**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.
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**Unit Vocabulary**

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|  | **Motivation & Emotion** |  | **Personality** |
| Level AQuiz 1 | Affiliation MotiveArousal TheoryDrive-Reduction TheoryExtrinsic MotivationHomeostasisIncentive TheoryInstinctsIntrinsic MotivationMaslow’s Hierarchy of NeedsMotive | Level AQuiz 1 | Anal StageEgoGenital StageIdLatency StageOral StagePhalic StagePsychosexual StagesSuperegoUnconscious |
| Level AQuiz 2 | Acute StressorsCannon-Bard Theory of EmotionChronic StressorsGeneral Adaptation SyndromeJames-Lange Theory of EmotionLateral HypothalamusOpponent Process Theory of EmotionSchacter-Singer Two-Factor Theory of EmotionSexual Response CycleVentromedial Hypothalamus | Level A Quiz 2 | Defense MechanismsFree AssociationPersonalityPersonality InventoryProjective TestPsychoanalysisSelf-EfficacyTemperamentTraitUnconditional Positive Regard |
| Level BQuiz 1 | Anorexia NervosaBulimia NervosaNeed for AchievementOverjustification EffectPhysiological MotivesSensation SeekingSet PointSocial Conflict SituationsSocial MotivesYerkes-Dodson Law | Level BQuiz 1 | ArchetypesCarl JungCollective UnconsciousElectra ComplexFixationLibidoOedipus ComplexPreconsciousRorschach Inkblot testThematic Aperception Test (TAT) |
| Level BQuiz 1 | Coping StrategiesDefense MechanismsEstrogenGarcia EffectGlucoseInsulinMetabolic RateTestosteroneType A PersonalitiesType B Personalities | Level BQuiz 2 | Alfred AdlerBig Five/Five Factor TheoryCarl RogersCosta & McCraeExternal Locus of ControlInternal Locus of ControlMinnesota Multiphasic Personality Inventory (MMPI)Reciprocal DeterminismSelf-ActualizationSelf-Concept |
|  |  | Level CQuiz 1 | CollectivismDenialDisplacementIndividualismProjectionRationalizationReaction FormationRegressionRepressionSublimation |

**Unit Overview**

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| Monday | Tuesday | Thursday (BLOCK) | Friday |
|  | 1/20CONSCIOUSNESS MINI-UNIT**SWBAT describe the stages of the sleep cycle** Homework: Hypnosis: Myers p192-196*Study for Level-Up Quiz* | 1/22CONSCIOUSNESS 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, & HappinessMyers 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 MotivationMyers 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 p507-508Myers – 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!