

Unit #4: Developmental Level of Analysis (Option)

Content Area: **Social Studies**
Course(s): **IB Psychology**
Time Period: **Fourth Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

Developmental psychology is the study of how and why people change over time in the way they behave, think, and relate to others. Developmental psychology focuses on developmental themes such as identity, attachment and adolescence. It is important to gain an understanding of the extent to which early experience may influence later development and if there are critical periods in development. Knowledge about the influence of biological, social and cultural factors in people's lives is helpful not only for families but also in childcare and education to create good opportunities for children and young people all over the world.

STAGE 1- DESIRED RESULTS

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

PSY.9-12.1	Psychological Perspectives and Methods of Inquiry
PSY.9-12.1.D2.Psy.1.9-12	Demonstrate a basic understanding of the scientific methods that are at the core of psychology.
PSY.9-12.1.D2.Psy.2.9-12	Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.
PSY.9-12.1.D2.Psy.3.9-12	Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.
PSY.9-12.1.D2.Psy.4.9-12	Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.
PSY.9-12.1.D2.Psy.5.9-12	Explain how the validity and reliability of observations and measurements relate to data analysis.
PSY.9-12.1.D2.Psy.6.9-12	Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.
PSY.9-12.1.D2.Psy.7.9-12	Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.
PSY.9-12.2	Influences on Thought and Behavior
PSY.9-12.2.D2.Psy.8.9-12	Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
PSY.9-12.2.D2.Psy.9.9-12	Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.
PSY.9-12.2.D2.Psy.10.9-12	Explain the interaction of biology and experience (i.e., nature and nurture) and its

	influence on behavior.
PSY.9-12.2.D2.Psy.11.9-12	Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.
PSY.9-12.2.D2.Psy.12.9-12	Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.
PSY.9-12.3	Critical Thinking: Themes, Sources, and Evidence
PSY.9-12.3.D2.Psy.13.9-12	Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and well being.
PSY.9-12.3.D2.Psy.14.9-12	Use information from different psychological sources to generate research questions.
PSY.9-12.3.D2.Psy.15.9-12	Use existing evidence and formulate conclusions about psychological phenomena.
PSY.9-12.3.D2.Psy.16.9-12	Use critical thinking skills to become better consumers of psychological knowledge.
PSY.9-12.3.D2.Psy.17.9-12	Acknowledge the interconnectedness of knowledge in the discipline of psychology.
PSY.9-12.4	Applications of Psychological Knowledge
PSY.9-12.4.D2.Psy.18.9-12	Apply psychological knowledge to their daily lives.
PSY.9-12.4.D2.Psy.19.9-12	Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.
PSY.9-12.4.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.
PSY.9-12.4.D2.Psy.21.9-12	Discuss ways in which the applications of psychological science can address domestic and global issues.
PSY.9-12.4.D2.Psy.22.9-12	Use psychological knowledge to promote healthy lifestyle choices.
PSY.9-12.4.D2.Psy.23.9-12	Apply psychological knowledge to civic engagement.

Essential Questions

- 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

- 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...

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...

General learning outcomes

1. To what extent do biological, cognitive and sociocultural factors influence human development? ^[L]_[SEP]
2. Evaluate psychological research (that is, theories and/or studies) relevant to developmental psychology.

Cognitive development ^[L]_[SEP]

1. Evaluate theories of cognitive development (*for example, Piaget, Bruner, Vygotsky, brain development theories*). ^[L]_[SEP]

2. Discuss how social and environmental variables (*for example, parenting, educational environment, poverty, diet*) may affect cognitive development. [L][SEP]

Social development

1. Examine attachment in childhood and its role in the subsequent formation of relationships. [L][SEP]
2. Discuss potential effects of deprivation or trauma in childhood on later development. [L][SEP]
3. Define resilience. [L][SEP]
4. Discuss strategies to build resilience.

Identity development [L][SEP]

1. Discuss the formation and development of gender roles. [L][SEP]
2. Explain cultural variations in gender roles. [L][SEP]
3. Describe adolescence. [L][SEP]
4. Discuss the relationship between physical change and development of identity during adolescence. [L][SEP]
5. Examine psychological research into adolescence (*for example, Erikson's identity crisis, Marcia*).

STAGE 2- EVIDENCE OF LEARNING

Authentic Assessments

- 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.

Traditional / Benchmark Assessments

- Critical Thinking Do Nows

- Student Developed Rubric
 - Based on their study of adolescence, students will develop a rubric to better evaluate teenagers.
- Case Study Analysis
 - Case Studies focusing on the development of humans will be analyzed.
- Homework
- Test/Quizzes

Formative Assessment During Lesson

- 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

Instructional Map

1. Student presentation to class on which developmental theory (or mix of theories) student believes has

most validity

2. 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.
3. Students will use the same subject as the previous activity and describe which stage of Freud's psychosexual development theory they are in.
4. Compare and Contrast Genie the Wild Child and Washoe the Chimpanzee to better understand the development of language.
5. 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.
6. Based on their study of adolescence, students will develop a rubric to better evaluate teenagers.

Modifications/Differentiation of Instruction

Enter specific modifications for:

ELL

Special Needs

Reaching Level

Challenge

Modification Strategies

- 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

High Preparation Differentiation

- 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

- 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

Connections with Sociology and Anatomy

Vertical Integration- Discipline Mapping

This is a high school elective course

Additional Materials

- Myers Psychology 9th 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