



Marietta City Schools
2022025 District Unit Planner

IB Psychology Yr 2

Unit Title/ Topic	<i>Unit 5: Depression</i>	Hours	<i>13.5 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

- Students will learn about the etiologies, symptoms, prevalence and potential treatments for MDD (Major Depressive Disorder)

Unit Description and texts

In this unit, we look at some common explanations and treatments for depression (major depressive disorder). This is designed to cover MDD for the topic of “mental health disorders” in the context of “Health and well-being,” but also reviews a majority of the biological approach content.

- **Context:** Health and Well-being
 - Mental health disorders – Major Depressive Disorder
- **Concept:** Bias

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <ol style="list-style-type: none"> 1. Apply skills required to analyze and evaluate a simple psychological theory using the DEAL method. 2. Identify the different approaches taken in research and recognize the ethical considerations and the sensitivity required in a discussion of this subject. 3. Use research studies to support an argument 4. Understanding of the extent to which early experience may influence later development and if there are critical periods in development. 	<p>Category: Communication</p> <p>Cluster: Communication skills: Exchanging thoughts, messages and information effectively through interaction</p> <p>Skill Indicator: Make inferences and draw conclusions</p> <p>Details: While researching/reviewing studies, students will apply critical thinking skills as they discuss and reflect on the limitations of the research and see the value of using metacognitive ability. In small groups, students will come up with fictitious studies that will demonstrate research methodology. Students will also role play real studies to demonstrate mastery of concepts. Students will also share responsibilities for making decisions in psychological studies.</p>

Content/skills/concepts		Learning process	
<p align="center"><u>Students will know the following content:</u></p> <ol style="list-style-type: none"> 1. Biological Explanations 2. Cognitive Models of Depression 3. Environmental Factors 4. Biological Treatments 5. Psychological Treatments 6. Cultural Differences <p align="center"><u>Students will develop the following skills:</u></p> <ol style="list-style-type: none"> 1. Answering SAQs, A-SAQs & ERQs (short answer questions, applied short answer questions, extended response questions) using research studies and/or real life examples as evidence 2. Analyze and evaluate the results of a research experiment. 3. Compare/contrast etiologies and treatments 4. Evaluate the effectiveness of cognitive models <p align="center"><u>Students will grasp the following concepts:</u></p> <ol style="list-style-type: none"> 1. Use of effective teamwork and collaboration. 2. Applying learning to real-world problems and contexts. 3. Engaging in experiential learning. 		<p>Details: Small group/pair work - Students will be working in small groups to collaborate for the research process of elements of research, evaluation of research, drawing conclusions and ethical considerations in psychological research</p> <p>Group presentations - Students will group presentations of specific content when evaluating and drawing conclusions in psychological research</p> <p>PowerPoint lecture/notes - Students will take notes from powerpoint either through teacher led lecture or from teacher pre-recorder video lecture with checkpoint questions</p> <p>Others:</p>	
Language and Learning		TOK Connections	
<p>Activating background knowledge Scaffolding for new learning Extending Language</p> <p>Details:</p> <ol style="list-style-type: none"> 1. Activating Prior Knowledge—utilizing learning from content in Units 1-4 2. Scaffolding New Learning—organizers for planning the ERQs, SAQs and A-SAQs. 3. Extending Language—utilizing an actual psychological experiment as the basis for their ERQ arguments, which requires students to read and understand at a high level. 		<p>Personal and shared knowledge</p> <p>Details:</p> <ol style="list-style-type: none"> 1. Personal and Shared Knowledge—students will be collaborating on some activities (shared knowledge), but will need to analyze and evaluate research studies individually, building personal knowledge based on the results of their analysis. 	
		CAS connections	
		<p>Creativity</p> <p>Details:</p> <ol style="list-style-type: none"> 1. Creativity—students must think creatively to make an argument using the available research studies. 	
Essential Understandings and Questions			

Factual: What are the major symptoms of MDD?

Conceptual: Why are some groups more at risk for depression than others?

Debatable: Why do people develop MDD and what is the best way to treat it?

Common Assessment Tasks
List of formative and summative assessments.

DP Assessments	Assessment Objectives	Formative Assessments	<p>Consolidation activities to start each lesson (e.g. crossword puzzle, Kahoot, quizzes etc.)</p> <p>Workbook notes based on the key questions in each lesson.</p> <p>Scaffolded SAQ plans, a take-home SAQ and a take-home essay</p>	Summative Assessments	<p>Short Quiz SAQ (P1SA) ASAQ (P1SB) Take home essay (P1SC)</p>
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Learning Experiences

Add additional rows below as needed.

Topic or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB
1) Biological Explanations <ul style="list-style-type: none"> a. Neurotransmitters b. The Serotonin Transporter Gene c. The Diathesis-Stress Model 2) Cognitive Models of Depression <ul style="list-style-type: none"> a. Beck's Cognitive Theory b. Rumination 	<ul style="list-style-type: none"> o Lesson 1: Biological Explanations o Lesson 2: Cognitive Models of Depression o Lesson 3: Environmental Factors o Lesson 4: Biological Treatments o Lesson 5: Psychological Treatments o Lesson 6: Cultural Differences o Unit Review/Summative Study Guide 	<p>Student choice in topics</p> <p>Students assigned to groups based on writing performance to allow for scaffolding of individual groups/members</p>

<p>3) Environmental Factors</p> <ul style="list-style-type: none"> a. ACE's b. Acculturation <p>4) Biological Treatments</p> <ul style="list-style-type: none"> a. SSRIs b. Sleep, Diet & Exercise <p>5) Psychological Treatments</p> <ul style="list-style-type: none"> a. CBT: Cognitive Behavioral Therapy b. CBT vs. Psychoanalysis <p>6) Cultural Differences</p> <ul style="list-style-type: none"> a. Culture & Prevalence Rates b. TCM: Traditional Chinese Medicine c. Herbal Remedies <p>7) Unit Review & Summative</p>	<ul style="list-style-type: none"> o Link to slide presentation for Unit Review <p>*Links to slide presentations for each Lesson are included at the top of the Lesson plans above.</p>	
Content Resources		
<p>Additional supports in this unit should include:</p> <ul style="list-style-type: none"> ● Student copies of the textbook, <i>IB Psychology: A Student's Guide</i> ● Student copies of the workbook (here) ● Blog resources (here) 		