



Marietta City Schools
2022025 District Unit Planner

IB Psychology Yr 2

Unit Title/ Topic	<i>Unit 6: Addiction</i>	Hours	<i>10.5 Hours</i>
--------------------------	--------------------------	--------------	-------------------

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Students will explore the causes and treatments for addiction.

Unit Description and texts

This unit teaches students about the causes and treatments for addiction. In particular, we focus on the opioid epidemic in America. This is designed to prepare students to write about “substance misuse or abuse” as a health problem in the context “Health and well-being.”

- Context: Health and Well-being
 - Health problems – Substance misuse or abuse
- 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: Category: Communication Cluster: Communication skills: Exchanging thoughts, messages and information effectively through interaction 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"> Causes of Addiction Treatments for Addiction <p align="center"><u>Students will develop the following skills:</u></p> <ol style="list-style-type: none"> Answering SAQs & A-SAQs (short answer questions and applied short answer questions) using research studies as evidence Analyze and evaluate the results of a research experiment. Compare/contrast causes of addiction Evaluate the effectiveness of addiction treatments Plan and write an ERQ on the topic of addiction <p align="center"><u>Students will grasp the following concepts:</u></p> <ol style="list-style-type: none"> Use of effective teamwork and collaboration. Applying learning to real-world problems and contexts. 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"> Activating Prior Knowledge—utilizing learning from content in Units 1-3 Scaffolding New Learning—organizers for planning the ERQs, SAQs and A-SAQs. 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"> 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"> Creativity—students must think creatively to make an argument using the available research studies. 	
Essential Understandings and Questions			
<p>Factual: What is addiction? What is the Opioid Crisis?</p>			

Conceptual: Why are opioids more addictive than other drugs? How can informed consent protect participants from harm?

Debatable: To what extent is rTMS an effective treatment for addiction? How effective are CBT strategies at breaking the addiction cycle? How can drug addiction be prevented?

Common Assessment Tasks
List of formative and summative assessments.

DP Assessments	Assessment Objectives	Formative Assessments	Blooket, Kahoot & Quizzizz reviews ASAQ Student Workbook for daily activities	Summative Assessments	1-ERQ (take-home)
-----------------------	------------------------------	------------------------------	---	------------------------------	-------------------

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) Causes of Addiction <ul style="list-style-type: none"> a. 1.1 Addiction & the Opioid Crisis b. 1.2 The Dopamine Hypothesis c. 1.3 Rat Park Studies d. 1.4 Unemployment e. 1.5 Pain & the Brain f. 1.6 Attachment g. 1.7 Social Learning h. 1.8 Stress 2) Treatments for Addiction <ul style="list-style-type: none"> a. 2.1 Brain Stimulation b. 2.2 Contingency Management c. 2.3 Prevalence & Prevention 	<ul style="list-style-type: none"> o Lesson 1: Causes of Addiction o Lesson 2: Treatments for Addiction 	Student choice in topics Students assigned to groups based on writing performance to allow for scaffolding of individual groups/members

Content Resources		
Additional supports in this unit should include: <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)		