



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Unit title	<i>Mental Health and Relationships</i>	Unit duration (hours)	<i>18.75 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

[HEHS.1.b](#)

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

[HEHS.2.b.c](#)

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

[HEHS.4.a,b](#)

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

[HEHS.5.a, c, f](#)

Students will demonstrate the ability to use decision-making skills to enhance health.

[HEHS.6.a,b](#)

Students will demonstrate the ability to use goal-setting skills to enhance health.

[HEHS.7.a,b,c](#)

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Concepts/Skills to be Mastered by Students

Skills for Health Relationships

Conflict Resolution and Decision-Making Skills

Healthy Family Relationships

Understanding Relationships with Peers

Healthy Relationships Dating and Marriage

The Importance of Mental and Emotional Health

Mental and Emotional Problems

Stress and Stress Management

Grief, Loss, Depression, and Suicide

Bullying

Essential Questions

Mental and Emotional Problems

1. Describe signs of common mental health conditions.
2. Identify factors that can influence mental health.
3. Describe strategies for coping with mental health problems.
4. Explain when it is appropriate to seek help with a mental health disorder.

Stress and Stress Management

1. Identify signs, symptoms, and sources of stress.
2. Describe the relationship between stress and physical and social health.

3. Describe strategies for coping with stress

Grief, Loss, Depression, and Suicide

1. Identify the warning signs and risk factors for depression and suicide.
2. Explain how grief and loss may affect physical and social health.
3. Describe strategies for coping with loss, depression, and suicidal thoughts.

Healthy Family Relationships

1. Explain how family relationships affect well-being.
2. Identify common causes of conflict between family members.
3. Describe the characteristics of healthy family relationships.

Understanding Relationships With Peers

1. Describe the characteristics of healthy peer relationships.
2. Explain how peer relationships affect well-being.
3. Describe the positive and negative effects of social networking on peer relationships.
4. Identify common causes of conflict between peers.

Healthy Relationships: Dating and Marriage

1. Explain the characteristics of a healthy romantic relationship.
2. Describe how to communicate effectively with a romantic partner.
3. Describe the effects of being in an unhealthy romantic relationship.

4. Describe strategies to prevent and respond to incidents of domestic violence.

Assessment Tasks

List of common formative and summative assessments.

1) Mental and Emotional Problems Quiz

2) Stress and stress management Quiz

3) Grief, Loss, Depression, and Suicide Quiz

4) Healthy Family Relationships Quiz

5) Understanding Relationships with Peers Quiz

6) Healthy Relationships: Dating and Marriage Quiz

7) Mental Health and Relationships Unit Test

Students will write two paragraphs that describe the warning signs of a physically and sexually controlling relationship and describe the decision-making process a person should go through when deciding to leave an abusive relationship.

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
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GA HE H.S. 1 GA HE H.S. 2	Students will create a public service announcement that highlights the best ways to deal with Mental and emotional health problems.	Translated text is available through the edgenuity platform.
GA HE H.S. 4 GA HE H.S. 5 GA HE H.S. 7	Students will evaluate their typical responses to common stressors and describe healthy ways to reduce stress using a graphic organizer and completing short-answer responses.	Extended time will be prepared for those that require it.

Content Resources

www.Edgenuity.com (Online Health Platform)

Curriculum Unit Approval Statement

Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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Common Formative and Summative Assessments

<p>Assessment Title</p>	<p>Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components 3. Aligned to learning experiences <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p>
<p>Formative Assessment(s):</p>	<ol style="list-style-type: none"> 1. Quizzes at the end of each subcategory. 2. Questions to check for understanding after videos. 3. Summary paragraphs to check for understanding at the end of each subcategory. 	<p>N/A</p>
<p>Summative(s) Assessment:</p>	<ol style="list-style-type: none"> 1. Each unit is finalized with a cumulative exam. 	
<p>Plan to address issues or concerns noted:</p>		

Learning Experiences

Add additional rows below as needed.

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LE 1:	N/A	N/A	N/A
LE 2:			
LE 3:			
Plan to address issues or concerns noted:			

Resources listed on unit planner

Add additional rows below as needed.

Resources	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
Resource:	N/A	N/A	N/A
Plan to address issues or concerns noted:			

By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).

Curriculum Team Signatures: Scott Brunet
Kate Casagrande