

AP PSYCHOLOGY

UNIT 7

Motivation, Emotion, and Personality



11–15%
AP EXAM WEIGHTING



~16–17
CLASS PERIODS

Motivation, Emotion, and Personality



Developing Understanding

ESSENTIAL QUESTIONS

- What motivates us to think and act the way we do?
- Why do some people respond to stress in a healthier way than others?
- Why don't psychologists agree?

Psychologists use theory to categorize and explain different personalities. These explanations have been influenced by the various branches of psychology. Some psychologists study what motivates us and/or our emotional responses to experiences to understand our individual differences. Other psychologists seek to understand personality, including why different personalities exist, how they are developed, and if and how they change. Originating from the psychodynamic perspective, the study of personality involves consideration of behavior and mental processes and how they interact to produce an individual's personality. A full explanation of personality also involves incorporating humanistic and social-cognitive perspectives from earlier units.

Building Course Skills

1.A 1.C 2 3

Individual differences in various aspects of personality, motivation, and emotion are the focus of this unit. Students should be comfortable with identifying and explaining how biological structures and physiological processes help explain behavior or mental processes in relation to motivation, emotion, and personality. In addition, students will gain experience evaluating the strengths and weaknesses of psychological theories and perspectives relating to motivation and emotion.

Students should be able to identify theories and perspectives about personality, describe their strengths and weaknesses, and explain how they apply to behavior and mental processes. While learning about the different ways personality can be measured, students will calculate the appropriate statistic for a given data set. Students should also be able to explain how data illustrates the different theories of motivation, emotion, stress, and personality.

Preparing for the AP Exam

Students often confuse what it means to be panicked versus stressed.


Teachers can provide students with case studies and/or real-world opportunities that will help them understand what it means to be stressed and how bodies respond to stress, as opposed to being panicked. Students should be able to compare the psychological and physiological responses to stress and panic.

Students may struggle with accurately discussing concepts related to personality. A common mistake is to describe temporary aspects of a personality trait rather than personality characteristics. This can be addressed by providing students with multiple opportunities throughout the course to write about personality, ensuring that they are using terminology correctly and appropriately. Questions about research methodology and ethical research design in regard to this unit's content will most likely appear on the exam.

**UNIT
7**

Motivation, Emotion, and Personality

UNIT AT A GLANCE

Topic	Suggested Skill	Class Periods
		~16–17 CLASS PERIODS
7.1 Theories of Motivation	3 Analyze psychological research studies.	
7.2 Specific Topics in Motivation	1.A Define and/or apply concepts.	
7.3 Theories of Emotion	1.C Apply theories and perspectives in authentic contexts.	
7.4 Stress and Coping	1.A Define and/or apply concepts.	
7.5 Introduction to Personality	3 Analyze psychological research studies.	
7.6 Psychoanalytic Theories of Personality	1.C Apply theories and perspectives in authentic contexts.	
7.7 Behaviorism and Social Cognitive Theories of Personality	1.C Apply theories and perspectives in authentic contexts.	
7.8 Humanistic Theories of Personality	1.C Apply theories and perspectives in authentic contexts.	
7.9 Trait Theories of Personality	1.C Apply theories and perspectives in authentic contexts.	
7.10 Measuring Personality	1.C Apply theories and perspectives in authentic contexts.	
 Go to AP Classroom to assign the Personal Progress Check for Unit 7. Review the results in class to identify and address any student misunderstandings.		

SUGGESTED SKILL

 Scientific Investigation

3

Analyze psychological research studies.

TOPIC 7.1

Theories of Motivation

LEARNING TARGET

7.A

Identify and apply basic motivational concepts to understand the behavior of humans and other animals.

7.B

Compare and contrast motivational theories, including the strengths and weaknesses of each.

7.C

Describe classic research findings in specific motivations.

EXAMPLES

7.A.1

Instincts

7.A.2

Incentives

7.A.3

Intrinsic versus extrinsic motivation

7.A.4

Overjustification effect

7.A.5

Self-efficacy

7.A.6

Achievement motivation

7.B.1

Drive reduction theory

7.B.2

Arousal theory (including the Yerkes-Dodson law)

7.B.3

Evolutionary theory of motivation

7.B.4

Maslow's theory

7.B.5

Cognitive dissonance theory

7.C.1

Motivation system: eating

7.C.2

Motivation system: sex

7.C.3

Motivation system: social

continued on next page

LEARNING TARGET

7.D

Identify contributions of key researchers in the psychological field of motivation and emotion.

EXAMPLES

7.D.1

Contributions of William James, key researcher in the psychology of motivation and emotion

7.D.2

Contributions of Alfred Kinsey, key researcher in the psychology of motivation and emotion

7.D.3

Contributions of Abraham Maslow, key researcher in the psychology of motivation and emotion

7.D.4

Contributions of Stanley Schachter, key researcher in the psychology of motivation and emotion

7.D.5

Contributions of Hans Selye, key researcher in the psychology of motivation and emotion



Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

 *Concept Understanding*

1.A

Define and/or apply concepts.

TOPIC 7.2

Specific Topics in Motivation

LEARNING TARGET

7.E

Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.



Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 7.3

Theories of Emotion

SUGGESTED SKILL

 *Concept Understanding*

1.C

Apply theories and perspectives in authentic contexts.

LEARNING TARGET

7.F

Compare and contrast major theories of emotion.

7.G

Describe how cultural influences shape emotional expression, including variations in body language.

EXAMPLES

7.F.1

James–Lange Theory

7.F.2

Cannon–Bard Theory

7.F.3

Schachter two-factor theory

7.F.4

Evolutionary theories (primary emotions)

7.F.5

Richard Lazarus’s appraisal theory

7.F.6

Joseph LeDoux’s theory

7.F.7

Paul Ekman’s research on cross-cultural displays of emotion

7.F.8

Facial feedback hypothesis


 **Topic Planning Notes**

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

 *Concept Understanding*

1.A

Define and/or apply concepts.

TOPIC 7.4

Stress and Coping

LEARNING TARGET

7.H

Discuss theories of stress and the effects of stress on psychological and physical well-being.

EXAMPLES

7.H.1

General adaptation theory

7.H.2

Stress-related illnesses

7.H.3

Lewin's motivational conflicts theory

7.H.4

Unhealthy behaviors



Topic Planning Notes

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TOPIC 7.5

Introduction to Personality

SUGGESTED SKILL

 *Scientific Investigation*

3

Analyze psychological research studies.

LEARNING TARGET

7.I

Describe and compare research methods that psychologists use to investigate personality.

7.J

Identify the contributions of major researchers in personality theory.

EXAMPLES

7.I.1

Research method to investigate personality: case studies

7.I.2

Research method to investigate personality: surveys

7.I.3

Research method to investigate personality: personalities inventories

7.J.1

Contributions of Alfred Adler, key researcher in personality theory

7.J.2

Contributions of Albert Bandura, key researcher in personality theory

7.J.3

Contributions of Paul Costa and Robert McCrae, key researchers in personality theory

7.J.4

Contributions of Sigmund Freud, key researcher in personality theory

7.J.5

Contributions of Carl Jung, key researcher in personality theory


7.J.6

Contributions of Abraham Maslow, key researcher in personality theory

7.J.7

Contributions of Carl Rogers, key researcher in personality theory

SUGGESTED SKILL

 *Concept Understanding*

1.C

Apply theories and perspectives in authentic contexts.

TOPIC 7.6

Psychoanalytic Theories of Personality

LEARNING TARGET

7.K

Compare and contrast the psychoanalytic theories of personality with other theories of personality.



Topic Planning Notes

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TOPIC 7.7

Behaviorism and Social Cognitive Theories of Personality

SUGGESTED SKILL

 *Concept Understanding*

1.C

Apply theories and perspectives in authentic contexts.

LEARNING TARGET

7.L

Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.

 **Topic Planning Notes**

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SUGGESTED SKILL

 *Concept Understanding*

1.C

Apply theories and perspectives in authentic contexts.

TOPIC 7.8

Humanistic Theories of Personality

LEARNING TARGET

7.M

Compare and contrast humanistic theories of personality with other theories of personality.

7.N

Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.

EXAMPLES

7.N.2

Collectivistic versus individualistic cultures



Topic Planning Notes

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TOPIC 7.9

Trait Theories of Personality

SUGGESTED SKILL

 *Concept Understanding*

1.C

Apply theories and perspectives in authentic contexts.

LEARNING TARGET

7.0

Compare and contrast trait theories of personality with other theories of personality.

 **Topic Planning Notes**

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

 *Concept Understanding*

1.C

Apply theories and perspectives in authentic contexts.

TOPIC 7.10

Measuring Personality

LEARNING TARGET

7.P

Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.

EXAMPLES

7.P.1

Personality inventory

7.P.2

Projective tests



Topic Planning Notes

Use the space below to plan your approach to the topic.

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