

## **Intro to Psychology Unit Plan**

**Title:** Developmental Psychology (Chapters 3-5)

**Grade Level:** 10-12<sup>th</sup> Grade

### **Relevant Standards**

*National Standards for High School Psychology Curriculum*

#### **Content Standard 1:** Methods and issues in life span development

- 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
- 1.2 Explain issues of continuity/discontinuity and stability/change.
- 1.3 Distinguish methods used to study development.
- 1.4 Describe the role of sensitive and critical periods in development.
- 1.5 Discuss issues related to the end of life.

### **Summary of Unit**

In this unit student will learn about the life span from infancy to old age, and how humans develop. Humans change physically, emotionally, cognitively, socially and morally throughout their lives. "This unit seeks to answer the question: How did we become who we are?" (Glencoe: *Understanding Psychology* Textbook). In answering this question, students will gain a basic understanding of human behaviors and development, which will help them learn other, more complex concepts in psychology.

### **Unit Goals**

#### **Students should be able to...**

Describe physical and motor development from birth through adolescence

Describe how memory and thinking ability develops

Describe social, cultural and emotional development through childhood and adulthood

Explain Kubler Ross' stages of death and dying

### **Understandings**

#### **Students will understand...**

Physical, perceptual and language development

Cognitive and emotional development

Parenting styles and social development

Adolescent development

Gender roles and differences

Psychological changes during adulthood and old age

### **Essential Questions**

How did we become who we are?

How do humans mature?

How do theories within developmental psychology differ?

### **Students will know...**

Different theories associated with developmental psychology

The stages of development from infancy to old age

### **Students will be able to...**

Identify stages of development and milestones associated with each age group

Apply unit concepts to their own life experiences

### **Pre- Assessment**

To gauge students' prior knowledge and understanding, they will complete the "Development- Intro Activity" (*Appendix I*). Students will fill out a chart with descriptive words and milestones associated with each developmental age group. I will use the think, ink, pair, share strategy, and then we will look at where we are headed in the unit.

### **Performance Task**

*See Appendix II- Children's Storybook on Death and Dying*

**Goal:** To have students demonstrate their knowledge of Piaget's concrete operational stage and the stages of death and dying.

**Role:** Students will be authors of their own children's book, and psychologists in the way they structure and write their storybooks to appeal to a child in the concrete operational stage who is learning about death.

**Audience:** The audience of the storybook will be children in the concrete operational stage and their parents who would use the book to explain death and dying.

**Situation:** Students must think about how to explain death and dying to a child in a sensitive and appropriate way.

**Product/ Performance:** Students will create a 7-10 page illustrated storybook that will be graded based on the given rubric. Students' performance and understanding will be evaluated on their ability to create a cohesive product that shows that they understand Piaget's concrete operational stage and the stages of death and dying.

### **Learning Plan**

**W:** Students are headed towards an understanding of how humans develop and patterns of change throughout a person's life. Prior to this unit, they will have learned about the basic study of psychology as well as psychological research methods. On the "Development- Intro Activity", a list of chapter objectives is written so that students know what they will learn in the unit.

**H:** In order to hook the students at the beginning of the unit, I will ask them to complete the “Development- Intro Activity”. *See Appendix I.* This will help them to compare the developmental stages we learn about in the unit to their own experiences.

**E:** We will watch several documentaries based on the content of the unit, and throughout lectures, I will have students answer questions and talk amongst themselves to make sure they understand the “Big Ideas”- “Big Ideas” will also be posted in the front of the room (see intro slides to Power Point presentations).

**R:** I will ask students to recall information from previous days in order to scaffold their learning. For the final storybook project, student will complete several drafts and their work will be peer edited in order to revise and refine their work.

**E:** Students will complete their own study guides that will hold them accountable for the information, and they will self-assess their final Storybook assignments. *See Appendix III for example of study guides.*

**T:** Power Points presented in class will be available on Moodle, students will be given study guide templates, or a completed study guide if needed. Students will also have the opportunity to work in groups or individually throughout the unit.

**O:** Students will be able to access information from previous classes including content from lectures and assigned readings in order to complete individual activities. The final project involves taking information from each of the chapters and using it to complete the creative final assignment (Children’s Storybook).

### **Materials and Resources**

Power Points, YouTube, Storybook Materials: markers, scissors, construction paper; Moodle and Google Drive

### **Daily Lesson #1**

**Grade Level:** 10<sup>th</sup> & 11<sup>th</sup> Grade Psychology

#### **PA/ Local Standards:**

- 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
- 1.2 Explain issues of continuity/discontinuity and stability/change.
- 1.3 Distinguish methods used to study development.
- 1.4 Describe the role of sensitive and critical periods in development.

#### **Essential Questions:**

- How did we become who we are?
- How do humans mature?
- How do theories within developmental psychology differ?

**Understanding:** Students will understand the different stages of child development and the innate reflexes of a newborn baby. They will also understand how humans acquire language and as well as the theories of Piaget, Harlow, Baumrind and Freud.

**Objectives:** Given the “Development- Intro Activity”, students will complete the chart in order to begin to think about the different stages of human development.

Given a lecture, students will take notes on a note sheet in order to have the information for the final project and the rest of the course.

Given guided questions throughout the lecture, students will talk amongst themselves and share their answers with the class in order for the teacher to check for understanding.

Given the parenting role-play activity, students will use their knowledge of Baumrind’s parenting styles and respond to questions based on his theory.

**Assessment:** “Development- Intro Activity” worksheet, class discussions and responses to the role-playing activity

**Procedure:** At the beginning of class I will give the students the “Development- Intro Activity” and ask them to complete it first on their own and then discuss it with their groups. I will ask that they think about their own experiences as well as stories they’ve heard from the family or friends. We will then come together as a class and each group will share something they have in each of their boxes. Then, we will start on the lecture. Throughout the lecture I will show several video clips and ask the students to recall different terms and big ideas. When we get to Baumrind’s parenting styles, I will have them participate in a role-play activity in which I give them a parenting situation and I play the child or teenager and they have to respond as the parent based on the style of parenting that I assign to them. If time allows, we will continue on with the Power Point.

**Differentiation:** Some students will take longer to take notes in class so I will post all of the Power Point slides on Moodle so that they can access them whenever needed. Students who are having trouble with the Intro Activity will get the chance to discuss their answers with other group members before sharing them with the class.

**Check for Understanding:** Students will be able to check for understanding when they discuss questions I give them with their groups. They and I will also check for understanding with the role-play activity, because they will have to demonstrate what they know in an interactive manner.

**Closure:** We will end class with a brief review of the content we went over and then I will tell them what we will be looking at next.

**Calendar:**

<b>Day</b>	<b>Topic</b>	<b>Activities</b>	<b>Assessment</b>
1 & 2	3.1: Maturation, Learning and Reflexes	<ul style="list-style-type: none"> <li>Developmental Milestones Intro Activity</li> <li>Piaget's Stages of Development</li> <li>"The Science of Babies" Documentary</li> </ul>	<ul style="list-style-type: none"> <li>Development Milestone Worksheet and Participation</li> <li>Science of Babies Quiz</li> </ul>
3	3.2: Cognitive and Emotional Development	<ul style="list-style-type: none"> <li>Baumrind's Four Parenting Styles Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion Participation</li> </ul>
4	3.3: Social Development and Socialization Review for Test	<ul style="list-style-type: none"> <li>Genie Wiley Documentary</li> <li>"Why French Kids Don't Have ADHD" Article Review</li> </ul>	<ul style="list-style-type: none"> <li>Article Review Questions</li> </ul>
5	Test	Test	Test
6 & 7	4.1: Physical and Sexual Changes 4.2: Reasoning and Moral Thinking	<ul style="list-style-type: none"> <li>Adolescent Rite of Passage Activity</li> <li>"The Secret Life of the Adolescent Brain" Documentary</li> </ul>	<ul style="list-style-type: none"> <li>Rite of Passage Activity Group Presentations</li> <li>Documentary Questions</li> </ul>
8	4.3: Family and Peers	<ul style="list-style-type: none"> <li>Discussion and Lecture on Family and Peers' Roles in Adolescence</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Participation</li> <li>Study Guide</li> </ul>
9	4.4: Gender Identity and Gender Roles	<ul style="list-style-type: none"> <li>"Marcel the Shell" Gender Activity</li> </ul>	<ul style="list-style-type: none"> <li>Activity Participation</li> </ul>
10	4.4: Gender Identities and Gender Roles cont. Review for Test	<ul style="list-style-type: none"> <li>Lecture</li> <li>Review Game</li> </ul>	<ul style="list-style-type: none"> <li>Class Notes</li> <li>Participation in Review Game</li> </ul>
11	Test	Test	Test
12	5.1: Adulthood	<ul style="list-style-type: none"> <li>Aging Stereotype Activity</li> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Aging Stereotype Class Discussion</li> <li>Study Guide</li> </ul>
13	5.2: Changes in Health and Life Situation	<ul style="list-style-type: none"> <li>Ageism Article Review Activity</li> </ul>	<ul style="list-style-type: none"> <li>Ageism Article Review Discussion</li> <li>Study Guide</li> </ul>
14	5.3: Old Age & Kubler-Ross' Stages of Dying	<ul style="list-style-type: none"> <li>Changes in Health and Mental Functioning Lecture</li> <li>"Living with Dementia" Discussion</li> <li>Look at Hospice and Nursing Homes</li> </ul>	<ul style="list-style-type: none"> <li>Documentary Discussion</li> <li>Study Guide</li> </ul>

15	Introduction to Unit Project	<ul style="list-style-type: none"> <li>• Kubler Ross' Stages of Death and Dying Storybook Project</li> </ul>	<ul style="list-style-type: none"> <li>• Study Guide</li> </ul>
16	Work on Project	<ul style="list-style-type: none"> <li>• Storyboards</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Storyboards</li> </ul>
17	Work on Project	<ul style="list-style-type: none"> <li>• Work on Final Drafts</li> </ul>	<ul style="list-style-type: none"> <li>• Participation</li> </ul>
18	Project Gallery and Evaluation	<ul style="list-style-type: none"> <li>• Final Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Children's Storybooks on Death and Dying for Child in Piaget's Concrete Operational Stage</li> </ul>

Appendix I

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Development - Intro Activity:**

Think of three words that you feel are appropriate in describing people in each life stage. For example, think of someone in their 30's, what words come to mind when you think of a person in their 30's? Next, think about emotional, physical, and intellectual milestones that occur in each decade of development.

**THE LIFE SPAN – From Infancy to Old Age**

Decade	Descriptive words	Milestones
0 – 9		
10 – 19		
20 – 39		
40 – 59		
60 – 79		
80 +		

Where are we headed in this unit?

We will investigate two themes present in all humans' lives – *Growth and Change*

In **Chapter 3** we begin the story of human development by looking at both the physiological and behavioral changes that take place from birth to age 12.

**Chapter 4** continues the story of human development by presenting facts and theories about physical, intellectual, and emotional growth during the years 13 – 19.

**Chapter 5** presents the closing chapters in life of any human – early adulthood, middle adulthood, old age adulthood, and death.

Appendix II

Name \_\_\_\_\_

Score \_\_\_\_\_/70

**Intro to Psychology**  
**Children's Storybook on Death & Dying**

**Directions:** You are to write and illustrate a children's storybook about the process of dying and death itself. You should gear this story toward children in Piaget's concrete operational stage (if you don't remember, look it up!! pg. 75) Keep your focus on loss in regard to death & dying – don't get hung up on religious or societal themes. The object is to measure how much psychology you understand! You will be scored according to the following rubric, which you must turn in with your finished assignment. This is due on \_\_\_\_\_.

**Content:**

Correctly explains the process of dying using Kübler-Ross' stages	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Addresses the emotions/feelings that the child may feel	10	9	8	7	6	5	4	3	2	1	0					
Illustrations match with page's narrative	10	9	8	7	6	5	4	3	2	1	0					
Is age/stage appropriate throughout	10	9	8	7	6	5	4	3	2	1	0					

**Appearance & Mechanics:**

Has a neatly designed, eye-catching cover that relates to the story	5	4	3	2	1	0										
Is neat in appearance	5	4	3	2	1	0										
Has correct spelling & grammar	5	4	3	2	1	0										
Is 7-10 pages in length with at least 1 sentence per page	5	4	3	2	1	0										
Is creative and thoughtful	5	4	3	2	1	0										

**Peer Comments:**

**Teacher Comments:**



## Appendix III

### Chapter 3 Study Guide: Infancy and Childhood

*This chapter explores and explains the physical, cognitive, social, and emotional developments of infants and children.*

#### **Chapter 3 Objectives:**

- ✓ Describe the physical and perceptual development of newborns and children.
- ✓ Summarize the cognitive-developmental theory and how children develop emotionally.
- ✓ Compare the theories of social development and Kohlberg's stages of moral reasoning.

#### **Define:**

*Developmental Psychology (p. 61) –*

*Grasping reflex (p. 62) -*

*Rooting reflex (p. 62) -*

*Maturation (p. 64) –*

*Telegraphic speech (p. 67) -*

*Schema (p. 71) –*

*Assimilation (p. 71) –*

*Accommodation (p. 71) -*

*Object permanence (p. 72) –*

*Conservation (p. 73) –*

*Egocentric (p. 73) -*

*Identification (p. 82) -*

*Role taking (p. 84) -*

Answer the following questions:

1. Describe various behaviors newborn babies display. See page 62.
  
  
  
  
  
  
  
  
  
  
2. Based on your definition of maturation, how does it explain why a 4 month old cannot be taught to walk? See page 64.
  - a. What are the psychological drawbacks of pushing children to master new skills too fast? Explain.
  
  
  
  
  
  
  
  
  
  
3. Identify three of the major milestones for infants and when they occur. See figure 3.2, page 64.