

Unit 11: Interest Projects: Social Psychology (Interactions & Sociocultural Diversity), Motivation, Emotion, Intelligence, Variations of Consciousness, Language, Health

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

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objective:

Students will understand human interaction is governed by a complicated series of factors.

Essential Questions:

How do socio-cultural factors influence thought processes and behavior?

Why is it important to take different perspectives when attempting to explain complex behaviors?

CONTENT AREA STANDARDS

SCI.9-12.B.3	Consciousness
SCI.9-12.B.3.1	The relationship between conscious and unconscious processes
SCI.9-12.B.3.1.1	Identify states of consciousness
SCI.9-12.B.3.1.2	Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)
SCI.9-12.B.3.2	Characteristics of sleep and theories that explain why we sleep and dream
SCI.9-12.B.3.2.1	Describe the circadian rhythm and its relation to sleep
SCI.9-12.B.3.2.2	Describe the sleep cycle
SCI.9-12.B.3.2.3	Compare theories about the functions of sleep
SCI.9-12.B.3.2.4	Describe types of sleep disorders
SCI.9-12.B.3.2.5	Compare theories about the functions of dreams
SCI.9-12.B.3.3	Categories of psychoactive drugs and their effects

SCI.9-12.B.3.3.1	Characterize the major categories of psychoactive drugs and their effects
SCI.9-12.B.3.3.2	Describe how psychoactive drugs act at the synaptic level
SCI.9-12.B.3.3.3	Evaluate the biological and psychological effects of psychoactive drugs
SCI.9-12.B.3.3.4	Explain how culture and expectations influence the use and experience of drugs
SCI.9-12.B.3.4	Other states of consciousness
SCI.9-12.B.3.4.1	Describe meditation and relaxation and their effects
SCI.9-12.B.3.4.2	Describe hypnosis and controversies surrounding its nature and use
SCI.9-12.B.3.4.3	Describe flow states
SCI.9-12.C	Cognition
SCI.9-12.C.3.1	Perspectives on intelligence
SCI.9-12.C.3.1.1	Discuss intelligence as a general factor
SCI.9-12.C.3.1.2	Discuss alternative conceptualizations of intelligence
SCI.9-12.C.3.1.3	Describe the extremes of intelligence
SCI.9-12.C.3.2	Assessment of intelligence
SCI.9-12.C.3.2.2	Identify current methods of assessing human abilities
SCI.9-12.C.3.2.3	Identify measures of and data on reliability and validity for intelligence test scores
SCI.9-12.C.3.3	Issues in intelligence
SCI.9-12.C.3.3.1	Discuss issues related to the consequences of intelligence testing
SCI.9-12.C.3.3.2	Discuss the influences of biological, cultural, and environmental factors on intelligence
SCI.9-12.DL.3.1	Structural features of language
SCI.9-12.DL.3.1.1	Describe the structure and function of language
SCI.9-12.DL.3.1.2	Discuss the relationship between language and thought
SCI.9-12.DL.3.2	Theories and developmental stages of language acquisition
SCI.9-12.DL.3.2.1	Explain the process of language acquisition
SCI.9-12.DL.3.2.2	Discuss how acquisition of a second language can affect language development and possibly other cognitive processes
SCI.9-12.DL.3.2.3	Evaluate the theories of language acquisition
SCI.9-12.DL.3.3	Language and the brain
SCI.9-12.DL.3.3.1	Identify the brain structures associated with language
SCI.9-12.DL.3.3.2	Discuss how damage to the brain may affect language
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.1.1.2	Explain cognitively based theories of motivation
SCI.9-12.IV.1.1.3	Explain humanistic theories of motivation
SCI.9-12.IV.1.1.4	Explain the role of culture in human 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	Emotion
SCI.9-12.IV.2.1	Perspectives on emotion
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
SCI.9-12.IV.3	Personality
SCI.9-12.SC	Sociocultural Context
SCI.9-12.SC.1	Social Interactions
SCI.9-12.SC.1.1	Social cognition
SCI.9-12.SC.1.1.1	Describe attributional explanations of behavior
SCI.9-12.SC.1.1.2	Describe the relationship between attitudes (implicit and explicit) and behavior
SCI.9-12.SC.1.1.3	Identify persuasive methods used to change attitudes
SCI.9-12.SC.1.2	Social influence
SCI.9-12.SC.1.2.1	Describe the power of the situation
SCI.9-12.SC.1.2.2	Describe effects of others' presence on individuals' behavior
SCI.9-12.SC.1.2.3	Describe how group dynamics influence behavior
SCI.9-12.SC.1.2.4	Discuss how an individual influences group behavior
SCI.9-12.SC.1.3	Social relations
SCI.9-12.SC.1.3.1	Discuss the nature and effects of stereotyping, prejudice, and discrimination
SCI.9-12.SC.1.3.2	Describe determinants of prosocial behavior
SCI.9-12.SC.1.3.3	Discuss influences upon aggression and conflict
SCI.9-12.SC.1.3.4	Discuss factors influencing attraction and relationships
SCI.9-12.SC.2	Sociocultural Diversity
SCI.9-12.SC.2.1	Social and cultural diversity
SCI.9-12.SC.2.1.1	Define culture and diversity
SCI.9-12.SC.2.1.2	Identify how cultures change over time and vary within nations and internationally
SCI.9-12.SC.2.1.3	Discuss the relationship between culture and conceptions of self and identity
SCI.9-12.SC.2.1.4	Discuss psychological research examining race and ethnicity

SCI.9-12.SC.2.1.5	Discuss psychological research examining socioeconomic status
SCI.9-12.SC.2.1.6	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination
SCI.9-12.SC.2.2	Diversity among individuals
SCI.9-12.SC.2.2.1	Discuss psychological research examining gender identity
SCI.9-12.SC.2.2.2	Discuss psychological research examining diversity in sexual orientation
SCI.9-12.SC.2.2.3	Compare and contrast gender identity and sexual orientation
SCI.9-12.SC.2.2.4	Discuss psychological research examining gender similarities and differences and the impact of gender discrimination
SCI.9-12.SC.2.2.5	Discuss the psychological research on gender and how the roles of women and men in societies are perceived
SCI.9-12.SC.2.2.6	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society
SCI.9-12.SC.2.2.7	Discuss psychological research examining differences in individual cognitive and physical abilities
SCI.9-12.APS.2.1	Stress and coping
SCI.9-12.APS.2.1.1	Define stress as a psychophysiological reaction
SCI.9-12.APS.2.1.2	Identify and explain potential sources of stress
SCI.9-12.APS.2.1.3	Explain physiological and psychological consequences for health
SCI.9-12.APS.2.1.4	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress
SCI.9-12.APS.2.2	Behaviors and attitudes that promote health
SCI.9-12.APS.2.2.1	Identify ways to promote mental health and physical fitness
SCI.9-12.APS.2.2.2	Describe the characteristics of and factors that promote resilience and optimism

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
TECH.9.4.12.CI	Creativity and Innovation
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.

STUDENT LEARNING TARGETS

Declarative Knowledge

Social Interactions- after concluding this unit, students understand:

1. Social cognition
2. Social influence
3. Social relations

Sociocultural Diversity- after concluding this unit, students understand:

1. Social and cultural diversity
2. Diversity among individuals

Intelligence- after concluding this unit, students understand:

1. Perspectives on intelligence
2. Assessment of intelligence
3. Issues in intelligence

Motivation- after concluding this unit, students understand:

1. Perspectives on motivation
2. Domains of motivated behavior in humans and non-human animals

Emotion- after concluding this unit, students understand:

1. Perspectives on emotion
2. Emotional interpretation and expression
3. Domains of emotional behavior

Health- after concluding this unit, students understand:

1. Stress and coping
2. Behaviors and attitudes that promote health

Language Development- after concluding this unit, students understand:

1. Structural features of language
2. Theories and developmental stages of language acquisition
3. Language and the brain

Procedural Knowledge

Students will be able to:

- Identify, teach, present, and demonstrate knowledge of important concepts related to Emotion, Motivation, Cognition & Intelligence, Consciousness, Stress, Coping, & Health, Language, or another Psychology related area of study as seen in the standards.

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Formative Assessments

- Chapter 12 Study Guide- https://docs.google.com/document/d/1eS4Euj-LXIDi4nZwCS0c_RhtGZQNplrg/copy
- APA Reference benchmark for the presentation
- EdPuzzle Consciousness
- Questions:
 - How do socio-cultural factors influence thought processes and behavior?
 - Why does conformity and obedience occur? Why does prosocial occur?
 - Why does antisocial behavior occur?
 - Why is it important to take different perspectives when attempting to explain complex behaviors?
 - How is our language and our thought process related?
 - How does our problem-solving abilities differ depending on the situation, and what obstacles hinder our cognitive processes?
 - How do biological and cultural notions of gender shape the experiences of men and women?
 - How does stress influence people both physiologically and psychologically, and how do we appropriately cope with stress?
 - How does motivation control our actions?
 - How are the basic motivations alike and different?

Summative Assessments

Presentations Expert Group /Individual Presentations- Students will choose Emotion, Motivation, Cognition & Intelligence, Consciousness, Stress, Coping, & Health, Language, or another Psychology related area of study. Students will have to research, compile, organize, and present the information to the class. They will have 15-20 minutes to present depending upon group sizes and days left in the schedule. They will be grade via rubric and must create higher and lower order thinking questions that will count towards a grade for the audience.

https://docs.google.com/document/d/10-ZcMUXkQ_fTZPS24Hd-AuJGukvwGHkb472hK_18cN0/edit#heading=h.gjdgxs
https://docs.google.com/document/d/16xO5H_CbB9DFRXPswNXYvllWmeuNyDEheiNaSGxlnw/copy

RESOURCES (Instructional, Supplemental, Intervention Materials)

Slides notes- <https://drive.google.com/file/d/1lIE46j7oV26co1bL0oTi8KojpT6AT5Xd/copy?usp=sharing>

Resources:

Angela Lee Duckworth: TED Talks Education: Grit: The power of passion and perseverance
https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en

What makes a good life? Lessons from the longest study on happiness
https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness?language=en

Test your own GRIT: <https://www.idrlabs.com/grit/test.php>

INTERDISCIPLINARY CONNECTIONS

HE.K-12.P.1	Acting as responsible and contributing member of society
HE.K-12.P.2	Building and maintaining healthy relationships
HE.K-12.P.3	Communicating clearly and effectively (verbal and nonverbal)
HE.K-12.P.4	Resolving conflict
HE.K-12.P.5	Attending to personal health, emotional, social and physical well-being
HE.K-12.P.8	Managing-self
HE.K-12.P.9	Setting goals
HE.K-12.P.10	Using technology tools responsibly
SJ.ID	Identity

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

- Provide enrichment activities that include more advanced material
- Use of Higher Level Questioning Techniques
- Extended time to complete assignments
- Extended time on classroom tests and quizzes
- Restate, reread, and clarify directions/questions
- Establish procedures for accommodations /modifications for assessments
- Provide oral reminders and check student work during independent work time
- Extended time to complete assignments: Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases
- Provide enrichment activities that include more advanced material
- Pair visual prompts with verbal presentations

Syracuse University welcomes people with disabilities and, in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act, does not discriminate on the basis of disability. Students who require special consideration due to a learning or physical disability or other situation should make an appointment with the course instructor as soon as possible to make appropriate arrangements. Syracuse University values

diversity and inclusion and is committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that result in barriers to one's inclusion or accurate assessment or achievement, any such student should meet with the instructor or appropriate administrator to discuss additional strategies beyond accommodations that may be helpful to the student's success.