Unit 09: Theory of Personality Traits

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

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objective:

Students will understand psychological knowledge relates to everyday life.

Essential Question:

How do psychologists distinguish between personality types, and what are the different techniques of personality assessment?

CONTENT AREA STANDARDS

SCI.9-12.IV.3.1	Perspectives on 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.3.3.3	Discuss connections to health and work
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

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion

LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
TECH.9.4.12.CI	Creativity and Innovation
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.

STUDENT LEARNING TARGETS

Declarative Knowledge

After concluding this unit, students understand:

1. Perspectives on personality

2. Assessment of personality

3. Issues in personality

Procedural Knowledge

Students will be able to:

- Identify, explain, analyze, and demonstrate knowledge of personality such as:
  - Psychodynamic theories
  - Trait theories
  - Humanistic theories
  - Social–cognitive theories
  - The reliability and validity of personality assessment techniques
  - Biological and situational influences
  - Stability and change connections to health and work

- o Self-concept
- o How individualistic and collectivistic cultural perspectives relate to personality, and other important related concepts
- Differentiate personality assessment techniques

EVIDENCE OF LEARNING

Alternative:

- Portfolios

- Verbal Assessment (instead of written)

- Multiple choice

- Modified Rubrics

- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Formative Assessments

- Chapter 11 Study Guide-
  https://docs.google.com/document/d/1xkCyy3GwZVm9OuP4cGUGUvTZGKQGgnfnT5ZOa5xH4mI/copy
- Questioning:
  - How do theorists differ in regard to understanding our personality development?
  - How do we use defense mechanisms to help alleviate some negative effects of stress and promote health?
  - How does psychoanalytic theory relate to personality development?
  - How do psychologists distinguish between personality types, and what are the different techniques of personality assessment?
- Five Factor Model Self-Questionnaire

Summative Assessments

- One of the following:
  - Combined Personality, Disorders, and Treatment multiple choice/true false test.
  - Combined Lifespan and Personality multiple choice/true false test.
  - Personality multiple choice/true false quiz.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Slides notes- https://docs.google.com/presentation/d/1-GdyQ9hAYCCcc-umV96pXvMUWMyv5MlE/copy

INTERDISCIPLINARY CONNECTIONS

VA.9-12.1.5.12prof.Cr1a   Use multiple approaches to begin creative endeavors.

VA.9-12.1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
HE.K-12.P.7	Making decisions
SCI.HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
SCI.HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

- Provide enrichment activities that include more advanced material
- Use of Higher Level Questioning Techniques
- Extended time to complete assignments
- Extended time on classroom tests and quizzes
- Restate, reread, and clarify directions/questions
- Establish procedures for accommodations /modifications for assessments
- Provide oral reminders and check student work during independent work time
- Extended time to complete assignments: Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases
- Provide enrichment activities that include more advanced material
- Pair visual prompts with verbal presentations

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