*Vocab:*

* Developmental psychology
* Zygote
* Embryo
* Fetus
* Teratogens
* Fetal alcohol syndrome (FAS)
* Habituation
* Maturation
* Cognition
* Schema
* Assimilation
* Accommodation
* Sensorimotor stage
* Object permanence
* Preoperational stage
* Conservation
* Egocentrism
* Theory of mind
* Concrete operational stage
* Formal operational stage
* Scaffold
* Autism Spectrum Disorder (ASD)
* Stranger anxiety
* Attachment
* Critical period
* Imprinting
* Strange situation
* Secure attachment
* Insecure attachment
* Temperament
* Basic Trust
* Self-concept
* Sex
* Gender
* Aggression
* Relational aggression
* Role
* Gender role
* Gender identity
* Social learning theory
* Gender typing
* Androgyny
* Transgender
* Adolescence
* Puberty
* Identity
* Social identity
* Intimacy
* Emerging adulthood
* X chromosome
* Y chromosome
* Testosterone
* Primary sex characteristics
* Secondary sex characteristics
* Spermarche
* Menarche
* Intersex
* AIDS (acquired immune deficiency syndrome)
* Sexual orientation
* Menopause
* Cross-sectional study
* Longitudinal study
* Neurocognitive disorders (NCDs)
* Alzheimer’s Disease
* Social clock

*WRITE YOUR ANSWERS ON A SEPARATE SHEET OF PAPER (ATTACHED IN NOTEBOOK).*

**Module 45**

1. What is different of the reproductive system of women, compared to that of men, when it comes to the production of sperm or eggs?
2. List the description of differences in each of the three stages of prenatal development in Figure 45.3:
	1. Zygote:
	2. Embryo:
	3. Fetus:
3. Explain at least two ways a prenatal fetus demonstrates learning in the womb.
4. What is the placenta, and what is its function?
5. What are some examples of teratogens? How these toxins affect a fetus?

**Module 46**

1. What is the neurological area/function that develops rapidly from ages 3-6?
2. What are the last cortical areas to develop?
3. From what age are most people able to recall memories? How do these memories change as the age goes up?
4. How did Carolyn Rovee-Collier figure out that infants are capable of learning?

**Module 47**

1. Who was Jean Piaget? What did he use his developmental studies to explain?
2. What was Jean Piaget’s conclusion about children’s minds?
3. How did Piaget use the concept of “schemas” and “accommodations”?
4. Explain (or recreate figure 47.1) each of Piaget’s four stages of cognitive development:
	1. Sensorimotor stage:
	2. Preoperational stage:
	3. Concrete operational stage:
	4. Formal operational stage:
5. What is egocentrism? At what age range are we egocentric?
6. At what developmental point does the “theory of mind” phenomenon begin to appear?
7. Who was Lev Vygotsky, and what was his theory of childhood development?
8. After reading the section “Implications for Parents and Teachers”, what can you deduce is important to consider in the raising, educating and/or disciplining of young children?
9. What are the cognitive characteristics of Autism Spectrum Disorders (ASD)? What are the social characteristics of ASD?
10. Why did psychologist Simon Baron-Cohen theorize that girls are less susceptible to ASDs than boys?
11. How is the connectivity of the brain’s neuropathways different in people with ASD? What does this lead neurologists to infer about the integration of visual and emotional stimuli?

**Module 48**

1. At what age do infants develop “stranger anxiety”?
2. What conclusion could be drawn from the “Harlow’s monkeys” experiment? What does this tell us about infants attaching to their parents?
3. What theory did Konrad Lorenz develop? What can Lorenz’s theory tell us about critical periods, nurturing and attachments (even among different species)?
4. Describe Mary Ainsworth’s 1979 research and the difference between *secure attachments* and *insecure attachments* in young children.
5. What were some of the findings of the British study about co-parenting done by Flouri and Buchanan (2004), which followed 7,259 different children?
6. What was developmental psychologist Erik Erikson’s theory about basic trust and attachments?
7. What have studies about lack of attachment in early infancy, for Romanian orphaned children and Harlow’s monkeys especially, shown for development later in life?
8. How is self-concept different from self-esteem? To what extant are these evaluations a result of parenting styles?
9. If you were to use Diana Baumrind’s four parenting styles model to evaluate your GBHS friends and peers, what do you suppose you could theorize about the parenting styles of their parents (if it helps, you can choose two-three random friends and evaluate them without naming)?

**Module 49**

1. How is the psychological concept of “gender” different from biological “sex”?
2. List some of the differences in male and female characteristics described in Module 49.
3. Describe the differences in *aggression* and *relational aggression* and how they relate to males versus females (insert Mean Girls “plastics” reference).
4. What do we see in the analysis of social media posts (and other electronic communication such as email) for women, as compared to men?
5. What is some evidence listed in 49-3 to expose gender biases in the workplace? Why is it important to separate correlation from causation in these statistics?
6. How are gender roles more the result of social influences (nurture) than biology?
7. Why do you suppose humans have a need for gender identity? Is it human *nature*, or is it something we have acquired from living in societies?
8. How many transgender people are reported to live in the U.S.?
9. What has changed in the psychiatric field regarding the diagnosis of gender nonconformity? How is this different from the diagnosis of *gender dysphoria* (DSM 5)?

**Module 50**

1. What did Mark Rosenzweig and David Krech learn from their experiments with raising rats?
2. Describe the “pruning” process of neural pathways as humans age and gain experiences.
3. What evidence is given to support that peer influence on children is greater than parent influence? Do you agree that peer influences out-weigh that of your parents?

**Module 51**

1. Why do you think the concept of adolescence almost exclusive to Western, industrial nations?
2. Answer Myers’ question in the margin of 534 (sounds a lot like life lectures from Coach Cook, eh?)
3. Myers explains that frontal lobe maturation lags behind that of the emotional limbic system. Explain the relationship of sensation-seeking behavior to impulse-control development (frontal cortex) in the teenaged brain. Hint: think of our discussion on dopamine and reward-driven behaviors.
4. What sorts of ideologies and deeper connections do you seek in the late teen years, according to Piaget’s final stage of development (this may explain why you are more likely to become a socially-aware hippie when you enter college)?
5. Lawrence Kohlberg developed a theory of the stages of moral development. Even though behaviors may remain consistent throughout stages, the moral reasoning for those behaviors may depend on the moral “stage”. What are Kohlberg’s three stages of morality and what are the corresponding ages for each stage?
6. What evidence has been shown that character education programs for teens impacted their moral development?

**Module 52**

1. How are Theorist Erik Erikson’s developmental stages different than Jean Piaget’s? What is unique about Erikson’s heritage that led to his desire to research social identity?
2. What have recent studies shown about younger teens’ sense of identity, self-esteem, and depression compared to older adolescents and young adults?
3. What have recent studies shown about the correlation between positive parent-teen relationships and teen-peer relationships?
4. How has our culture changed when it comes to the transition to adulthood and “emerging” adulthood, compared with earlier decades?

**Module 53**

1. What combination of “X” or “Y” chromosomes is needed to produce a male child? Female child?
2. What can case studies of intersex patients, such as “Brenda” Reimer, tell us about the role of nature versus nurture in sexual development?
3. Why are teenage girls at higher risk for STIs (STDs)?
4. What environmental factors contribute to teen sexual behavior?
5. According to national surveys, what percentage of men and women are exclusively homosexual in the US and Europe?
6. Give some examples of genetic, neurological, and prenatal influences on sexual orientation.

**Module 54**

1. What do memory tests suggest about the ability to recognize and recall new information at various ages?
2. What is the progression (of effects) of Alzheimer’s Disease?
3. What is the difference between a cross-sectional study and a longitudinal study?