Unit 6: Developmental Psychology

Content Area: **Social Studies**
Course(s): **AP Psychology**
Time Period: **February**
Length: **10 Blocks**
Status: **Published**

Human development: From womb to tomb

Students will study how physical and social changes over humans' lifespans can influence behavior and mental processes from a variety of perspectives.

Enduring Understandings

- The processes of conception and gestation, as well as environemntal factors, influence successful prenatal development.
- The interaction of nature and nurture impact physical, social, cognitive, and moral development
- Humans experience a gradual maturation of motor skills and cognitive abilities.
- Parenting styles influence development.
- There are several maturational challenges in adolescence, including family conflicts.
- Psychologists work to predict the physical and cognitive changes that emerge through the lifespan, including steps that are taken to maximize function.
- Sex and gender influence socialization and other aspects of development.

Essential Questions

1. How do people grow and develop physically throughout the life span?
2. How do people grow and develop intellectually throughout the life span?
3. How do people grow and develop socially throughout the life span?
4. How do people grow and develop morally throughout the life span?
5. How do people grow and develop personality throughout the life span?

Content

Topics will include:

- Physical and social development in childhood
- Theories of cognitive development in childhood
- Adolescent development and challenges
- Adulthood and aging
- Theories of moral development

- Gender and sexual orientation

Vocabulary

Zygote, embryo, fetus, teratogens, habituation, schema, object permanance, sensorimotor stage, preoperational stage, egocentrism, Theory of Mind, concrete operational stage, formal operational stage, critical period, imprinting, self-concept, adolescence, puberty, primary sex characteristics, secondary sex characteristics, menarche, identity, social identity, intimacy, adulthood, menopause, cross-sectional study, longitudinal study, crystallized intelligence, fluid intelligence, social clock

Important People

Jean Piaget, Mary Ainsworth, Karl Lorenz, Erik Erikson, Sigmund Freud, Lawrence Kohlberg, Lev Vygotsky, Carol Gilligan, Elisabeth Kübler-Ross

Student Expectations

I. Developmental Psychology
AP students in psychology will be able to:

-
    - Describe the physical, social, and cognitive changes from the prenatal period throughout the lifespan
    - Examine the nature of change over the lifetime
    - Identify the complex cognitive structures found in the early development of infants and children
    - Apply lifespan principles to personal experience
    - Explain the difference between longitudinal and cross-sectional methods of study
    - Outline the stages of a developmental theory by Piaget, Erikson, Kohlberg, Gilligan
    - Explain the major theories of gender role behavior
    - Explain the gender differences in cognitive and personality

Standards

LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.B	Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
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.1.2.3	Discuss theories of social development
SCI.9-12.DL.1.3	Prenatal development and the newborn
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	Infancy (i.e., the first two years of life)
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	Childhood
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	Adolescence
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	Adulthood and aging
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