

Unit 3 - Development and Learning Domain (2020)

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

Enduring Understandings:

- 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:

- 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?

Lesson Titles:

- Prenatal Development
- Newborns
- Physical Development: Infancy and Childhood
- Cognitive Development
- Piaget's Theory
- Social Development
- Parenting Patterns and Key Issues

- Adolescence and Physical Development
- Adolescent Cognitive and Moral Development
- Erikson's Social Developmental Theory
- Identity Intimacy, and Independence
- Physical Changes of Adulthood
- Cognitive Changes of Adulthood
- Adulthood and Social Development
- Well-Being and Death
- Classical Conditioning
- Pavlov and his Findings
- Watson and "Little Albert"
- Operant Conditioning
- Reinforcement Schedules
- Observational Learning
- Language

21st Century Skills and Career Ready Practices:

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

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:

- 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.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.A.CS2	Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.
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.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 Levels of Blooms/DOK:

- 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

Formative Assessment:

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:

- 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):

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment(s):

Performance tasks

Project-based assignments

Problem-based assignments

Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Resources & Materials:

- Thinking About Psychology, 4e
- Textbook companion website
- Textbook Test Generator
- Prenatal Development Supplemental Reading
- Dictionary of Psychology, Reber
- 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
- YouTube: N. Korea Death
- Quizlet - Adolescence and Adulthood
- Discovering Psychology - Pavlov
- YouTube: Little Albert
- Primary Source - Conditioned Emotional Reactions, John Watson
- 'Little Albert' Regains his Identity
- YouTube: Mirror Neurons
- Quizlet - Learning
- Google Classroom
- Google Docs - aligned to unit
- Google Forms - aligned to unit