

Social Science of Well Being: UNIT 5 Mindfulness and Resilience

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.1.9-12. Demonstrate a basic understanding of the scientific methods that are at the core of psychology. - D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. - necessary to plan, conduct, and especially interpret research results. - D2.Psy.6.9-12. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.	<i>Transfer</i>	
	Students will be able to independently use their learning to become active and aware members of society.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - Mindfulness practice is good physically, socially and psychologically. - Resilience is important to subjective well-being, because adversity is a part of the human condition.	ESSENTIAL QUESTIONS - How does mindfulness breed resilience? - Can one build resilience in themselves and encourage it in others?
	<i>Acquisition</i>	
	Students will know... - that mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment. - the essential practices of Mindfulness - the 10 Characteristics of resilient people. - of the following key players, places, events, and/or ideas: - Jon-Kabat Zinn - MBSR - Raisin Exercise	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 and individual

• D2.Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior. • 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, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. • D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. • D2.Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. • D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices. • D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making.	- o Walking meditation - o Loving kindness meditation - o R.A.I.N. - o Talent Scouting <u>Vocabulary:</u> mindfulness, meditation, body scan, resilience, self-awareness, acceptance, grit	differences. • explaining the interaction of biology and experience. • promoting healthy lifestyle choices using psychological knowledge.
Content Area Literacy Standards	21st Century Skills	
• RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • <u>RH.9-10.2</u> 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. • <u>RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • <u>RH.9-10.4</u> 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. • <u>RH.9-10.5</u> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • <u>RH.9-10.6</u> 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. • <u>RH.9-10.7</u> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • <u>RH.9-10.8</u> Assess the extent to which the reasoning and evidence in a text support the author's claims. • <u>RH.9-10.9</u> Compare and contrast treatments of the same topic in several primary and secondary sources. • <u>WHST.9-10.1</u> Write arguments focused on <i>discipline-specific content</i>. • <u>WHST.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • <u>WHST.9-10.5</u> 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>Use Systems Thinking</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>	

