

School District of Springfield Township

Springfield Township High School Course Overview

Course Name: Developmental Psychology

Grade level(s): 10-12

Course Description

This course provides students with an introduction to the study of life span development. Upon completion, students should grasp the conceptual issues and practical applications of knowledge about change over the life span. Specific content areas include methods of psychological research, conception & prenatal development, and the physical, cognitive, and social changes during infancy and childhood, adolescence, adulthood, and old age. Methods of study include lecture, creative projects, experiments, case studies, video, independent research, and stimulating texts and supplemental materials combined with an emphasis on discussion and collaboration. If possible, cooperative visits with the elementary & middle schools will be established to complete observations of child behavior, as well as a visit to a local assisted living facility to volunteer time.

Course Prerequisites

Developmental Psychology is open to students in grades 10-12. It may be taken before, in conjunction with, or after Introduction to Psychology or AP Psychology.

Unit Titles

Unit 1- Introduction to Developmental Psychology and Research Methods

Unit 2- Fundamental Theories

Unit 3- Prenatal Development and the Newborn

Unit 4- Infancy (i.e., the first two years of life)

Unit 5- Childhood

Unit 6- Adolescence

Unit 7- Adulthood and Aging

Essential Questions:

1. What is the scientific nature of the study of psychology?
2. What are the three major issues impacting the study of development?
3. How do humans grow and change in body and mind “from womb to tomb”?
4. What are the effects of gender, ethnicity, and culture on individual growth & development?

Big Ideas/Enduring Understandings

Unit 1- Introduction to Developmental Psychology and Research Methods

1. Developmental psychology examines our physical, cognitive, and social development across the life span.
2. Three major issues impacting the study of development are nature v. nurture, continuity & stages, and stability & change.

3. Development is influenced by both “nature” or heredity, and “nurture,” or the environment.
4. People develop in continuous fashion throughout life.
5. In early development, certain factors must be present at specific ages (critical periods) for growth to occur normally.
6. Psychologists use descriptive and sequential studies to investigate developmental change.
7. Age, cohort, and time of measurement are the three main concepts underlying research in development.

Unit 2- Fundamental Theories

1. Humans develop physically, cognitively, morally, and socially (personality).
2. Cognitive theories explain how we gain knowledge about the world as we progress from infancy through adulthood).
3. Jean Piaget said humans adapt to and understand the world in four ways, or stages.
4. Lev Vygotsky said humans learn through social interaction.
5. Lawrence Kohlberg proposed our cognitive abilities influence our ability to make moral judgments.
6. Erik Erikson theorized that development occurs through a series of psychosocial crises the ego must resolve.
7. Robert J. Havighurst created a series of developmental tasks typical at different stages of development.

Unit 3- Prenatal Development and the Newborn

1. In early development, certain factors must be present at specific ages (critical periods) for growth to occur normally.
2. Prenatal development occurs in three stages.
3. Genetic factors affect the developing child.
4. Environmental factors (teratogens), can adversely affect the developing child.
5. Newborns possess an intricate set of reflexive abilities that aid in survival.

Unit 4- Infancy (i.e., the first two years of life)

1. Motor development occurs in predetermined sequence of events.
2. Infants have complex set of sensory abilities.
3. Language is acquired in distinct stages.
4. Mary Ainsworth and Harry Harlow studied attachment.

Unit 5- Childhood

1. Cognitive processes (memory, thinking) accelerate throughout childhood.
2. Play is an important factor in social, emotional, and cognitive development.
3. Parenting styles seem to affect a child’s development.
4. Children develop a gender identity early in life and adopt gender roles largely per social expectations.
5. Early identification of developmental disorders is critical to the well-being of children.

Unit 6- Adolescence

1. There are several theories on adolescent development.
2. Adolescence is marked by a series of physical changes.

3. Identity development is a key task of adolescence; including gender identity, ethnic identity, and sexual orientation.
4. Family and peers exert influence on adolescent development.

Unit 7- Adulthood and Aging

1. Physical changes occur gradually throughout adulthood.
2. Cognitive changes are linked to physical health.
3. Adult social issues include changes in family and work life.
4. Individualist and collectivist cultures view aging in different ways.
5. Elisabeth Kubler-Ross studied death and dying.
6. End of life issues include hospice care, wills, and directives.

Key Competencies/Skills/Procedures

Define principles of human growth & development

Describe physical, social, and cognitive changes throughout the lifespan.

Examine the nature of change over the lifespan.

Identify the complex cognitive structures found in the early development of infants and young children.

Apply lifespan principles to personal experience.

Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study.

Explain various developmental models.

Recognize how biological & cultural notions of gender shape the experiences of men and women.

Examine the development of ethnic identity.

Describe the role of critical periods in development.

Explain the issues of continuity/discontinuity and stability/instability in development.

Assess the effects of heredity and environment on behavior.

Discuss end of life issues that individuals and families face.

Core Vocabulary

Unit 1- Introduction to Developmental Psychology and Research Methods

psychology, developmental psychology, life span, life expectancy, nature & nurture, continuity & stages, critical period, stability & change, quantitative, qualitative, case study, survey, observation, correlation, experiment, ethical guidelines, longitudinal study, cross-sectional study, (time) cross-sequential study, quasiexperimental, age, cohort, time of measurement, descriptive

Unit 2- Theories

Schema, assimilation, accommodation, sensorimotor, preoperational, concrete operational, formal operational, egocentrism, conservation, object permanency, logical, abstract, zone of proximal development (ZPD), scaffolding, information processing, metacognition, Preconventional, conventional, Postconventional, trust v. mistrust, autonomy v. shame and doubt, initiative v. guilt, industry v. inferiority, identity v. identity diffusion, intimacy v. isolation, generativity v. stagnation, ego integrity v. ego despair, strange situation, secure attachment, insecure attachment

Unit 3- Prenatal Development and The Newborn

Conception, X chromosome, Y chromosome, egg, sperm, testosterone, zygote, embryo, fetus, teratogens, fetal alcohol syndrome (FAS), phenylketonuria (PKU), sickle-cell anemia (SCA), Tay-Sachs disease (TSD), Down syndrome, rubella, instinct, reflex, rooting, grasping, gag, startle, Babinski reflex, habituation, stranger anxiety, attachment, critical period, imprinting, strange situation, secure attachment, insecure attachment, temperament, basic trust, feral children, resiliency,

Unit 4- Infancy

Maturation, critical period, pruning, infantile amnesia, proximodistal, cephalocaudal, habituation, perception, Noam Chomsky, language acquisition device (LAD), babble, motherese, telegraphic speech, overgeneralization

Unit 5 - Childhood

Cognitive development, Autism, Asperger's, Diana Baumrind, authoritarian, permissive, authoritative, gender, gender role, gender identity, gender typing, transgender/gender identity disorder

Unit 6- Adolescence

Puberty, primary sex characteristics, secondary sex characteristics, menarche, spermatarche, intersex, myelination, empathy, delay gratification, E. Erikson, psychosocial development theory, J. Marcia, identity formation, identity achievement, identity diffusion, identity foreclosure, identity moratorium, social identity, intimacy, peer pressure, clique, crowd, rite of passage, sexualization of girls, sexual orientation, emerging adulthood,

Unit 7- Adulthood & Aging

Empty-nest, ageism, social clock, menopause, atrophy, neurocognitive disorder (formerly dementia), Alzheimer's, grief, E. Kubler-Ross, thanatology, gerontology, photoaging, sarcopenia, cataracts, plasticity, fluid v. crystallized intelligence, AARP, assisted living, hospice, advance directive, living will, assisted suicide.

Core Resources

Teacher Textbook – Kathleen Stassen Berger's *The Developing Person Through the Life Span* 9th ed.

APA TOPSS *Life Span Development* Unit Plan

Seasons of Life <http://www.learner.org/resources/series54.html>

The Whole Child <http://www.learner.org/resources/series59.html>

Developmental Psychology.org <http://www.devpsy.org/>

National Standards and/or Anchor Standards Guiding Course

The Pennsylvania Department of Education (PDE) has not yet established academic standards for Psychology. In August 2011, the American Psychological Association developed national standards to “enhance quality curricula, to express learning goals for students, and to promote change in the teaching of the high school introductory psychology course.” The entire document may be accessed at:

<https://www.apa.org/education/k12/psychology-curricula.pdf>

Below, you will find content standard for the Development & Learning Domain.

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

STANDARD AREA: LANGUAGE DEVELOPMENT

Content Standards:

After concluding this unit, students understand:

1. Structural features of language
2. Theories and developmental stages of language acquisition
3. Language and the brain

Unit Objectives: APA Performance Standards

Unit 1- Introduction to Developmental Psychology and Research Methods

- Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
- Explain issues of continuity/discontinuity and stability/change
- Distinguish methods used to study development
- Describe the role of sensitive and critical periods in development

Unit 2 – Theories of Life Span Development

- Discuss theories of cognitive development
- Discuss theories of moral development
- Discuss theories of social development

Unit 3- Prenatal Development and the Newborn

- Describe physical development from conception through birth and identify influences on prenatal development
- Describe newborns' reflexes, temperament, and abilities

Unit 4- Infancy

- Describe physical and motor development
- Describe how infant perceptual abilities and intelligence develop
- Describe the development of attachment and the role of the caregiver
- Describe the development of communication and language
- Explain the process of language acquisition

- Discuss how acquisition of a second language can affect language development and possibly other cognitive processes
- Evaluate the theories of language acquisition

Unit 5- Childhood

- Describe physical and motor development
- Describe how memory and thinking ability develops
- Describe social, cultural, and emotional development through childhood

Unit 6 – Adolescence

- Identify major physical changes
- Describe the development of reasoning and morality
- Describe identity formation
- Discuss the role of family and peers in adolescent development

Unit 7- Adulthood and Aging

- Identify major physical changes associated with adulthood and aging
- Describe cognitive changes in adulthood and aging
- Discuss social, cultural, and emotional issues in aging
- Discuss issues related to the end of life

Additional Resources:

Online:

Discovering Psychology <http://www.learner.org/resources/series138.html>

Supplementary Website <http://www.learner.org/series/discoveringpsychology/development/index.html>

The Mind http://www.learner.org/resources/series150.html#program_descriptions

The Brain: Teaching Modules <http://www.learner.org/resources/series142.html>

Psych Sim 5.0 <http://www.worthpublishers.com/exploring5e/content/psychsim5/launcher.html>

Classroom Books:

Belch, H. (2004). *What is psychology? Developmental Psychology*. Culver City, Calif.: Social Studies School Service.

Berger, K. S. (2014). *The developing person through the life span* (9th Ed.). New York: Worth Publishers.

Benjamin, L. T. (1981). *Activities handbook for the teaching of psychology. Volume 1*. Washington, D.C.: American Psychological Association.

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- Broeker, C. T. (2007). *Teaching tips to accompany Charles T. Blair-Broeker and Randal M. Ernst Thinking about psychology, 2/e*. New York, NY: Worth Pub.
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- Cole, M., & Cole, S. (1993). *The development of children* (2nd Ed.). New York, NY: Scientific American Books.
- Covey, S. (1998). *The 7 habits of highly effective teens: the ultimate teenage success guide*. New York: Fireside.
- Doyle, T. (1999). *Instructor's resource guide for Plotnik's introduction to psychology*. Belmont: Wadsworth Publishing Company.
- Frigo, L., & Weiten, W. (2009). *Instructor's manual [for] psychology applied to modern life: adjustment in the 21st Century : Wayne Weiten ... [et al.]* (9th Ed.). Australia: Wadsworth Cengage Learning.
- Garrod, A. (1999). *Adolescent portraits: identity, relationships, and challenges* (3rd Edition Ed.). Boston, MA: Allyn & Bacon.
- Makosky, V. P. (1987). *Activities handbook for the teaching of psychology, volume 2*. Washington, D.C.: American Psychological Association.
- Murkoff, H. E., & Eisenberg, A. (2003). *What to expect the first year* (2nd Ed.). New York, NY: Workman Pub.
- Murkoff, H.E, & Eisenberg, A. (1996). *What to expect the toddler years*. New York: Workman Pub.
- Murkoff, H. E., & Mazel, S. (2008). *What to expect when you're expecting*. (4th Ed.). New York: Workman Pub.
- Ormrod, J. E. (1998). *Educational psychology: developing learners* (2nd Ed.). Upper Saddle River, N.J.: Merrill.
- Pipher, M. B. (1994). *Reviving Ophelia: saving the selves of adolescent girls*. New York: Putnam.
- Tatum, B. D. (1997). *Why are all the Black kids sitting together in the cafeteria? and other conversations about race*. New York: Basic Books.
- Vargas, S. (2001). *Teaching psychology using the internet: reproducible activities for the classroom*. Culver City, Calif.: Social Studies School Service.

Videos:

Discovering Psychology Series
 Study of the Child Series: History & Trends, Observation, Theories of Development I & II
 How I Learn: Ages & Stages of Child Development
 History of Parenting Practices: Child Development Theories

Temple Grandin – Autism

Why Can't Michael Pay Attention: Understanding ADHD

Bully

Without Pity: A Film About Abilities

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