

K11: Motivation and Emotion - Chapter 8

Content Area: **Social Studies**
Course(s): **Psychology**
Time Period: **Semester 2**
Length: **2 weeks**
Status: **Published**

Standards

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|-------------------|---|
| SCI.9-12.DL.1.5.3 | Describe social, cultural, and emotional development through childhood |
| SCI.9-12.IV | Individual Variations |
| SCI.9-12.IV.1 | Motivation |
| SCI.9-12.IV.1.1 | Perspectives on motivation |
| SCI.9-12.IV.1.1.1 | Explain biologically based theories of motivation |
| SCI.9-12.IV.1.1.3 | Explain humanistic theories of motivation |
| SCI.9-12.IV.1.2 | Domains of motivated behavior in humans and non-human animals |
| SCI.9-12.IV.1.2.1 | Discuss eating behavior |
| SCI.9-12.IV.1.2.2 | Discuss sexual behavior and orientation |
| SCI.9-12.IV.1.2.3 | Discuss achievement motivation |
| SCI.9-12.IV.1.2.4 | Discuss other ways in which humans and non-human animals are motivated |
| SCI.9-12.IV.2.1.1 | Explain the biological and cognitive components of emotion |
| SCI.9-12.IV.2.1.2 | Discuss psychological research on basic human emotions |
| SCI.9-12.IV.2.1.3 | Differentiate among theories of emotional experience |
| SCI.9-12.IV.2.2 | Emotional interpretation and expression |
| SCI.9-12.IV.2.2.1 | Explain how biological factors influence emotional interpretation and expression |
| SCI.9-12.IV.2.2.2 | Explain how culture and gender influence emotional interpretation and expression |
| SCI.9-12.IV.2.2.3 | Explain how other environmental factors influence emotional interpretation and expression |
| SCI.9-12.IV.2.3 | Domains of emotional behavior |
| SCI.9-12.IV.2.3.1 | Identify biological and environmental influences on the expression and experience of negative emotions, such as fear |
| SCI.9-12.IV.2.3.2 | Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness |

Enduring Understandings

The students will understand that:

- 1. emotion is both a physical and psychological experience.**
- 2. we are motivated by both primary and secondary needs and wants.**
- 3. there are universal emotions that help us understand different groups of**

people.

4. psychological stress can lead to physical problems.

Essential Questions

- 1. In what ways are humans motivated to behave?**
- 2. What methods of motivation are more effective than others?**
- 3. How can one increase their motivation to behave in various ways?**
- 4. What is the role of hunger in motivating behavior?**
- 5. How do **maladaptive eating patterns affect behavior?****
- 6. What role do emotions play in behavior?**
- 7. How do cognitions affect emotions?**

Knowledge and Skills

Objectives:

- Discuss the similarities of instinct and drive theories.**
- Discuss the difference between drive theory and homeostasis.**
- Explain the reasons why intrinsic motivation is more beneficial than extrinsic motivation.**
- Determine how psychologists measure achievement motivation.**
- Identify ways we can motivate others to give their best efforts.**
- Analyze how the body regulates weight so effectively.**
- Differentiate between historical and modern cognitive theories of emotion.**
- Identify the physiological changes that occur when people experience different**

emotions.

-Determine the criteria for assessing gender differences in emotional expression.

Content

- 1. Biological Bases**
- 2. Theories of Motivation**
- 3. Hunger, Thirst, Sex, and Pain**
- 4. Social Motives**
- 5. Theories of Emotion**
- 6. Stress**

Activities:

- 1. Interactive PowerPoint**
- 2. Discussion and debate topics**
- 3. Application activities**
- 4. Case study analysis**
- 5. YouTube video analysis**
- 6. Motivation Application Activity: Survival**

Transfer Goals

Students will be able to independently evaluate different motivational theories in applied settings in order to determine their influence on an individual's emotional response.

Resources

Textbook Reading:

Primary Student Textbook: Myers Psychology for AP

Course Resources:

1. Benjamin, Ludy T. Jr., eds. *Favorite Activities for the Teaching of Psychology*. Washington, D.C.: American Psychological Association, 2008.
2. Bensley, D. Alan. *Critical Thinking in Psychology: A Unified Skills Approach*. Pacific Grove, Calif.: Brooks/Cole, 1998.
3. Hock, Roger R. *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*. 5th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.
4. Rolls, Geoff. *Classic Case Studies in Psychology*. London: Hodder Arnold, 2005.
5. Application Activities: schedules of reinforcement and reinforcement v. punishment

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Links

<http://psychcentral.com/>

<http://www.psychologytoday.com/>

<http://www.apa.org/>

<http://www.scientificamerican.com/section/lateststories/>

<http://www.psychologicalscience.org/>

<http://www.sciencedaily.com/news>

<http://www.alleydog.com/>

<http://www.apa.org/research/action/glossary.aspx>

<http://allpsych.com/psychology101/index.html>

<http://www.simplypsychology.org/perspective.html>

Assessments

<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

Modifications

<https://docs.google.com/document/d/1XtUWvYfqhUpgTH9A995xZIQ64jsDH2LtXo1yBo7zxDw/edit>