| ***Unit 1: Personality and Development***  ***Timeline: September to November*** | | | | | |
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| **Targeted Standards**  WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)  SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-LS1-2), (HS-LS1-4), (HS-LS1-5), (HS-LS1-7)  2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.  2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.  2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.  2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.  2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).  2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health) | | | | | |
| **Rationale and Transfer Goals** :  This unit introduces a variety of approaches to explain personality. . It also explores how psychologists study motivation, needs, and emotions to understand human behavior . This unit also emphasizes the importance of scientific research and tests used for a variety of purposes. It also discusses the development of gender roles and behavior that can be explained in different ways | | | | | |
| **Enduring Understandings:**   1. Psychologists study motivation to explain why people behave the way they do 2. Biological needs such as hunger involve both physiological and psychological factors 3. Psychological motivations include stimulus motives and achievement motivations. Several different theories attempt to explain what drives people 4. Emotions are states of feeling that influence thoughts and behaviors. Facial expressions reflect our emotions 5. Psychologists who support the trait approach believe that personality traits are inborn and unchanging. Many trait theorists believe that people can be measured according to five basic personality factors | | | | | |
| **Essential Questions**:   1. What are motivations? 2. What kinds of factors influence biological needs such as hunger? 3. How have psychologists attempted to explain the psychological motivations that drive people? 4. What are emotions? 5. How do traits influence personality? 6. What effect does the unciousous have on personality? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| 1. Recognize the range of topics that are covered in an introductory psychology course.  2. Describe the theories of personality  3. Explain the theories of motivation  4. Analyze various approaches to self actualization .  5 Compare and contrast stimulus motives.  6. Explain how learning goals usually satisfied (internal or intrinsic)  7. Identify the nature of emotion  8.Discuss the theories of emotion as they pertain to personality and its development | Experiment/Quick Lab Are you driven to succeed  Reaction response (exit slip) –  What type of personality are you?  Survey on motivation  Identify the six basic emotions | | Personality Quizzes  Graphic Organizer: Key theorists of emotion  independent lab on self awareness  personality webquest  interpretation of Maslow’s hierarchy of needs  Identify emotions and motivations simulation lab  Achievement motivation lab in today’s “testing” environment ACT/SAT | | In Class Discussion**:** Question and answer/  Socratic Seminar: psychology of motivation  personality quiz assessment  \*These assessments will mostly require students to: remember, understand, apply, and analyze.\*  Summative Assessments: Common Unit Benchmark Test: Introduction to Psychology: Multiple Choice and open ended responses, Research Methods: Multiple Choice and open ended responses. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| 1. Recognize the range of topics that are covered in an introductory psychology course.  2. Describe the goals and scientific basis of psychology.  3. Explain important trends in the history of psychology.  4. Analyze various approaches to the study of psychology.  5. Identify the work of a psychologist. | | Key use of vocabulary terms and phrases  Understand and evaluate importance of individual mental health and well being  Interpret and understand case study behavior | | Class Discussions - Class will discuss and debate topics in relation to personality and personality development  Videos - Students will watch clips of important psychology topics as well as movie with relation to personality | |
| **Career Readiness, Life Literacies, and Key Skills:**  9.4.2.IML.2: Represent data in a visual format to tell a story about the data    9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems    9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process    9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov  9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect    9.4.8.TL.3: Select appropriate tools to organize and present information digitally.  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas | | | | | |
| **Key resources:**  Holt McDougal Psychology - Principles in Practice/Online Text  Holt McDougal Psychology - Online Resources  Holt McDougal Psychology - workbook and guided reading selections | | | | | |
| **Interdisciplinary Connections:**  **Science** - Study of the brain and chemicals involved in creating feelings, emotions and behaviors /HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. /Obesity /Aggressiveness /Personality Traits  **History** - Study of prominent Psychologists who worked in areas of development /6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies in areas of mental wellness in terms of personality development | | | | | |
| **Intersections of History:**  **Black:** Psychosocial Well being in the African American Community  **Hispanic**: Self Actualization within the Latino Community  **Women**: Examining the Gender Gap as it pertains to personality  **LGBTQ**: Personality and Acceptance with the LGBTQ community /Identiy develoment | | | | | |
| **Important Vocabulary:**  motive  need  drives  instincts  homeostasis  self-actualization  obese  stimulus motives  sensory deprivation  achievement motivation  extrinsic rewards  intrinsic rewards  cognitive consistency  balance theory  cognitive-dissonance theory  affiliation  emotions  opponent-process theory | | | | | |