

# Unit 01: Psych Acc Chapter 3 Child Development - SEMESTER Fall or Spring

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

## **Unit Introduction**

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## **Standards**

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**Source: TOPSS: National Standards for High School Psychology Curricula**

**Standard Area: Life Span Development**

### **Content Standards**

After concluding this unit, students understand:

1. Methods and issues in life span development
2. Theories of life span development
3. Prenatal development and the newborn
4. Infancy (i.e., the first two years of life)
5. Childhood

## 6. Adolescence

## 7. Adulthood and aging

### Content Standards With Performance Standards

#### **Content Standard 1:** Methods and issues in life span development

Students are able to (performance standards):

1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.

1.2 Explain issues of continuity/discontinuity and stability/change.

1.3 Distinguish methods used to study development.

1.4 Describe the role of sensitive and critical periods in development.

1.5 Discuss issues related to the end of life.

**Content Standard 2:** Theories of life span development  
Students are able to (performance standards):

2.1 Discuss theories of cognitive development.

2.2 Discuss theories of moral development.

2.3 Discuss theories of social development.

**Content Standard 3:** Prenatal development and the newborn  
Students are able to (performance standards):

3.1 Describe physical development from conception through birth and identify influences on prenatal development.

3.2 Describe newborns' reflexes, temperament, and abilities.

**Content Standard 4:** Infancy (i.e., the first two years of life)  
Students are able to (performance standards):

4.1 Describe physical and motor development.

4.2 Describe how infant perceptual abilities and intelligence develop.

4.3 Describe the development of attachment and the role of the caregiver.

4.4 Describe the development of communication and language.

**Content Standard 5: Childhood**

Students are able to (performance standards):

5.1 Describe physical and motor development.

5.2 Describe how memory and thinking ability develops.

5.3 Describe social, cultural, and emotional development through childhood.

**Content Standard 6: Adolescence**

Students are able to (performance standards):

6.1 Identify major physical changes.

6.2 Describe the development of reasoning and morality.

6.3 Describe identity formation.

6.4 Discuss the role of family and peers in adolescent development.

**Content Standard 7: Adulthood and aging**  
Students are able to (performance standards):

7.1 Identify major physical changes associated with adulthood and aging.

7.2 Describe cognitive changes in adulthood and aging.

7.3 Discuss social, cultural, and emotional issues in aging.

## **Essential Questions**

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How do heredity and environment effect the different areas of development – physical, social, cognitive?  
What are the major issues that occur at each stage of the developmental life span?

## **Goals/Objectives**

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- \*Describe the physical, social and cognitive changes that take place during the life span
- \*Apply lifespan principles to personal experiences
- \*Outline the stages of various developmental theories
- \*Discuss Nature vs. Nurture debate
- \* Observe behaviors of pre- school age children and analyze

## **Content**

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Psychology Accelerated textbook: UNDERSTANDING PSYCHOLOGY, Glencoe, 2008

Infant and child development.

## **Skills**

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