Unit 6: Developmental Psychology Copied from: AP Psychology, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

AP Psychology, Grades 11-12

Developmental Psychology

Belleville Board of Education

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Unit Overview

In this unit, students will examine the processes that contribute to behavioral change throughout a person's life.

Students will learn the following:

- The Lifespan and Physical Development in Childhood
- Social Development in Childhood
- Cognitive Development in Childhood
- Adolescent Development
- Adulthood and Aging
- Moral Development
- Gender and Sexual Orientation

Enduring Understanding

- Developmental psychology encompasses the study of the behavior of organisms from conception to death.

- Major areas of emphasis in the course include prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood.
- Developmental psychologists seek to understand how changes in our biology and social situations over a lifespan influence our behaviors and mental processes.
- Development can be studied from several different perspectives, including biological or cognitive perspectives.
- Developmental psychologists may focus on one or more developmental periods or the entire course of a lifespan, using cross-sectional and longitudinal research methods.

Essential Questions

- How do we perceive and understand ourselves?

Exit Skills

By the end of Unit 6, the student should be able to:

- Analyze aspects of physiological, cognitive, psychological, and moral development to understand how behavior and mental processes change over the course of a person's life, including the role of adolescent development and the decline of adults as they age.
- Reinforce biological, cognitive, and cultural perspectives studied in earlier units while discussing theories of stage development and continuous development.
- Utilize crosssectional research and longitudinal research designs, which build on the research methods learned in Unit 1.
- Analyze and interpret data through these new research designs and in relation to the specific context of developmental psychology.
- Define and/or apply concepts related to gender and sexual orientation.
- Explain behavior in authentic context related to adolescent behavior.
- Apply theories and perspectives in authentic contexts related to social development in childhood, Cognitive Development in Childhood, and adulthood and aging.
- Analyze psychological research studies in relation to the Lifespan and physical development in childhood and moral development.

New Jersey Student Learning Standards (NJSLS-S)

SOC.9-12.1 Concept Understanding

SOC.9-12.1.A	Define and/or apply concepts.
SOC.9-12.1.B	Explain behavior in authentic context.
SOC.9-12.1.C	Apply theories and perspectives in authentic contexts.
SOC.9-12.3	Scientific Investigation
SOC.9-12.6	Developmental Psychology
SOC.9-12.6.1	The Lifespan and Physical Development in Childhood
SOC.9-12.6.A	Explain the process of conception and gestation, including factors that influence successful pre-natal development.
SOC.9-12.6.B	Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.
SOC.9-12.6.C	Discuss maturation of motor skills.
SOC.9-12.6.2	Social Development in Childhood
SOC.9-12.6.D	Describe the influence of temperament and other social factors on attachment and appropriate socialization.
SOC.9-12.6.E	Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.
SOC.9-12.6.F	Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.
SOC.9-12.6.G	Explain how parenting styles influence development.
SOC.9-12.6.3	Cognitive Development in Childhood
SOC.9-12.6.H	Explain the maturation of cognitive abilities (Piaget's stages, Information process).
SOC.9-12.6.I	Identify the contributions of major researchers in the area of cognitive development in childhood.
SOC.9-12.6.4	Adolescent Development
SOC.9-12.6.J	Discuss maturational challenges in adolescence, including related family conflicts.
SOC.9-12.6.5	Adulthood and Aging
SOC.9-12.6.K	Characterize the development of decisions related to intimacy as people mature.
SOC.9-12.6.L	Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.
SOC.9-12.6.M	Identify the contributions of key researchers in the area of adulthood and aging.
SOC.9-12.6.6	Moral Development
SOC.9-12.6.N	Identify the contributions of major researchers in the area of moral development.
SOC.9-12.6.O	Compare and contrast models of moral development.
SOC.9-12.6.7	Gender and Sexual Orientation
SOC.9-12.6.P	Describe how sex and gender influence socialization and other aspects of development.

Interdisciplinary Connections

LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

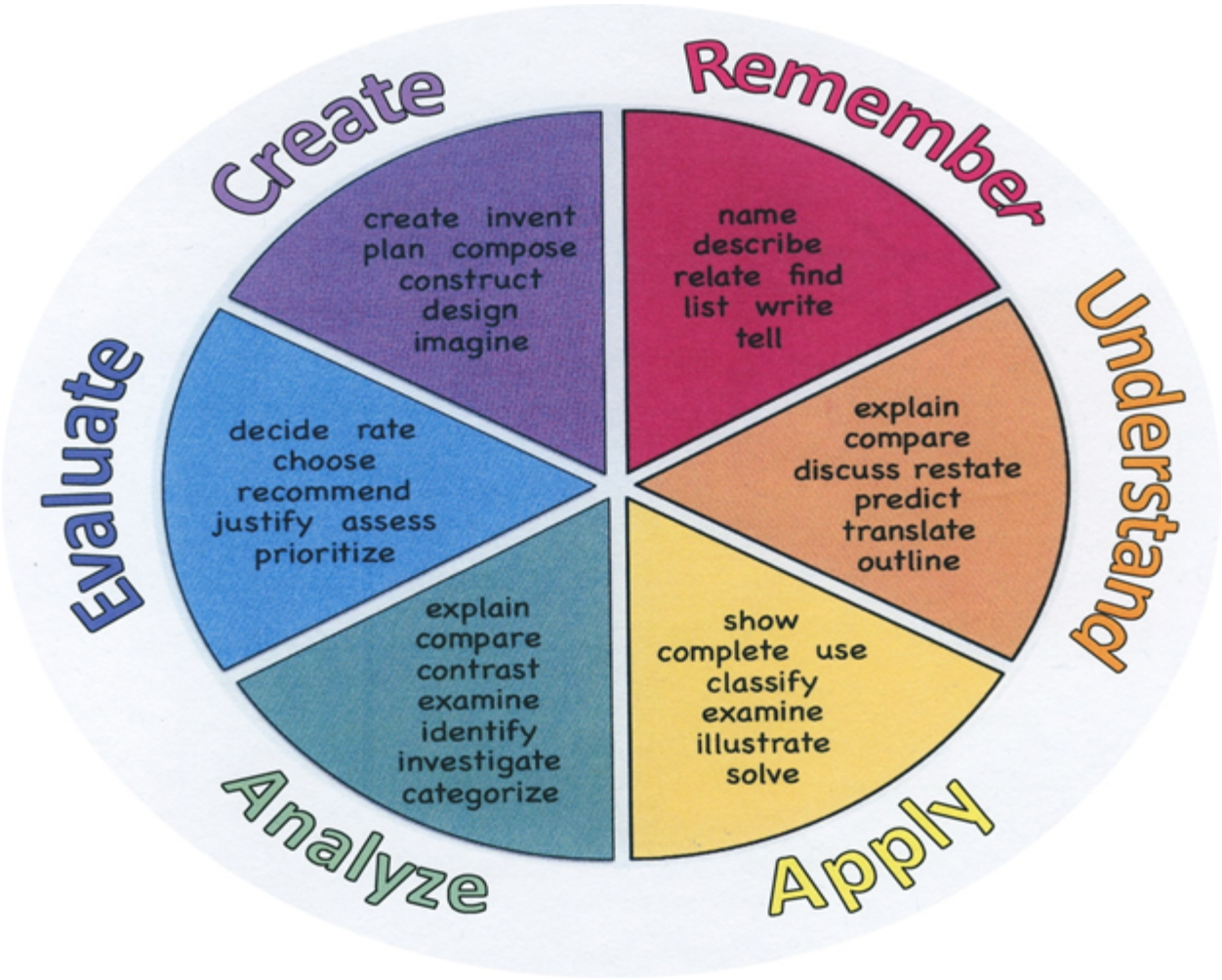
Learning Objectives

- Explain the process of conception and gestation, including factors that influence successful pre-natal development (For example: Nutrition, Illness, Substance abuse, Teratogens).
- Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.
- Discuss maturation of motor skills.
- Describe the influence of temperament & other social factors on attachment & appropriate socialization (For example: Albert Bandura, Diana Baumrind, Konrad Lorenz, Harry Harlow, Mary Ainsworth, Sigmund Freud).
- Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.
- Explain how parenting styles influence development.
- Explain the maturation of cognitive abilities (Piaget's stages, Information process).
- Identify the contributions of major researchers in the area of cognitive development in childhood, including Lev Vygotsky and Jean Piaget.
- 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 through the lifespan, including steps that can be taken to maximize function
- Identify the contributions of key researchers in the area of adulthood and aging, including the contributions of Erik Erikson, a key researcher in the area of lifespan development.
- Identify the contributions of major researchers in the area of moral development, including Carol Gilligan and Lawrence Kohlberg
- Compare and contrast models of moral development.

- Describe how sex and gender influence socialization and other aspects of development.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Debate: For example, have students complete the activity Piaget Meets Santa, which can be found online. Have them read the given statements and then match them with the appropriate developmental stage.
- Misconception Check: For example, ask students to predict if a scientific method could test whether babies as young as three months old can tell right from wrong or have morals. Have them watch the segment “The Baby Lab” from 60 Minutes and then ask them to identify the research method and evaluate the ethics of the experiment. Students can then summarize the results of the study and debate whether babies are born with morality using evidence (or the lack thereof) from the study.
- Quickwrite: For example, provide students with a published gender roles experiment and then ask them to identify the research method and evaluate the ethics of the experiment. Have students summarize the results of the study and then design a study that can be conducted as a follow-up.
- Read case studies and psychological experiments related to Unit 6 (For example: "The Sandwich Generation"; "The Development of Imagination") and respond to related writing tasks using a personal response journal.
- Conduct experiments related to Unit 6 (For example: "Adolescents on Television" Lab; "Peer Pressure" Similation) and analyze the results using a personal response journal.
- Create cartoons or other illustrations based on human behavior/psychology topics discussed in Unit 6.
- Student or teacher created rubrics for each project.

- Building a portfolio throughout the course; contains experiments and independent projects.
- Complete study guides for Assessment on "Developmental Psychology"
- Use Commonlit.org to reinforce standardized tests strategies.
- Working with a partner, create a chart that summarizes the physical, mental, and social issues of young adulthood, middle adulthood, and late adulthood.
- Identify a local program that seeks to promote children's intellectual development. Observe the program and write a summary explaining your observations.
- In small groups, construct an imaginary situation in which a moral judgment must be made. Write out the scenario that the group created. Read the scenario to a young child, adolescent, and adult and record their responses. Compare their responses to Kohlberg's levels and stages of moral development.
- Review or reread the short story version of Flowers for Algernon that features an adolescent as it's main character. As you review or reread, connect the character to information learned in class about adolescent development and the challenges of adolescence. Write a profile of the character exploring these issues.
- With several students, create and conduct a survey to assess currently held gender stereotypes in your community. Develop a questionnaire in regards to what people think in terms of gender roles and the behaviors that they think are appropriate. Give the questionnaire to specific groups of people. Analyze the survey findings and prepare an oral report to present to the class.
- Film Options: "Mulan"- Gender Roles
- Documentary Options: “The Mask We Live In” (Male gender roles) “Miss Represented” (Female gender roles)
- Practice Quizzes (Multiple Choice Questions)
- Personal Progress Check 6 (Multiple-choice Questions; Free-response Questions)

Assessment Evidence - Checking for Understanding (CFU)

- Unit Test on Developmental Psychology-summative assessement
- Lab on Adolescence on Television-alternate assessment
- Debate on Piaget-formative assessment
- Personal Progress Check 6-self-assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe

- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Pearson Psychology AP Edition (Fourth Edition) by Saundra K. Ciccarelli & J. Noland White:

- *Student Edition Textbook*
- *Teacher Edition & Resources (online)*
- *Ebook with interactive component (MyPsychLab)*

Ancillary Resources

- *HMH Psychology Text Set: Ebook and Textbook* (Readings: Case Study, Current Research in Psychology, Cultural Diversity in Psychology, Psychology in Today's World, Careers in Psychology; Statistically Speaking; Lab Experiments: Quick Labs, Labs, Experiments, Simulations)
- *Psychology Principles in Practice* Power Point Presentations
- *Psychology* Student Edition by Educational Impressions
- *Psychology* Teacher Supplement by Educational Impressions
- *Famous Psychology Experiments* (Social Studies School Service)
- *Great Thinkers in Psychology* (Social Studies School Service)

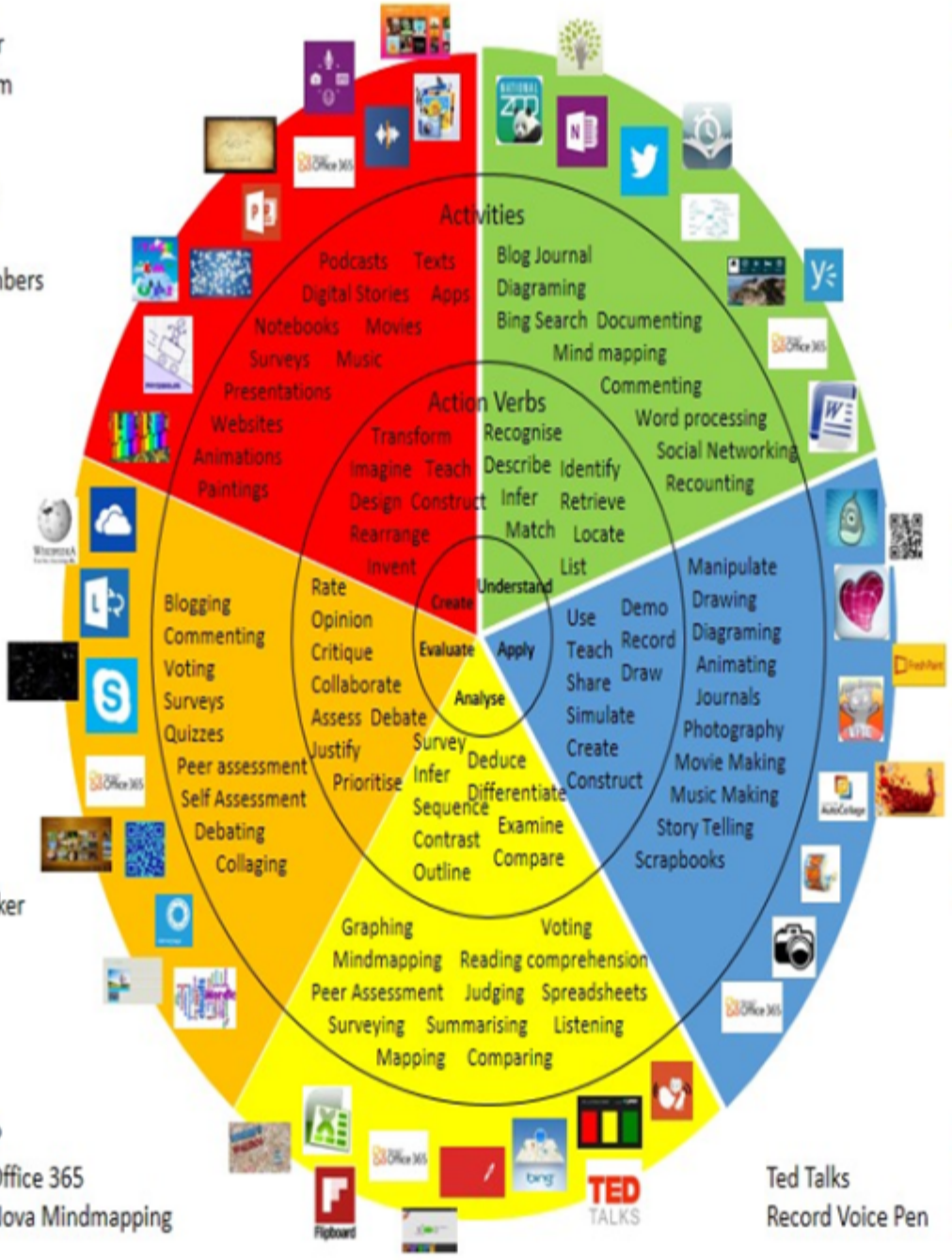
Technology Infusion

- *MyPsychLab/*HMH online/Youtube videos: "Risk Taking"; "The Basics: Attachment"
- *MyPsychLab* Simulation "What Has Your Father Done for You?"
- Use of Google Classroom/Slides for Presentation on Unit 6

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

21st Century Skills/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into this unit include:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT(Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

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- Life and Career Skills
- Media Literacy

21st Century Skills

The **21st Century Skills** that will be incorporated into this unit include:

- Global Awareness
- Civic Literacy
- Health Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Preview vocabulary for the textbook section "Studying Human Development" .
- Small group instruction for guided notes on "Developmental Psychology".
- Small group assignment for Quickwrite activity on Gender Roles.
- Study guides for "Developmental Psychology" Assessments.
- Project-based learning for "Peer Pressure" Similation.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition

- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Provide a copy of teacher's notes for Unit 6.
- Decrease the number of slides for Unit 6 student presentation.
- Modify Experiments/Labs for Unit 6.

- Provide modifications as dictated in the student's IEP/504 plan.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Provide a copy of teacher's notes for Unit 6.
- Decrease the number of slides for Unit 6 student presentation.
- Modify Experiments/Labs for Unit 6.

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Allow the use of notecards on the Unit Test on "Developmental Psychology".
- Decrease the number of slides for the Unit 6 student presentation.
- Modify Labs/Experiments for Unit 6.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Project-based learning for in-depth research on Unit 6 topics.
- Use research to prepare a debate on Piaget.
- Used advanced problem solving skills to complete a "similation" on Peer Pressure.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson