# J10: Developmental Psychology - Chapter 8

Content Area: **Social Studies**
Course(s): **Psychology**
Time Period: **Semester 2**
Length: **2 weeks**
Status: **Published**

## Standards

| | |
|---|---|
| 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.1.2.1 | 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.1.5.1 | 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.1.7.1 | 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 |
| SCI.9-12.DL.2 | Learning |

| | |
|---|---|
| SCI.9-12.DL.2.1 | Classical conditioning |
| SCI.9-12.DL.2.1.1 | Describe the principles of classical conditioning |
| SCI.9-12.DL.2.1.2 | Describe clinical and experimental examples of classical conditioning |
| SCI.9-12.DL.2.1.3 | Apply classical conditioning to everyday life |
| SCI.9-12.DL.2.2 | Operant conditioning |
| SCI.9-12.DL.2.2.1 | Describe the Law of Effect |
| SCI.9-12.DL.2.2.2 | Describe the principles of operant conditioning |
| SCI.9-12.DL.2.2.3 | Describe clinical and experimental examples of operant conditioning |
| SCI.9-12.DL.2.3.2 | Apply observational and cognitive learning to everyday life |
| SCI.9-12.DL.3.1 | Structural features of language |
| SCI.9-12.DL.3.1.1 | Describe the structure and function of language |
| SCI.9-12.DL.3.2 | Theories and developmental stages of language acquisition |
| SCI.9-12.DL.3.2.1 | Explain the process of language acquisition |
| SCI.9-12.DL.3.2.2 | Discuss how acquisition of a second language can affect language development and possibly other cognitive processes |
| SCI.9-12.DL.3.2.3 | Evaluate the theories of language acquisition |
| SCI.9-12.DL.3.3 | Language and the brain |
| SCI.9-12.DL.3.3.2 | Discuss how damage to the brain may affect language |
| SCI.9-12.SI.1 | Perspectives in Psychological Science |
| SCI.9-12.SI.1.1 | Development of psychology as an empirical science |
| SCI.9-12.SI.1.1.1 | Define psychology as a discipline and identify its goals as a science |
| SCI.9-12.SI.1.1.3 | Describe perspectives employed to understand behavior and mental processes |
| SCI.9-12.SI.1.1.4 | Explain how psychology evolved as a scientific discipline |

## Enduring Understandings

**The students will understand that:**

**1. we  enter different stages of development throughout the lifespan.**

**2. development can be both continuous and stage based.**

**3. the conflicts we face throughout our lifespan can influence our social and moral development.**

**4. although childhood is a critical period of cognitive and physical development, we still continue to develop throughout adulthood.**

## Essential Questions

**1. How do people grow and develop physically throughout the lifespan including those with disabilities?**

**2. How do people grow and develop intellectually throughout the lifespan?**

**3. How do people grow and develop socially throughout the lifespan?**

**4. How do people grow and develop morally throughout the lifespan?**

**5. How do people grow and develop personality throughout the lifespan?**

## Knowledge and Skills

**Objectives:**

**-Describe the physical development of infants and children from conception to puberty.**

**-Analyze the cognitive development of infants and children.**

**-Evaluate the importance of social development in infants and children.**

**-Define adolescence and evaluate how adolescence has changed over the last century.**

**-Summarize the physical changes that occur during adolescence.**

**-Analyze how the reasoning ability of adolescents differs from that of children.**

**-Describe and analyze Kohlberg's theory of moral reasoning.**

**-Describe how nature and nurture affect behavior.**

**-Describe how developmental psychologists research development over the lifespan.**

**-Analyze how sex roles, including gender and LBGTQ+/sexual orientation influence individual and social behavior throughout the lifespan.**

**Content**

**A. Life-Span Approach**

**B. Research Methods (e.g., longitudinal, cross-sectional)**

**C. Heredity–Environment Issues**

**D. Developmental Theories**

**E. Dimensions of Development**

**1. Physical**

**2. Cognitive**

**3. Social**

**4. Moral**

**F. Sex Roles and Gender Roles and Sexual Orientation**

**Activities:**

**1. Interactive PowerPoint**
**2. Discussion and debate topics**
**3. Application activities**
**4. Case study analysis**
**5. YouTube video analysis**
**6. Memory Analysis projects**

**7. Attachment, Development, and Parenting Case Study**

## Transfer Goals

**Students will be able to independently apply developmental theories to their explanation about how individuals develop physically, cognitively, and morally throughout the lifespan.**

**Students will be able to independently appreciate the continuous and multifaceted nature of development, recognizing that growth and change occur across the entire lifespan.**

## Resources

**Textbook Reading:**

**Primary Student Textbook: Myers Psychology for AP**

**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. Application Activities: schedules of reinforcement and reinforcement v. punishment

6. Shaping Activity: Playing Pigeon

7. Classical Conditioning simulation

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

**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

Albert I.O.

Openstax

Amsco Review Book

TOPSS (Teachers of Psychology in Secondary Schools)

Verywell Mind

ProQuest

Gale in Context

Ebsco

Jstor

Science Direct

Gale in Context: Opposing  View points

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

News publications, including but not limited to NYTimes, Washington Post.

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

## Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

## Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0