

AP Psychology - Unit 4 Assignment

Developmental Psychology

Big Question: 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 and there may be a pop quiz at any point.

- **OpenStax Psychology Textbook:** Chapter 9 (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 a vocabulary quiz every other unit. For the quiz I will pull terms from the Unit vocabulary lists.

IMPORTANT: 10 points of your Unit Test grade are devoted only to Vocabulary!

Unit 3 Flip Book: Each term should be on its own card. Each card will have the term thoroughly and clearly defined on the back. Each card will be taped into a manila folder and turned in the day of the unit test.

1. Developmental Psychology
2. Zygote
3. Embryo
4. Fetus
5. Teratogens
6. Fetal Alcohol Syndrome (FAS)
7. Habituation
8. Maturation
9. Cognition
10. Schema
11. Assimilation
12. Sensorimotor Stage
13. Object Permanence
14. Preoperational Stage
15. Conservation
16. Egocentrism
17. Theory of Mind
18. Concrete Operational Stage
19. Formal Operational Stage
20. Autism
21. Stranger Anxiety
22. Attachment
23. Critical Period
24. Imprinting
25. Temperament
26. Basic Trust
27. Self-Concept
28. Gender
29. Aggression
30. X Chromosome
31. Y Chromosome
32. Testosterone
33. Role
34. Gender Role
35. Gender Identity
36. Gender Typing
37. Social Learning Theory
38. Adolescence
39. Puberty
40. Primary Sex Characteristics
41. Secondary Characteristics
42. Identity
43. Social Identity
44. Intimacy
45. Emerging Adulthood
46. Menopause
47. Crystallized Intelligence
48. Fluid Intelligence
49. Social Clock

Part II – Unit One-Pager

One-Pager Directions:

- Use **UNLINED** White Paper.
- Use **Colored Pens, Pencils, or Markers**.
 - The more visually appealing it is the more you will learn and remember.
 - Why? - It will be stored by and in different parts of your brain by using different colors, physically writing on it, physically drawing picture, etc.
- **YOUR CONTENT MUST FILL THE ENTIRE PAGE.**
- Be purposeful about the arrangement of your content.
 - For example, have a reason for using a certain color or for placing an object in a certain place.
- Write **TWO** Quotations from the reading, activities, notes, or class lectures about this unit or part of the unit.
 - Quotations **MUST** be in complete sentences.
- Use **THREE** hand drawn visual images to create a central focus to your One-Pager.
 - These images should be in big, bold, and colorful!
 - **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 **FIVE Most Essential Vocabulary Words/Phrases/People** around each image.
 - **FIVE** is the minimum required, but you can always have more.
 - 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.
 - 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 **TWO** AP Questions on the front of your One-Pager (these are essentially short answer questions needing to be answered in multiple sentences)
- Answer **BOTH** of these questions on the back of the One-Pager using complete thoughts and sentences.
- **WRITE YOUR NAME ON THE BACK!**