

Unit 2: Personality - Chapter 10

Content Area: **Generic Content Area**
Course(s): **Psychology**
Time Period: **Semester 1 & 2**
Length: **3 weeks**
Status: **Published**

Standards

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| SCI.9-12.DL.1.2.1 | Discuss theories of cognitive development |
| SCI.9-12.DL.1.2.2 | Discuss theories of moral development |
| SCI.9-12.DL.1.2.3 | Discuss theories of social development |
| SCI.9-12.DL.1.3.2 | Describe newborns' reflexes, temperament, and abilities |
| SCI.9-12.DL.1.4 | Infancy (i.e., the first two years of life) |
| SCI.9-12.DL.1.4.1 | Describe physical and motor development |
| SCI.9-12.DL.1.4.2 | Describe how infant perceptual abilities and intelligence develop |
| SCI.9-12.DL.1.5.1 | Describe physical and motor development |
| SCI.9-12.DL.1.5.2 | Describe how memory and thinking ability develops |
| SCI.9-12.DL.1.5.3 | Describe social, cultural, and emotional development through childhood |
| SCI.9-12.DL.1.6.1 | Identify major physical changes |
| SCI.9-12.DL.1.6.2 | Describe the development of reasoning and morality |
| SCI.9-12.DL.1.6.3 | Describe identity formation |
| SCI.9-12.DL.1.6.4 | Discuss the role of family and peers in adolescent development |
| 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.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 |
| SOC.9-12.1.1.3 | Independent and dependent variables |

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| SOC.9-12.2.2.1 | Ethnocentrism |
| SOC.9-12.2.2.2 | Cultural relativity |
| SOC.9-12.2.2.4 | American values |
| SOC.9-12.2.3.2 | Social statuses and roles |

Enduring Understandings

The students will understand that:

- 1. personality development is influenced by a combination of both nature and nurture.**
- 2. although personallity is defined as unique attitudes, behaviors, and emotions that characterize a person, there are a variety of opinions about the origins and influences on personality.**
- 3. according to the psychodynamic, humanistic, and cognitive theories, personality is a developmental process, shaped by our internal needs and cognitions and by external pressures from the social environment.**
- 4. some personality theories attribute personality to stable patterns known as traits, types, and temperaments.**
- 5. projective tests and self-report inventories are often used to measure personality, but reliability and validity are a concern for both methods.**

Essential Questions

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- 1. What is personality really?**
- 2. What forces are most important in shaping personality?**
- 3. To what extent do personalities follow predictable patterns versus stages?**
- 4. What advantages and limitations exist for each theory's description of personality?**
- 5. How can psychologists reliably measure personality and interpret personality's role in behavior?**
- 6. To what extent are personality traits enduring or can people actually change?**

7. To what extent are our personalities predetermined at birth by genetics, or shaped by our environments?

Knowledge and Skills

Learning Objectives (SWBAT)

- **Analyze how do psychologists define and study personality.**
- **Explain how the **different perspectives**, psychodynamic, humanistic, trait, and social-cultural—approach the study of personality.**
- Evaluate the advantages and drawbacks of each theory of personality.**
- Determine how psychologists assess personality according to the various perspectives.**

Content:

A. Personality Theories and Approaches

B. Assessment Techniques

C. Growth and Adjustment

Transfer Goals

Students will be able to independently adapt their previous definition of personality in order to incorporate the influences that that different perspectives had on determining the impact of both nature and nurture on the development of personality.

Resources

Textbook Reading: Chapter 10 (pages 408-449)

Primary Student Textbook: Zimbardo, Philip G., Johnson, Robert L., Weber, Ann L., Gruber, Craig W. (2010). *Psychology: AP edition with discovering psychology*. New York: Allyn & Bacon.

Course Resources:

1. Benjamin, Ludy T. Jr., eds. *Favorite Activities for the Teaching of Psychology*. Washington, D.C.: American Psychological Association, 2008.
2. Bensley, D. Alan. *Critical Thinking in Psychology: A Unified Skills Approach*. Pacific Grove, Calif.: Brooks/Cole, 1998.
3. Hock, Roger R. *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*. 5th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.
4. Rolls, Geoff. *Classic Case Studies in Psychology*. London: Hodder Arnold, 2005.
5. Freud's Case Studies

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Links

<http://psychcentral.com/>

<http://www.psychologytoday.com/>

<http://www.apa.org/>

<http://www.scientificamerican.com/section/lateststories/>

<http://www.psychologicalscience.org/>

<http://www.sciencedaily.com/news>

<http://www.alleydog.com/>

<http://www.apa.org/research/action/glossary.aspx>

<http://allpsych.com/psychology101/index.html>

<http://www.simplypsychology.org/perspective.html>

<http://www.outofservice.com/bigfive/>

<http://www.psychologytoday.com/blog/fulfillment-any-age/201110/the-essential-guide-defense-mechanisms?page=2>

Assessments

<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

Modifications

<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fit8XsUIe3K1VSG7nxuc4CpCec/edit>