K11: Motivation and Emotion - Chapter 8

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

Standards

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.

Students will be able to independently challenge their own reactions/emotions when confronted with a situation in which choices are available.

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

Albert I.O.

Openstax

Amsco Review Book

TOPSS (Teachers of Psychology in Secondary Schools)

Verywell Mind

ProQuest

Gale in Context

Ebsco

Jstor

Science Direct

Gale in Context: Opposing View points

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

News publications, including but not limited to NYTimes, Washington Post.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

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