

Health Study Skills Unit 2 - Mental Health & The Brain

Day & Date	Due Today	In Class	Homework Assigned	Learning Objectives	
				Health Content	
DAY 1 9/20 T		<input type="checkbox"/> The Brain: Control Central <input type="checkbox"/> What do you think? <input type="checkbox"/> Video - Positron emission tomography (PET) <input type="checkbox"/> Matching disease to PET scan <input type="checkbox"/> New objective sheet <input type="checkbox"/> Wellness tracker	<input type="checkbox"/> Stigma of mental illness Cornell notes	1. I know everyone has mental health regardless of whether or not they have mental illness 2. I know the brain controls our feelings, thoughts and behaviors 3. I can define mental illness —a health condition that changes a person's thinking, feelings or behavior (or all three) and that causes that disrupts difficulty functioning. 4. I can identify common stigmas (stereotypes, prejudices, discrimination) about people with mental illness 5. I can discuss how mental illness public and self-stigmas affect seeking treatment	
DAY 2 9/22 Th	<input type="checkbox"/> Cornell notes - What is psychological health?	<input type="checkbox"/> Phineas Gage <input type="checkbox"/> Interpreting PET images <input type="checkbox"/> The major brain lobes	<input type="checkbox"/> Anatomy of a neuron drawing and label	4. I know the brain has major regions that are responsible for specific behaviors, feelings and thoughts	
DAY 3 9/27 T	<input type="checkbox"/> Anatomy of a neuron drawing and label	<input type="checkbox"/> Neuron puzzle <input type="checkbox"/> How do neurons communicate?	<input type="checkbox"/> Mood disorders Cornell notes	5. I know general neuron anatomy and can describe two different ways neuron communication occurs	
DAY 4 9/29 Th	<input type="checkbox"/> Mood disorders Cornell notes	<input type="checkbox"/> What's the Health Problem?	<input type="checkbox"/> Anxiety disorders Cornell notes	6. I can diagnose a mental illness based on a set of characteristic symptoms (examples: schizophrenia, ADHD, eating disorders, etc.)	
DAY 5 10/4 T	<input type="checkbox"/> Anxiety disorders Cornell notes	<input type="checkbox"/> Defining "Illness" <input type="checkbox"/> Observing the Depressed Brain	<input type="checkbox"/> Suicide - warning signs & preventing suicide Cornell notes	7. I can define mental illness 8. I can recognize and analyze signs (symptoms) of anxiety, depression, eating disorders, other mental health illnesses and suicide. 9. I can list and describe certain actions I can take to prevent suicide 10. I understand that changes in brain activity are associated with depression, eating disorders and other mental health illness 11. I can create a venn diagram to illustrate common/different symptoms of the various mental illnesses	
DAY 6 10/6 Th	<input type="checkbox"/> Suicide - warning signs & preventing suicide Cornell notes	<input type="checkbox"/> Mental Illness - Could It Happen To Me?	<input type="checkbox"/> Factors that affect mental health Cornell notes	10. I can describe to others using evidence, how mental illness is something that could happen to anyone 11. I can identify/explain factors that increase a person's risk for mental illness and other factors decrease a person's risk for mental illness.	
DAY 7 10/7 F	<input type="checkbox"/> Factors that affect mental health Cornell notes	<input type="checkbox"/> Will It Get Better? Treatment of Mental Illness <input type="checkbox"/> Ted Talk	<input type="checkbox"/> Seeking help for mental health illness Cornell notes	12. I can explain to others that mental illness can be treated effectively using drugs and psychotherapy. 13. I can identify/describe different drugs and their uses, and different attributes of psychotherapy. 14. I understand and can communicate to others that treatment allows individuals with mental illness to function effectively in society. 15. I know when/how/where I can seek help 16. I can identify one adult in my life that I can trust and can go to in times of need 17. I can describe the importance of this person in achieving optimal wellness 18. I can evaluate the benefits of professional services related to mental health 19. I can analyze situations when it is important to seek help with stress, loss, unrealistic body image and depression.	
DAY 7 10/11 T	<input type="checkbox"/> Seeking help for mental health illness Cornell notes	<input type="checkbox"/> In Their Own Words - Mental Illness From a Firsthand Perspective		15. I can critically examine my personal perspective on mental illness, and break down my own stigmas 16. I can identify mental health resources at my school and in my community 17. I can access the mental health resources at my school and in my community. 18. I can evaluate how getting help for mental health can help a person achieve short- and long-term goals.	
DAY 7 10/13 Th		<input type="checkbox"/> You're the Expert Now - Your Mental Illness Brochure		16. I can synthesize what I've learned about mental illness from all lessons and communicate my understanding to others through a mental health brochure that conveys, stigma, statistics, examples, risks, treatments, supports.	