

Chapter 1: The People and the Field

Who We Are and What We Study	Setting the Context	Theories: Lenses for Looking at the Lifespan	Research Methods: The Tools of the Trade
	<ul style="list-style-type: none"> • The Impact of Cohort • The Impact of Socioeconomic Status • The Impact of Culture and Ethnicity • The Impact of Gender 	<ul style="list-style-type: none"> • Behaviorism: The Original Blockbuster “Nurture” Theory • Psychoanalytic Theory: Focus on Early Childhood and Unconscious Motivations • Attachment Theory: Focus on Nurture, Nature, and Love • Evolutionary Psychology: Theorizing About the Nature of Human Similarities • Behavioral Genetics: Scientifically Exploring the “Nature” of Human Differences • Nature and Nurture Combine: Where We Are Today • Emphasis on Age-Linked Theories • The Ecological Developmental Systems Perspective 	<ul style="list-style-type: none"> • Two Standard Research Strategies: Correlations and Experiments • Designs for Studying Development: Cross-Sectional and Longitudinal Studies • Critiquing the Research • Emerging Research Trends • Some Concluding Introductory Thoughts

Broad Learning Objectives

In addition, you should be able to give examples and elaborate on the major concepts from the chapter.

1. Describe developmental scientists’ interests.	2. Describe the major twentieth-century changes in childhood, adulthood, and later life. 3. Explain how socioeconomic status, culture, and gender affect people’s lives. 4. Identify the core difference between developed and developing nations, as well as individualistic and collectivist cultural worldviews.	5. Summarize the theories scientists use to understand the lifespan. 6. Describe the research strategy behavioral geneticists use. 7. Explain how “nature” and “nurture” interact during development.	8. List the main developmental science measurement techniques. 9. Compare experiments and correlational studies. 10. Contrast cross-sectional and longitudinal studies. 11. Describe new advances in developmental science research.
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Grey = not directly on the exam
 Bold = most likely on the final exam

Chapter 2: Prenatal Development, Pregnancy, and Birth

Setting the Context	The First Step: Fertilization	Prenatal Development	Pregnancy	Threats to the Developing Baby	Birth	The Newborn
	<ul style="list-style-type: none"> The Reproductive Systems The Process of Fertilization The Genetics of Fertilization 	<ul style="list-style-type: none"> First Two Weeks: The Germinal Stage Week 3 to Week 8: The Embryonic Stage Principles of Prenatal Development Week 9 to Birth: The Fetal Stage 	<ul style="list-style-type: none"> Scanning the Trimesters Pregnancy Is Not a Solo Act What About Dads? 	<ul style="list-style-type: none"> Threats from Outside: Teratogens Threats from Within: Chromosomal and Genetic Disorders Interventions Infertility and New Reproductive Technologies 	<ul style="list-style-type: none"> Stage 1: Dilation and Effacement Stage 2: Birth Stage 3: The Expulsion of the Placenta Threats at Birth Birth Options, Past and Present 	<ul style="list-style-type: none"> Tools of Discovery: Testing Newborns Threats to Development Just After Birth A Few Final Thoughts on Resilience

Broad Learning Objectives

In addition, you should be able to give examples and elaborate on the major concepts from the chapter.

2.1	List the main pregnancy concerns in earlier eras worldwide.	2.2	Identify the structures and process of fertilization	2.4	Describe the stages of prenatal development	2.5	Summarize the woman's experience during each trimester of pregnancy. Describe how work and partner issues can impair the pregnancy experience.	2.8	Name the main teratogenic threats during the first and second trimesters. Outline the impact of smoking, excessive alcohol, and prenatal stress on fetal development.	2.13	List the three stages of birth.	2.15	Describe the Apgar scale and the potential consequence (s) of low birth weight.
		2.3	Describe what genetically happens when the sperm and ovum unite.			2.6	Describe how work and partner issues can impair the pregnancy experience.	2.9	Outline the impact of smoking, excessive alcohol, and prenatal stress on fetal development.	2.14	Contrast natural childbirth and c-sections.	2.16	Outline trends in infant mortality in the developed and developing worlds.
						2.7	Outline the feelings of fathers-to-be.	2.10	Describe Down syndrome and several other single-gene disorders.				
								2.11	Evaluate genetic counseling and the different prenatal diagnostic tests.				
								2.12	Discuss infertility and assisted reproductive technologies.				
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Chapter 3: Physical and Cognitive Development in Infants and Toddlers				
Setting the Context	Basic Newborn States	Sensory and Motor Development	Cognition	Language: The Endpoint of Infancy
<ul style="list-style-type: none"> The Expanding Brain Neural Pruning and Brain Plasticity 	<ul style="list-style-type: none"> Eating: The Basis of Living Crying: The First Communication Signal Sleeping: The Main Newborn State 	<ul style="list-style-type: none"> What Do Newborns See? Expanding Body Size C. Mastering Motor Milestones 	<ul style="list-style-type: none"> Piaget's Sensorimotor Stage Critiquing Piaget Tackling the Core of What Makes Us Human: Infant Social Cognition 	<ul style="list-style-type: none"> Nature, Nurture, and the Passion to Learn Language Tracking Emerging Speech
Broad Learning Objectives				
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.				
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).
	8	3	2	3

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Chapter 4: Emotional and Social Development in Infants and Toddlers

Attachment: The Basic Life Bond	Settings for Development	Toddlerhood: Age of Autonomy and Shame and Doubt
<ul style="list-style-type: none"> • Setting the Context: How Developmentalists (Slowly) Got Attached to Attachment • Exploring the Attachment Response • Is Infant Attachment Universal? • Does Infant Attachment Predict Later Relationships and Mental Health? • Exploring the Genetics of Attachment Stability and Change • Wrapping Up Attachment 	<ul style="list-style-type: none"> • The Impact of Poverty in the United States • The Impact of Child Care 	<ul style="list-style-type: none"> • Socialization: The Challenge for 2-Year-Olds • Being Exuberant and Being Shy
Broad Learning Objectives		
<p>In addition, you should be able to give examples and elaborate on the major concepts from the chapter.</p>		
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.
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