

Social Science of Well Being: UNIT 7 Gratitude

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze evidence both contemporary and historical in order to evaluate the influence and impact of perspective. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - 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. <u>Content Standards:</u> - D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. - D2.Psy.6.9-12. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics. - D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. - D2.Psy.9.9-12. Describe biological,	Transfer	
	Students will be able to independently use their learning to become active and aware members of society.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - expressing gratitude makes us happier, more socially adjusted individuals. - there are psychological, physiological and social benefits of gratitude. - there are challenges to and myths about gratitude that block it being done more often.	ESSENTIAL QUESTIONS - Is gratitude important? - Can gratitude be cultivated? - Can the impact of gratitude on happiness be quantified and qualified?
	Acquisition	
	Students will know... - the importance of gratitude as a component of personal happiness. - the psychological, physiological and social benefits of gratitude. - the challenges to and myths about gratitude. - that expressing gratitude makes us happier, more socially adjusted individuals. - that there are psychological, physiological and social benefits of gratitude. - that there are challenges to and	Students will be skilled at... - demonstrating understanding of the scientific methods. - investigating human behavior through multiple perspectives. - collecting and analyze data to answer a question. - explaining the complexities of human thought and behavior

psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices.	myths about gratitude that block it being done more often. - of the following key players, places, events, and/or ideas: - o Robert Emmons - o Sonja Lyubomirsky - o PTSD - o Alex Wood - o Behavioural disengagement - o Find, Bind and Remind Emotion - o Cognitive processes - o Habits of Thought - o Moral barometer - o Moral Motivator <u>Vocabulary:</u> gratitude, relationship, interdependent, narcissistic, myth, headwind/tailwind asymmetry, adaptation	and individual differences. - explaining the interaction of biology and experience. - promoting healthy lifestyle choices using psychological knowledge.
Content Area Literacy Standards		21st Century Skills
RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i>. WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		<i>Reason Effectively</i> <i>Make Judgments and Decisions</i> <i>Solve Problems</i> <i>Think Creatively</i> <i>Work Creatively with Others</i> <i>Implement Innovations</i> <i>Communicate Clearly</i> <i>Analyze Media</i>

