Unit 3 - Development and Learning

Content Area: **Social Studies**
Course(s): **Psychology, Human Behavior**
Time Period: **Semester 1 & 2**
Length: **2 Weeks**
Status: **Published**

Standards

SOC.9-12.IX	Developmental Psychology
SOC.9-12.IX.A	Life-Span Approach
SOC.9-12.IX.B	Research Methods (e.g., longitudinal, cross-sectional)
SOC.9-12.IX.C	Heredity–Environment Issues
SOC.9-12.IX.D	Developmental Theories
SOC.9-12.IX.E	Dimensions of Development
SOC.9-12.IX.E.1	Physical
SOC.9-12.IX.E.2	Cognitive
SOC.9-12.IX.E.3	Social
SOC.9-12.IX.E.4	Moral

Enduring Understanding

1. Nature and Nurture Interplay:

- Enduring Understanding: Human growth and learning are shaped by a dynamic interplay between genetic factors and environmental influences. Both innate biology and life experiences contribute to shaping behavior, cognition, and personality throughout one's life.
- Explanation: This understanding highlights the significance of both genetic predispositions and life experiences in the development and learning process.

2. Developmental Stages:

- Enduring Understanding: Human development unfolds through distinct stages, each characterized by unique milestones and challenges. Progression through these stages builds upon prior development and prepares individuals for future growth.
- Explanation: Recognizing that development follows a stage-based progression helps in understanding predictable patterns and individual differences.

3. Learning Processes:

- Enduring Understanding: Learning is facilitated by various processes such as classical conditioning, operant conditioning, and observational learning. These processes help individuals adapt to their environment and acquire new behaviors and knowledge.
- Explanation: Different learning theories explain how behaviors are acquired and modified, emphasizing the roles of reinforcement, punishment, and modeling.

4. Cognitive and Social Influences:

- Enduring Understanding: Cognitive processes and social interactions are crucial in development and learning. Skills like language, problem-solving, and social relationships are deeply influenced by these factors.
- Explanation: Theories of cognitive development (e.g., Piaget, Vygotsky) and social learning (e.g., Bandura) show how thinking and behavior are shaped by mental processes and social contexts.

5. Lifelong Development:

- Enduring Understanding: Development and learning continue throughout the lifespan, with each age presenting unique developmental tasks and challenges. Individuals continually grow and adapt at every stage of life.
- Explanation: This perspective underscores that human growth and learning are ongoing and dynamic, influenced by various factors throughout life.

Essential Questions

1. Do you consider yourself to be the same person now as you were at age 10? Do you believe you will be the same in 10 years as you are today? Why or why not?

2. How can parents tell if their baby is hungry? How do 1st time parents learn how to care for a baby?

3. What steps can you take to unlearn a bad habit and replace it with a positive one?

4. Is what students are experiencing in their internship coordinate with the ideas they are learning on child behavior and development?

5. How does the first hand accounts demonstrate differences in child development?

Knowledge and Skils

- Developmental psychology is concerned with both chronological order of development and/ or thematic issues in development across the lifespan. Thematic issues of interest to developmental psychologists include stability and change, nature and nurture, and continuous and discontinuous stages of development.

- Physical development in infancy and childhood happens in generally the same order, but the timing of the development can vary. The development of fine and gross motor coordination is among the major physical and psychological milestones that define infancy and childhood. These physical skills develop as children mature, allowing children to develop critical skills needed to become more independent.

- The sensorimotor stage occurs from infancy through toddlerhood. Object permanence develops during this stage.

- The preoperational stage occurs from toddlerhood through early childhood. Children become proficient in using mental symbols and engage in pretend play. The preoperational stage is identified more by cognitive tasks children cannot perform such as conservation and reversibility, or by those they exhibit, such as animism and egocentrism. Children begin to develop a theory of mind during this stage.

- The concrete operational stage occurs from early through late childhood. Children in this stage can generally correct the cognitive errors made in the preoperational stage and understand the world in logical, realistic, and straightforward ways, but struggle to think systematically.

- The formal operational stage occurs from late childhood through adulthood. People in this stage gain the ability to think abstractly and hypothetically. Piaget proposed that not all people achieve formal operational thinking.

- According to Vygotsky, children are social learners who learn through interacting with and scaffolding by other people within sociocultural contexts. Ideally, learning occurs while the person is in their zone of proximal development.

- Developmental psychologists study how peer relationships develop over time.

    - Children engage with peers via play (parallel and pretend).

    - Adolescents gradually rely more on peer relationships as they age. As adolescents interact with peers, they demonstrate a type of egocentrism that is often demonstrated via the imaginary audience and the personal fable.

- The stage theory of psychosocial development proposes that people must resolve psychosocial conflicts at each stage of the lifespan. The stages are as follows:

    - Trust and mistrust

    - Autonomy and shame and doubt

- Initiative and guilt

- Industry and inferiority

- Identity and role confusion

- Intimacy and isolation

- Generativity and stagnation
- Integrity and despair

- The behavioral perspective evolved from theories about learning via conditioning. Behaviorists have traditionally focused on observable behavior to the exclusion of mental processes.

- Operant conditioning focuses on associating consequences (reinforcement and punishment) with behaviors. The Law of Effect states that behaviors with reinforcing consequences are more likely to be repeated while behaviors with punishing consequences are not as likely to be repeated.

- Reinforcement and punishment can be positive or negative. Reinforcers can be primary or secondary. Reinforcement discrimination and generalization have been demonstrated in studies of operant conditioning.

- Social learning theory proposes that learning can occur by observation and does not have to involve personal experience with a consequence (vicarious conditioning). Learning can occur by copying the behavior of models. The more similar a model is, the more likely the behavior is to be learned.

- Insight learning occurs when the solution to a problem occurs without any association, consequence, or model being present.

- Latent learning occurs when information is learned without reinforcement but is not immediately evident. Latent learning is often demonstrated by cognitive maps.

Resources

Textbook Reading: Chapter 9 (pages 358-407)

Primary Student Textbook: Zimbardo, Philip G., Johnson, Robert L., Weber, Ann L., Gruber, Craig W.

(2010). Psychology: AP edition with discovering psychology. New York: Allyn & Bacon.

Course Resources:

1. Benjamin, Ludy T. Jr., eds. Favorite Activities for the Teaching of Psychology. Washington, D.C.: American Psychological Association, 2008.

2. Bensley, D. Alan. *Critical Thinking in Psychology: A Unified Skills Approach*. Pacific Grove, Calif.: Brooks/Cole, 1998.

3. Hock, Roger R. Forty Studies that Changed Psychology: Explorations into the History of Psychological Research. 5th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.

4. Rolls, Geoff. Classic Case Studies in Psychology. London: Hodder Arnold, 2005.

5. Freud's Case Studies

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

AI - Copilot, Gemini, etc.

Internship with Woodland and Long Hill.

Links

http://psychcentral.com/

http://www.psychologytoday.com/

http://www.apa.org/

http://www.scientificamerican.com/section/lateststories/

http://www.psychologicalscience.org/

http://www.sciencedaily.com/news

http://www.alleydog.com/

http://www.apa.org/research/action/glossary.aspx

http://allpsych.com/psychology101/index.html

http://www.simplypsychology.org/perspective.html

http://www.outofservice.com/bigfive/

http://www.psychologytoday.com/blog/fulfillment-any-age/201110/the-essential-guide-defense-mechanisms?page=2

Transfer Goals

Students will be able to independently design conditioning tasks that promote learning using principles of operant, classical, and observational conditioning as they observe and work with students at the elementary level.

Students will be able to independently apply developmental theories to explain how individuals develop physically, cognitively, and morally across the lifespan as they observe and work with students at the elementary level.

Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit