Course Description

Broad overview of human development across the life-span with emphasis on psychosocial, physical, emotional, and cognitive changes.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Describe and explain lifespan development, and provide examples to demonstrate the impact genetics and the environment play on patterns of development.
2. Discuss the fundamental features of Piaget’s theories of cognitive development and debate other theorists’ models of development throughout a human’s lifespan.
3. Compare and contrast the physical, cognitive, social, and personality development during infancy, the preschool years, the middle childhood years, adolescence, and early, middle, and late adulthood.
4. Describe and explain how humans develop a concept of themselves and how language develops and changes throughout a lifespan.
5. Describe the characteristics of relationships and friendships throughout the stages of a typical lifespan and how these characteristics change throughout the stages of development.
6. Explain how intelligence is defined today and what causes cognitive growth in young adults, and describe the physical changes in middle and late adulthood.
7. Explain the characteristics of work and career in middle adulthood and the impact that these life responsibilities have on emotional development and relationships with peers and family.
8. Describe death and dying across the lifespan and the social impact to spouses and families.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. Unit Learning Objectives: Each unit contains Unit Learning Objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. Unit Lesson: Each unit contains a Unit Lesson, which discusses unit material.
3. Reading Assignments: Each unit contains Reading Assignments from one or more chapters from the textbook. Supplemental Resources are provided in Units I and V to aid students in their course of study.
4. Key Terms: Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
5. Learning Activities (Non-Graded): Non-Graded Learning Activities in Units I, III, and V are provided to aid students in their course of study.
6. Unit Assessments: This course contains three Unit Assessments, one to be completed at the end of Units I, III, and VII. Assessments are composed of Multiple Choice, Short Answer, Short Essay, and/or Essay questions.
7. **Case Studies:** Students are required to submit for grading two Case Studies. Units II and IV each have a Case Study. Grading rubrics are included with the Unit II and IV Case Studies. Specific information about accessing these rubrics is provided below.

8. **Projects:** Students are required to submit for grading two projects. Units V and VI each have a Project. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit V and VI Projects. Specific information about accessing these rubrics is provided below.

9. **Final Exam (Proctored):** Students are to complete a Final Exam in Unit VIII. All final exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.

10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

### Unit II Case Study

Read the case study, "Ms. Patty’s Preschool". Once you have read the study, complete the following questions.

**Ms. Patty’s Preschool**

Anita sleepily walks into her baby’s room at 4:30 am and picks up three week old Sam. As she takes him over to the changing table, he rubs his nose into her breast, his rooting reflex kicking in. "I know you’re hungry, little one," she coos to him. "Let me change this diaper, and we’ll get you something to eat.” She quickly changes Sam’s diaper and sits down in the rocker to nurse him. As he greedily eats, she thinks about the day ahead of her.

In about eight weeks, her maternity leave will be up, and she and her husband, Peter, still have not decided what day care option they are going to use for Sam. As soon as she discovered she was pregnant, they put their name on three waiting lists. Two of the daycare centers called last week to let her know that they had a spot for Sam. She and Peter were going to both centers today to tour the facilities again and make the final decision.

After about 40 minutes, Anita places a content and sleepy Sam back into his crib and hopes he will stay asleep long enough for her to take a shower and get dressed.

A couple of hours later, her mom arrives to take care of Sam and Anita leaves to meet Peter at Ms. Patty’s Preschool. The two go in and Ms. Patty greets the couple. “Mr. and Mrs. Williams, I’m so glad to see you again. How is your new baby?”

“He is a pistol already,” Peter grins.

“Well, let me show you around the center again. I’m sure you have even more questions now that Sam has arrived.”

Ms. Patty leads them into a brightly colored room where two teachers and ten toddling children are busy. “This is our toddler room. The children in here are at least 18 months old. Obviously, Sam will not be in here for a while, but I know you said you hope to make a long term decision regarding your child’s care, so I want to show you everything.”

Ms. Patty introduces them to the teachers who tell them about a typical day at Ms. Patty’s Preschool. Anita notices a little girl placing a doll in a baby crib, pulling up the blanket, and kissing the doll. One of the teachers notices Anita’s gaze.

“That’s Keisha. She loves to tuck her dolly in bed.” She leans in to Anita and says, “The doll won’t sleep in the crib at naptime, she’ll be right next to Keisha.”

Anita smiles at the teacher, liking her warmth and kindness toward the children. Ms. Patty leads the couple into the next room where a teacher is on the floor with five babies. One of the babies is crawling and the others are sitting on the floor with a carpet full of toys. Another baby is sitting in the teacher’s lap with a rubber duck in his hand. He squeezes it, laughing when he hears it quack. Then he thumps it on the teacher’s leg and furrows his brow when it doesn’t make a noise. He squeezes it and laughs as it quacks again.

Peter laughs and asks, “What is it about a laughing baby that makes you laugh yourself?”

The teacher on the floor chuckles as she responds, “Jackson has just learned how to make the duck quack. He is driving us crazy.”
Ms. Patty chimes in, "This is our 6M room and the babies are anywhere from four months to eight months old, depending on their age and the number of children in the class. We try to limit this room to six babies and keep them on a flexible schedule."

"Flexible schedule?" Anita asks.

"I know it sounds contradictory, but we work hard to have consistency each day. However, if a baby seems hungry before lunch, we will give him a snack to tide him over. If someone seems overly sleepy before nap time, we may try to put everyone down for an early nap. I think you'll find it will help you when you pick Sam up and get him home." Ms. Patty motions for Peter and Anita to move forward.

"Okay, that makes a little more sense," Anita comments as they move into the next room.

"Let me introduce you to Ms. Dakota. She's in charge of the crawlers. Ms. Tammy helps her."

It was easy to see where they got the name for the room. Two teachers were watching seven children, all around nine months old.

"Things get busy in this room." Ms. Dakota tells the couple. "Emma here is cutting a tooth."

They watch Emma crawl across the floor, push a large ball out of the way, and pick up a red plastic block. As she puts the block in her mouth, Ms. Tammy hurries over to swap the block for an iced teething ring.

"We are constantly watching what she is putting in her mouth. We wipe our toys down several times a day and disinfect them every night. We try to get the children to use their own teething rings when we know teeth are coming in." Ms. Tammy turns back to Emma.

"Children stay in this room until they begin to walk, which is usually from 8 months to around 13 months. Of course, not everyone follows this time frame as they begin to develop, so you might find an older or younger child in here occasionally. Once the children start walking, we do move them up to the older room to avoid crushed fingers." Ms. Patty ushers them into the next area.

"This is where Sam will be when you bring him here in two months," Ms. Patty whispers. Anita and Peter enter a darkened room where a woman is rocking a sleeping infant. Two other babies are asleep in their cribs. "Ms. Linda loves to rock babies."

Ms. Linda looks up and smiles at the Williams. Anita notices the little boy in Ms. Linda’s arms. Ms. Patty adds, "Patrick’s mom wanted him to use a pacifier, but Patrick has discovered how tasty his thumb is, so I think she’s given up that idea."

Ms. Linda whispers, "We tried, but he just spit that passie out of his mouth."

"As you know, these babies sleep a lot. I mentioned earlier that we try to get them on a flexible schedule, but today is an unusual day in that they are all napping at the same time." Ms. Patty continues to whisper and then waves to Ms. Linda as she escorts the Williams out of the room. "I thought we might be able to talk a little easier out here in the hall. Do you have any questions about the infant room?"

Anita pulls out a list of questions she and Peter had come up with ahead of time, and Ms. Patty is very thorough in answering them. As the three finish their discussion, Ms. Patty mentions there is another room to view. She takes them down the hall to the 1 year old room. One of the teachers is getting a child out of the high chair as five other children are busy playing. The other teacher picks up a cup off the floor and places it on the tray of a child still sitting in a high chair. The little boy takes the cup and throws it off to the side of the chair.

"This is the fourth time I’ve picked up Andrew’s cup," the teacher says to her partner, "he’s getting more consistent in his aim."

Her teaching partner laughs and looks at the Williams. "There’s never a dull moment in here," she says to the couple.

The Williams stay another 20 minutes, asking a few more questions and looking in on the preschool classrooms. They shake Ms. Patty’s hand.

“We would love to have Sam join us here at Ms. Patty’s Preschool. When do you think you will make your decision?” she asks.
"We have one more place to look at, but we really like your center," Anita answers. "Is it okay if we let you know on Friday?"

“That’s two days from now—that should be fine,” Ms. Patty responds. "I have another couple coming then to take a tour as well."

“We will let you know shortly,” Peter says, as he and Anita head out the door. "Thank you so much for everything."

“This is my top choice,” Anita tells Peter as they walk to the car. “I love the staff and how much they seem to really care about the children.”

Reflection: Based on this case study, answer the questions below. Use Microsoft Word to create a separate file for your answers and when you are finished send your answers through Turnitin.

1. Discuss how the concepts of schemes, assimilation, and accommodation play a role in the cognitive development you see in the children mentioned above.

2. Create a table and list the substages of Piaget’s Sensorimotor Period. List the child, the sensorimotor substage the child is in, and why you think the child falls in that substage.

3. Describe what types of cognitive abilities these children might be developing from an information processing approach.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit IV Case Study**

Read the two case studies below: “Anika’s Dilemma” and “The Ring”. Once you have read each Case Study, complete the questions below it. Use Microsoft Word and APA format to create one paper that answers all six questions. You may answer each question individually (200 word minimum), or combine the questions from Case Study 1 into a 500 word essay and Case Study 2 into a 500 word essay. At least one source must be used for each Case Study and referenced according to APA guidelines.

**Case Study 1: “Anika’s Dilemma”**

Anika opened her locker and hid her face from her friend Hope. Luckily, Hope was talking to Jerome and was not paying attention. Anika unfolded the note and read it again. “I really like you. Will you go steady with me?” The note was signed by Darius.

Darius Thompson was in most of Anika’s classes. He was super nice, everyone liked him, and he was the cutest boy in the sixth grade. He was also the boy Hope had a huge crush on. Hope was Anika’s best friend. She talked about Darius nonstop—in the cafeteria, on the school bus, when they talked on the phone at night. In fact, Anika was getting a little tired of how much Hope gushed about Darius.

Anika looked over at Hope and Jerome. Sagan told Anika the other day that Jerome liked Hope. Anika was surprised and told Sagan that was not possible; Jerome, Anika, and Hope had been friends since they were in kindergarten. Anika realized that Sagan might be right when she saw Jerome blush as Hope touched his arm. (Hope was very touchy-feely.)

Anika wished Hope liked Jerome—like, liked him—as a boyfriend. Anika really liked Darius herself, but had never said anything to Hope because she knew how much her friend wanted Darius to be her boyfriend. Now that Darius had sent Anika the note, she did not know what to do.

Answer the following questions.

1. According to Gilligan’s Three Stages of Moral Development, what would Anika decide if she were at Stage 1? What about stage 2?

2. As a sixth grader around the age of 12, is it possible that Anika has moved into the Stage 3 phase—“Morality of non-violence”? Based on this stage, how do you think Anika would resolve this dilemma?
3. Use Kohlberg’s Sequence of Moral Reasoning. Based on Anika’s age and your answer to question two, what level of moral reasoning do you think Anika falls into?

Case Study 2: “The Ring”

Will, a fifth grader at Carroll Elementary, was cutting through the playground on his way home from school when something caught his eye. He walked over to the monkey bars and bent down to pick up the shiny object. It was a ring and not the cheap kind either. Not like the ones out of the gum ball machine with the split in the band so you could squeeze them to fit on your finger. It looked nice, with a purple gem in the middle and two sparkly diamonds on either side.

Will did not know if the stones were real or not, but it was a lot nicer ring than any he had seen his older sister wear.

Will looked around trying to see if he could find someone who might have dropped it, but the playground was empty. He saw a mom picking up two girls across the parking lot—it looked like Kaitlin’s mom, a girl from his class. Other than that, the school yard was empty. He had stayed longer after school than usual in order to get some help with his math homework, so there were not many kids hanging around.

He looked back at the ring. It would be a nice present to give his sister. Ever since Will’s dad had died the year before, money had been tight. He did not get an allowance anymore; his mom said she just could not manage it right now. He used to go with his dad to buy his mom and his sister, Cara, birthday and Christmas presents. His mom had said that it was not the presents that mattered; they would just have a birthday cake and a nice dinner for Cara’s birthday next week.

Will wanted to do something nice for his sister, and since it did not look like anyone was missing the ring, he decided he would give it to his sister. He put it in his pocket so he would not lose it as he walked home.

The next morning when Will walked in the classroom, he looked around for his buddy, Rodriguez. He could not wait to tell Rod about the ring he found. He spotted him at Kaitlin’s desk along with a few other classmates who had arrived before the school bell. Kaitlin looked like she was crying.

“Kaitlin lost her birthstone ring,” Rod told him. “I think her aunt gave it to her.”

Kaitlin looked up at the group. “It was purple, my favorite color. My mom is sooo mad at me.” She burst into tears again.

Will’s heart sank. He knew the ring he found was Kaitlin’s.

Answer the following questions.

1. What level of morality do you think Will has reached on Kohlberg’s Sequence of Moral Reasoning? Explain why you think he falls in this level.
2. Based on the level you chose, what type of thought processes would Will be thinking? Do you think he would give the ring back to Kaitlin? Why?
3. The legend of Robin Hood talks about a renegade who steals from the rich to give to the poor. Robin Hood’s actions, according to the myth, are justified by the deeds of selfish King John who has left the people in England in a state of poverty. (If you are not familiar with the folktale, you might want to research the story on the internet.) What level of morality does this legend address? Explain your reasoning.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Project

Character Assessment

Adolescence is a time in which teenagers physically, intellectually, and emotionally become more adult-like (Feldman, 2011). Erikson, Marcia, and Gilligan all have models that describe their theories of identity development. Think of a teenage character you are familiar with from a book or TV show and the issues he or she faced as he or she explored the questions, “Who am I?” and “Where Do I Fit In?”. Examples to use might include the characters from Harry Potter; Glee; That ’70s Show; Bethany Hamilton, (the main character in Soul Surfer); Tom Sawyer; Elizabeth Bennet; or a character you are familiar with. Use one of the above models and describe how this character came to terms with his or her
self-concept and self-esteem. Make sure to identify your character and give a brief background about him/her. Use specific examples about the character to support your ideas. Identify and describe any other issues this character faced that have been discussed in Unit V. Your assessment of the character you choose should be two to three pages using APA format. Make sure to cite the reference(s) you use.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI Project**

Psychologist Robert Sternberg’s Triangular Theory of Love is made up of three components: intimacy, passion, and decision/commitment (Feldman, 2011, p. 454). The combination of these components creates eight types of love. Your assignment this week is to “classify” love. Listed below are 20 famous or historical couples. Some of them are real and some of them are fictional. Your assignment is to pick seven of these couples and determine what type of love each couple has/had. Obviously, you do not know all the details of these couples’ lives, but using information based on internet research and what you do know or what is implied, give a brief description of the couple, and then describe the components of their love and explain why this couple fits the type of love you have classified them with. Some couples may have experienced multiple types of love—include these as well. Your choices must include at least five different types of love.

Your paper should be approximately three to five pages in length, making sure to follow APA guidelines. Your grade for the assignment will be determined based on your explanation of why you believe each couple exemplifies the type of love you chose for them (not on whether you chose the correct type of love for that couple).

- Andy Taylor and Helen Crump (TV show, *The Andy Griffith Show*)
- Claire and Cliff Huxtable (TV show, *Cosby Show*)
- Cleopatra and Mark Antony (Historical figures)
- Coretta Scott and Martin Luther King, Jr. (Civil Rights Leaders)
- Couple of your choice
- Dharma and Greg (TV Show, *Dharma and Greg*)
- Demi Moore and Bruce Willis (Actors)
- Edith and Archie Bunker (TV Show, *All In The Family*)
- Hillary Rodham and Bill Clinton (President and First Lady)
- Jada Pinkett and Will Smith (Actors)
- Jerry Seinfeld and Elaine Benes (TV show, *Seinfeld*)
- June and Johnny Cash (Country Singers)
- Lucy and Ricky Ricardo (TV show, *I Love Lucy*)
- Marie Antoinette and Louis XVI of France (Historical figures)
- Michelle and Barack Obama (President and First Lady)
- Napoleon Bonaparte and Josephine de Beauharnais (Historical figures)
- Paul Newman and Joanne Woodward (Actors)
- Peggy and Hank Hill (TV show, *King of the Hill*)
- Prince Charles and Princess Diana (Current/Historical figures)
- Rhett Butler and Scarlett O’Hara (*Gone With the Wind*)
- Romeo and Juliet (Shakespeare characters)
- Sam Malone and Diane Chambers (TV show, *Cheers*)

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).
The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.

Final Examination Guidelines

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

http://mycsu.columbiasouthern.edu

You are permitted four (4) hours to complete this exam, in the presence of your approved Proctor. This is an open book exam. Only course textbooks, writing utensil, and a calculator, if necessary, are allowed when taking proctored exams.

You may use only your textbook as source material for your response. All source material must be referenced (paraphrased and quoted material must have accompanying citations). You may use the Publication Manual of the American Psychological Association (APA Style Guide) or the CSU Citation Guide for reference.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.
Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<td>Final Exam</td>
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<td><strong>Total</strong></td>
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Course Schedule/Checklist *(PLEASE PRINT)*

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
PSY 3150, Developmental Psychology

Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

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<td><strong>Read:</strong></td>
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### Unit IV: The Middle Childhood Years

**Review:**
- Unit Study Guide

**Read:**
- Chapter 9: Physical and Cognitive Development in Middle Childhood
- Chapter 10: Social and Personality Development in Middle Childhood
- **Suggested Reading:** See Study Guide

**Submit:**
- Case Study

**Notes/Goals:**

### Unit V: Adolescence

**Review:**
- Unit Study Guide
- Learning Activities: See Study Guide

**Read:**
- Chapter 11: Physical and Cognitive Development in Adolescence
- Chapter 12: Social and Personality Development in Adolescence
- **Suggested Reading:** See Study Guide

**Submit:**
- Project

**Notes/Goals:**

### Unit VI: Early Adulthood

**Review:**
- Unit Study Guide

**Read:**
- Chapter 13: Physical and Cognitive Development in Early Adulthood
- Chapter 14: Social and Personality Development in Early Adulthood
- **Suggested Reading:** See Study Guide

**Submit:**
- Project

**Notes/Goals:**
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| **Submit:** | □ Assessment  
□ Request to take Final Exam |

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□ Chapter 19: Death and Dying  
□ **Suggested Reading:** See Study Guide |
| **Submit:** | □ Final Exam |

**Notes/Goals:**