Unit 7: Motivation, Emotion, and Personality Copied from: AP Psychology, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

AP Psychology, Grades 11-12

Motivation, Emotion, and Personality

Belleville Board of Education

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Unit Overview

In this unit, students will examine the individual differences in various aspects of personality, motivation, and emotion.

Students will learn the following:

- Theories of Motivation
- Specific Topics in Motivation 1.A Define and/or apply concepts.
- Theories of Emotion
- Stress and Coping
- An introduction to Personality
- Psychoanalytic Theories of Personality
- Behaviorism and Social Cognitive Theories of Personality
- Humanistic Theories of Personality
- Trait Theories of Personality
- Measuring Personality

Enduring Understanding

- Psychologists use theory to categorize and explain different personalities, which have been influenced by the various branches of psychology.
- Some psychologists study what motivates us and/or our emotional responses to experiences to understand our individual differences.
- Other psychologists seek to understand personality, including why different personalities exist, how they are developed, and if and how they change.
- Originating from the psychodynamic perspective, the study of personality involves consideration of behavior and mental processes and how they interact to produce an individual's personality.
- A full explanation of personality also involves incorporating humanistic and social-cognitive perspectives from earlier units.

Essential Questions

- What motivates us to think and act the way we do?
- Why do some people respond to stress in a healthier way than others?
- Why don't psychologists agree?

Exit Skills

By the end of Unit 7, the student should be able to:

- Identifying and explaining how biological structures and physiological processes help explain behavior or mental processes in relation to motivation, emotion, and personality. E
- Evaluating the strengths and weaknesses of psychological theories and perspectives relating to motivation and emotion.
- Identify theories and perspectives about personality, describe their strengths and weaknesses, and explain how they apply to behavior and mental processes.
- Calculate the appropriate statistic for a given data set while learning about the different ways personality can be measured. E
- Explain how data illustrates the different theories of motivation, emotion, stress, and personality
- Define and/or apply concepts related to specific topics in motivation as well as stress and coping.
- Apply theories and perspectives in authentic contexts related to theories of emotion, Psychoanalytic Theories of Personality, Behaviorism and Social Cognitive Theories of Personality, Humanistic Theories of Personality, Trait Theories of Personality, and measuring personality.
- Analyze psychological research studies related to Theories of Motivation and personality.

New Jersey Student Learning Standards (NJSLS-S)

SOC.9-12.1	Concept Understanding
SOC.9-12.1.A	Define and/or apply concepts.
SOC.9-12.1.C	Apply theories and perspectives in authentic contexts.
SOC.9-12.3	Scientific Investigation
SOC.9-12.7	Motivation, Emotion, and Personality
SOC.9-12.7.1	Theories of Motivation
SOC.9-12.7.A	Identify and apply basic motivational concepts to understand the behavior of humans and other animals.
SOC.9-12.7.B	Compare and contrast motivational theories, including the strengths and weaknesses of each.
SOC.9-12.7.C	Describe classic research findings in specific motivations.
SOC.9-12.7.D	Identify contributions of key researchers in the psychological field of motivation and emotion.
SOC.9-12.7.2	Specific Topics in Motivation
SOC.9-12.7.E	Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
SOC.9-12.7.3	Theories of Emotion
SOC.9-12.7.F	Compare and contrast major theories of emotion.
SOC.9-12.7.G	Describe how cultural influences shape emotional expression, including variations in body language.
SOC.9-12.7.4	Stress and Coping
SOC.9-12.7.H	Discuss theories of stress and the effects of stress on psychological and physical well-being.
SOC.9-12.7.5	Introduction to Personality
SOC.9-12.7.I	Describe and compare research methods that psychologists use to investigate personality.
SOC.9-12.7.J	Identify the contributions of major researchers in personality theory.
SOC.9-12.7.6	Psychoanalytic Theories of Personality
SOC.9-12.7.K	Compare and contrast the psychoanalytic theories of personality with other theories of personality.
SOC.9-12.7.7	Behaviorism and Social Cognitive Theories of Personality
SOC.9-12.7.L	Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.
SOC.9-12.7.8	Humanistic Theories of Personality
SOC.9-12.7.M	Compare and contrast humanistic theories of personality with other theories of personality.
SOC.9-12.7.N	Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.
SOC.9-12.7.9	Trait Theories of Personality
SOC.9-12.7.O	Compare and contrast trait theories of personality with other theories of personality.

SOC.9-12.7.10	Measuring Personality
SOC.9-12.7.P	Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.

Interdisciplinary Connections

LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Objectives

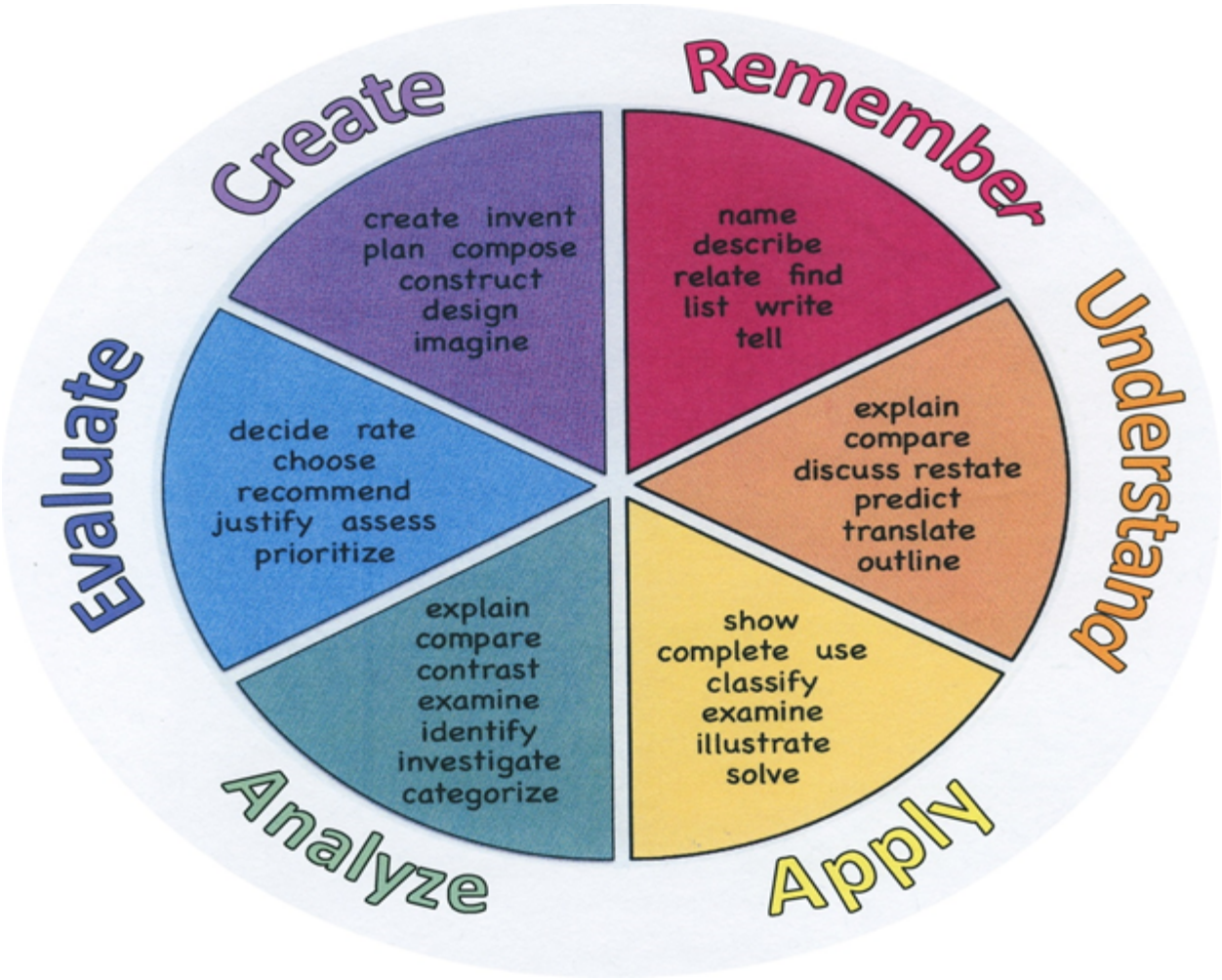
- Identify and apply basic motivational concepts to understand the behavior of humans and other animals (Examples: Instincts, Incentives, Intrinsic versus Extrinsic Motivation, Overjustification Effect, Self-efficacy, Achievement Motivation).
- Compare and contrast motivational theories, including the strengths and weaknesses of each (Examples: Drive Reduction Theory, Arousal Theory [including the Yerkes-Dodson law], Evolutionary Theory of Motivation, Maslow's Theory, Cognitive Dissonance Theory).
- Describe classic research findings in specific motivations (Examples: eating, sex, social).
- Identify contributions of key researchers in the psychological field of motivation and emotion (Examples: William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye).
- Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- Compare and contrast major theories of emotion (Examples: James–Lange, Cannon–Bard Theory, Schachter Two-Factor Theory, Evolutionary theories [primary emotions], Richard Lazarus's Appraisal Theory, Joseph LeDoux's Theory, Paul Ekman's research on cross-cultural displays of emotion, Facial Feedback Hypothesis).
- Describe how cultural influences shape emotional expression, including variations in body language.
- Discuss theories of stress and the effects of stress on psychological and physical well-being (Examples: General Adaptation

Theory, Stress-Related Illnesses, Lewin's Motivational Conflicts Theory, Unhealthy behaviors).

- Describe and compare research methods that psychologists use to investigate personality (Examples: case studies, surveys, personalities inventories).
- Identify the contributions of major researchers in personality theory (Examples: Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers).
- Compare and contrast the psychoanalytic theories of personality with other theories of personality.
- Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality
- Compare and contrast humanistic theories of personality with other theories of personality.
- Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept, and including collectivistic versus individualistic cultures.
- Compare and contrast trait theories of personality with other theories of personality.
- Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments such as Personality Inventory and Projective Tests.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Debate: For example, provide students with a range of behaviors and have them debate which motivation theory best explains each behavior and why (for example, running a marathon would not be well explained by drive-reduction theory).
- Think-Pair-Share: For example, have students watch the well-known clip “These pretzels are making me thirsty” from the show Seinfeld (S3E11). In small groups, have them discuss how facial expressions and intonation convey emotion. Provide them with other scenarios and have them discuss how different theorists would explain the emotions conveyed in each scenario.
- Jigsaw: For example, select a fictional character familiar to your students. Have them discuss that character’s personality in terms of the different psychological perspectives. Then divide students into groups and have each group select their own character and repeat the discussion. Students can then share with the class or you can use the jigsaw strategy.
- Read case studies and psychological experiments related to Unit 7 (For example: "The Unresponsive Bystander"; "You Are What Makes You Laugh") and respond to related writing tasks using a personal response journal.
- Conduct experiments related to Unit 7 (For example: "Are You Driven to Success" Quick Lab; "Choosing a Career" Quick Lab; "Writing a Personality Quiz" lab) and analyze the results using a rubric (student or teacher created).
- Analyze cartoons based on human behavior/psychology topics discussed in Unit 7 using a personal response journal.
- Create cartoons or other illustrations based on human behavior/psychology topics discussed in Unit 7.
- Student or teacher created rubrics for each project.

- Building a portfolio throughout the course; contains experiments and independent projects.
- Complete study guides for Assessment on "Motivation, Emotion, and Personality".
- Use Commonlit.org to reinforce standardized tests strategies.
- In small groups, prepare a debate about the 4 theories of motivation. Present your debate to the class.
- With a parter or in a small group, write a skit that shows someone using one of the defense mechanisms discussed in class. Act out your skit for the class and have the other students in the class guess which defense mechanism is presented in the skit.
- In small groups, create a social readjustment rating scale for teens based on *The Social Readjustment Rating Scale* created by Holmes and Rahe. Compare and contrast the rating scales through class discussion.
- Pick 3 professions that interest you and read about them. On the basis of your reading, devise a 15-question interest inventory to predict which of the three professions would most likely interest the test taker. Give the test to a few students in the class. Review the results and prepare a report on your findings.
- Practice Quizzes (Multiple Choice Questions)
- Personal Progress Check 7 (Multiple-choice Questions; Free-response Questions)

Assessment Evidence - Checking for Understanding (CFU)

- Unit Test on Motivation, Emotion, and Personality-summative assessement
- Lab on Writing a Personality Quiz-alternate assessment
- Debate on Motivation Theories-formative assessment
- Personal Progress Check 7-self-assessment
- Multimedia Report - Benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer

- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Pearson Psychology AP Edition (Fourth Edition) by Saundra K. Ciccarelli & J. Noland White:

- *Student Edition Textbook*
- *Teacher Edition & Resources (online)*
- *Ebook with interactive component (MyPsychLab)*

Ancillary Resources

- *HMH Psychology Text Set: Ebook and Textbook* (Readings: Case Study, Current Research in Psychology, Cultural Diversity in Psychology, Psychology in Today's World, Careers in Psychology;

Statistically Speaking; Lab Experiments: Quick Labs, Labs, Experiments, Simulations)
- *Psychology Principles in Practice* Power Point Presentations
- *Psychology* Student Edition by Educational Impressions
- *Psychology* Teacher Supplement by Educational Impressions
- *Famous Psychology Experiments* (Social Studies School Service)
- *Great Thinkers in Psychology* (Social Studies School Service)

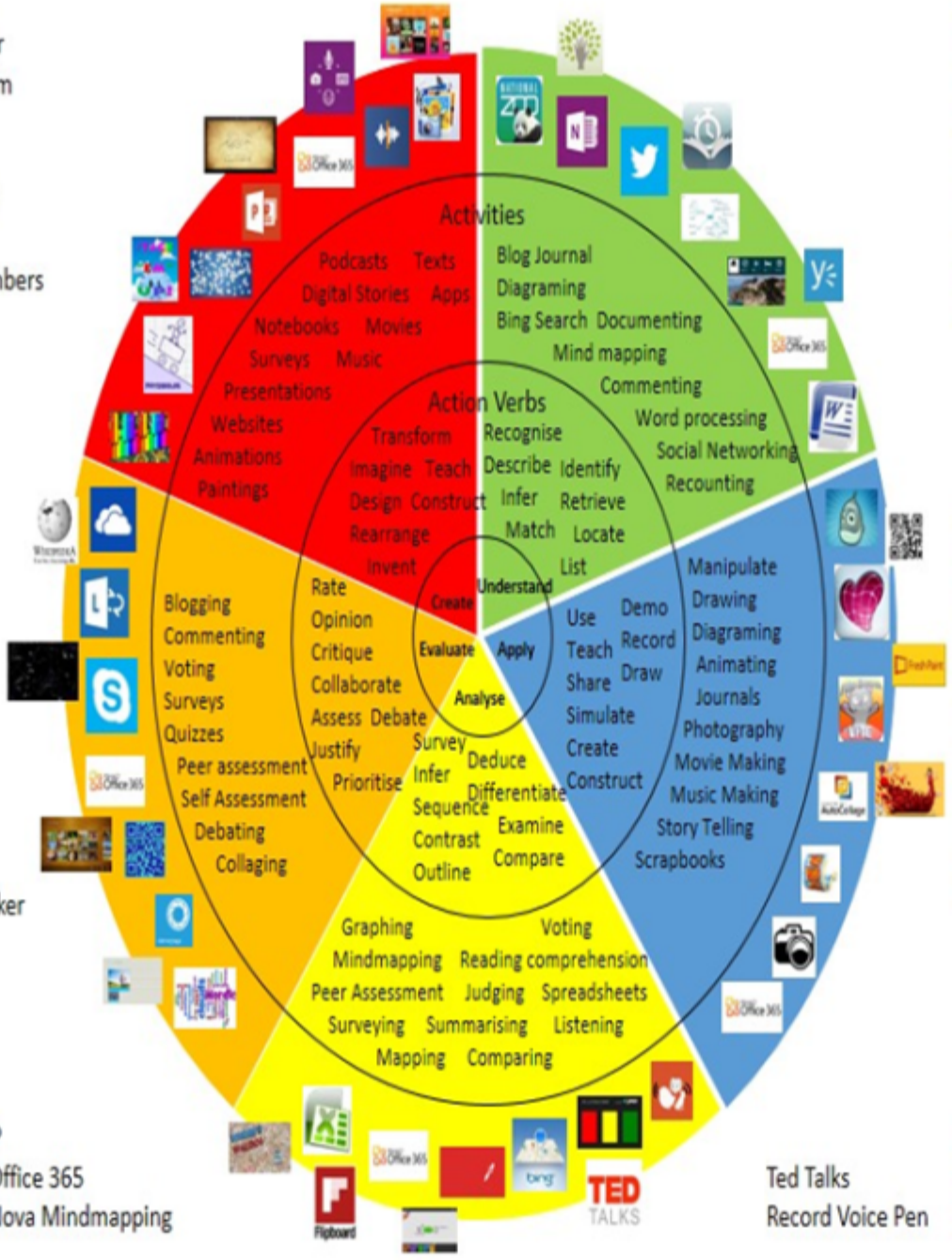
Technology Infusion

- *MyPsychLab/*HMH online/Youtube videos: "Genes and Personality"; "The Basics: Theories of Emotion and Motivation: Two Theories of Motivation"
- *MyPsychLab* Simulation "What Motivates You?"
- Use of Google Classroom/Slides for Presentation on Unit 7

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

21st Century Skills/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into this unit include:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT(Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

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- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

The **21st Century Skills** that will be incorporated into this unit include:

- Global Awareness

- Civic Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Preview vocabulary for the textbook sections "Approaches to Understanding Motivation" and "Assessment of Personality .
- Small group instruction for guided notes on "Motivation, Emotion, and Personality".
- Small group assignment for Think Pair Share activity on "These pretzels are making me thirsty".
- Study guides for "Motivation, Emotion, and Personality" Assessments.
- Project-based learning for "Writing a Personality Quiz" Lab.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Provide a copy of teacher's notes for Unit 7.
- Decrease the number of slides for Unit 7 student presentation.
- Modify Experiments/Labs for Unit 7.
- Provide modifications as dictated in the student's IEP/504 plan.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Provide a copy of teacher's notes for Unit 7.
- Decrease the number of slides for Unit 7 student presentation.
- Modify Experiments/Labs for Unit 7.

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Allow the use of notecards on the Unit Test on "Motivation, Emotion, and Personality".
- Decrease the number of slides for the Unit 7 student presentation.
- Modify Labs/Experiments for Unit 7.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Project-based learning for in-depth research on Unit 7 topics.
- Use research to debate the various motivation theories.
- Used advanced problem solving skills to complete a "quick lab" on choosing a career.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson