Unit 2: Personality

Content Area: **Social Studies**
Course(s): **Psychology, Human Behavior**
Time Period: **Semester 1 & 2**
Length: **3 weeks**
Status: **Published**

Standards

1.1.3	Independent and dependent variables
2.2.1	Ethnocentrism
2.2.2	Cultural relativity
2.2.4	American values
2.3.2	Social statuses and roles
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

Enduring Understandings

The students will understand that:

1. personality development is influenced by a combination of both nature and nurture.

2. although personality 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

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.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

AI - Copilot, Gemini, etc.

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

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.

Students will be able to independently analyze their own personality traits, strengths, and weaknesses using various psychological frameworks to foster self-awareness and personal growth.

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit