**Developmental Psychology (7–9%)**

Developmental psychology encompasses the study of the behavior of organisms from conception to death. In this unit, students will learn to examine the processes that contribute to behavioral change throughout a person’s life. The major areas of emphasis in the course include prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood. Developmental psychologists seek to understand how changes in our biology and social situations over a lifespan influence our behaviors and mental processes. Development can be studied from several different perspectives, including biological or cognitive perspectives. Developmental psychologists may focus on one or more developmental periods or the entire course of a lifespan, using cross-sectional and longitudinal research methods.

Topics:

* 1. The Lifespan and Physical Development in Childhood
  2. Social Development in Childhood
  3. Cognitive Development in Childhood
  4. Adolescent Development
  5. Adulthood and Aging
  6. Moral Development
  7. Gender and Sexual Orientation

Learning Targets:

* Explain the process of conception and gestation, including factors that influence successful pre-natal development.
* Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.
* Discuss maturation of motor skills.
* Describe the influence of temperament and other social factors on attachment and appropriate socialization.
* Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.
* Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.
* Explain how parenting styles influence development.
* Explain the maturation of cognitive abilities (Piaget’s stages, Information process).
* Identify the contributions of major researchers in the area of cognitive development in childhood.
* Discuss maturational challenges in adolescence, including related family conflicts.
* Characterize the development of decisions related to intimacy as people mature.
* Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.
* Identify the contributions of key researchers in the area of adulthood and aging.
* Identify the contributions of major researchers in the area of moral development.
* Compare and contrast models of moral development.
* Describe how sex and gender influence socialization and other aspects of development.

**Vocabulary for Flashcards**

This list does not necessarily include all terms you will need to know. You are also required to take notes in your own form in your notebook for each section (and label them clearly) to supply the information not provided by these terms.

*Chapter 9, Section 1: Studying Development, pages 289-294*

1. Developmental Psychology
2. Critical period
3. Imprinting
4. Cross-sectional design
5. Longitudinal design
6. Cohort effects

*Chapter 9, Section 2: Physical Development, pages 295-305*

1. Behavioral genetics
2. Epigenetics
3. Conception
4. Zygote
5. Germinal period
6. Embryonic period
7. Fetal period
8. Teratogens
9. Fetal alcohol syndrome
10. Motor development
11. Reflexes
12. Adolescence
13. Puberty
14. Secondary sex characteristics
15. Menopause
16. Male climacteric
17. Cellular-clock theory
18. Wear-and-tear theory
19. Ageism

*Chapter 9, Section 3: Cognitive Development, pages 306-313*

1. Schema
2. Assimilation
3. Accommodation
4. Sensorimotor stage
5. Object permanence
6. Preoperational stage
7. Conservation
8. Egocentric
9. Concrete operational stage
10. Formal operational stage
11. Imaginary audience
12. Personal fable
13. Zone of proximal development
14. Theory of mind

*Chapter 9, Section 4: Social-Emotional Development, pages 314-319*

1. Attachment
2. Securely attached (attachment)
3. Anxious/ambivalent (attachment)
4. Anxious/avoidant (attachment)
5. Disorganized/disoriented (attachment)
6. Permissive-neglectful (parenting style)
7. Permissive-indulgent (parenting style)
8. Authoritarian (parenting style)
9. Authoritative (parenting style)

*Chapter 10, Section 1: Moral Development, pages 324-328*

1. Morality
2. Preconventional level (Kohlberg)
3. Conventional level (Kohlberg)
4. Postconventional level (Kohlberg)

*Chapter 10, Section 2: Personality Development, pages 328-331*

1. Temperament
2. Goodness of fit
3. Psychosocial stages (identify each of the 8 stages)

*Chapter 10, Section 3: Neurodevelopmental Disorders, pages 331-334*

1. Neurodevelopmental disorders
2. Attention-deficit/hyperactivity disorder (ADHD)
3. Autism-spectrum disorder (ASD)

*Chapter 10, Section 4: Challenges of Adulthood, pages 335-346*

1. Impulsivity
2. Activity theory of aging
3. Disengagement theory of aging
4. Socioemotional selectivity theory
5. Age-related positivity effect
6. Shock and numbness (grief stage)
7. Yearning and searching (grief stage)
8. Disorganization/despair (grief stage)
9. Reorganization and recover (grief stage)
10. Kubler-Ross stages of dying (identify)
11. Thanatology

*Chapter 11, Section 1: Studying Human Sexuality, pages 352-355*

1. Sexuality

*Chapter 11, Section 2: Sexual Identity, pages 356-363*

1. Sex
2. Gender
3. Gender identity
4. Gender roles
5. Gender stereotypes
6. Androgyny
7. Transgender
8. Sexual orientation
9. Social learning theory of gender role development
10. Cognitive-developmental theory

*Test Date: November 8th*