Unit 4: Development Across the Lifespan Copied from: AP Psychology , Copied on: 06/14/21

Content Area: **Social Studies**
Course(s): **AP Psychology**
Time Period: **December**
Length: **4 weeks**
Status: **Published**

Transfer Skills

Development across the Lifespan: From prenatal development to death and dying.

Enduring Understandings

Developmental psychology studies the physical, cognitive, and social changes that occur throughout the lifespan.

Various psychologists have focused on specific areas of development.

Development is a lifelong process.

Cultural differences can affect development.

Essential Questions

How are gender roles and identity affected by cultural standards?

How have prenatal techniques such as amniocentesis, chorionic villus sampling, and ultrasound imaging affected prenatal care?

What impact can environment and culture have on the physical, cognitive, and emotional development of adolescents?

Why do you think the elderly are treated differently in various societies and cultures?

Content

Vocabulary

Longitudinal Study, Cross-Sectional Study, Zygote, Embryo, Fetus, Teratogen, Spina Bifida, Fetal Alcohol Syndrome, Schema, Assimilation, Accommodation, Object Permanence, Attachment, Strange Situation, Temperament, Bonding, Imprinting, Critical Period, Sensorimotor Stage, Preoperational Stage, Operational Stage, Formal Operational Stage, Conservation, Adolescence, Puberty, Primary Sex Characteristics, Secondary Sex Characteristics, Ego Identity, Identity Crisis, Role Diffusion, Fluid Intelligence, Crystallized Intelligence, Menopause, Midlife Crisis, Ageism, Dementia, Bereavement, Five Stages of Dying.

People

Jean Piaget, Konrad Lorenz, Erik Erikson, Lawrence Kohlberg, Harry Harlow, Mary Ainsworth, Diana Baumrind, Elizabeth Kubler-Ross.

Skills

Describe the research on child development.

Discuss the developmental changes in physical, cognitive, and social development.

Describe the physical, social, and cognitive changes from the prenatal period throughout the lifespan.

Identify the cognitive abilities in infants and young children.

Discuss the quality of life issues related to aging.

Explain the difference between longitudinal and cross-sectional research.

Compare and contrast some of the different developmental theories.

Evaluate the significance of critical periods in development.

Discuss the development of ethnic identity

Resources

Standards

X. Developmental Psychology

AP students in psychology should be able to do the following:

- Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.
- Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).
- Discuss maturation of motor skills.
- Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- Explain the maturation of cognitive abilities (e.g., Piaget's stages, information processing).
- Compare and contrast models of moral development (e.g., Kohlberg, Gilligan).
- Discuss maturational challenges in adolescence, including related family conflicts.
- Characterize the development of decisions related to intimacy as people mature.
- Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.
- Describe how sex and gender influence socialization and other aspects of development.
- Identify key contributors in developmental psychology (e.g., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky).

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater

	good.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
SCI.9-12.DL	Development and Learning
SCI.9-12.DL.1	Life Span Development
SCI.9-12.DL.1.1	Methods and issues in life span development
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	Theories of life span development
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.1.4.3	Describe the development of attachment and the role of the caregiver
SCI.9-12.DL.1.5.1	Describe physical and motor development
SCI.9-12.SC.1.3	Social relations
SOC.6.2.12.D.5	History, Culture, and Perspectives
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.