



**Teacher Name:** Prior

**Date:** 11.02.2012 **Class:** 1<sup>st</sup> & 3<sup>rd</sup>

**Unit:** Mental/Emotional Health

**Lesson Topic:** Depression (day 2)

**Connection to Previous Lesson(s):** What is depression?

**Academic Language Target:** Depression (causes & symptoms)

**1. Objectives & Assessments** (attach copies of your assessments)

**Psychomotor (Health/PE Content) Instructional Objectives, Student Learning Outcomes & Assessments**

(Manual or physical skills: includes physical movement, coordination, and use of the motor-skill areas. Imitation, Manipulation, Precision, Articulation, Naturalization.)

NC Standards & CMS Benchmarks	Instructional Objective	Assessment of Instructional Objective
9.MEH.4.1 Create help-seeking strategies for depression and mental disorders.	Identify 2 main causes (genetic/biochemical, environmental/situational) and 3 main symptoms of depression.	Foldable on depression & guided notes.

**Cognitive Instructional Objectives, Student Learning Outcomes, & Assessments**

(Mental skills: involves knowledge and the development of intellectual skills. Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation.)

NC Standards & CMS Benchmarks	Instructional Objective	Assessment of Instructional Objective
9.MEH.2 Create help seeking strategies for depression and mental disorders.	Identify 2 main causes (genetic/biochemical, environmental/situational) and 3 main symptoms of depression.	Foldable on depression & guided notes.

### **Affective Instructional Objectives, Student Learning Outcomes, & Assessments**

(Growth in feelings or emotional areas: includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. Receiving Phenomena, Responding to Phenomena, Valuing, Organization, Internalizing Values.)

<b>NC Standards &amp; CMS Benchmarks</b>	<b>Instructional Objective</b>	<b>Assessment of Instructional Objective</b>
9.ICR.1.1 Illustrate the ability to respond to others with empathy.	Identify 2 main causes (genetic/biochemical, environmental/situational) and 3 main symptoms of depression.	Foldable on depression & guided notes.

**Essential Question(s):** Describe a time when you were upset or sad about something. What did you do to cope with this? In your opinion, did your coping strategy have a positive or negative effect on you? What could you have done differently?

#### **21<sup>st</sup> Century Learning Skills:**

Learning and Innovation Skills: critical thinking and problem solving, communication and collaboration

Life and Career Skills:

Information, Media, and Technology Skills: information literacy, media literacy

#### **Global Connections:**

Show how depression affects people around the world and that it is a global epidemic.

#### **Real-World Connections:**

Students will investigate how depression affects children, adolescents, males, females, and older adults.

#### **Literacy/Common Core:**

Write Into The Day, research articles, student written Haiku

## **2. Teaching Resources & Curriculum Materials**

**Technology implemented by your students:**

**Equipment/Resources Needed:** guided notes, power point notes, paper for foldable, articles

## **3. References Utilized to Develop this Lesson Plan (specify the web address or book)**

US Department of Health & Human Services, National Institutes of Health, National Institute of Mental Health

Created By Amy Prior

**4. Lesson Content: ATTACH ALL INSTRUCTIONAL MATERIALS (HANDOUTS, ASSESSMENTS) USED IN THE LESSON TO THIS FORM**

<b>Organization</b>	<b>Time</b>	<b>Content Development &amp; Activity</b>	<b>Modifications &amp; Differentiation</b>	<b>Teaching Cues</b>
Portfolios are located in the front of the classroom. As students enter the room, they will pick up their portfolio and begin their writing which is located on the board.	5 min	<p><b>Instant Activity-</b> Students will use their portfolios to “write into the day”</p> <p><b>*Attendance will be taken during this time</b></p>	<p><b>Novice-</b></p> <p>This assignment is individualized for each student</p> <p><b>Challenge-</b></p>	Tardy Bell
	5 min	<p><b>Group Review-</b> Yesterday we talked about the different areas of health and used data to determine where NC was ranked nationally. Today we will begin our MEH unit. We will be focusing on depression and how it affects people from children to older adults, men vs. women, and their families.</p>		
Colors will be used to identify groups. Groups will receive a folder of the corresponding group color that contains resources and materials for	25 min	<p><b>Activity-</b> Students will be split into groups of 4-6 and given a copy of a power point and guided notes. They are to complete the guided notes as a group before they begin their research project for the day.</p>	<p><b>Novice-</b> Guided notes will be filled in.</p> <p><b>Challenge-</b> Will be group facilitator.</p>	Countdown from 5

them to be successful in class for the day.				
Students will use their resource packet contained in their folder and will be provided with paper for their foldable after their guided notes are completed.	15 min	<b>Activity-</b> Students will be provided paper and various articles about Depression. Students will be given instructions on creating a foldable on Depression. They will work with their group to create the foldable.	<b>Novice-</b> Will be partnered with a peer buddy.  <b>Challenge-</b> Will facilitate and/or be a peer buddy.	Countdown from 5
Students will have their Haiku checked off by Ms. Prior and students will then clean up their area.	10 min	<b>Closure/Check for Understanding/Homework-</b> Students will create a Haiku in their portfolios about depression.		Countdown from 5

## 5. Reflection: