

Unit 11: Personality

Content Area: **Template**
Course(s):
Time Period: **Marking Period 4**
Length: **4 Classes**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Unit XI: Personality [SC12]

- A. Personality Theories and Approaches*
- B. Assessment Techniques*
- C. Self-Concept/Self-Esteem*
- D. Growth and Adjustment*

Learning Objectives

- Objective 1 - Describe personality structure in terms of the interactions of the id, ego, and superego.
- Objective 2 - Explain how defense mechanisms protect the individual from anxiety.
- Objective 3 - Describe the contributions of the neo-Freudians.
- Objective 4 - Explain how personality inventories are used to assess traits.
- Objective 5 - Describe the humanistic perspective on personality in terms of Maslow's focus on self-actualization and Rogers's emphasis on people's potential for growth.
- Objective 6 - Describe the impact of individualism and collectivism on self-identity.
- Objective 7 - Describe the social-cognitive perspective on personality.
- Objective 8 - Discuss the consequences of personal control, learned helplessness, and optimism.
- Objective 9 - Compare and contrast introvert and extrovert personalities.

Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
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- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

Standards

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.A.1	Instincts
SOC.9-12.7.A.2	Incentives
SOC.9-12.7.A.3	Intrinsic versus extrinsic motivation
SOC.9-12.7.A.4	Overjustification effect
SOC.9-12.7.A.5	Self-efficacy
SOC.9-12.7.A.6	Achievement motivation
SOC.9-12.7.B	Compare and contrast motivational theories, including the strengths and weaknesses of each.
SOC.9-12.7.B.1	Drive reduction theory
SOC.9-12.7.B.2	Arousal theory (including the Yerkes-Dodson law)
SOC.9-12.7.B.3	Evolutionary theory of motivation
SOC.9-12.7.B.4	Maslow's theory
SOC.9-12.7.B.5	Cognitive dissonance theory
SOC.9-12.7.C	Describe classic research findings in specific motivations.
SOC.9-12.7.C.1	Motivation system: eating
SOC.9-12.7.C.2	Motivation system: sex
SOC.9-12.7.C.3	Motivation system: social
SOC.9-12.7.D	Identify contributions of key researchers in the psychological field of motivation and emotion.
SOC.9-12.7.D.1	Contributions of William James, key researcher in the psychology of motivation and emotion
SOC.9-12.7.D.2	Contributions of Alfred Kinsey, key researcher in the psychology of motivation and emotion
SOC.9-12.7.D.3	Contributions of Abraham Maslow, key researcher in the psychology of motivation and emotion
SOC.9-12.7.D.4	Contributions of Stanley Schachter, key researcher in the psychology of motivation and emotion
SOC.9-12.7.D.5	Contributions of Hans Selye, key researcher in the psychology 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.F.1	James–Lange Theory
SOC.9-12.7.F.2	Cannon–Bard Theory
SOC.9-12.7.F.3	Schachter two-factor theory
SOC.9-12.7.F.4	Evolutionary theories (primary emotions)
SOC.9-12.7.F.5	Richard Lazarus’s appraisal theory
SOC.9-12.7.F.6	Joseph LeDoux’s theory
SOC.9-12.7.F.7	Paul Ekman’s research on cross-cultural displays of emotion
SOC.9-12.7.F.8	Facial feedback hypothesis
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.H.1	General adaptation theory
SOC.9-12.7.H.2	Stress-related illnesses
SOC.9-12.7.H.3	Lewin’s motivational conflicts theory
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.I.1	Research method to investigate personality: case studies
SOC.9-12.7.I.2	Research method to investigate personality: surveys
SOC.9-12.7.I.3	Research method to investigate personality: personalities inventories
SOC.9-12.7.J	Identify the contributions of major researchers in personality theory.
SOC.9-12.7.J.1	Contributions of Alfred Adler, key researcher in personality theory
SOC.9-12.7.J.2	Contributions of Albert Bandura, key researcher in personality theory
SOC.9-12.7.J.3	Contributions of Paul Costa and Robert McCrae, key researchers in personality theory
SOC.9-12.7.J.4	Contributions of Sigmund Freud, key researcher in personality theory
SOC.9-12.7.J.5	Contributions of Carl Jung, key researcher in personality theory
SOC.9-12.7.J.6	Contributions of Abraham Maslow, key researcher in personality theory
SOC.9-12.7.J.7	Contributions of Carl Rogers, key researcher 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.N.2	Collectivistic versus individualistic cultures
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.
SOC.9-12.7.P.1	Personality inventory
SOC.9-12.7.P.2	Projective tests

Instructional Tasks/Activities

- Activity 1
- Activity 10
- Activity 2
- Activity 3
- Activity 4
- Activity 5
- Activity 6
- Activity 7
- Activity 8
- Activity 9

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric

- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share

- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- Resource 1
- Resource 2
- Resource 3
- Resource 4
- Resource 5