

# Unit 3 - Development and Learning Domain 2017

Content Area: **Social Studies**  
Course(s): **Advanced Placement Psychology**  
Time Period: **December**  
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## Unit Overview

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The development and learning domain begins with the exploration of life-span development including the prenatal period, infancy and childhood, adolescence, and adulthood and aging. The unit continues with investigation of various learning processes. This includes classical conditioning, operant conditioning, and observational learning. The final piece of this unit summarizes the process of language development.

## Enduring Understandings

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- A number of methods are utilized to investigate life-span development
- There are several theories explaining physical, cognitive, and social development throughout the lifespan
- Numerous changes occur during infancy and childhood, adolescence, and adulthood
- The process of classical conditioning affects many aspects of human behavior
- The principles of operant conditioning have a direct impact on everyday life
- Language development occurs in predictable stages
- Language acquisition is directly related to the development of the brain

## Essential Questions

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- How do biological factors and the environment interact to shape human development?
- What methods are employed to study human development?
- What theories have been advanced to explain physical, cognitive, moral, and social development?
- What factors influence prenatal development?
- How do newborn reflexes, temperament, and abilities relate to survival?
- What is attachment and how does it influence development?
- What changes occur during childhood?
- How are adolescents influenced by their physical, cognitive, and environmental changes?
- What is the significance of the quest for identity during adolescence?
- How are adults affected by their physical, cognitive, and social changes?
- What are the principles of classical conditioning and how do they impact everyday life?
- What are the principles of operant conditioning and how do they impact everyday life?
- What are the principles of observational learning and how do they impact everyday life?
- What are the basic structures of human language?
- How is language acquired and how is this process influenced by brain development?

## **Standards/Indicators/Student Learning Objectives (SLOs)**

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- Students will summarize the stages of and influences on prenatal development and explore the physical development and abilities of newborns
- Students will examine of the concept of schemas and distinguish between assimilation and accomodation
- Students will summarize Piaget's stages of cognitive development and demonstrate an understanding through examples
- Students will identify stranger anxiety and evalute the significance of attachment to normal development
- Students will summarize the development of a self-concept and assess the impact of various child-rearing practices on development
- Students will examine the physical changes associated with adolescence including growth, puberty, and brain development
- Students will recall the cognitive changes associated with adolescence and summarize and evaluate Kohlberg's theory of moral development
- Students will summarize Erikson's psychosocial theory and distinguish the quest for identity as the integral part of this theory
- Students will examine the phsical changes of adulthood including those related abilites, reproduction, the immune system, and the brain
- Students will assess the impact aging has on memory and intelligence
- Students will analyze the social changes of adulthood, specifically those related to love, work, and death, and how these are influenced by the social clock
- Students will define learning and demonstrate and understanding of the basic terminology associated with classical conditioning
- Students will examine how cognitive processes and biological predispositions affect classical conditioning and relate classical conditioning to everyday life
- Students will summarize the law of effect and evaluate B.F. Skinner's contribution to operant condtioning
- Students will categorize reinforcement and punishmment and explore the impact of various schedules on behavior
- Students will examine how cognitive processes and biological predispositions affect operant conditioning and relate operant conditioning to everyday life
- Students will examine the process of learning through observation and evaluate the contributions of Albert Bandura
- Students will examine the basic stucture of language, the stages of language development, and Noam Chomsky's theory regarding language acquisition
- Students will explore the interaction between thinking and language and evaluate Whorf's theory of Linguistic Determinism

## **APA Content Standards**

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SCI.9-12.DL.1.1	Methods and issues in life span development
SCI.9-12.DL.1.2	Theories of life span development

SCI.9-12.DL.1.3	Prenatal development and the newborn
SCI.9-12.DL.1.4	Infancy (i.e., the first two years of life)
SCI.9-12.DL.1.5	Childhood
SCI.9-12.DL.1.6	Adolescence
SCI.9-12.DL.1.7	Adulthood and aging
SCI.9-12.DL.2.1	Classical conditioning
SCI.9-12.DL.2.2	Operant conditioning
SCI.9-12.DL.2.3	Observational and cognitive learning
SCI.9-12.DL.3.1	Structural features of language
SCI.9-12.DL.3.2	Theories and developmental stages of language acquisition
SCI.9-12.DL.3.3	Language and the brain

## Indicators

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SCI.9-12.DL.1.1.1	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
SCI.9-12.DL.1.1.2	Explain issues of continuity/discontinuity and stability/change
SCI.9-12.DL.1.1.3	Distinguish methods used to study development
SCI.9-12.DL.1.1.4	Describe the role of sensitive and critical periods in development
SCI.9-12.DL.1.1.5	Discuss issues related to the end of life
SCI.9-12.DL.1.2.1	Discuss theories of cognitive development
SCI.9-12.DL.1.2.2	Discuss theories of moral development
SCI.9-12.DL.1.2.3	Discuss theories of social development
SCI.9-12.DL.1.3.1	Describe physical development from conception through birth and identify influences on prenatal development
SCI.9-12.DL.1.3.2	Describe newborns' reflexes, temperament, and abilities
SCI.9-12.DL.1.4.1	Describe physical and motor development
SCI.9-12.DL.1.4.2	Describe how infant perceptual abilities and intelligence develop
SCI.9-12.DL.1.4.3	Describe the development of attachment and the role of the caregiver
SCI.9-12.DL.1.4.4	Describe the development of communication and language
SCI.9-12.DL.1.5.1	Describe physical and motor development
SCI.9-12.DL.1.5.2	Describe how memory and thinking ability develops
SCI.9-12.DL.1.5.3	Describe social, cultural, and emotional development through childhood
SCI.9-12.DL.1.6.1	Identify major physical changes
SCI.9-12.DL.1.6.2	Describe the development of reasoning and morality
SCI.9-12.DL.1.6.3	Describe identity formation
SCI.9-12.DL.1.6.4	Discuss the role of family and peers in adolescent development
SCI.9-12.DL.1.7.1	Identify major physical changes associated with adulthood and aging
SCI.9-12.DL.1.7.2	Describe cognitive changes in adulthood and aging
SCI.9-12.DL.1.7.3	Discuss social, cultural, and emotional issues in aging

SCI.9-12.DL.2.1.1	Describe the principles of classical conditioning
SCI.9-12.DL.2.1.2	Describe clinical and experimental examples of classical conditioning
SCI.9-12.DL.2.1.3	Apply classical conditioning to everyday life
SCI.9-12.DL.2.2.1	Describe the Law of Effect
SCI.9-12.DL.2.2.2	Describe the principles of operant conditioning
SCI.9-12.DL.2.2.3	Describe clinical and experimental examples of operant conditioning
SCI.9-12.DL.2.2.4	Apply operant conditioning to everyday life
SCI.9-12.DL.2.3.1	Describe the principles of observational and cognitive learning
SCI.9-12.DL.2.3.2	Apply observational and cognitive learning to everyday life
SCI.9-12.DL.3.1.1	Describe the structure and function of language
SCI.9-12.DL.3.1.2	Discuss the relationship between language and thought
SCI.9-12.DL.3.2.1	Explain the process of language acquisition
SCI.9-12.DL.3.2.2	Discuss how acquisition of a second language can affect language development and possibly other cognitive processes
SCI.9-12.DL.3.2.3	Evaluate the theories of language acquisition
SCI.9-12.DL.3.3.1	Identify the brain structures associated with language
SCI.9-12.DL.3.3.2	Discuss how damage to the brain may affect language

## Lesson Titles

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- Prenatal Development and the Newborn
- Cognitive Development
- Piaget's Theory
- Social Development
- Self-Concept and Child-Rearing
- Adolescent Physical Development
- Adolescent Cognitive and Moral Development
- Erikson's Social Developmental Theory
- Physical Changes of Adulthood
- Cognitive Changes of Adulthood
- Adulthood and Social Development
- Classical Conditioning
- Cognitive and Biological Processes/Applications
- Operant Conditioning
- Reinforcement Schedules
- Cognitive and Biological Processes/Applications
- Observational Learning
- Language

## 21st Century Skills and Career Ready Practices

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- Global perspectives

- Business, Financial, Economic, Entrepreneurship
- Health Literacy
- Information Literacy
- Critical Thinking and Problem Solving
- Life and Career Skills
- Communication and Collaboration

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

## Inter-Disciplinary Connections

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- Health & PE
- English Language Arts

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
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.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
HPE.2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.
HPE.2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
HPE.2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
HPE.2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
HPE.2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
HPE.2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
HPE.2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
HPE.2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
HPE.2.4.12.B.CS2	Responsible actions regarding sexual behavior impact the health of oneself and others.
HPE.2.4.12.B.CS3	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
HPE.2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
HPE.2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.
HPE.2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

### **Instructional Strategies, Learning Activities, and Level of Blooms/DOK**

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- Student input from HW - Prenatal Development (Blooms: Remember, Understand, Apply)
- Teacher Instruction - Physical Development (Blooms: Remember, Understand)
- Guided reading - Infantile Memory (Blooms: Analyze, Evaluate)
- Note Outline - Piaget's Theory (Blooms: Remember, Understand, Apply)
- Question/Answer - Attachment and Temperament (Blooms: Remember, Understand, Apply)
- Group Collaboration - Parenting Chart (Blooms: Analyze, Evaluate, Create)
- Student input from HW - Gender Development, Experience (Blooms: Remember, Understand, Apply)
- Infancy and Childhood review (Blooms: Remember, Understand, Apply)

- Independent Practice - Moral Development (Blooms: Analyze, Evaluate)
- Group Collaboration - Identity Development (Erikson Chart) (Blooms: Analyze, Evaluate)
- Administer OMEIS (Blooms: Understand, Apply)
- Note Outline - Sexual Development (Blooms: Remember, Understand, Apply)
- Student input from HW - Sexual Orientation (Blooms: Analyze)
- Question/Answer - Harvard Study (Blooms: Apply, Analyze, Evaluate)
- Note Outline - Adult Development (Blooms: Remember, Understand, Apply)
- Adolescence and Adulthood Review (Blooms: Remember, Understand, Apply)
- Teacher Instruction - Classical Conditioning (Blooms: Remember, Understand, Apply)
- In-class demonstration - water squirts (Blooms: Apply, Analyze)
- Note Outline - Operant Conditioning (Blooms: Remember, Understand, Apply)
- Student input from HW - Conditioning Applications (Blooms: Remember, Understand, Apply)
- Question/Answer - Biology, Cognition, Learning (Blooms: Understand, Apply, Analyze)
- Student input from HW - Observational Learning (Blooms: Remember, Understand, Apply)
- Teacher Instruction - Language (Blooms: Understand, Apply, Analyze)
- Delsea One
- SWAG

## **Modifications**

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### **ELL Modifications**

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- Digital translators
- Provide ELL students with multiple literacy strategies
- Focus on domain specific vocabulary and keywords
- Use visuals and other graphic organizers
- Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- 1:1 testing
- Repeat, reword, clarify
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Delsea One

- SWAG

## **IEP & 504 Modifications**

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### **Testing modifications:**

- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions overall if the student takes so much extra time that they are going into future days (missing instruction) to take the test
- less questions per page (so not visually overwhelming) divide into smaller sections or limit
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- offer paraphrasing of primary sources... if the student is expected to be testing on understanding that paragraph or quote to answer future questions
- word banks, multiple choice, matching questions help when possible
- images/graphics should include a synopsis
- read test aloud
- test in small groups
- projects can be submitted digitally or paper

### **Instructional modifications/accommodations:**

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching); varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides; completed study guides can be offered by teacher; digital review such as kahoots can also be used.
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes from which to study
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- allow assignments to be completed in Organizational Management class
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- allow student to edit with teacher comments the first attempt at a graded written assignment



- monitoring student moods/behavior fluctuation patterns to report to casemanager
- students who prefer to work individually will be permitted to
- oral presentations to small groups or teacher only
- preferential seating
- use manipulatives where possible
- use visuals, graphic organizers, and real objects when possible
- tap prior knowledge
- be flexible with time frames and deadlines
- repeat reword and clarify
- Delsea One
- SWAG

## **G&T Modifications**

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- encourage students to explore concepts in depth and encourage independent studies or investigations.
- determine where students' interests lie and capitalize on their inquisitiveness
- Invite students to explore different points of view on a topic of study and compare the two; specific career they are interested in? How would this apply to their interest?
- employ differentiated curriculum to keep interest high.
- ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- encourage students to make transformations- use a common task or item in a different way
- effective questioning techniques (focus on what's important, provide processing time, require higher order thinking
- self-evaluation of writing with teacher or student-generated rubrics
- creation of technology-based assessments to address the higher levels of Bloom's
- close reading: texts, primary sources, etc.
- student led/directed discussions
- inquiry based learning
- jigsaw grouping
- generating and testing hypotheses
- annotating/summarizing
- options for type of project relating to content
- Delsea One
- SWAG

## **At Risk Modifications**

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- Verbal reminders during class to keep student on task
- Use gradebook/Classroom to highlight missed work
- Allow extra time for completion of work as needed

- Meetings during Delsea One
- Calls to parents
- Contact guidance counselors/SAC
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Delsea One
- SWAG

## **Formative Assessment**

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### **Warm-Ups:**

- Question - Maturation
- Fill-Ins - Adolescence
- Question - Stealing Drug (Kohlberg)
- Question - Classical Conditioning

### **Anticipatory Set:**

- Drawing from Memory
- HW Review - Attachment
- Question - First date
- Question - Negative Reinforcement
- Question - Bobo

### **Closure:**

- Exit Ticket
- UCS, UCR, CS, CR?
- Random Sampling
- Homework Assignments
- Whip around
- Classnote revisions

## **Summative Assessment**

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- Chapter Test - Infancy and Childhood
- Chapter Test - Adolescence and Adulthood
- Quiz - Operant Conditioning
- Chapter Test - Learning
- Take-Home Quiz - Language

- Marking Period Assessment (aligned to unit)

### **Benchmark (Assessments):**

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Skills-based assessment

Reading responses

Writing responses

### **Alternative Assessment(s):**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

### **Resources & Materials**

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- Psychology for AP, 2e - Myers
- Textbook companion website
- Textbook Test Generator
- Prenatal Development Supplemental Reading
- Dictionary of Psychology, Reber
- Barron's AP Psychology
- Inside Out Video - Piaget
- EAS Temperament Survey
- DVD - Romanian Orphans
- Discovering Psychology - Premature Touch
- Crash Course - Monkeys and Morality
- Kahoot - Infancy and Childhood
- Quizlet- Infancy and Childhood
- Crash Course - Adolescence
- Video - Everybody Rides the Carousel
- Objective Measure of Ego Identity Status
- Harvard Study of Adult Development
- You Tube: N. Korea Death
- Quizlet - Adolescence and Adulthood
- Discovering Psychology - Pavlov
- You Tube: Little Albert

- Primary Source - Conditioned Emotional Reactions, John Watson
- 'Little Albert' Regains his Identity
- You Tube: Mirror Neurons
- Quizlet - Learning
- Google Classroom
- Google Docs - aligned to unit
- Google Forms - aligned to unit

## Technology

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- You Tube - Grasping Reflex - <https://www.youtube.com/watch?v=jXJLaGguQiU&feature=youtu.be>
- Discovering Psychology - Premature Touch - [https://www.learner.org/vod/vod\\_window.html?pid=1526](https://www.learner.org/vod/vod_window.html?pid=1526)
- Crash Course - Monkeys and Morality - <https://youtu.be/YcQglEshfIE?list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6>
- Kahoot - Infancy and Childhood - <https://play.kahoot.it/#/?quizId=d618e457-f740-4399-9770-75c45d19b396>
- Quizlet- Infancy and Childhood - <https://quizlet.com/18561893/unit-9a-myers-for-ap-2e-flash-cards/>
- Crash Course - Adolescence - <https://youtu.be/PzyXGUCngoU?list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6>
- DVD - Everybody Rides the Carousel
- Harvard Study of Adult Development - [https://youtu.be/8KkKuTCFvzI?list=PLTayxRqCt6ELOQ1ffGljG7yoV82iVve\\_g](https://youtu.be/8KkKuTCFvzI?list=PLTayxRqCt6ELOQ1ffGljG7yoV82iVve_g)
- You Tube: N. Korea Death - <https://www.youtube.com/watch?v=pSWN6Qj98Iw&feature=youtu.be&t=43s>
- Quizlet - Adolescence and Adulthood - <https://quizlet.com/77226237/unit-9b-myers-for-ap-2e-flash-cards/>
- Discovering Psychology - Pavlov - <https://www.youtube.com/watch?v=hhqumfpxuzI&feature=youtu.be&t=16s>
- You Tube: Little Albert - <https://www.youtube.com/watch?v=HZPXVb0W3Hc&feature=youtu.be>
- You Tube: Mirror Neuron - <https://www.youtube.com/watch?v=IogLabHdpro>
- Quizlet - Learning - <https://quizlet.com/70393300/unit-6-myers-for-ap-2e-flash-cards/>
- Online Test - Language - <https://docs.google.com/forms/d/14WG0wdDhKi5O8J39J5cbCtHVj035ExD2NBvN-BACzP4/edit#responses>

TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

