

AP Psychology - Unit 3 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 3 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 3 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.

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, numbered, and turned in the day of the unit test.

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

Part II - AP Questions

Directions: Thoroughly answer the following questions. All answers must be handwritten in complete sentences and in your own words.

1. You've been asked to research the effects that playing excessive video games has on grade point average. Which would you use: a cross-sectional study or a longitudinal study? Why?
2. What is your reaction to social learning theory? Do you think the theory has merit (the idea that we are "taught" what it means to be a girl or to be a boy)? Explain your answer.
3. According to Erik Erikson's Theory of Psychosocial Development, which stage/conflict are you currently in right now? How do you think you are "dealing" with this conflict?
4. Imagine that your schema for a dog is a "four legged creature with a tail." Give examples of events that would make you assimilate or accommodate your schema. (one for each)
5. What type of parenting style (authoritarian-permissive-authoritative) do you believe your parent/guardian has used on you? Give examples.
6. Explain the issue if Nature vs. Nurture in terms of your own life. Make sure to use the proper AP Psychology Vocabulary in your response.

Part III - Student Choice

Choice A: Personal Connection/Impact

Type a brief description concerning an experience, memory, story, event, etc that connects to key concepts associated with the unit. Relevant vocabulary must be properly utilized throughout and responses must connect in a coherent and logical manner.

The purpose of this assignment is to build personal connections with course content to your own lives. By doing so, content becomes more meaningful and retention becomes easier.

Responses must at least one full page, typed, double-spaced, with 12 pt. Times New Roman font. Reasonable margins and paragraph spacing must be used.

-OR-

Choice B: Concept Map

Create a Unit Concept Map that can be used to review/relearn the terms and concepts from this Unit.

NOTE: Use the directions posted on the website to complete your concept map.

Requirements:

-Must be hand drawn on one 8.5" x 11" sheet of paper

-Essential vocabulary for each concept must be appropriately located/placed