**AP Psychology Unit 6: Motivation & Emotion and Personality**

**College Board Outline**

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| **VIII. Motivation and Emotion (6–8%)** | **Enduring Understandings** |
| In this part of the course, students explore biological and social factors that motivate behavior and biological and cultural factors that influence emotion.  AP students in psychology should be able to do the following:  • Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus extrinsic motivation).  • Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.  • Compare and contrast motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each.  • Describe classic research findings in specific motivation systems (e.g., eating, sex, social)  • Discuss theories of stress and the effects of stress on psychological and physical well-being.  • Compare and contrast major theories of emotion (e.g., James–Lange, Cannon– Bard, Schachter two-factor theory).  • Describe how cultural influences shape emotional expression, including variations in body language.  • Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye). | * Human behaviors are driven by various needs, drives, and desires. * The drive to fulfill biological needs is a powerful motivator for various human and animal behaviors. * Though stress is a typical part of human life, in excess, it can have negative physical and psychological consequences. * Several human emotions and emotional expressions are universal and serve an adaptive function. |

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| **X. Personality (5–7%)** | **Enduring Understandings** |
| In this section of the course, students explore major theories of how humans develop enduring patterns of behavior and personal characteristics that influence how others relate to them. The unit also addresses research methods used to assess personality.  AP students in psychology should be able to do the following:  • Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral.  • Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality.  • Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments.  • Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).  • Identify key contributors to personality theory (e.g., Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers). | * Personality is a foundational aspect of what makes you “you.” * Each psychological perspective has a somewhat different way of explaining and testing personality and no one perspective has been deemed “correct.” * Psychoanalytic psychologists believe personality is determined by early experiences and internal conflicts and desires. * Trait psychologists break aspects of personality into finite categories and see personality as fairly fixed across time. * Culture has a significant impact on individual personality. |

**Unit Vocabulary**

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|  | **Motivation & Emotion** |  | **Personality** |
| Level A  Quiz 1 | Affiliation Motive  Arousal Theory  Drive-Reduction Theory  Extrinsic Motivation  Homeostasis  Incentive Theory  Instincts  Intrinsic Motivation  Maslow’s Hierarchy of Needs  Motive | Level A  Quiz 1 | Anal Stage  Ego  Genital Stage  Id  Latency Stage  Oral Stage  Phalic Stage  Psychosexual Stages  Superego  Unconscious |
| Level A  Quiz 2 | Acute Stressors  Cannon-Bard Theory of Emotion  Chronic Stressors  General Adaptation Syndrome  James-Lange Theory of Emotion  Lateral Hypothalamus  Opponent Process Theory of Emotion  Schacter-Singer Two-Factor Theory of Emotion  Sexual Response Cycle  Ventromedial Hypothalamus | Level A Quiz 2 | Defense Mechanisms  Free Association  Personality  Personality Inventory  Projective Test  Psychoanalysis  Self-Efficacy  Temperament  Trait  Unconditional Positive Regard |
| Level B  Quiz 1 | Anorexia Nervosa  Bulimia Nervosa  Need for Achievement  Overjustification Effect  Physiological Motives  Sensation Seeking  Set Point  Social Conflict Situations  Social Motives  Yerkes-Dodson Law | Level B  Quiz 1 | Archetypes  Carl Jung  Collective Unconscious  Electra Complex  Fixation  Libido  Oedipus Complex  Preconscious  Rorschach Inkblot test  Thematic Aperception Test (TAT) |
| Level B  Quiz 1 | Coping Strategies  Defense Mechanisms  Estrogen  Garcia Effect  Glucose  Insulin  Metabolic Rate  Testosterone  Type A Personalities  Type B Personalities | Level B  Quiz 2 | Alfred Adler  Big Five/Five Factor Theory  Carl Rogers  Costa & McCrae  External Locus of Control  Internal Locus of Control  Minnesota Multiphasic Personality Inventory (MMPI)  Reciprocal Determinism  Self-Actualization  Self-Concept |
|  |  | Level C  Quiz 1 | Collectivism  Denial  Displacement  Individualism  Projection  Rationalization  Reaction Formation  Regression  Repression  Sublimation |

**Unit Overview**

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| Monday | Tuesday | Thursday (BLOCK) | Friday |
|  | 1/20  CONSCIOUSNESS MINI-UNIT  **SWBAT describe the stages of the sleep cycle**  Homework:  Hypnosis: Myers p192-196  *Study for Level-Up Quiz* | 1/22  CONSCIOUSNESS MINI-UNIT  **SWBAT describe the physical & psychological impact of various drugs**  Homework:  Motivation: Myers p327-331  **(Read to Prepare for Friday’s Assignment & Bring Book/Notes to Class Friday)**  *Study for Level-Up Quiz& CONSCIOUSNESS Test* | 1/23  **SWBAT describe various theories of motivation**  Homework:  Eating Disorders & Obesity  (NOT COVERED IN CLASS)  Myers p337-348  *Study for Level-Up Quiz* |
| 1/26  **SWBAT define & describe the various factors that impact an individual’s hunger motivation**  Homework:  Fear, Anger, & Happiness  Myers p 385-396  (NOT COVERED IN CLASS)  *Study for Level-Up Quiz* | 1/27  **SWBAT compare and contrast the various theories of emotion**  Homework:  Sexual Motivation  Myers p348-359  (SOME NOT COVERED IN CLASS)  *Study for Level-Up Quiz* | 1/29  **SWBAT describe the sexual response cycle & the impact of culture on sexuality**  **SWBAT define the Id/ego/superego & levels of consciousness**  Homework:  Online Quiz 8A-1 & 8A-2  Online Quiz 8B-1 & 8B-2  Freud Theories WKST  *Study for Level-Up Quiz* | 1/30  **SWBAT define Freud’s psychosexual stages & conflicts**  Homework:  Myers p 484-490 (Neo-Freudians)  Freud Psychosexual Stages WKST  *Study for Level-Up Quiz* |
| 2/2  **SWBAT define and describe Freud’s defense mechanisims**  **SWBAT describe how later theorists added to and changed psychoanalytic theory**  Homework:  Freud Defense Mech. WKST  *Study for Level-Up Quiz* | 2/3  **SWBAT explain the trait perspective of personality and compare major trait theories**  Homework:  Myers – Trait Theory  p493 bottom -502  *Study for Level-Up Quiz* | 2/5  **SWBAT identify the causes and effects of stress**  **SWBAT describe the impact of biology and culture on emotional expression**  *(Ms. Greenwald out for training)*  Homework:  Finish Readings/WKSTS from CLASS (Turn in Fri)  *Study for Level-Up Quiz* | 2/6  **SWBAT describe key concepts in the social-cognitive perspective on personality**  Homework:  Myers – Optimism p507-508  Myers – Self & Culture p511-518  (Both readings will NOT be covered in class!)  *Study for Level-Up Quiz* |
| 2/9  **SWBAT describe key concepts in the humanistic perspective on personality**  Homework:  Online Quiz 9-1 & 9-2  Myers Review Questions  Unit 8A p364-365,  *Study for Level-Up Quiz &Unit Test* | 2/10  **SWBAT compare and contrast typical types of personality research & testing**  Homework:  Myers Review Questions  Unit 8B p408-409, Unit 10 p521  *Study for Level-Up Quiz &Unit Test* | 2/12  **SWBAT review for the unit 6 exam**  Homework:  *Study for Level-Up Quiz*  *&Unit Test* | 2/13  **SWBAT take the unit 6 exam**  **SWBAT explain the criteria for the Unit 7 project.**  Homework:  Sensation & Perception Readings & Eye/Ear Project |

**Unit 6 Quiz Tracking Sheet**

**Quizzes come from the terms list included in your unit plan.**

***Unit 6 Level-Up Grades (Count as a UNIT TEST grade):***

*60% = Pass 4 A’s*

*70% = Pass 4 A’s & 2 B’s*

*80% = Pass 4 A’s & 3 B’s*

*90% = Pass 4 A’s & 4 B’s*

*100% = Pass 4 A’s, 4 B’s, & 1 C*

You can take quizzes during the first seven minutes of any class. You may take as many quizzes as you would like as long as you finish in the first seven minutes. You can also take quizzes after school if you tell me in advance so I can be sure to be available.

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| **Quiz Title** | **Score 1** | **Score 2** | **Score 3** | **Sticker**  **Passed! ☺** |
| Motivation - Level A - Quiz 1 |  |  |  |  |
| Motivation – Level A – Quiz 2 |  |  |  |  |
| Personality – Level A – Quiz 1 |  |  |  |  |
| Personality – Level A – Quiz 1 |  |  |  |  |
| Motivation – Level B – Quiz 1 |  |  |  |  |
| Motivation – Level B – Quiz 1 |  |  |  |  |
| Personality – Level B – Quiz 1 |  |  |  |  |
| Personality – Level B – Quiz 2 |  |  |  |  |
| Personality – Level C – Quiz 1 |  |  |  |  |

**Overall Unit 6 Grade: \_\_\_\_\_\_\_\_**

**Unit 5 Level-Up Grades: Pass 2 = 60%, Pass 3 = 80%, Pass 4 = 100%**

**ON TRACK LEVEL-UP SCORES**

Friday 1/23: Finish ALL Consciousness Quizzes

Friday 1/30: On Track = All Consciousness & 2 As / 5 = All Consciousness & 4 As

Friday 2/6: On Track = All Consciousness, 4 As & 2 Bs / 5 = All Consciousness, 4 As & 4 Bs

Friday 2/13: ALL Quizzes Due – Consciousness & Unit 6 Close!