**Name: Class Period:**

Mental, Emotional, and Social Health Unit Organizer: Three mini-units with article response and textbook activity guide (TAG) culminating in a Problem-Solution Pamphlet using at least three sources, one of them your Health Book. The other two can be one of the class articles or a source that you locate and cite yourself, if you wish.

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| **Topics & Related Problem Choices** | **Reading Assignments** |
| **Stress, Emotions**   * Struggling to Handle Emotions * Struggling with Stress or Time Management * Struggling with Self-image * Struggling with Anger, Fear, Grief and Loss, or Guilt (pick one) | Glencoe: *A Guide to Health*, from chapters 8 & 9  Lunai (2011) “Teenagers Wired to Take Risks.”  Kaminski (2015) “Help! I Can’t Put Down My Phone” [stress & time management]  Weintraub (2015) "The Voice of Reason” [self-image, confidence, worry, relationships]  Kear (2014) "Beat The Clock" [time management]  Sparke (2014) “Teen Blues” [handling emotions & stress]  Foster (2013) “Best Daze of Your Life” [stress & time management]  "Managing Stress In Teens And Adolescents"  (2014) |
| **Mental & Emotional Problems**   * Struggling to Understand or Get Help with Types of Mental Problems * Struggling with Peer Pressure * Struggling with Bullies or Cyberbullies * Struggling with Suicide or Sadness * Struggling with Effective Communication in Relationships | Glencoe: *A Guide to Health,*  from chapters 10 - 13  Painter (2010) “Depression, Not Bullying . . .”  Sanburn (2013) “ A Florida Tragedy”  Excerpts from Wiseman (2013) “What Boys Want” (BOYS)  “Teen Angst Turns Deadly” (2009) (GIRLS) AND  Abbonadanza (2013) “It Gets Better” (GIRLS) |
| **Resolving Conflicts and Preventing Violence**   * Struggling with Conflicts * Struggling with Violence and Crime * Struggling with Abuse | Glencoe:  *A Guide to Health*, from chapter 14  “We Need a Resolution” (2008)  “Dangerous Liaisons: Dating is Supposed to be Fun . . .” (2007)  Smalley (2009) “The Draw of Dead Town” & Taylor (2012) “L.A. Parks Gang Up for Kids”  Cobb (2014) “Climate, Culture, and Collaboration” [violence, conflicts, & school safety]  Brydolf (2011) “Parenting 101” [conflict, gangs, violence, crime] |
| **ARTICLES for use, Multiple Topics:**  Massari (2011) "Teaching Emotional Intelligence." [bullying, emotions, time management, suicide, conflict, & school safety]  Jander (2015) "Dating As If It Were Driver's Ed." [effective communication, dating abuse, violence, challenges of being male or female]  Riordan (2014) "Making School Safe."  [school violence, bullying] | |

**Grading Information for Health Emotional Unit Brochure**

95-100 Students have more than met the expectations below. They have showcased the requirements in an interesting and pleasing way.

 Sources—all three cited in Works Cited section of brochure, including Health textbook, one article from supplemental class readings, and one other source, probably a website, of the student’s choice.

 Each of the three sources has been paraphrased, quoted, or summarized at least once in the paragraphs, and those places have been marked or indicated to use the source material avoiding plagiarism (copy and paste).

 Quoted material has appropriate punctuation marks, and A+ brochures should also include parenthetical or in-text citations.

 A logical division between well-explained problem sections and solution sections of the brochure is indicated = Organization & Development.

 Purpose, content understanding, and focus are clear.

 Very few, if any, distracting errors in the conventions of English usage and mechanics.

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90-94

 Students have met all of the above expectations with only slight imperfections or slightly less thoroughly than the most advanced efforts.

85-89

 Students have satisfactorily met all of the above expectations but have some small areas that could benefit from additional detail and thoroughness.

80-84

 Students have met expectations but more parts of the brochure could use revision, editing, or the addition of more convincing and convincing information

74-79

 Students have met most of the expectations above, but one key aspect may only be partially addressed or developed.

70-73

 While students have met some expectations, more than one aspect may be missing or underdeveloped.

69 or below

 Students have attempted to meet the expectations above, but multiple aspects are missing or undeveloped.