

# Social Science of Well Being: UNIT 2 Happiness and Social Connection

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>ESTABLISHED GOALS:</b><br><br><u><b>Competencies:</b></u> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to analyze evidence both contemporary and historical in order to evaluate the influence and impact of perspective.</li> <li>Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>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.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul><br><u><b>Content Standards:</b></u> <ul style="list-style-type: none"> <li>D2.Psy.1.9-12. Demonstrate a basic understanding of the scientific methods that are at the core of psychology.</li> <li>D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.</li> <li>D2.Psy.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.</li> <li>D2.Psy.7.9-12. Explore multicultural and global</li> </ul> | <i>Transfer</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Students will be able to independently use their learning to become active and aware members of society.                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <i>Meaning</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>ENDURING UNDERSTANDINGS</b><br>Students will understand that... <ul style="list-style-type: none"> <li>social connections (the relationships you have with the people around you) have an evolutionary, developmental, psychological and biological background and are integral to happiness.</li> <li>different types of relationships (friendships, marriage, etc.) are key components of happiness.</li> <li>empathy has many forms and is linked to greater well-being.</li> </ul> | <b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>Are all relationships beneficial?</li> <li>How has technology and social media improved and or hampered social connectedness?</li> <li>What is the relationship between social connectedness and happiness?</li> <li>Is empathy important and how is it related to both social connection and happiness?</li> </ul>                                             |
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| <p>perspectives that recognize how diversity is important to explaining human behavior.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.</li> <li>• D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.</li> <li>• D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices.</li> <li>• D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.</li> <li>• D2.Soc.3.9-12. Identify how social context influences individuals.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• of the following key players, places, events, and/or ideas: <ul style="list-style-type: none"> <li>◦ Social Connectedness</li> <li>◦ Active Listening</li> <li>◦ Attachment Styles (secure, anxious, avoidant)</li> <li>◦ Dynamic Interaction Model</li> <li>◦ Cross Group Friendships</li> <li>◦ Social Capital</li> <li>◦ Fast Friends Procedure</li> <li>◦ Affective and Cognitive Empathy</li> <li>◦ Isolation and Loneliness</li> <li>◦ Voice and Touch</li> <li>◦ Marriage and Friendship</li> <li>◦ Affective and Cognitive Empathy</li> <li>◦ Empathic Concern</li> <li>◦ Empathic Distress</li> </ul> </li> </ul> <p><u>Vocabulary:</u> defensiveness, egalitarian, empathy, ultrasocial, vagus nerve, oxytocin, contempt, criticism, stonewalling</p> | <p>perspectives.</p> <ul style="list-style-type: none"> <li>• explaining the complexities of human thought and behavior and individual differences.</li> <li>• explaining the interaction of biology and experience.</li> <li>• identifying the impact of psychological science on understanding.</li> <li>• promoting healthy lifestyle choices using psychological knowledge.</li> <li>• applying psychological knowledge to civic engagement.</li> </ul> |
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| <b>Content Area Literacy Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• 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.</li> <li>• <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.</li> <li>• <u>RH.9-10.5</u> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</li> <li>• <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.</li> <li>• <u>RH.9-10.7</u> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> <li>• <u>RH.9-10.8</u> Assess the extent to which the reasoning and evidence in a text support the author's claims.</li> <li>• <u>WHST.9-10.2</u> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</li> <li>• <u>WHST.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• <b><i>reason effectively</i></b></li> <li>• <b><i>make judgments and decisions</i></b></li> <li>• <b><i>solve problems</i></b></li> <li>• <b><i>think creatively</i></b></li> <li>• <b><i>work creatively with others</i></b></li> <li>• <b><i>communicate clearly</i></b></li> <li>• <b><i>analyze media</i></b></li> </ul>                                                                                       |

appropriate to task, purpose, and audience..

- WHST.9-10.7 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.9-10.8 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.
- WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.