affect thoughts, feelings, and behavior.</p> <p>Causes of mental and emotional problems include drug use, disease,</p>	<p>Students will be able to identify several mental and emotional problems.</p> <p>Students will be able to recognize the warning signs of serious mental and emotional problems.</p>	Glencoe Teen Health Course 2 Chapter 5 Lesson 5	<p>Mental and emotional disorders</p> <p>Anxiety disorder</p> <p>Depression</p> <p>Mood disorder</p>	10.1.9.A 10.1.9.D 10.1.9.E

			<p>brain injuries, emotional stressors and heredity.</p> <p>Anxiety disorders and mood disorders are two types of mental and emotional disorders.</p>	<p>Students will be able to list factors that contribute to the development of mental and emotional problems.</p>		<p>Stigma</p> <p>Suicide</p>	
	<p>Health concepts are essential for wellness and a health-enhancing lifestyle.</p>	<p>What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?</p>	<p>There is help for mental and emotional problems.</p> <p>Therapy is group, individual or family counseling.</p> <p>Some disorders are treated with medication.</p> <p>If left untreated, mental and emotional disorders can become more severe.</p>	<p>Students will be able to identify treatment options available for mental and emotional disorders.</p> <p>Students will be able to list resources available for help with mental and emotional disorders.</p> <p>Students will be able to explain why treatment at an early stage is important.</p> <p>Students will be able to access valid information to find resources to help people with mental and emotional disorders.</p>	<p>Glencoe Teen Health Course 2 Chapter 5 Lesson 6</p>	<p>Resources</p> <p>Referral</p>	<p>10.1.9.A</p> <p>10.1.9.D</p> <p>10.1.9.E</p>

Unit 1 Mental/Emotional Health and Stress Management Review and Assessment

Unit 2 HEALTHY RELATIONSHIPS

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 Days	Health concepts are essential for wellness and a health-enhancing lifestyle.	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>Good communication skills involve sending a clear message and listening carefully to messages from others.</p> <p>The two types of communication are verbal and nonverbal.</p> <p>To speak effectively you should use “I” messages, use tact, and be specific.</p> <p>To be a good listener, use body language to show interest, do not interrupt, and</p>	<p>Students will be able to define communication.</p> <p>Students will be able to recognize different ways of communication.</p> <p>Students will be able to list ways o speaking clearly and listening carefully.</p> <p>Students will be able to demonstrate communication skills.</p>	Glencoe Teen Health Course 2 Chapter 6 Lesson 1	<p>Communicati on</p> <p>Verbal communicatio n</p> <p>Nonverbal communicatio n</p> <p>Body Language</p> <p>Tact</p>	10.1.9.A

			mirror what you hear.				
	Health concepts are essential for wellness and a health-enhancing lifestyle.	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>Families work together to meet the physical, mental/emotional, and social needs of each member.</p> <p>The family is the basic unit of society.</p> <p>Ways to build strong family relationships include showing appreciation, supporting each other, spending time together, communicating effectively, showing responsibility and respect, and following family rules.</p> <p>Talking openly can help families cope with changes.</p>	<p>Students will be able to describe the family as the basic unit of society.</p> <p>Students will be able to recognize the functions of that family.</p> <p>Students will be able to list ways to improve family relationships.</p> <p>Students will be able to identify ways to cope with changes in the family.</p>	Glencoe Teen Health Course 2 Chapter 6 Lesson 2	Family Nurture	10.1.9.A
	Health concepts are	What are the outcomes of various	Building strong friendships is	Students will be able to explain why friends	Glencoe Teen Health Course 2	Friendship	10.1.9.A 10.2.9.D

	essential for wellness and a health-enhancing lifestyle.	safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>important to good social health.</p> <p>Good friendships have the qualities of trust, caring, respect, and loyalty.</p> <p>Positive peer pressure can influence you to act in a way that may be harmful or illegal.</p>	<p>are important.</p> <p>Students will be able to identify the characteristics of a good friendship.</p> <p>Students will be able to recognize ways of keeping friendships strong.</p> <p>Students will be able to describe ways to resist negative peer pressure.</p>	Chapter 6 Lesson 3	<p>Acquaintance</p> <p>Compromise</p> <p>Peers</p> <p>Peer Pressure</p> <p>Assertive Response</p>	10.3.9.C
	Health concepts are essential for wellness and a health-enhancing lifestyle.	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>Abstaining from risk behaviors, such as tobacco, alcohol, drugs, and sexual activity, is the healthy choice for teens.</p> <p>Abstaining from tobacco, alcohol, and drug use protects your physical health, protects you from legal consequences, and allows you to focus on your goals.</p>	<p>Students will be able to identify risk behaviors.</p> <p>Students will be able to recognize the benefits of abstaining from the use of tobacco, alcohol, and other drugs.</p> <p>Students will be able to recognize the benefits of practicing abstinence from sexual activity.</p> <p>Students will be able</p>	Glencoe Teen Health Course 2 Chapter 6 Lesson 4		<p>10.1.9.A</p> <p>10.1.9.D</p> <p>10.1.9.</p> <p>10.2.9.D</p> <p>10.3.9.C</p> <p>10.3.9.D</p>

			<p>Abstaining from sexual activity until marriage prevents unplanned pregnancy and STDs, including HIV/AIDS.</p> <p>Refusal skills, such as the S.T.O.P. strategy, can help you say no to risk behaviors.</p>	to apply refusal skills by using the S.T.O.P. formula.			
Unit 2 HEALTHY RELATIONSHIPS Review and Assessment							
Unit 3 Resolving Conflicts and Preventing Violence							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 Days	Health concepts are essential for wellness and a health-enhancing lifestyle.	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>It is important to know how to recognize conflicts and where they are most likely to happen.</p> <p>Conflict can often be helpful. It can raise issues that need to be worked</p>	<p>Students will be able to explain the nature of conflict.</p> <p>Students will be able to identify common causes of conflict.</p> <p>Students will be able to recognize the signs of conflict.</p>	Glencoe Teen Health Course 2 Chapter 7 Lesson 1	<p>Conflict</p> <p>Prejudice</p>	<p>10.1.9.A</p> <p>10.2.9.D</p> <p>10.3.9.A</p> <p>10.3.9.C</p> <p>10.3.9.D</p>

			<p>out, help people to see the consequences of their behaviors, and help build stronger relationships.</p>	<p>Students will be able to describe the types of conflicts at home and at school.</p> <p>Students will be able to discuss when to avoid conflict.</p>			
	<p>Health concepts are essential for wellness and a health-enhancing lifestyle.</p>	<p>What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?</p>	<p>There are several different ways to resolve conflicts.</p> <p>Negotiation is the process talking directly to the other person to resolve a conflict.</p> <p>Compromise occurs when people in a conflict agree to give up something to reach a solution that will satisfy everyone.</p> <p>You can use the T.A.L.K. strategy to remember the process of negotiation.</p> <p>A mediator helps</p>	<p>Students will be able to list the steps in negotiation and mediation.</p> <p>Students will be able to demonstrate conflict-resolution skills.</p> <p>Students will be able to identify how conflicts can lead to violence.</p>	<p>Glencoe Teen Health Course 2 Chapter 7 Lesson 2</p>	<p>Negotiation</p> <p>Compromise</p> <p>Collaborate</p> <p>Mediation</p> <p>Neutrality</p>	<p>10.1.9.A</p> <p>10.2.9.D</p> <p>10.3.9.A</p> <p>10.3.9.C</p> <p>10.3.9.D</p>

			people in a conflict find a resolution.				
	Health concepts are essential for wellness and a health-enhancing lifestyle.	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>There are many ways to protect yourself from violence.</p> <p>Assault, robbery, rape, and homicide are common violent crimes.</p> <p>Teens are violent for many reasons, including wanting to be independent, to rebel, or because they have experienced or witnessed violence at home.</p> <p>You can help prevent bullying by refusing to take part in it, respecting yourself, treating others with respect, and walking away from fights.</p> <p>Dating violence occurs when a</p>	<p>Students will be able to identify causes of violence.</p> <p>Students will be able to describe what gangs are.</p> <p>Students will be able to define bullying.</p> <p>Students will be able to analyze dating violence.</p> <p>Students will be able to develop skills to protect against violence.</p>	Glencoe Teen Health Course 2 Chapter 7 Lesson 3	<p>Assault</p> <p>Rape</p> <p>Homicide</p> <p>Gang</p> <p>Bullying</p> <p>Dating Violence</p> <p>Youth Court</p>	<p>10.1.9.A</p> <p>10.2.9.D</p> <p>10.3.9.A</p> <p>10.3.9.C</p> <p>10.3.9.D</p>

			person uses violence to control his or her partner.				
	Health concepts are essential for wellness and a health-enhancing lifestyle.	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>There are many resources to help victims of abuse.</p> <p>Abuse is the physical, emotional, or mental mistreatment of another person.</p> <p>The four major types of abuse are physical abuse, emotional abuse, neglect, and sexual abuse.</p> <p>Abuse has serious short- and long-term consequences and is never the fault of the victim.</p> <p>Warning signs of abuse include unexplained bruises or burns, extreme shyness, sadness, and fear.</p>	<p>Students will be able to define abuse.</p> <p>Students will be able to explain how abuse is never the fault of the victim.</p> <p>Students will be able to list warning signs of abuse.</p> <p>Students will be able to identify sources of help or abuse.</p>	Glencoe Teen Health Course 2 Chapter 7 Lesson 4	<p>Abuse</p> <p>Bigotry</p> <p>Neglect</p> <p>Sexual abuse</p>	<p>10.1.9.A</p> <p>10.2.9.D</p> <p>10.3.9.A</p> <p>10.3.9.C</p> <p>10.3.9.D</p>

			Victims of abuse can get help from several sources, including parents, teachers, and school counselors.				
Unit 3 Resolving Conflicts and Preventing Violence Review and Assessment							
Unit 4 Surviving High School							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 Days	Health concepts are essential for wellness and a health-enhancing lifestyle.	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>Teens face a complex world of social pressures.</p> <p>Poor body image can lead to dangerous behaviors like eating disorders and steroid use.</p> <p>Stress and problems in relationships can lead to depression and/or suicide if not dealt with appropriately.</p>	<p>Students will be able to recognize the pressures of high school life and what causes those pressures.</p> <p>Students will be able to examine the various cliques and stereotypes that exist on most high school campuses.</p> <p>Students will be able to practice using acceptance, respect, and honest communication in</p>	<i>The Teen Files: Surviving High School</i>	<p>Stereotype</p> <p>Bulimia</p> <p>Clique</p> <p>Conformist</p> <p>Scrubs</p> <p>Androstene</p> <p>Tolerance</p>	<p>10.1.9.A</p> <p>10.1.9.B</p> <p>10.1.9.C</p> <p>10.1.9.B</p> <p>10.1.9.D</p> <p>10.1.9.E</p> <p>10.2.9.B</p> <p>10.2.9.C</p> <p>10.2.9.D</p> <p>10.3.9.A</p> <p>10.3.9.C</p> <p>10.3.9.D</p>

			<p>Stereotypes and cliques can lead to isolation and an environment which harbors intolerance of others.</p>	<p>daily interactions.</p> <p>Students will be able to examine what students have in common, not what on what makes each other different.</p> <p>Students will be able to discover how students can help one another by coming together as friends.</p>			
Unit 4 Surviving High School Review and Assessment							
Unit 5 HIV/AIDS							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2 Days	Health concepts are essential for wellness and a health-enhancing lifestyle.	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	<p>Teens are especially vulnerable to the AIDS epidemic and are, in fact, being infected at the alarming rate of one every hour.</p> <p>An estimated 9,961 youth were</p>	Students will be able to examine that AIDS (acquired immunodeficiency syndrome) decreases the body's ability to fight infection and suppress	<p>Discoveryschool.com</p> <p>http://www.cdc.gov/hiv/risk/age/youth</p>	<p>HIV</p> <p>Virus</p> <p>Immune System</p> <p>AIDS</p> <p>Retrovirus</p>	<p>10.1.9.A</p> <p>10.1.9.B</p> <p>10.1.9.D</p> <p>10.1.9.E</p> <p>10.2.9.A</p> <p>10.2.9.C</p>

			<p>diagnosed with HIV infection in the United States in 2013, representing 21% of an estimated 47,352 people diagnosed during that year.</p> <p>Eighty-one percent (8,053) of these diagnoses occurred in those aged 20 to 24, the highest number of HIV diagnoses of any age group.</p> <p>At the end of 2012, there were an estimated 62,400 youth living with HIV in the United States. Of these, 32,000 were living with undiagnosed HIV infection.</p> <p>In 2013, an estimated 2,704 youth were diagnosed with AIDS, representing 10% of the 26,688</p>	<p>multiplication of abnormal cells, such as cancer cells.</p> <p>Students will be able to explain that HIV, human immunodeficiency virus is the virus that causes AIDS.</p> <p>Students will be able to analyze that HIV is transmitted sexually, by contaminated blood, or via the placenta to the fetus of an infected mother</p> <p>Students will be able to explore that although there are new and improved treatments for HIV, there is no cure, and, because of the nature of the</p>			
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			<p>people diagnosed with AIDS that year.</p> <p>In 2012, an estimated 156 youth with AIDS died, representing 1% of the 13,712 people with AIDS who died that year.</p>	<p>virus, developing a preventive vaccine is problematic.</p> <p>Students will be able to explain that unprotected sexual activity is the most common means of HIV infection.</p> <p>Students will be able to analyze that an effective way of preventing the spread of AIDS is through education in the form of community awareness campaigns.</p>			
Unit 5 HIV/AIDS Review and Assessment							

