

Chapter 1: The People and the Field

Learning Outcomes

After students have completed their study of this chapter, they should be able to:

- 1.1 Describe developmental scientists' interests.
- 1.2 Describe the major twentieth-century changes in childhood, adulthood, and later life.
- 1.3 Explain how socioeconomic status, culture, and gender affect people's lives.
- 1.4 Identify the core difference between developed and developing nations, as well as individualistic and collectivist cultural worldviews.
- 1.5 Describe the impact of the social media revolution and increasing income inequalities in the United States.
- 1.6 Summarize the theories scientists use to understand the lifespan.
- 1.7 Describe the research strategy behavioral geneticists use.
- 1.8 Explain how "nature" and "nurture" interact during development.
- 1.9 List the main developmental science measurement techniques.
- 1.10 Compare experiments and correlational studies.
- 1.11 Contrast cross-sectional and longitudinal studies.
- 1.12 Describe new advances in developmental science research.

Chapter 2: Prenatal Development, Pregnancy, and Birth

Learning Outcomes

After students have completed their study of this chapter, they should be able to:

- 2.1 List the main pregnancy concerns in earlier eras worldwide.
- 2.2 Identify the structures and process of fertilization.
- 2.3 Describe what genetically happens when the sperm and ovum unite.
- 2.4 Summarize the woman's experience during each trimester of pregnancy.
- 2.5 Describe how work and partner issues can impair the pregnancy experience.
- 2.6 Outline the feelings of fathers-to-be.
- 2.7 Name the main teratogenic threats during the first and second trimesters.
- 2.8 Outline the impact of smoking, excessive alcohol, and prenatal stress on fetal development.
- 2.9 Describe Down syndrome and several other single-gene disorders.
- 2.10 Evaluate genetic counseling and the different prenatal diagnostic tests.
- 2.11 Discuss infertility and assisted reproductive technologies.
- 2.12 List the three stages of birth.
- 2.13 Contrast natural childbirth and c-sections.
- 2.14 Describe the Apgar scale and the potential consequence(s) of low birth weight.
- 2.15 Outline trends in infant mortality in the developed and developing worlds.

Chapter 3: Physical and Cognitive Development in Infants and Toddlers

Learning Outcomes

After students have completed their study of this chapter, they should be able to:

- 3.1 Define synaptogenesis, neural pruning, myelination, and brain plasticity.
- 3.2 Identify the purpose of newborn reflexes.
- 3.3 Name two issues that limit breast-feeding.
- 3.4 Describe the prevalence of undernutrition and food insecurity.
- 3.5 List techniques to quiet a crying baby.
- 3.6 Outline infant sleep changes and offer a strategy to promote baby sleep.
- 3.7 Describe sudden infant death syndrome (SIDS).
- 3.8 Explain how scientists find out what infants can see.
- 3.9 Describe the face perception findings and the purpose of the visual cliff study.
- 3.10 Name three core principles of motor development.
- 3.11 Trace how motor development unfolds and its impact on caregivers.
- 3.12 Describe the purpose of Piaget's sensorimotor stage.
- 3.13 Outline the development of object permanence.
- 3.14 List two critiques of Piaget's theory.
- 3.15 Explain some findings relating to social cognition.
- 3.16 Define the language acquisition device (LAD).
- 3.17 List the stages of language development.
- 3.18 Describe the function and features of infant directed speech (IDS).

Chapter 4: Emotional and Social Development in Infants and Toddlers

Learning Outcomes

After students have completed their study of this chapter, they should be able to:

- 4.1 Describe how psychologists learned that attachment is crucial.
- 4.2 List the attachment milestones.
- 4.3 Contrast secure attachment and insecure attachments.
- 4.4 Name three forces affecting the attachment dance.
- 4.5 Evaluate the genetics of attachment stability and change.
- 4.6 Examine the effects of institutionalization.
- 4.7 Discuss early-childhood poverty in the United States.
- 4.8 Explore preschools and day care, making reference to what caregivers should look for in choosing a specific setting for a child.
- 4.9 Outline the emotional challenges of toddlerhood.
- 4.10 Contrast exuberant and inhibited toddlers, and child-rearing strategies for each temperament.
- 4.11 Summarize the caregiving advice in this section.

Chapter 5: Early Childhood

Learning Outcomes

After students have completed their study of this chapter, they should be able to:

- 5.1 Describe what makes humanity special.
- 5.2 Contrast Erikson's early childhood and middle childhood tasks.
- 5.3 Describe physical development.
- 5.4 Name two types of motor skills.
- 5.5 Outline threats to preschool physical skills.
- 5.6 Describe Piaget's preoperational stage, referring to specific terms and concepts.
- 5.7 Compare Vygotsky's and Piaget's theories.
- 5.8 Describe Vygotsky's ideas about language.
- 5.9 Outline how language develops, making reference to its specific properties.
- 5.10 Explain autobiographical memory.
- 5.11 Outline theory of mind, mentioning its importance and variations from child to child.
- 5.12 List the different play types.
- 5.13 Outline the development and functions that pretending serves.
- 5.14 Describe the characteristics and causes of gender-segregated play.
- 5.15 List the symptoms, prevalence, and treatments for autism spectrum disorders.

Chapter 6: Middle Childhood

Learning Outcomes

After students have completed their study of this chapter, they should be able to:

- 6.1 Explain what makes middle childhood unique by referring to Piaget's and Erikson's theories.
- 6.2 Outline how the frontal lobes develop.
- 6.3 Describe recent changes in elementary motor skills.
- 6.4 Explain what adults can do to promote children's physical development.
- 6.5 List some facts about childhood obesity.
- 6.6 Outline the information-processing perspective on memory.
- 6.7 List three examples of executive functions.
- 6.8 Describe ADHD's features, causes, and treatments.
- 6.9 Contrast internalizing and externalizing tendencies.
- 6.10 Outline changes in self-awareness and self-esteem as children get older.
- 6.11 Point out the perils of having excessively high or low self-esteem.
- 6.12 Explain what promotes prosocial acts, referring to shame, guilt, induction, and moral disengagement.
- 6.13 Compare the different types of aggression.
- 6.14 List the two-step pathway to producing a highly aggressive child.
- 6.15 Outline the different features of friendship and popularity.
- 6.16 Explain which qualities make children "unpopular."
- 6.17 Describe why some rejected children can succeed in adult life.
- 6.18 Summarize the bullying research.

Chapter 7: Settings for Development: Home, School, and Community

Learning Outcomes

After students have completed their study of this chapter, they should be able to:

- 7.1 Identify which type of U.S. family is most likely to be poor.
- 7.2 Outline some immigration statistics.
- 7.3 Evaluate Baumrind's ideas.
- 7.4 Identify resilient children's qualities.
- 7.5 Outline collective efficacy issues for immigrant children.
- 7.6 Contrast different ideas about the importance of parents.
- 7.7 Summarize the research on corporal punishment, child abuse, and divorce.
- 7.8 Describe the WISC-V and how psychologists use this test.
- 7.9 Explore the controversial meaning of IQ.
- 7.10 Contrast Sternberg's and Gardner's ideas.
- 7.11 Describe successful schools.
- 7.12 Outline intrinsic motivation.

Chapter 8: Physical Development in Adolescents

Learning Outcomes

After students have completed their study of this chapter, they should be able to:

- 8.1 Describe the secular trend.
- 8.2 List the hormonal and physical changes of puberty.
- 8.3 Outline gender and individual differences in puberty.
- 8.4 Contrast the causes and consequences of maturing early in girls and boys.
- 8.5 List several influences promoting teenage body distress.
- 8.6 Contrast the different eating disorders.
- 8.7 Evaluate eating disorder treatments.
- 8.8 Outline recent trends in teenage sexuality.
- 8.9 Explore forces influencing the transition to intercourse.
- 8.10 Critique the sexual double standard and school-based sex education.

Chapter 9: Cognitive, Emotional, and Social Development in Adolescents

Learning Outcomes

After students have completed their study of this chapter, they should be able to:

- 9.1 Outline Piaget's, Kohlberg's, and Elkind's perspectives on adolescence.
- 9.2 Explore adolescent brain development, teenage risk-taking, and storm and stress.
- 9.3 Predict which teens are at risk for getting into serious trouble and which teens flourish.
- 9.4 Evaluate how society and high schools can better fit the teenage mind.
- 9.5 Outline how teenagers separate from parents and the special separation issues immigrant teens face.
- 9.6 Describe cliques, crowds, and teenage peer groups.
- 9.7 Explain the forces that promote delinquent peer groups, making special reference to gangs.

Chapter 10: The Next Step: Emerging into Adulthood and Final Thoughts

Learning Outcomes

After students have completed their study of this chapter, they should be able to:

- 10.1 List the core emerging-adult challenges.
- 10.2 Outline the historical forces that have shaped emerging adulthood, and how this life stage varies in southern Europe, Scandinavia, and the United States.
- 10.3 Describe nest-leaving changes and social clock issues.
- 10.4 Describe the different identity statuses.
- 10.5 Examine ethnic identity.
- 10.6 Describe self-esteem changes after young people enter college and emerging adult emotional growth.
- 10.7 Outline the features and function of flow states.
- 10.8 Explore higher education, making special reference to issues relating to completing college and the school-to work transition.
- 10.9 Summarize strategies for having a fulfilling college experience.
- 10.10 Outline changes in the twenty-first-century search for love.
- 10.11 Explain Murstein's theory, making reference to critiques of homogamy and the idea that mate selection progresses in defined stages.
- 10.12 Survey Facebook romance and adult attachment theory.
- 10.13 Summarize this section's tips for finding fulfilling relationships.

Chapter 11: Social Development: Relationships and Roles

Learning Outcomes

After students have completed their study of this chapter, they should be able to:

- 11.1 Compare historical changes in Western marriage with marital ideas in India and the Middle East.
- 11.2 Evaluate under what conditions marriage is an ideal state.
- 11.3 Outline changes in marriage over time and the forces that make for relationship satisfaction.
- 11.4 Analyze divorce and step-parenthood.
- 11.5 Survey the transition to parenthood and its variations.
- 11.6 Evaluate motherhood and fatherhood.
- 11.7 List four major changes in the modern work world.
- 11.8 Discuss the qualities that make for career happiness.
- 11.9 Evaluate how work differs for women and for men.

Chapter 14: The Physical Challenges of Old Age

Learning Outcomes

After students have completed their study of this chapter, they should be able to:

- 14.1 Describe how physical aging occurs, and list its variations by gender and socioeconomic status.
- 14.2 Outline tips for living healthier into old age.
- 14.3 Analyze why extending the maximum lifespan is an unrealistic goal.
- 14.4 List changes in vision, hearing, and motor abilities that occur with age.
- 14.5 Identify strategies for minimizing sensory motor losses.
- 14.6 Critique age-related driving issues.
- 14.7 List the major causes of dementia.
- 14.8 Describe the characteristics of Alzheimer's disease.
- 14.9 Critique Alzheimer's research and interventions.
- 14.10 Outline services for the frail elderly, making special reference to the United States.
- 14.11 Evaluate nursing-home care.
- 14.12 Critique care for later-life disabilities.

Chapter 15: Death and Dying

Learning Outcomes

After students have completed their study of this chapter, they should be able to:

- 15.1. List three pathways to death.
- 15.2. Describe changes throughout history in attitudes about dying.
- 15.3. Compare the Hmong approach to contemporary Western death practices.
- 15.4. Critique Kübler-Ross's theory.
- 15.5. Outline the qualities involved in having a good death.
- 15.6. Describe feelings, issues, and helpful coping strategies when a child dies.
- 15.7. List problems with traditional hospital care for the dying.
- 15.8. Describe end-of-life instructions and hospital-based palliative care.
- 15.9. Outline the characteristics and concerns with hospice care.
- 15.10. Compare different advance directives.
- 15.11. Evaluate active euthanasia and physician-assisted suicide.
- 15.12. Outline the principles of age-based rationing of care.