B2: Personality - Chapter 10

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

Standards

1	Developing Questions and Planning Inquiry
SCI.9-12.IV	Individual Variations
SCI.9-12.IV.3	Personality
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	Assessment of personality
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	Issues in personality
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.3.3.4	Discuss self-concept
SCI.9-12.IV.3.3.5	Analyze how individualistic and collectivistic cultural perspectives relate to personality
SCI.9-12.SI	Scientific Inquiry
SCI.9-12.SI.1	Perspectives in Psychological Science
SCI.9-12.SI.1.1	Development of psychology as an empirical science
SCI.9-12.SI.1.1.1	Define psychology as a discipline and identify its goals as a science
SCI.9-12.SI.1.1.2	Describe the emergence of psychology as a scientific discipline
SCI.9-12.SI.1.1.3	Describe perspectives employed to understand behavior and mental processes
SCI.9-12.SI.1.1.4	Explain how psychology evolved as a scientific discipline
SCI.9-12.SI.1.2.1	Discuss the value of both basic and applied psychological research with human and non-human animals
SCI.9-12.SI.1.2.2	Describe the major subfields of psychology
SCI.9-12.SI.1.2.3	Identify the important role psychology plays in benefiting society and improving people's lives

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

Essential Questions

1. What is personality really?

2. What forces are most important in shaping personality?

3. In what ways do personalities follow predictable patterns or 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. Are personality traits enduring or can people actually change?

7. 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 analyze their own personality traits, strengths, and weaknesses using various psychological frameworks to foster self-awareness and personal growth.

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:

Primary Student Textbook: Myers Psychology for AP

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

Albert I.O.

Openstax

Amsco Review Book

TOPSS (Teachers of Psychology in Secondary Schools)

Verywell Mind

ProQuest

Gale in Context

Ebsco

Jstor

Science Direct

Gale in Context: Opposing View points

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

News publications, including but not limited to NYTimes, Washington Post.

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

Assessments

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

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0