## Unit 4 Assignment - Developmental Psychology

<u>Big Question</u>: Is nature or nurture more influential in determining our course of development?

### Developmental Psychology Objectives:

- Identify the major aspects of evolutionary psychology such as natural selection and survival of one's genes.
- Describe the evolutionary psychologists' explanation for gender differences and discuss the major criticisms of the evolutionary explanation
- Identify the major findings of twin, adoption, and temperament studies and how they contribute to the question of nature vs. nurture in development.
- Describe the studies of behavior genetics and molecular genetics.
- Discuss the influence of parents, experience, and peers on development.
- Define cultural norms and memes.
- Discuss the influence the social learning theory and the gender schema theory have had on gender behavior.
- Discuss the proposal that adult development involves chronological stages and explain why it is controversial.
- Describe the capacities of the newborn.
- Describe Piaget's view of how the mind develops and discuss his theory of cognitive development in the light of current research.
- Describe the impact of aging on adult memory and intelligence.
- Identify and describe Erikson's stages of social development.
- Identify and describe Kohlberg's stages of moral development and major criticisms of his theory.
- Summarize current view regarding continuative vs. stages and stability vs. change in lifelong development.

#### Developmental Psychology Overview

Developmental psychologists study the life cycle, from conception to death, examining how we develop physically, cognitively, and socially. The Development chapter covers prenatal, infant, and childhood development and introduces three major issues in developmental psychology: (1) the relative impact of genes and experience on behavior, (2) whether development is best described as gradual and continuous or as a discontinuous sequence of stages, and (3) whether the individual's personality remains stable or changes over the life span.

Research and theoretical issues introduced in this chapter are the foundation of the overarching developmental unit. Pay particular attention to the research of Piaget on cognitive development, Harlow and others on attachment and social deprivation, and to the studies of twins and adopted children.

A key assumption of modern developmental psychology is that development is lifelong. The Development unit explores physical, cognitive, and social development during adolescence and adulthood. On the basis of this discussion, this chapter will revisit the issue of continuity in development. Although there are not too many terms to learn in this chapter, there are a number of important research findings to remember. Pay particular attention to the discussions regarding intellectual stability or decline and social changes during adulthood. A major challenge in this chapter is to become familiar with two stage theories: Kohlberg's theory of moral development and Erikson's theory of psychosocial development. Writing carefully prepared answers to the guided study items should be especially helpful in mastering the material of this chapter.

### Unit 4 Reading Assignment(s)

You are responsible for the reading listed below; it is meant to supplement the material discussed in class I cannot teach you everything. You should skim the chapter after we finish going over the different parts, and take notes on anything we did not cover.

• OpenStax Psychology Textbook: Chapter 9 - Development(Posted on Class Website)

# Unit 4 Vocabulary Terms & Flip Book

Psychology is a term heavy course; you are responsible for the terms below. You will have vocabulary on the unit exam.

<u>Unit 4 Flip Book:</u> Each term should be on its own card. Each card will have the term <u>thoroughly and clearly</u> defined on the back. Each card will be <u>taped</u> into a <u>manila</u> <u>folder</u>, <u>numbered</u>, and turned in the day of the unit test.

- 1. Cognition
- 2. Schema
- 3. Assimilation
- 4. Accommodation
- 5. Sensorimotor Stage
- 6. Object Permanence
- 7. Preoperational Stage
- 8. Conservation
- 9. Egocentrism
- 10. Theory of Mind
- 11. Concrete Operational Stage
- 12. Formal Operational Stage
- 13. Autism
- 14. Crystallized Intelligence
- 15. Fluid Intelligence
- 16. Stranger Anxiety
- 17. Attachment
- 18. Critical Period
- 19. Imprinting
- 20. Temperament
- 21. Basic Trust
- 22. Self-Concept
- 23. Identity
- 24. Adolescence
- 25. Intimacy
- 26. Menopause

- 27. Social Clock
- 28. Gender
- 29. Aggression
- 30. Developmental Psychology
- 31. Zygote
- 32. Embryo
- 33. Fetus
- 34. Teratogens
- 35. Fetal Alcohol Syndrome (FAS)
- 36. Habituation
- 37. Maturation
- 38. Role
- 39. Gender Role
- 40. Gender Identity
- 41. Gender Typing
- 42. Social Learning Theory
- 43. Puberty
- 44. Primary Sex Characteristics
- 45. Secondary Characteristics
- 46. X Chromosome
- 47. Y Chromosome
- 48. Testosterone
- 49. Genes
- 50. Genome
- 51. Identical Twins

#### PART II - PSYCHOLOGY ONE-PAGER ASSIGNMENT

Follow this format for your One-Pager and this format ONLY!

- Use Unlined White Paper.
- Use COLORED Pens, Pencils, or Markers.
  - The MORE VISUALLY APPEALING it is the more you will LEARN and REMEMBER.
    - It will be stored by and in different parts of your brain by using different colors, physically writing on it, physically drawing picture, etc.
- Fill the ENTIRE PAGE. Fill the ENTIRE PAGE. Fill the ENTIRE PAGE. Fill the ENTIRE PAGE. Fill the ENTIRE PAGE.
- Be purposeful about the arrangement of your One-Pager.
  - O For example, have a reason for using a certain color or for the placement of an object.
- Write Two Quotations from the reading, activities, notes, or lectures about this unit.
  - O They MUST be in COMPLETE SENTENCES.
- Use <u>THREE</u> *Visual Images <u>HAND DRAWN</u>* to create a central focus to your One-Pager. These should be in <u>BIG</u>, <u>BOLD</u>, and <u>COLORFUL!!!</u>
  - O Three is the minimum required, you can always have more.
    - They should be related to the unit or part of unit, the more personal, funny, gross, etc. the better you will remember it.
- Place what you feel are the  $\underline{FIVE}$  Most Essential Vocabulary Words/Phrases/People around  $\underline{EACH}$  image.  $\underline{Five}$  is the  $\underline{minimum}$  required, you can always have more.
  - O These words/phrases/people should express the main ideas, your impressions, feelings, or thoughts about what you have seen, read, or learned in the unit or part of the unit.
- Title the One-Pager as the Main Idea of the One-Pager making it the Biggest and Boldest Words on the page.
  - O It does not have to be one word, or the word that we use to describe it in class, it can be something unique that helps you remember this unit or part of the unit the best.
- Write <u>TWO</u> AP Questions on the <u>FRONT</u> of your One-Pager (this is like an AP Question FREE RESPONSE Question & need to be ones that will be answered in <u>MULTIPLE SENTENCES</u>) & answer <u>BOTH</u> of the on the <u>BACK</u> of the One-Pager using Complete Thoughts & Sentences.
- Write your name on the <u>BACK</u>!!! Write your name on the <u>BACK</u>!!! Write your name on the <u>BACK</u>!!! Write your name on the <u>BACK</u>!!!