Unit 6 - Individual Variations Domain 2017

Content Area: **Social Studies**
Course(s): **Advanced Placement Psychology**
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Length: **number of days**
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Unit Overview

The individual variations domain examines a variety of areas where individuals differ from one another. It begins with motivation which serves to energize and direct behavior. It continues with emotion and explores it's biological basis, expression, and the psychological experience. It next explores the numerous theories explaining individual personality. Finally, this domain investigates psychological disorders including the perspectives on abnormality and the various categories of disorders.

Enduring Understandings

- Motivation can be affected by biology, cognition, culture, and the quest for self-actualization
- Areas of motivated behavior include hunger, sexuality, and achievement
- Emotion has both biological and cognitive components
- Emotional interpretation and expression is influenced by biology, culture, gender, and the environmnet
- The major theories explaining personality include the psychodynamic, humanistic, trait, and social-cognitive perspectives
- Personality can be affected by biological, situational, and cultural influences
- Individual behavior varies greatly making abnormality difficult to define
- Psychological disorders are categorized by their symptoms and have multiple causes

Essential Questions

- What are the biological, cognitive, and humanistic theories of motivation?
- What role does culture play in human motivation?
- How does motivation influence hunger, sex, and achievement?
- What roles do biology and cognition play in emotion?
- What theories explain how humans experience emotion?
- How is emotional interpretation and expression influenced by biology, culture, gender, and the environment?
- What differences exist between the psychodynamic, humanistic, trait, and social-cognitive perspectives on personality?
- What are the various personality assessment techniques and how valid and reliable are they?
- What are the issues in personality related to the situation, stability, culture, and the self-concept?
- What factors qualify behavior as abnormal or disordered?
- What stigmas or biases relate to abnormal behavior?
- How are psychological disorders classified?

- What are the symtoms and causes of the various catergories of psychological disorders?

Standards/Indicators/Student Learning Objectives (SLOs)

- Students will summarize the various perspectives on motivation including the evolutionary, drive-reduction, arousal, and humanistic theories
- Students will explore the psysiological and psychological influences motivating human behavior related to eating nd sexual activity
- Students will summarize the influences motivating our work life and need for achievement and invetigate the fields of personnel and organizational psychology
- Students will differentiate between the various theories on emotion
- Students will identify the pysiological influences on emotion
- Students will investigate the verbal and nonverbal methods by which humans express emotion
- Students will summarize the research on how individuals experience emotion and explore both positive and negative emotions including fear and happiness
- Students will explore the psychodynamic perpsective on personality including the theories of Freud, modern revisions, and this perspective's attempts to assess personality
- Students will explore the humanistic perpsective on personality including the theories of Maslow and Rogers and assess the criticisms of this perspective
- Students will explore the history of the trait perpsective on personality and the various personality inventories utlized by this perspective
- Students will explore the social-cognitive perpsective on personality including Bandura's theory of reciprocal determinism and Seligman's ideas regarding learned helplessness and positive psychology
- Students will investigate the criteria defining abnormal behavior, summarize the various perspectives on disorders, and explore the stigmas attached to disorders
- Students will investigate the symptoms, causes and specific types of anxiety disorders
- Students will investigate the symptoms, causes and specific types of mood disorders
- Students will investigate the symptoms, causes and specific types of dissociative disorders
- Students will investigate the symptoms, causes and specific sub types of schizophrenia
- Students will investigate the symptoms, causes and specific types of peronality disorders
- Students will investigate the symptoms, causes and specific types of somatoform disorders and disorders of childhood

APA Content Standards

SCI.9-12.IV.1.1	Perspectives on motivation
SCI.9-12.IV.1.2	Domains of motivated behavior in humans and non-human animals
SCI.9-12.IV.2.1	Perspectives on emotion
SCI.9-12.IV.2.2	Emotional interpretation and expression
SCI.9-12.IV.2.3	Domains of emotional behavior
SCI.9-12.IV.3.1	Perspectives on personality

SCI.9-12.IV.3.2	Assessment of personality
SCI.9-12.IV.3.3	Issues in personality
SCI.9-12.IV.4.1	Perspectives on abnormal behavior
SCI.9-12.IV.4.2	Categories of psychological disorders

Indicators

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.1.2.1	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.2.2.1	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.2.3.1	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.3.1.1	Evaluate psychodynamic theories
SCI.9-12.IV.3.1.2	Evaluate trait theories
SCI.9-12.IV.3.1.3	Evaluate humanistic theories
SCI.9-12.IV.3.1.4	Evaluate social–cognitive theories
SCI.9-12.IV.3.2.1	Differentiate personality assessment techniques
SCI.9-12.IV.3.2.2	Discuss the reliability and validity of personality assessment techniques
SCI.9-12.IV.3.3.1	Discuss biological and situational influences
SCI.9-12.IV.3.3.2	Discuss stability and change
SCI.9-12.IV.3.3.3	Discuss connections to health and work
SCI.9-12.IV.3.3.4	Discuss self-concept
SCI.9-12.IV.3.3.5	Analyze how individualistic and collectivistic cultural perspectives relate to personality
SCI.9-12.IV.4.1.1	Define psychologically abnormal behavior
SCI.9-12.IV.4.1.2	Describe historical and cross-cultural views of abnormality
SCI.9-12.IV.4.1.3	Describe major models of abnormality

SCI.9-12.IV.4.1.4	Discuss how stigma relates to abnormal behavior
SCI.9-12.IV.4.1.5	Discuss the impact of psychological disorders on the individual, family, and society
SCI.9-12.IV.4.2.1	Describe the classification of psychological disorders
SCI.9-12.IV.4.2.2	Discuss the challenges associated with diagnosis
SCI.9-12.IV.4.2.3	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
SCI.9-12.IV.4.2.4	Evaluate how different factors influence an individual's experience of psychological disorders

Lesson Titles

- Perspectives on Motivation
- Hunger and Sexual Motivation
- Motivation at Work
- Theories of Emotion
- Embodied Emotion
- Expressed Emotion
- Experienced Emotion
- The Psychodynamic Perspective
- The Humanistic Perspective
- The Trait Perspective
- The Social-Cognitive Perspective
- Perspectives on Psychological Disorders
- Anxiety Disorders
- Mood Disorders
- Dissociative Disorders
- Schizophrenic Disorders
- Personality Disorders
- Somatoform Disorders and Disorders of Childhood

21st Century Skills and Career Ready Practices

- Global perspectives
- Health Literacy
- Information Literacy
- Critical Thinking and Problem Solving
- Communication and Collaboration

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.

Inter-Disciplinary Connections

- Health & PE
- English Language Arts

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
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.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Teacher Instruction - Motivational Concepts (Summer work) (Blooms: Remember, Understand, Apply)
- Question/Answer - Sexual/Social Motivation (Summer work) (Blooms: Understand, Apply, Analyze)
- Graphic Organizer - Maslow's Hierarchy (Blooms: Analyze, Evaluate)
- Student input from HW - Emotion (Summer Work) (Blooms: Remember, Understand, Apply)

- Graphic Organizer - Theories of Emotion (Blooms: Understand, Apply, Analyze)
- Note Outline - Psychoanalytic Pertspective (Blooms: Remember, Understand, Apply)
- Independent Work - Defense Mechanisms (Blooms: Apply, Analyze, Evaluate)
- Freud Biography (Blooms: Understand, Apply)
- Group Collaboration - Psychodynamic theorists (Blooms: Understand, Apply, Analyze, Evaluate)
- Guided reading - Humanistic Theories (Blooms: Remember, Understand, Apply)
- Question/Answer - Trait Theories (Blooms: Remember, Understand, Apply)
- Administer IPIP-Neo (Blooms: Apply, Analyze, Evaluate)
- Note Outline - Social-Cognitive Theories (Blooms: Remember, Understand, Apply)
- Graphic Organizer - Personality Theories (Blooms: Analyze, Evaluate, Create)
- Teacher Instruction - Introduction to Disorders (Blooms: Remember, Understand, Apply)
- Guided Reading - Rosenhan Study (Blooms: Apply, Analyze, Evaluate)
- Student input from HW - Anxiety Disorders (Blooms: Understand, Apply, Analyze)
- Question/Answer - Mood Disorders (Blooms: Remember, Understand, Apply)
- Independent Work - Vicious Cycle of Depression (Blooms: Apply, Analyze, Evaluate)
- Note Outline - Schizophrenia (Blooms: Remember, Understand, Apply)
- Teacher Instruction - Other Disorders (Blooms: Remember, Understand, Apply)
- Guided reading - DID (Blooms: Understand, Apply, Analyze)
- Independent Work - Personality Disorders (Blooms: Analyze, Evaluate, Create)
- Delsea One
- SWAG
- Diagnose a Star Project (Blooms: Apply, Analyze, Evaluate, Create)

Modifications

ELL Modifications
- Use visuals and other graphic organizers
- Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Assess ELL students continuously using formative assessment methods
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-

monitoring
- Provide learning objective and skill objective
- Delsea One
- SWAG

IEP & 504 Modifications

Testing modifications:

- word banks, multiple choice, matching questions help when possible
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide into smaller sections or limit
- offer paraphrasing of primary sources... if the student is expected to be testing on understanding that paragraph or quote to answer future questions
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- images/graphics should include a synopsis
- read test aloud
- test in small groups
- projects can be submitted digitally or paper

Instructional modifications/accommodations:

- preferential seating
- use manipulatives where possible
- use visuals, graphic organizers, and real objects when possible
- tap prior knowledge
- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching); varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides; completed study guides can be offered by teacher; digital review such as kahoots can also be used.
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes from which to study
- modeling and showing lots of examples
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- allow assignments to be completed in Organizational Management class
- reducing homework length to just those most important for review

- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- students who prefer to work individually will be permitted to
- be flexible with time frames and deadlines
- repeat reword and clarify
- Delsea One
- SWAG

G&T Modifications

- employ differentiated curriculum to keep interest high.
- ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- utilize thematic learning: encourage students to make connections across the curriculum/linkage.
- encourage students to make transformations- use a common task or item in a different way
- effective questioning techniques (focus on what's important, provide processing time, require higher order thinking
- self-evaluation of writing with teacher or student-generated rubrics
- encourage students to explore concepts in depth and encourage independent studies or investigations.
- determine where students' interests lie and capitalize on their inquisitiveness
- Invite students to explore different points of view on a topic of study and compare the two; specific career they are interested in? How would this apply to their interest?
- creation of technology-based assessments to address the higher levels of Bloom's
- close reading: texts, primary sources, etc.
- student led/directed discussions
- inquiry based learning
- modeling
- jigsaw grouping
- generating and testing hypotheses
- annotating/summarizing
- analysis/interpretation of graphics or creation of graphics
- options for type of project relating to content
- Delsea One
- SWAG

At Risk Modifications

- Verbal reminders during class to keep student on task

- Use gradebook/Classroom to highlight missed work
- Allow extra time for completion of work as needed
- Meetings during Delsea One
- Calls to parents
- Contact guidance counselors/SAC
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Delsea One
- SWAG

Formative Assessment

Warm-Ups:

- Pick 5 traits
- Fill-Ins - Intro to Disorders
- Fill-Ins - Mood Disorders
- Question - OCD
- Question - Antisocial Personality

Anticipatory Set:

- Video Clip - Motivation
- Thematic Apperception Test example
- Supplemental Reading - Freud/Allport meeting
- Question - Schizophrenia
- Video Clip - Band of Brothers

Closure:

- Defense Mechanism matching
- Graphic Organizer - Personality Theories
- Whip Around
- Exit Ticket
- Random Sampling
- Classnote revisions

Summative Assessment

- Open-Note Test - Motivation (Summer work)
- Open-Note Test - Emotion (Summer work)
- Chapter Test - Personality

- Chapter Test - Disorders
- Diagnose a Star Project
- Marking Period Assessment - aligned to unit

Benchmark (Assessments):

Skills-based assessment
Reading responses
Writing responses

Alternative Assessment(s):

Resources & Materials

- Psychology for AP, 2e - Myers
- Textbook companion website
- Textbook Test Generator
- Dictionary of Psychology, Reber
- Barron's AP Psychology
- Crash Course - Motivation
- Brain Games - Soundtracks
- Inside Out Video - Emotion
- Crash Course - Emotion
- Freud Biography
- Supplemental Reading - Freud/Allport meeting
- International Personality Item Pool (IPIP)
- Quizlet - Personality
- Kahoot - Personality
- Primary Source - On Being Same in Insane Place, Rosenhan
- You Tube: Panic Disorder
- Indexed Phobia List
- You Tube: OCD
- 20/20 - OCD
- You Tube: PTSD
- Depression: Out of the Shadows
- Video - Bipolar Disorder
- 20/20 - Schizophrenia
- You Tube: Stolen Lives
- Band of Brothers - Conversion Disorder

- You Tube: Illness Anxiety Disorder
- You Tube: DID
- You Tube: Bordeline Personality
- Criminal Minds - Antisocial Personality
- Quizlet - Disorders
- Kahoot - Disorders
- Google Classroom
- Google Docs - aligned to unit
- Google Forms - aligned to unit
- 20/20 DVD - OCD
- 20/20 DVD - Schizophrenia
- Inside Out DVD - Emotion
- DVD - Depression: Out of the Shadows

Technology

- Crash Course - Motivation - https://www.youtube.com/watch?v=9hdSLiHaJz8&index=17&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6
- Online Test - Motivation - https://docs.google.com/forms/d/1Bot3NZON_TyKJp3tZwqTUy2_rED-J0yrkt6ibFaMIW4/edit#responses
- Crash Course - Emotion - https://www.youtube.com/watch?v=gAMbkJk6gnE&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=25
- Online Test - Emotion - https://docs.google.com/forms/d/1voOA8VWswgJYqd04jrAjYj1mPJHRZerwpdHJZ3oaegk
- Brain Games - Soundtracks - https://www.youtube.com/watch?v=FQKuqNrRaoE&feature=youtu.be&t=4m19s
- Freud Biography - https://www.youtube.com/watch?v=_FQ7f8z8ho8&list=PLF797C5FE9A5FAE1A&index=1
- International Personality Item Pool (IPIP) - http://personal.psu.edu/faculty/j/5/j5j/IPIP/
- Quizlet - Personality - https://quizlet.com/78388943/unit-10-myers-for-ap2e-flash-cards/
- Kahoot - Personality - https://create.kahoot.it/#quiz/b66ced22-af7f-46e1-a609-7c4ec34468e4
- You Tube: Panic Disorder - https://www.youtube.com/watch?v=277Q8dsArhI&feature=youtu.be&t=1m5s
- Indexed Phobia List - http://phobialist.com/reverse.html
- You Tube: OCD - https://www.youtube.com/watch?v=Rn1OYlYzgm8
- You Tube: PTSD - https://www.youtube.com/watch?v=-Fc6_aTnRXQ&feature=youtu.be
- Video - Bipolar Disorder - http://www.learner.org/vod/vod_window.html?pid=786
- You Tube: Stolen Lives - https://www.youtube.com/watch?v=Rv0b1unxUpM&feature=youtu.be
- Band of Brothers - Conversion Disorder - https://www.youtube.com/watch?v=_2NbEV8cFzs&feature=youtu.be
- You Tube: Illness Anxiety Disorder - https://www.youtube.com/watch?v=8UxK1rcU2gk&feature=youtu.be
- You Tube: DID - https://www.youtube.com/watch?v=YXuG2zI39yA&feature=youtu.be&t=15s

- You Tube: Bordeline Personality - https://www.youtube.com/watch?v=xdPuSnP8YY8&feature=youtu.be
- Quizlet - Disorders - https://quizlet.com/78479162/unit-12-myers-for-ap-2e-flash-cards/
- Kahoot - Disorders - https://play.kahoot.it/#/?quizId=56f5e743-ea17-4517-8a17-5be360bac125

TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.