



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Student Assistance Coordinator (SAC)					
Grade Level(s):	9					
Duration:	<i>Full Year:</i>	N/A	<i>Semester:</i>	N/A	<i>Marking Period:</i>	X
Course Description:	SAC lessons target substance abuse prevention/intervention strategies and related programs. Also includes Social Emotional Learning (SEL) five competencies: Self-Awareness, Self-Management, Responsible Decision Making, Relationship Skills, Social Awareness. <u>District School Counseling Department Vision/Mission</u> The District School Counseling Department's Vision/Mission is Building Better People by helping all students achieve school success and plan for their future.					
Grading Procedures:	N/A					
Primary Resources:	ASCA and ASAP-NJ					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Sheronda Howard
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Under the Direction of:	Jennifer Grimaldi, Director of District School Counseling
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Written: _____

Revised: _____

BOE Approval: _____

Unit Title: Mental and Emotional Health and Wellness	
Unit Description: Enhance students understanding of mental and emotional well-being and illnesses.	
Unit Duration: Unit 4 in Grade 9 Health Class	
Desired Results	
ASCA Standard(s): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 2. Demonstrate self-discipline and self-control B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SS 0. Demonstrate social maturity and behaviors appropriate to the situation and environment.	
Indicators: N/A	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> Stress can be displayed physically and psychologically. Mental and emotional wellness includes taking care of your mind, body and overall health. Individual & family therapy, support groups, medication, inpatient treatments are ways to help with mental health concerns. The rates of individuals who commit suicide are higher in those with a mental illness disorder. Mental illnesses often go undetected. Relationships, schools, environment, home and inner conflict are common source of stress. 	Essential Questions: <ul style="list-style-type: none"> What strategies improve mental and emotional health? What is stress? How to manage stress? What are the different types of mental illnesses and disorders? What causes mental illnesses? In what ways can stress be displayed? How can your mental health affect you physically and psychologically? What steps can you take to prevent suicide? What help and treatments are available for mental illness and disorders?
Assessment Evidence	
Performance Tasks: None	Other Evidence: Naviance Survey and SAC observation.
Benchmarks: Ongoing review of the SEL Universal Screener.	
Learning Plan	
Learning Activities: Deliver to all students via in-person and supplement with EverFi , if appropriate.	
Resources: http://teenmentalhealth.org/schoolmhl/wp-content/uploads/2015/06/DRAFT-6-2015-Version-New-Design.compressed.pdf	

Unit Modifications for Special Population Students

Advanced Learners	<p>Ask students' higher-level questions that require students to investigate causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</p> <ul style="list-style-type: none"> • What are some things that can contribute to mental illness? • Name one way in which people can seek help/treatment for mental illness. <p>Encourage students to explore concepts in-depth and encourage independent studies or investigations.</p> <ul style="list-style-type: none"> • How many reported cases of mental health among high schools' students last year? • Do you think this number is accurate?
Struggling Learners	<p>Offer peer assistance.</p> <ul style="list-style-type: none"> • Two students will be selected to help assist their peers throughout this lesson. <p>Collaborate in small group learning.</p> <ul style="list-style-type: none"> • Students will have the opportunity to pair in small groups to brainstorm and discuss the topic of mental health awareness. • Emphasize critical information. • Allow options to draw pictures or write answers to written questions.
English Language Learners	<p>Simplify language in lesson.</p> <ul style="list-style-type: none"> • Explain mental health (e.g. how you are feeling, not feeling well, sick, clothing, etc.) • Check often for understanding of vocabulary, review as needed. • Check in with students after each introduction of a new word/definition. • Allow access to bilingual dictionaries, language learner dictionaries and electronic translators. • Emphasize critical information.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators: The following NJSLS Comprehensive Health Standards will enhance students understanding of the impact mental illness could have not only on their mental wellness but also physical and psychological well-being.

Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand C. Diseases and Health Conditions

2.1.4.C.3 Explain how mental health impacts one's wellness.

Integration of 21st Century Skills

Indicators: The following NJSLS Standards will educate students about mental health, ways to seek treatment and to advocate for their needs or others.

STANDARD 9.3 CAREER AND TECHNICAL EDUCATION

9.3.HU - CMH.5 Demonstrate the ethical and legal responsibilities of counseling and mental health services.



Lesson Plan

Lesson Plan for	Mental and Emotional Health and Wellness	
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SAC:	Grade 9			
Target Audience:	Grade 9 Health Students			
Mindsets & Behaviors: (limit of three)	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 2. Demonstrate self-discipline and self-control B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SS 0. Demonstrate social maturity and behaviors appropriate to the situation and environment.			
Building Better People/SEL Competency	Self-Awareness, Self-Management , Social Awareness			
Lesson	1	Of	1	

Learning Target(s)/Competency	
Students will:	Discuss the difference between Physical health, Mental health, Physical illness and Mental illness.
Students will:	Discuss the similarities and differences in student responses to mental and physical aspects of people's health.
Materials:	
Poster paper, markers, pens, pencil, dry erase board, laptops.	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Researched-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	Today I want to share with you some important information regarding your emotional and mental health, can anyone tell me what emotional health means? Or mental health?
Communicate Lesson Targets:	Discuss the similarities and differences in student responses to mental and physical aspects of people's health.
Teach Content:	Divide the class into 4 groups: <ul style="list-style-type: none"> • Give each group a piece of flip chart paper with one of four terms written at the top: Physical health / Mental health / Physical illness / Mental illness. • Give the groups five minutes to brainstorm all the words that come to mind when they see their term. • After five minutes, ask groups to tape their sheets up on a wall for all groups to see. • Ask one student from each group to read out their list for the whole class. • Ask students what they notice about the type of words used on each sheet. • Discuss the similarities and differences in student responses to mental and physical aspects of people's health. • Ask students to suggest some reasons for these differences. • Give students handout of definitions of mental health and mental illness and lead a brief discussion on the definitions.
Practice Content:	Students will gather to present to their class members their content, this will be completed in a full class academic setting.
Summarize:	Today we learned about physical and mental health and physical and mental illness and how it relates to your overall well-being. Now we will take a survey in Naviance.
Close:	My office is _____, if you need me, I am available _____.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	

Participation Data:	
Anticipated number of students:	Grade 9 health students
Planned length of lesson(s):	40 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session ▪ Pre-/post-assessment attached 	
Outcome Data: (choose one)	
<input type="checkbox"/> Achievement (describe): <input type="checkbox"/> Attendance (describe): <input checked="" type="checkbox"/> Discipline (describe): SAC will work collectively with building administration to analyze if there has been a decrease of discipline regarding behavior, inappropriate comments, etc.	