# Unit #6: Individual Variation

Content Area: **Social Studies**
Course(s): **Psychology I, Psychology II**
Time Period: **Third Marking Period**
Length: **5 Weeks**
Status: **Published**

## Unit Overview

Students examine four views of personality and review some of the personality tests that psychologists have developed to measure and compare people's personalities. Students also describe some of the ways in which personality theory and research are being applied in areas such as diagnosing mental disorders and screening potential employees. This unit will create the atmosphere for the student to analyze themselves and people they know.

## STAGE 1- DESIRED RESULTS

## The College, Career, and Civic Life (C3) Framework for Social Studies

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| PSY.9-12.1.D2.Psy.1.9-12 | Demonstrate a basic understanding of the scientific methods that are at the core of psychology. |
| PSY.9-12.1.D2.Psy.2.9-12 | Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. |
| PSY.9-12.1.D2.Psy.3.9-12 | Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results. |
| PSY.9-12.1.D2.Psy.4.9-12 | Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants. |
| PSY.9-12.1.D2.Psy.5.9-12 | Explain how the validity and reliability of observations and measurements relate to data analysis. |
| PSY.9-12.1.D2.Psy.6.9-12 | Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics. |
| PSY.9-12.1.D2.Psy.7.9-12 | Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior. |
| PSY.9-12.2.D2.Psy.8.9-12 | Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. |
| PSY.9-12.2.D2.Psy.9.9-12 | Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. |
| PSY.9-12.2.D2.Psy.10.9-12 | Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. |
| PSY.9-12.2.D2.Psy.11.9-12 | Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. |
| PSY.9-12.2.D2.Psy.12.9-12 | Explain how social, cultural, gender, and economic factors influence behavior and human |

| | interactions in societies around the world. |
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| PSY.9-12.3.D2.Psy.13.9-12 | Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and well being. |
| PSY.9-12.3.D2.Psy.14.9-12 | Use information from different psychological sources to generate research questions. |
| PSY.9-12.3.D2.Psy.15.9-12 | Use existing evidence and formulate conclusions about psychological phenomena. |
| PSY.9-12.3.D2.Psy.16.9-12 | Use critical thinking skills to become better consumers of psychological knowledge. |
| PSY.9-12.3.D2.Psy.17.9-12 | Acknowledge the interconnectedness of knowledge in the discipline of psychology. |
| PSY.9-12.4.D2.Psy.18.9-12 | Apply psychological knowledge to their daily lives. |
| PSY.9-12.4.D2.Psy.19.9-12 | Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues. |
| PSY.9-12.4.D2.Psy.20.9-12 | Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment. |
| PSY.9-12.4.D2.Psy.21.9-12 | Discuss ways in which the applications of psychological science can address domestic and global issues. |
| PSY.9-12.4.D2.Psy.22.9-12 | Use psychological knowledge to promote healthy lifestyle choices. |
| PSY.9-12.4.D2.Psy.23.9-12 | Apply psychological knowledge to civic engagement. |

## Essential Questions

- What is personality?
- Where does personality come from?
- Do we learn our personalities?
- Does culture determine personality?
- Can your personality change over time?
- What personality traits are most basic?
- How do psychologists measure personality?
- What is the difference between personality and character traits?
- Is it easier or harder to describe someone else's personality instead of your own?
- Is personality predictable?
- Are people inherently good?
- Can you be objective in determining someone else's personality?
- How do you know if a personality test, or any other kind of test, is accurate?
- Can therapy change personality?

## Enduring Understanding

- Perspectives on motivation
- Domains of motivated behavior in humans and non-human animals
- Perspectives on emotion
- Emotional interpretation and expression
- Domains of emotional behavior
- Perspectives on personality
- Assessment of personality
- Issues in personality

- Perspectives on abnormal behavior
- Categories of psychological disorders

## Students will know...

I, Key Ideas / Concepts

II. Possible Misunderstandings

III. Key Terms and Content Vocabulary

personality, psychodynamic theories, free association, psychoanalysis, unconscious, id, ego, superego, psychosexual stages, ␣Oedipus complex, identification, fixation, defense mechanisms, repression, collective unconscious, projective test, Rorschach inkblot test, terror-management theory, humanistic theories, self-actualization, unconditional positive regard, self-concept, trait, personality inventory, Minnesota Multiphasic Personality Inventory (MMPI), empirically derived test, social-cognitive perspective, reciprocal determinism, personal control, external locus of control, internal locus of control, self-control, learned helplessness, positive psychology, self, spotlight effect, self-esteem, self-serving bias, narcissism

## Students will be able to...

1.1   Explain biologically based theories of motivation.

1.2   Explain cognitively based theories of motivation.

1.3   Explain humanistic theories of motivation.

1.4   Explain the role of culture in human motivation.

2.1   Discuss eating behavior.

2.2   Discuss sexual behavior and orientation.

2.3   Discuss achievement motivation.

2.4   Discuss other ways in which humans and non-human animals are motivated.

3.1   Explain the biological and cognitive components of emotion.

3.2    Discuss psychological research on basic human emotions.

3.3    Differentiate among theories of emotional experience.

4.1    Explain how biological factors influence emotional interpretation and expression.

4.2    Explain how culture and gender influence emotional interpretation and expression.

4.3    Explain how other environmental factors influence emotional interpretation and expression.

5.1    Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.

5.2    Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.

6.1    Evaluate psychodynamic theories.

6.2    Evaluate trait theories.

6.3    Evaluate humanistic theories.

6.4    Evaluate social-cognitive theories.

7.1    Differentiate personality assessment techniques.

7.2    Discuss the reliability and validity of personality assessment techniques.

8.1    Discuss biological and situational influences.

8.2    Discuss stability and change.

8.3    Discuss connections to health and work.

8.4    Discuss self-concept.

8.5    Analyze how individualistic and collectivistic cultural perspectives relate to personality.

9.1    Define psychologically abnormal behavior.

9.2    Describe historical and cross-cultural views of abnormality.

9.3    Describe major models of abnormality.

9.4    Discuss how stigma relates to abnormal behavior.

9.5    Discuss the impact of psychological disorders on the individual, family, and society.

10.1   Describe the classification of psychological disorders.

10.2   Discuss the challenges associated with diagnosis.

10.3   Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).

10.4    Evaluate how different factors influence an individual's experience of psychological disorders.

## STAGE 2- EVIDENCE OF LEARNING

## Authentic Assessments

- Personality Theory Silent Discussion
  - o In order to have the students break down the theories to their simplest forms the students will have a discussion only using short blurbs on post it notes.
- Personality Test
  - o Students will take a personality test that will put them into a category and help them analyze themselves.
- Group Analysis
  - o Group of students will analyze the personality traits of a Disney Character using their selection of personality theory.
- Phobias
  - o A role play/simulation activity will allow each student to experience what it is like to have a phobia.

## Traditional / Benchmark Assessments

- Critical Thinking Do Now assignment
- Who am I?
  - o Students list 20 traits to describe who they are.  In small groups they share and circle the traits that are common.  As a class discuss why certain traits are common.  Write a reflection on this activity and where personality comes from.
- Case Study Analysis
  - o Case Studies focusing on Freudian and Jungian patients will be analyzed.
- Family Analysis
  - o Student will analyze the personality and behavior of a family member (anonymously, and without their knowing) using their choice of personality theory
- Homework
- Test/Quizzes

## Formative Assessment During Lesson

- 3- Minute Pause

- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

## STAGE 3- LEARNING PLAN

## Instructional Map

- Use the results of the Monkey Drug Trials to analyze drug abuse and addiction in humans.
- Analyze learned helplessness in relation to historical helplessness (holocaust, Belgium conquering)
- Simulation to make the students feel the same anxiety as someone who has a phobia
- Freud's Little Hans case study will be used to discover any minor in-class phobias and do a class analysis of why this phobia could have developed.
- Group project to diagnose Nina Sayers/Swan Queen in the film the *Black Swan*
- Presentation to class as to how they would treat Sybil
- Matching game of psychological disorder and its category.
- A term paper focused on analyzing a family member using one of the personality theories the students learn about
- Students list 20 traits to describe who they are.  In small groups they share and circle the traits that are common.  As a class discuss why certain traits are common.  Write a reflection on this activity and where personality comes from.
- A debate on whether or not homosexuality is a learned trait or a predetermined trait.

- Debate whether therapy can change personality.

## Modifications/Differentiation of Instruction

Enter specific modifications for:

ELL

Special Needs

Reaching Level

Challenge

## Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## Differentiation Strategies

## High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

## Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## Horizontal Integration- Interdisciplinary Connections

## Vertical Integration- Discipline Mapping

## Additional Materials

- Myers Psychology 9$^{th}$ Edition In Modules
- Various teacher created PowerPoint presentations
- Self recorded lectures with the goal of flipping the classroom
- DSM IV
- Collection of Case Studies on subjects ranging from phobias to borderline personality disorder
- *Black Swan*
- *Sybil*
- Case Study*: Freud and Little Hans*
- Case Study: *Genie the Wild Child* (Feral Child)
- Case Study: Apartheid *Aversion Study* 1979-'89
- Case Study*: Monkey Drug Trials* 1969
- Case Study: *Learned Helplessness*
- Various Subject Appropriate Case Studies found in multiple publications.
- Current Event APA (and other) publications