Unit 5: Personality and Individual Differences Copied from: AP Psychology , Copied on: 06/14/21

Content Area: **Social Studies**
Course(s): **AP Psychology**
Time Period: **January**
Length: **4 weeks**
Status: **Published**

Transfer Skills

Personality and Individual Differences: The uniqueness of you.

Enduring Understandings

Personality consists of enduring attributes that are representative of one's behavior.

Psychologists have attempted to determine the relative effect of heredity and environment in the development of personality.

Intelligence is the capacity to think and reason clearly and to act purposefully and effectively in adapting to the environment and pursuing one's goals.

Characteristics most important for a good psychological test are reliability, validity, standardization, and objectivity.

Essential Questions

Why do you think intelligence testing may do more harm than good?

How may psychological testing lead to self-fulfilling prophesies?

In what ways can personality assessment be detrimental to personal growth?

In what ways can it foster personal growth?

Why should or shouldn't personality and/or intelligence test be used as pre-employment or college admission criteria?

Content

Vocabulary

Personality, Psychodynamic Perspective, Free Association, Id, Ego, Super Ego, Defense Mechanisms, Psychosexual Stages, Collective Unconscious, Unconditional Positive Regard, Social Cognitive Perspective, Trait, Big Five Theory, Trait Theory, Self-Concept, Projective Tests, Rorschach Test, Inferiority Complex, Reciprocal Determinism, Learned Helplessness, Locus of Control, Intelligence, Mental Age, I.Q., Validity, Reliability, Emotional Intelligence, Aptitude Test, Achievement Test, Multiple Intelligence.

People

Sigmund Freud, Alfred Adler, Carl Jung, Karen Horney, Abraham Maslow, Carl Rogers, Gordan Allport, Raymond Catell, Hans Eysenck, Martin Seligman, Howard Gardner, Robert Sternberg, Charles Spearman, Alfred Binet, Lewis Terman, David Wechler

Skills

Describe how personality can explain individual differences and individual consistencies.

Describe Freud's psychodynamic theory of personality.

Describe the humanistic theory of personality.

Describe the trait theories of personality.

Evaluate the influence of culture, family, and genetics on personality development.

Compare the reliability and validity of objective and projective personality tests.

Explain why validity and reliability are important in personality and intelligence testing.

Describe the characteristics commonly measured by personality tests.

Define intelligence and discuss the controversies associated with defining such a construct.

Discuss why intelligence testing has been considered culturally biased.

Resources

Standards

X. Personality

AP students in psychology should be able to do the following:

- Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral.
- Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality.
- Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments
- Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).
- Identify key contributors to personality theory (e.g., Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers).

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
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