Year 10 Human Technologies: Unit 2: Technologies for Pleasure

Achievement Standard:
In Year 10 Global Leaders Academy, students begin by review human technologies and their role in moving humanity from cultures to civilisations. There is a focus on students independently engaging in the selection/creation of thinking routines in order to examine a wide range of technologies, and how these can be utilised in order to move an individual forward as a learner, as a leader, and as a Global Citizen. We will also **examining technologies that enable us to embrace life's pleasures and to consider the integral role of pleasure in the development of our identities and sense of wellbeing.**

Unit Specific Information:
We are learning to use human technologies to embrace life's pleasures
This unit intends to enhance students' understanding and use of human technologies in order to embrace all that is positive and pleasurable for a human being. Students will focus on philosophical theory about the concept of pleasure, and examine the notion of what brings pleasure to their own lives. In particular, students will consider how they can create life balance by choosing to include pleasure in their life.

Guiding Questions:
- *What is pleasure?*
- *What is the neuroscience of pleasure?*
- *What are attitudinal and phenomenological theories about pleasure?*
- *What is the role of motivation and pleasure?*
- *What gives me pleasure?*
- *How do I ensure I embrace pleasure?*

Assessment Details:
Students will work through a 'conducting thought experiment' process on a provocative statement. They will then create a 'four minute thesis' to communicate their perspective.
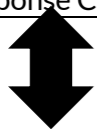
Conditions:
- 4 weeks' notice
- 400 words
- In class time
- Individual
- Teacher feedback throughout the process

READING / VIEWING/ LISTENING:
Core Text 1: Pleasure vs Happiness
Core Text 2: Happiness- the Three Traditional Theories
Core Text 3: How Freud's Pleasure Principles Works

COMPREHENSION SKILL FOCUS:
Determining Importance : Text Coding, Knowledge Question Response Chart, Inquiry Chart

THINKING:
[cognitive verbs]

- Create
- Demonstrate

WRITTEN TEXT

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
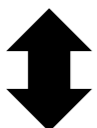Elaborating Clauses, Evaluative Language, concession

FORMATIVE ASSESSMENT: Game Show/Board Game
Students will work in a small group to create a game that will help students assess their understandings of the theories about the brain and pleasure.

	Thinking Routines – Comprehension, Cognitive, Creative, Critical	Communication
3	I can use thinking routines to organise, analyse, interpret and transform information.	I can create a four minute thesis that uses the claims and support structure to create an argument.

2	*Recognise or recall key vocabulary and concepts:* Human Pleasure, neuroscience, Attitudinal, Phenomenological, Intrinsic and extrinsic motivation, Wanting vs Liking vs Learning, Hedonia positive affect or pleasure), Eudaimonia (sense of meaningfulness or engagement in life)
	
	Perform basic processes such as:
	➢ *Organise*
	  ☐ *Complete graphic organisers to comprehend, and organise information*
	➢ *Analyse and Interpret*
	  ☐ *Use graphic organisers to interpret, synthesise and make decisions and make decisions about information*
	➢ *Transform*
	  ☐ *Use creativity and imagination to think flexibly and create ideas for the four minute thesis*
		Recognise or recall key vocabulary and concepts:
		Argument, thesis, discussion, claims, support, evidence, elaborating clauses, evaluative language,
		
		Perform basic processes such as:
		➢ *Develop a thesis*
		➢ *Use the claims and support structure to consider multiple perspectives, and to develop an argument*
		➢ *Integrate evidence to support arguments*
		➢ *Effectively using elaborating clauses*
		➢ *Effectively using evaluative language*
		➢ *Effectively using concession*
		➢ *Create a written text using:*
		   - *A variety of accurate punctuation,*
		   - *a variety of sentence structures,*
		   - *Purposeful word choice;*
		   - *Paragraphing*
		   - *Concession*
		➢ *Present an engaging spoken thesis effectively using both verbal and nonverbal skills*

Learning Goals:

Key Questions	Strand and Sub-Strands	Kirwan High Goals – Students will know and/or be able to do:	
What is pleasure?	• Knowledge: Historical, current and future technologies • Thinking Routines: Comprehension, Critical and Cognitive Thinking	• Understand the development of the concept of pleasure over time	• Define pleasure
What is the neuroscience of pleasure?	• Knowledge: Historical, current and future technologies • Knowledge: The role of the brain and pleasure • Thinking Routines: Comprehension and Cognitive Thinking	• Understand the complexity of the brain in terms of emotions, particularly pleasure • Understand the role of Hedonia and Eudaimonia	• Explain the workings of the brain, and the connection to pleasure
What are attitudinal and phenomenological theories about pleasure?	• Knowledge: Historical, current and future technologies • Thinking Routines: comprehension and	• Understand the theories of pleasure	• Define the theories • Compare and contrast the theories
What is the role of motivation and pleasure?	• Knowledge: Historical, current and future technologies • Thinking Routines: comprehension and cognitive	• Understand the role of intrinsic and extrinsic motivation and pleasure	• Define intrinsic and extrinsic motivation • Explain the link between motivation and pleasure • Assess the role of motivation with pleasure in their own lie
What gives me pleasure?	• Knowledge: current and future technologies • Thinking Routines: creative and critical	• Understand the role of pleasure for a 21st century adolescent • Understand the opportunities available for finding pleasure	• Reflect on their own values and perspectives about pleasure
How do I ensure I embrace pleasure?	• Knowledge: current and future technologies • Thinking Routines: creative and critical	• Understand that embracing pleasure is a mindset • Understand technologies to embrace pleasure	• Apply technologies to embrace pleasure

Possible Habit of Mind: Thinking Flexibly				
Exploring Meaning of the HOM By the end of this unit students will be able to:	**Expanding Capacity for using the HOM** By the end of this unit students will be able to:	**Increasing Alertness for the HOM** By the end of this unit students will be able to: Identify situations which require the use of this habit of mind.	**Extending Values of the HOM** By the end of this unit students will be able to:	**Building Commitment towards the HOM** By the end of this unit students will be able to: Respond with wonderment and awe by expressing gratitude and influencing others.

General Capabilities: This unit provides opportunities for students to engage in following capabilities:

Literacy
- ✓ Comprehending texts through listening, reading and viewing
- ✓ Composing texts through speaking, writing and creating
- ✓ Text knowledge
- ✓ Grammar knowledge
- ✓ Word knowledge
- ✓ Visual knowledge

Numeracy
- ☐ Estimating and calculating with whole numbers
- ☐ Recognising and using patterns and relationships
- ☐ Using fractions, decimals, percentages, ratios and rates
- ☐ Using spatial reasoning
- ☐ Interpreting statistical information
- ☐ Using measurement

ICT
- ☐ Applying social and ethical protocols and practices when using ICT
- ☐ Investigating with ICT
- ☐ Creating with ICT
- ☐ Communicating with ICT
- ☐ Managing and operating ICT

Critical and creative thinking
- ✓ Inquiring - identifying, exploring and organising information and ideas
- ✓ Generating ideas, possibilities and actions
- ✓ Reflecting on thinking and processes
- ☐ Analysing, synthesising and evaluating reasoning and procedures

Personal and social capability
- ✓ Self-awareness
- ✓ Self-management
- ☐ Social awareness
- ☐ Social management

Ethical understanding
- ✓ Understanding ethical concepts and issues
- ✓ Reasoning in decision making and actions
- ✓ Exploring values, rights and responsibilities

Intercultural understanding
- ✓ Recognising culture and developing respect
- ✓ Interacting and empathising with others
- ✓ Reflecting on intercultural experiences and taking responsibility

Cross Curriculum Priorities:

☐ Aboriginal and Torres Strait Islander histories and cultures	☐ Asia and Australia's engagement with Asia	☐ Sustainability

Differentiation [for small groups or individuals]: