

# Unit #3: Human Development

Content Area: **Social Studies**  
Course(s): **Psychology I, Psychology II**  
Time Period: **Second Marking period**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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Developmental psychology studies how people change and grow over the course of a lifetime. From prenatal life to death the human life and its development is studied both physically and mentally.

## STAGE 1- DESIRED RESULTS

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### The College, Career, and Civic Life (C3) Framework for Social Studies

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- D2.Psy.10.9-12.** Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
- D2.Psy.14.9-12.** Use information from different psychological sources to generate research questions.
- D2.Psy.15.9-12.** Use existing evidence and formulate conclusions about psychological phenomena.
- D2.Psy.16.9-12.** Use critical thinking skills to become better consumers of psychological knowledge.
- D2.Psy.17.9-12.** Acknowledge the interconnectedness of knowledge in the discipline of psychology.
- D2.Psy.18.9-12.** Apply psychological knowledge to their daily lives.
- D2.Psy.19.9-12.** Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.
- D2.Psy.20.9-12.** Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.
- D2.Psy.21.9-12.** Discuss ways in which the applications of psychological science can address domestic and global issues.
- D2.Psy.22.9-12.** Use psychological knowledge to promote healthy lifestyle choices.
- D2.Psy.23.9-12.** Apply psychological knowledge to civic engagement.

## Essential Questions

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- What does “genetic influence” mean?
- How do feelings differ from thoughts?
- How do children physically, mentally and emotionally develop?
- How do adolescents physically, mentally and emotionally develop?
- How do humans socially develop?
- How do humans develop morals?
- How do needs motivate actions?
- What conflicts appear at each stage of development?

## **Enduring Understanding**

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- Methods and issues in life span development
- Theories of life span development
- Prenatal development and the newborn
- Infancy (i.e., the first two years of life)
- Childhood
- Adolescence
- Adulthood and aging
- Classical conditioning
- Operant conditioning
- Observational and cognitive learning
- Structural features of language
- Theories and developmental stages of language acquisition
- Language and the brain

## **Students will know...**

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## I, Key Ideas / Concepts

## II. Possible Misunderstandings

## III. Key Terms and Content Vocabulary

- developmental psychology, zygote, embryo, fetus, teratogens, fetal alcohol syndrome (FAS), habituation, maturation, cognition, schema, assimilation, accommodation, sensorimotor stage, object permanence, egocentrism, preoperational stage, conservation, theory of mind, concrete operational stage, formal operational stage, autism, stranger anxiety, attachment, critical period, imprinting, basic trust, self-concept, adolescence, puberty, primary sex characteristics, secondary sex characteristics, menarche, identity, social identity, intimacy, emerging adulthood, menopause, cross-sectional study, longitudinal study, social clock

### **Students will be able to...**

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- 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
- 1.2 Explain issues of continuity/discontinuity and stability/change.
- 1.3 Distinguish methods used to study development.
- 1.4 Describe the role of sensitive and critical periods in development.
- 1.5 Discuss issues related to the end of life.
- 2.1 Discuss theories of cognitive development.
- 2.2 Discuss theories of moral development.
- 2.3 Discuss theories of social development.
- 3.1 Describe physical development from conception through birth and identify influences on prenatal development.
- 3.2 Describe newborns' reflexes, temperament, and abilities.
- 4.1 Describe physical and motor development.
- 4.2 Describe how infant perceptual abilities and intelligence develop.
- 4.3 Describe the development of attachment and the role of the caregiver.
- 4.4 Describe the development of communication and language.

- 5.1 Describe physical and motor development.
- 5.2 Describe how memory and thinking ability develops.
- 5.3 Describe social, cultural, and emotional development through childhood.
- 6.1 Identify major physical changes.
- 6.2 Describe the development of reasoning and morality.
- 6.3 Describe identity formation.
- 6.4 Discuss the role of family and peers in adolescent development.
- 7.1 Identify major physical changes associated with adulthood and aging.
- 7.2 Describe cognitive changes in adulthood and aging.
- 7.3 Discuss social, cultural, and emotional issues in aging.
- 8.1 Describe the principles of classical conditioning.
- 8.2 Describe clinical and experimental examples of classical conditioning.
- 1.3 Apply classical conditioning to everyday life.
- 9.1 Describe the Law of Effect.
- 9.2 Describe the principles of operant conditioning.
- 9.3 Describe clinical and experimental examples of operant conditioning.
- 9.4 Apply operant conditioning to everyday life.
- 10.1 Describe the principles of observational and cognitive learning.
- 10.2 Apply observational and cognitive learning to everyday life.
- 11.1 Describe the structure and function of language.
- 11.2 Discuss the relationship between language and thought.
- 12.1 Explain the process of language acquisition.
- 12.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
- 12.3 Evaluate the theories of language acquisition.
- 13.1 Identify the brain structures associated with language.
- 13.2 Discuss how damage to the brain may affect language.

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## **STAGE 2- EVIDENCE OF LEARNING**

## **Authentic Assessments**

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- Journal Writing- Focus on challenges that are highlighted in preadolescence and adolescence, student will write a number of journal entries describing their personal experience.
- TV Analysis- After watching an episode of Fresh Prince of Bel-Air students will describe the conflict and present their ideas in the class (Will vs. Carlton)
- Movie Analysis- During and following the movie Benjamin Button the students will juxtapose the physical developmental stage of Benjamin to his mental stage.
- Interview- Student will interview 3-4 people in their family at varying stages of development on similar issues and discover the differences.
- Student presentation to class on which developmental theory (or mix of theories) student believes has most validity
- Compare and Contrast development theories.
- Students will be responsible for finding a child in their family or in a friend's family. They will label this child within the parameters of Piaget's stages of development.
- Students will use the same subject as the previous activity and describe which stage of Freud's psychosexual development theory they are in.
- Based on their study of adolescence, students will develop a rubric to better evaluate teenagers.
- Examine and discuss Genie the Wild Child and its implications on developmental theories.
- Compare and Contrast Genie the Wild Child and Washoe the Chimpanzee to better understand the development of language.
- Watch The Miracle Worker and analyze the implications it has on theories of language development.
- Students will be subjected to a relatively extreme condition (cold classroom, hot classroom, or some other mildly uncomfortable classroom environment) and class will continue as usual. This, in essence is a forced teachable moment.
- Examine the John/Joan Case through the spectrum of Freud's psychosexual development theory.

## **Traditional / Benchmark Assessments**

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## **Formative Assessment During Lesson**

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- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

## **STAGE 3- LEARNING PLAN**

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### **Instructional Map**

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### **Modifications/Differentiation of Instruction**

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Enter specific modifications for:

ELL

Special Needs

Reaching Level

Challenge

## **Modification Strategies**

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- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **Differentiation Strategies**

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### **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics

- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

## **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

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## **Vertical Integration- Discipline Mapping**

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## **Additional Materials**

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- Myers Psychology 9<sup>th</sup> Edition In Modules
- Various teacher created PowerPoint presentations
- Self recorded lectures with the goal of flipping the classroom
- Maslow's Hierarchy of needs
- Piaget's Stages of development
- Freud's Psychosexual development theory
- Case Study: Freud and Little Hans
- Case Study: John Money and the John/Joan Case
- Case Study: *Genie the Wild Child* (Feral Child)
- Case Study: Washoe Chimpanzee
- *The Miracle Worker*
- Case Study: Apartheid *Aversion Study* 1979-'89
- Various Subject Appropriate Case Studies found in multiple publications.
- Current Event APA (and other) publications