

Essential Understandings	<ul style="list-style-type: none"> ▪ Human behavior is better understood through the study of the physical, cognitive, social, emotional, and sexual development of infants, children, and adolescents. ▪ The physical and psychological issues involved with adulthood, aging, and dying help to explain individual behavior.
Essential Questions	<ul style="list-style-type: none"> ▪ Nature and nurture: Is development the result of programmed growth or interaction with the environment? ▪ What is adolescence? ▪ What does it mean to be mature?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Children go through programmed stages in physical, perceptual, and language development. ▪ Social development is correlated with parenting styles. ▪ Pubescence results in significant physical and cognitive changes and gender differences. ▪ Priorities and expectations change to match reality in adulthood and old age. ▪ There are five stages of dying.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms</u>: <ul style="list-style-type: none"> ○ reflexes, schemas, speech, object permanence, conservation, critical period, socialization, sublimation, rites of passage, menarche, spermatarche, asynchrony, rationalization, identity crisis, neurosis, androgynous, gender schema, generativity, stagnation, ageism, senile dementia, thanatology, hospice
Essential Skills	<ul style="list-style-type: none"> • Organize and analyze information: Theories of development. • Reflect: Journal entries which include personal observations and experiences. • Distinguish fact from opinion: Ageism.

Related Maine Learning Results	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"> a. Develop research questions related to a current social studies issue. b. Select and apply research methods that are appropriate for the purpose of the inquiry. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. g. Develop a clear well-supported position. h. Present and defend a well-supported position to a variety of audiences using a prescribed format. i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills. j. Access and present information ethically and legally. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ol style="list-style-type: none"> a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.
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Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Students respond to situations playing the role of parents, identify the parenting style used, consider the possible consequences, and determine the effectiveness of the responses. ▪ The case study of Genie. ▪ Students are presented eight ideas about older people and classify each as reality or myth.
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Exams: The Life Span.
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Understanding Psychology</u> - Glencoe/McGraw-Hill ▪ <u>Case Studies:</u> <ul style="list-style-type: none"> ○ “Body Image and Dieting in Children” - <u>Journal of Genetic Psychology</u> ○ “Hormones and Depression” - <u>The APA Monitor</u> ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Discovering Psychology: The Developing Child (5)</u>