

Social Science of Well Being: UNIT 1: Foundations

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.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	<i>Transfer</i>	
	Students will be able to independently use their learning to develop their own definition of happiness.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - happiness and well-being are complex life skills that can be enhanced and learned. - happiness and well-being can be studied and understood from a historical, philosophical, scientific and psychological perspective. - happiness and well-being can be developed by studying and understanding related skills such as resilience, gratitude, empathy and compassion.	ESSENTIAL QUESTIONS - Is happiness important? - Can one cultivate happiness? - Can all people find happiness? Is it important for people to find happiness? - Can humans survive without happiness?
	<i>Acquisition</i>	
	Students will know... - the various methods used to study happiness. - that Happiness and well-being are complex life skills that can be enhanced and learned. - that Happiness and well-being can be studied and understood from a	Students will be skilled at... - demonstrating understanding of the scientific methods. - investigating human behavior through multiple perspectives. - discussing necessary psychological research to plan, conduct, and interpret research results.

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.22.9-12. Use psychological knowledge to promote healthy lifestyle choices. D2.Psy.23.9-12. Apply psychological knowledge to civic engagement. D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making. D2.Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential. D2.Soc.12.9-12. Explain the social construction of self and groups.	historical, philosophical, scientific and psychological perspective. - happiness and well-being can be developed by studying and understanding related skills such as resilience, gratitude, empathy and compassion. - of the following key players, places, events, and/or ideas: - observational studies - cross sectional studies - longitudinal studies - subjective well being - genetic set point - PTSD/PTG - intrinsic and extrinsic goals - gross national happiness - positive emotions - Karoshi <u>Vocabulary:</u> neurobiology, optimism, pessimism, dopamine, flow, resilience, gratitude, compassion, empathy, mindfulness, pre-frontal cortex	- collecting and analyze data to answer a question. - exploring multicultural and global perspectives. - explaining the complexities of human thought and behavior and individual differences. - explaining the interaction of biology and experience. - identifying the impact of psychological science on understanding. - promoting healthy lifestyle choices using psychological knowledge. - applying psychological knowledge to civic engagement.
Content Area Literacy Standards	21st Century Skills	
<u>RH.9-10.1</u> 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.	<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>	

- RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- WHST.9-10.1 Write arguments focused on *discipline-specific content*.
- WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 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.
- WHST.9-10.6 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.
- 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.