

Social Science of Well Being: UNIT 8 Awe/Narrative/Fit/Heroism

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.3.9-12. Discuss theories, methodologies, and empirical findings 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. 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	Transfer	
	Students will be able to independently use their learning <i>to become active and aware members of society.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - awe is integral to appreciating the big picture and finding our happiness. - laughter and play are necessary life components that can enhance the level of happiness.	ESSENTIAL QUESTIONS <i>Is awe necessary for happiness?</i> <i>Can you be happy without laughter and play?</i>
	Acquisition	
	Students Will Know... - multiple happiness practices - that awe is integral to appreciating the big picture and finding our happiness. - that laughter and play are necessary life components that can enhance the level of happiness. - of the following key players, places, events, and/or ideas: - o Frances Kuo - o Awe Walk - o Incongruity Resolution - o Phillip Zimbardo - o Stanford Prison Experiment - o Heroic Imagination - o Bright Line Ethical Test - o Moral Tickle	Students will be skilled at... - developing and enhancing a personal narrative as a pathway to developing skills that gear one toward being happier. - fostering and developing a heroic imagination. - demonstrating understanding of the scientific methods. - investigating human behavior through multiple perspectives. - collecting and analyze data to answer a question. - explaining the

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.22.9-12. Use psychological knowledge to promote healthy lifestyle choices. D2.Psy.23.9-12. Apply psychological knowledge to civic engagement. D2.Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential.	- o Laughter and Play - o Person-Activity Fit <u>Vocabulary:</u> awe, narrative, transcendent, biophilia, nonsense humor, anterior cingulate, positive humor, sardonic humor, altruism, heroic elect, social heroism	complexities of human thought and behavior and individual differences. • explaining the interaction of biology and experience. • promoting healthy lifestyle choices using psychological knowledge.
Content Area Literacy Standards	21st Century Skills	
• <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>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.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. • <u>WHST.9-10.7</u> 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. • <u>WHST.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. • <u>WHST.9-10.9</u> Draw evidence from informational texts to support analysis, reflection, and research.	• <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>	