

Psychology: Intelligence, Motivation, and Emotion

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: - Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. - Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. - Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. - Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. - Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. - Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. - Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge.	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions based on their understanding of the role internal motivation plays and its impact on their well-being</i>	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - psychologists have varying definitions of intelligence, but it is commonly understood as the ability to learn and adapt to one's environment. - intelligence is much more complicated than whether one is smart or not. - a behavior is what we do; motivation is why we do it. - motivation is a complex combination of needs, drives, incentives, and emotions. - motivations can be intrinsic or extrinsic. - emotion involves physiological processes, expressive behaviors, and cognitive appraisal in generating feelings.	ESSENTIAL QUESTIONS - What determines the factors that motivate people to do what they do? - How should intelligence be understood?
Acquisition		
Students will know... - that psychologists disagree about the definitions of intelligence, but define it as "the ability to learn and to adapt to the environment." - that there are theories we possess- one type of intelligence versus multiple intelligences. - that there are varying tests to assess intelligence. - that there are varying opinions as to the origins of intelligence. - that hereditary and environmental factors affect intelligence. - that human beings possess higher needs such as recognition, achievement, and a sense of fulfilling our potential. - that we are motivated to act in a way that will relieve discomfort and make us feel better.		Students will be skilled at... - explaining the complexities of human thought and behavior and individual differences. - describing the influence of multiple factors. - explaining the interaction of biology and experience. - explaining influences on individual cognitive and physical abilities. - explaining the common themes across multiple fields of Psychology. - formulating conclusions using existing evidence. - using critical thinking skills. - acknowledging the interconnectedness of knowledge. - applying psychological knowledge.

• Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. • Psy.18.9-12. Apply psychological knowledge to their daily lives. • Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.	• that motivation is a complex concept that involves the interaction of physiological, behavioral, and psychological factors. • that one of the most important factors in motivation is emotion. • that emotion may be a necessary element in reasoning. • that emotions may play an important role in cognitive functions such as reason and decision-making. <i>vocabulary:</i> intelligence, Howard Gardener, Sternberg, intelligence quotient (IQ), artificial intelligence (AI), creativity, intellectual disabilities, savant, motivation, primary vs. secondary needs, instinct, drive reduction theory, arousal theory, humanistic theory, hierarchy of needs, Abraham Maslow, social-cognitive theory, cognitive dissonance, emotion, external factors vs. internal factors, intrinsic vs. extrinsic motivation, social stereotypes of emotion, motive	• applying major theoretical approaches to characteristics of culture. • understanding the relationship between psychological knowledge and civic engagement.
<i>Content Area Literacy Standards</i>		<i>21st Century Skills</i>
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>reason effectively</i> • <i>think creatively</i> • <i>assess and evaluate information</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials