**AP Psychology**

**Unit 3: Developmental Psychology**

UNIT OBJECTIVES

1. State the three areas of change that developmental psychologists study, and identify the three major issues in developmental psychology.

2. Describe the union of egg and sperm at conception.

3. Describe the stages of prenatal development, and explain how teratogens can affect development.

4. Describe some abilities of the newborn, and explain how researchers use habituation to assess infant sensory and cognitive abilities.

5. Outline the events in the motor development sequence from birth to toddlerhood, and evaluate the effects of maturation and experience on that sequence.

6. Explain why we have few memories of experiences during our first three years of life.

7. Describe Piaget’s understanding of how the mind develops, and discuss the importance of assimilation and accommodation in that process.

8. Outline Piaget’s four main stages of cognitive development, and explain how children’s thinking changes during those stages.

9. Evaluate the contemporary critiques of Piaget’s theory of cognitive development.

10. Describe the effects of nourishment, body contact, and familiarity on infant social attachment.

11. Contrast secure and insecure attachment, and discuss the roles of parents and infants in the development of attachment and an infant’s sense of basic trust.

12. Assess the impact of parental neglect, family disruption, and daycare on attachment patterns and development.

13. Trace the onset and development of children’s self-concept.

14. Contrast authoritarian, permissive, and authoritative parenting styles, and explain the link between authoritative parenting and social competence.

15. Describe the major physical changes during adolescence for boys and girls, as well as Piaget’s formal operational stage.

16. Describe moral development from the perspectives of moral thinking (including Kohlberg’s stage theory), moral feeling, and moral action.

17. Identify Erikson’s eight stages of psychosocial development and their accompanying issues.

18. Contrast parental and peer influence during adolescence, and describe the characteristics of “emerging adulthood.”

19. Describe the major physical changes that occur during adulthood.

20. Describe changes in sensory abilities and health, including frequency of dementia, in older adults.

21. Assess the impact of aging on recall and recognition in adulthood, and summarize the contributions of cross-sectional and longitudinal studies to our understanding of the normal effects of aging on adult intelligence.

22. Explain why the path of adult development is not always tightly linked to one’s chronological age.

23. Describe the importance of love, marriage, and children in adulthood, and comment on the contribution of one’s work to feelings of self-satisfaction.

24. Describe trends in people’s life satisfaction across the life span.

25. Describe the range of reactions to the death of a loved one.

26. Summarize current views on continuity versus stages, and stability versus change, in lifelong development.

**Post-Test Homework: Myers, pp. 177-183**

**Day One:** Thursday, Oct. 10/ Friday, Oct. 11

Discussion: Intro. to Developmental Psychology

What’s The Ideal Age? Best Age? Worst Age?

Newborn/Infant Development

Project: Lot In Life or Interview An “Older” Person or Position Paper

Video:“The Developing Child”

**Homework**: **Myers, pp. 184-194**

**Day Two:** Monday, Oct. 14 /Tuesday, Oct. 15

Discussion: Newborn/Infant Development

Piaget and Cognitive Development

Video Clips: Reflexes, numerous clips embedded in Powerpoint

**Homework: Myers, pp. 195-203**

**Closed-Note Quiz (33 questions, 25 minutes) next class, covers pp. 177-203 (Quiz cannot be dropped)**

**Day Three:** Wednesday, Oct. 16 / Thursday, Oct. 17

Discussion: Finish Piaget and cognitive development

Social Development in early childhood

Physical Development in Adolescence

Video Clips: Stranger Anxiety, Strange-Situation Test, Harlow’s monkey study

Assessment: Quiz 5 (closed note)

**Homework: Myers, pp. 203-213**

**Adolescence Prompt (see link on website, “Course Readings and Assignments”)**

**Day Four:** Friday, Oct. 18/ Monday, Oct. 21

Discussion: Physical/Cognitive/Social Development in Adolescence

Video: What Makes Teens Tick

**Homework: Myers, pp. 213-226**

**Adulthood Prompt (see link on website, “Course Readings and Assignments”)**

**Closed-Note Quiz (33 questions, 25 minutes) next class, covers pp. 203-226 (Quiz cannot be dropped)**

**Day Five:** Tuesday, Oct. 22 / Wednesday, Oct. 23

Discussion: Adulthood development

Medical Directives

Assessment: Quiz 6 (closed note)

**Homework: Study for Test 3**

**Finish Lot in Life/Interview/Position Paper**

**Day Six:** Thursday, Oct. 24 / Friday, Oct. 25

**TEST 3 (100 Multiple Choice questions, no FRQ)**

**Lot In Life/Interview/Position Paper due Oct. 28**

**(this assignment will go on the second-quarter grade)**