Unit 1:Beginnings

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Week**
Length: **4 weeks**
Status: **Published**

Unit Overview

This is the introductory unit to developmental psychology.

Introduction

Students will explore the field of development and the common research methods that are used to study infants and toddlers, children and adolescence

Nature versus Nurture

Students will examine human reproduction and explain how genes and the environment interact.

Prenatal Development and Birth

Students wil trace the process of conception and prenatal development

Established Goals

Transfer

Students will be able to independently use their learning to compare and contrast the differences between developmental theories and the various milestones of prenatal development.

Meaning

Understandings

Chapter 1

Students will understand how difference theories have contributed to child development.

Chapter 2

Students will understand how developmental traits are inherited.

Students will understand how shared and non shared environments contribute to development.

Chapter 3

Students will understand the critical stages during prenatal development and why they are important.

Essential Questions

Students will keep considering...

1. How does understanding the main themes of child development help you to critically evaluate and apply child development research?

2. What roles will both nature and nurture play in determining the child's developing temperaments, personalities and intelligence?

3. Why do disruptions to the prenatal environment have a greater impact at some points during pregnacy than at other times?

4. What are the stages of the birthing process?

Application of Knowledge and Skill

Students will know...

1. Students will know the themes and main areas that developmental researchers study.

2. Students will know the key terms related to human reproduction, environmental impact, genes, and behavioral genetics.

3. Students will know the stages of prenatal development.

4. Students will know the stages of birth.

Students will be skilled at...

1. Students will be skilled at analyzing the main similarities and differences among the theories and stages of child development

2. Students will be able to analyze the implications that the differences between genes, behavioral genetics and the environment have on development.

3. Students will skilled at identifying the major events and milestones that occury during prenatal development.

4. Students will be skilled at identifying the possible complications at the various stages of birth.

Academic Vocabulary

Chapter 1

child development

physical development

cognitive development

socio-development

nature

nurture

psychoanalytic

behaviorism

scientific method

Chapter 2

genes

heritablity

Chapter 3

conception

critical periods

teratogones

Learning Goal 1

Explain the different theories of development and the methods used by researchers.

HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
HPE.2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
HPE.2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.

Target 1

Define developmental psychology

HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

Target 2

Compare and contrast the major develpmental theories

HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.E.CS2	Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.
HPE.2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
HPE.2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
HPE.2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
HPE.2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
HPE.2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
HPE.2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

Target 3

Identify the strengths and limitations of the research methods commonly used to study children and adolescence.

SCI.9-12.5.1.12.A.3	Use scientific principles and theories to build and refine standards for data collection, posing controls, and presenting evidence.
SCI.9-12.5.1.12.A.b	Interpretation and manipulation of evidence-based models are used to build and critique arguments/explanations.
SCI.9-12.5.1.12.A.c	Revisions of predictions and explanations are based on systematic observations, accurate measurements, and structured data/evidence.
SCI.9-12.5.1.12.B.1	Design investigations, collect evidence, analyze data, and evaluate evidence to determine measures of central tendencies, causal/correlational relationships, and anomalous data.

Learning Goal 2

Explain how traits can both be inherited and/or acquired

SCI.9-12.5.3.12.A.6	Describe how a disease is the result of a malfunctioning system, organ, and cell, and relate this to possible treatment interventions (e.g., diabetes, cystic fibrosis, lactose intolerance).
SCI.9-12.5.3.12.D.1	Explain the value and potential applications of genome projects.
SCI.9-12.5.3.12.D.2	Predict the potential impact on an organism (no impact, significant impact) given a change in a specific DNA code, and provide specific real world examples of conditions caused by mutations.
SCI.9-12.5.3.12.D.3	Demonstrate through modeling how the sorting and recombination of genes during sexual reproduction has an effect on variation in offspring (meiosis, fertilization).
SCI.9-12.5.3.12.D.a	Genes are segments of DNA molecules located in the chromosome of each cell. DNA molecules contain information that determines a sequence of amino acids, which result in specific proteins.
SCI.9-12.5.3.12.D.b	Inserting, deleting, or substituting DNA segments can alter the genetic code. An altered gene may be passed on to every cell that develops from it. The resulting features may help, harm, or have little or no effect on the offspring's success in its environment.
SCI.9-12.5.3.12.D.c	Sorting and recombination of genes in sexual reproduction result in a great variety of possible gene combinations in the offspring of any two parents.

Target 1

Identify shared and non shared environments and how they contribute to development.

SCI.9-12.5.3.12.D.1	Explain the value and potential applications of genome projects.
SCI.9-12.5.3.12.D.2	Predict the potential impact on an organism (no impact, significant impact) given a change in a specific DNA code, and provide specific real world examples of conditions caused by mutations.
SCI.9-12.5.3.12.D.3	Demonstrate through modeling how the sorting and recombination of genes during sexual reproduction has an effect on variation in offspring (meiosis, fertilization).
SCI.9-12.5.3.12.D.a	Genes are segments of DNA molecules located in the chromosome of each cell. DNA molecules contain information that determines a sequence of amino acids, which result in specific proteins.
SCI.9-12.5.3.12.D.b	Inserting, deleting, or substituting DNA segments can alter the genetic code. An altered gene may be passed on to every cell that develops from it. The resulting features may help, harm, or have little or no effect on the offspring's success in its environment.
SCI.9-12.5.3.12.D.c	Sorting and recombination of genes in sexual reproduction result in a great variety of possible gene combinations in the offspring of any two parents.

Learning Goal #3

Explain the process of prenatal development from conception to birth.

HPE.2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.
HPE.2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the

	incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
HPE.2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.
HPE.2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
HPE.2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.
HPE.2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.
HPE.2.4.12.C.7	Analyze factors that affect the decision to become a parent.
HPE.2.4.12.C.CS1	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

Target #1

Describe the milestones that occur during the phases of prenatal development.

HPE.2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.
HPE.2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
HPE.2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.
HPE.2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
HPE.2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.
HPE.2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.
HPE.2.4.12.C.7	Analyze factors that affect the decision to become a parent.
HPE.2.4.12.C.CS1	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

Target #2

Explain how teratogones can impact development during prenatal stages.

HPE.2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.
HPE.2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
HPE.2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.
HPE.2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.

HPE.2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.
HPE.2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.
HPE.2.4.12.C.7	Analyze factors that affect the decision to become a parent.
HPE.2.4.12.C.CS1	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

Target #3
Describe the birth process.

Summative Assessment
Benchmarks

Chapter assessments

Projects

Quiz

(See Scales)

Proficiency Scale

Proficiency Scale			
Score 4.0:	In addition to Score 3.0, in-depth inferences and application that go beyond what is taught.		Sample Tasks
	3.5	In addition to score 3.0, in-depth inferences and applications with partial success.	
Score 3.0	The student:		
	•		
	The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:		
	•		
	However, the student exhibits major errors or omissions		

		regarding the more complex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content.	
Score 0.0		Even with help, no understanding or skill demonstrated.	

21st Century Life and Careers

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.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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.
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.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the

	use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Formative Assessment and Performance Opportunities

Do Now journals/closure

test/quizzes

student responses

teacher observation

small group discussion

group acitvities

labs

Accommodations/Modifications

IEP modifications and 504 accommodations

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers

- Chunked Readings

- RAFT Activites (Role, Audience, Format, Topic)

- Layered Curriculum/Tiered Assignments

- Academic Games to practice skills and deepen understanding of topics

- Think-Pair-Share Activities

- Stations and Learning Centers

- Utilizing Pre-tests to reteach complex content before summative assessment

- Providing additional resources for indpendent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Compare and Contrast Foldable

- Online Practice Game

- Graphic Organizer

- Perspectives Journal Writing

- Timelines

- Debate

- Play Re-Enactment and Song Analysis

- Research Activity http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html

Online Resources:

Text to Speech: Natural Readers - https://www.naturalreaders.com/

Content Vocabulary: Academic Word Finder - http://achievethecore.org/academic-word-finder/

Ref's	Description
0x	• student choice research projects
0x	• guided notes
0x	• leveled readings
0x	• modified assessments
0x	• modified assignments
0x	• task-based assessments
0x	• test corrections

Enrichment

Analyze psychological peer reviewed research and case studies

Unit Resources

May include but not limited to:

Text

Online websites and resources

DVD's

Social Studies Databases

Student Response Systems

Projector/Speaker Systems

Primary Source Documents

Document Cameras

Online Portfolios

Teacher Resource Kit

Interdisciplinary Connections