



Introduction to Human Behavior - Unit 3 - Positive Psychology

Unit Focus

Students will apply the different understandings that psychology has about what makes people happy, feel valuable, and ultimately brings meaning to their lives. Students will examine, on a biological level, what brings us happiness and how our perceptions of ourselves and our achievements contribute to our overall satisfaction. Students will also look at the psychological factors that are prerequisites that contribute to a life well lived. Students will apply their learning by designing a correlation study, and in the culminating performance task, attempt to redesign an element of the school based on principles of positive psychology.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>C3 Framework for Social Studies State Standards <i>Psychology</i> Psychological Perspectives and Methods of Inquiry Demonstrate a basic understanding of the scientific methods that are at the core of psychology. (D2.Psy.1.9-12) Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics. (D2.Psy.6.9-12) Influences on Thought and Behavior Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. (D2.Psy.9.9-12) Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world. (D2.Psy.12.9-12) Applications of Psychological Knowledge Apply psychological knowledge to their daily lives. (D2.Psy.18.9-12) Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues. (D2.Psy.19.9-12) Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment. (D2.Psy.20.9-12) Use psychological knowledge to promote healthy lifestyle choices. (D2.Psy.22.9-12) Apply psychological knowledge to civic engagement. (D2.Psy.23.9-12)</p> <p>Madison Public Schools Profile of a Graduate Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG.2.1) Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)</p>	<p><i>Students will be able to independently use their learning to...</i> T1 Apply psychological reasoning to individual and global issues to better understand problems, predict, and/or develop solutions T2 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i> U1 Happiness and fulfillment are both biologically and socially influenced U2 While happiness is different for individuals, there are certain fundamental principles that psychologists agree on</p>	<p><i>Students will keep considering...</i> Q1 How can I utilize the principles of positive psychology to lead a more fulfilling life? Q2 How are the principles of positive psychology applied in various settings to encourage certain kinds of behaviors?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i> K1 Endocrine system K2 Positive psychology/ Seligman K3 Humanistic psychology K4 Self concept K5 Unconditional positive regard K6 Relative deprivation K7 Adaptation level principle</p>	<p><i>Students will be skilled at...</i> S1 Film analysis S2 Psychological case studies S3 Designing correlation studies S4 Debating ethical implications of psychology medicine S5 Identifying real-world examples of psychology principles</p>	