

Social Science of Well Being: UNIT 6 Self Compassion/Flow/Goals

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. D2.Psy.6.9-12. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics. 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	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... - Self-compassion is essential to happiness and well-being. - Flow is an optimal mental state in work and leisure. - Goal setting is a mental habit that is very strongly related to happiness.	ESSENTIAL QUESTIONS - How does setting goals increase happiness? - Can self-compassion be fostered in individuals? - What actions and activities create flow? How is flow connected to happiness?
	Acquisition	
	Students will know... - the 3 components of self-compassion. - the concept of "Flow." - the various methods of goal setting and ways to achieve them. - that self-compassion is essential to happiness and well-being. - that flow is an optimal mental state in work and leisure. - that goal setting is a mental habit that is very strongly related to happiness. - of the following key players, places, events, and/or ideas: - Mihaly Csikszentmihalyi - Daniel Goleman - Self-Compassion	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 differences.

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.3.9-12. <i>Identify how social context influences individuals.</i> D2.Soc.4.9-12. <i>Illustrate how sociological analysis can provide useful data-based information for decision making.</i> D2.Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential.	<u>Vocabulary</u> :martyrdom, behaviorism, self-esteem, flow, overflow, focus, frazzled, goals, short term, long term, optimism, pessimism	• explaining the interaction of biology and experience. • promoting healthy lifestyle choices using psychological knowledge.
Content Area Literacy Standards		21st Century Skills
• <u>RH.9-10.2</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.9-10.4</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.9-10.6</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. • <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>Communicate Clearly</i> • <i>Analyze Media</i>