

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

| <u>State Mandated Topics Addressed in this Unit</u> | |
|---|-----|
| 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
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- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

Standards

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| 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 |

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| | 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. |

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| 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